

ONLINE LEARNING MANAGEMENT TO IMPROVE STUDENT ACADEMIC ACHIEVEMENT

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ABSTRACT:

This study aims to strengthen the understanding of the importance of managing online learning to improve students' academic achievement in the proper use of the learning model, namely Blended Learning. This research is motivated by the development of 21st-century technology in the world of education that has not been managed optimally by educators, causing students to experience difficulties in participating in applied online learning. This research uses a qualitative method with a case study design. The research subjects were teachers of State Elementary School 2 Sumberagung, Bantul Regency, Yogyakarta. The data collection techniques through interviews. The study results show that online learning management is carried out in systematic and accurate planning, implementation, and assessment stage. The use of the learning model Blended Learning can positively impact students. The evidence is the results of the average academic score during online learning can achieve the Minimum Completeness Criteria (KKM). In addition, the average score obtained by students is also stable. The management of online learning evaluation that is carried out correctly and highly committed can improve student academic achievement.

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ABSTRAK:

Penelitian ini bertujuan untuk menguatkan pemahaman pentingnya pengelolaan pembelajaran daring untuk meningkatkan prestasi akademik siswa dalam penggunaan model pembelajaran secara tepat yaitu Blended Learning. Penelitian ini dilatarbelakangi oleh berkembangnya teknologi abad 21 pada dunia pendidikan yang belum dikelola secara optimal oleh para pendidik, sehingga menyebabkan peserta didik mengalami kesulitan dalam mengikuti pembelajaran daring yang diterapkan. Penelitian ini merupakan penelitian kualitatif dengan desain studi kasus. Subyek penelitian adalah guru SD Negeri 2 Sumberagung, Kabupaten Bantul, Yogyakarta. Teknik pengumpulan data melalui wawancara. Hasil penelitian menunjukkan bahwa pengelolaan pembelajaran daring dilakukan dengan tahap perencanaan, pelaksanaan, dan penilaian yang sistematis dan akurat. Penggunaan model pembelajaran Blended Learning dapat memberikan dampak positif bagi siswa. Hal tersebut dibuktikan dengan hasil perolehan nilai rata-rata akademik selama pembelajaran daring menunjukkan angka diatas Kriteria Ketuntasan Minimum (KKM). Selain itu, rata-rata nilai yang diperoleh siswa juga stabil. Dengan demikian, pengelolaan evaluasi pembelajaran daring yang dilakukan dengan tepat, benar, dan berkomitmen tinggi mampu meningkatkan prestasi akademik siswa.

Kata Kunci: *Evaluasi pembelajaran; perencanaan pembelajaran; prestasi akademik siswa*

INTRODUCTION

The development of science and technology in the 21st century requires humans to work harder to adapt to all aspects of life, including education. The demands of the 21st century make the education system must be following the changing times that can improve the quality of human life (Clark & Mayer, 2011). In the world of education, learning is the core and estuary of all educational management processes to improve the quality of human resources, which is a top priority following growth and development in the modern era (Eliyawati & Mubiar, 2020). Research by Saifulloh & Darwis (2020) about increasing the effectiveness of the teaching and learning process in the emergency period of the spread of Corona Virus Disease (COVID-19), teachers must be able to manage to learn starting from planning (planning), organizing, actuating and evaluating to ensure a good, effective and efficient teaching and learning process during distance learning (Mahmudah, Putra, & Wardana, 2021). Both within the network (online) and outside the network (offline), the expected results are that learning activities continue to provide excellent and best service according to educational standards while also



following the health protocols that have been agreed upon by the four ministers.

In line with previous research in Asriadi (2021) about "collaboration-based online learning management in increasing learning effectiveness," it reinforces that online learning should not override social interaction and the humanistic side of education. In this case, teachers must be able to try to design collaboration-based online learning to be managed by planning online learning that begins with needs analysis, preparing teaching materials, designing learning systems, and determining the software used. Implementing online learning is done by providing teaching materials in the classroom. Students access the E-Learning Program independently (Hidayah & Mahmudah, 2021). The expected results are that students can take part in online learning activities effectively and efficiently through online learning during the COVID-19 pandemic. To pay attention to the social aspects and the humanism side of education, the digital media used must vary according to students' needs and learning abilities (Utomo & Mahmudah, 2021).

However, the management of online learning evaluation is still experiencing obstacles and natural obstacles in the implementation that has been carried out in elementary schools (Khusni & Mahmudah, 2020). As a result, it will affect student academic achievement in the learning process. It is evidenced by a study conducted by Puspitasari & Noor (2020) that the optimization of online learning management was carried out to increase the Adversity Quotient or students' difficulty in thinking intelligently to improve academic achievement during the covid-19 pandemic. Namely need to provide social support, teachers determine directed tasks, teacher persuasive communication, interesting learning topics, and selection of appropriate learning methods.

It is different from what happened at State Elementary School 2 Sumberagung, located in the Jetis area, Bantul Regency. Based on the observations, using an online learning system is one of the efforts that can be made to facilitate students in online learning by communicating and discussing well with each other in a persuasive manner between teachers, homerooms, and students. In addition to getting help sharing tutorials by teachers available on online learning system media, students can access learning materials that have been packaged in essential basic competencies and combined with

implementing Blended Learning-based learning models. An online learning system that has been run well and upholds commitments will be able to optimize learning during the COVID-19 pandemic, both interactions between teachers and students through discussion forums found in the media as well as positive influences on student development on academic achievement. It is marked by weekly, mid-semester, annual student test scores, and average report cards in the last two years since the COVID-19 pandemic. From the evaluation results of student scores, online learning must be optimized so that students get scores that exceed the predetermined Minimum Completeness Criteria. (Darmansyah, 2010).

Provide the most comprehensive possible space for students to be creative and actively involved throughout the online learning process. Students' cognitive, affective, and psychomotor domains can grow and develop optimally and simultaneously without experiencing stunting (Rusman, 2011). From this data, if analyzed in-depth, this cannot be separated from teacher innovation and the accuracy of using learning models effectively and efficiently during the COVID-19 pandemic (Mahmudah, 2021). Therefore, teachers must be able to use methods and approaches and use appropriate facilities and infrastructure so that the teaching and learning process becomes exciting and fun. Online learning interactions are strongly influenced by several components, namely students, teachers, principals, the role of parents of students, curriculum, and technological facilities. Their support is needed in the online learning process to support the quality of learning according to user expectations (Marjuni, 2019); (Sholekah & Mahmudah, 2020). Thus, learning activities can bring changes to students, both changes in knowledge, behavior, and skills. Students will be trained to solve life problems and adapt to their environment with these changes in the course.

The dynamics of education, motivated by the Covid-19 outbreak, are a threat and a challenge for education stakeholders. Various educational problems due to the application of online learning policies have a high urgency for the progress of education in Indonesia. It significantly affects the decline in the level of willingness and ability of Indonesian students to compete, which is considered capable of injuring the ideals of independence, namely the nation's intellectual life. Facing Covid 19, the Indonesian government seems to be stuck in a dilemmatic situation: between the choice of locking down, closing all access for human mobility as has been done in several other countries, or



continuing to provide space for socio-economic activities to run with all procedures that are aligned with the WHO protocol (Wakhudin et al., 2020). So by looking at the unequal conditions in the world of education during this pandemic, researchers can fill gaps in the management of online learning evaluations during the COVID-19 pandemic. As well as to conduct case studies to identify online learning development as a research objective, namely how to plan online learning in schools during the pandemic? What kind of learning evaluation is used in the online learning model during the pandemic to improve student academic achievement?

METHODS

Research Design

This study uses a qualitative method with a case study design. The research was conducted at the State Elementary School 2 Sumberagung, Jetis, Bantul. The reason for choosing the research location is because the school is unique in the online learning process. So that information is extracted to be used as a reference in developing online learning. The subject of the research is aimed at understanding social phenomena from the perspective of the participants, who are people who are invited to interview, observed, and asked to provide data, opinions, thoughts, and perceptions (Creswell, 2015).

The data collection technique was carried out to obtain the analysis results on the management of online learning evaluation through interviews and participant observation. Furthermore, the validity of the data was tested by using source triangulation and data triangulation techniques. Source triangulation is getting data from different sources with the same method, while the triangulation technique is a different data collection technique to get data from the same source.

Data Collection

Data collection techniques using interviews. Interviews using a structured approach using interview guidelines. Using only interviews is that the data collected is deep and rich. It is not necessary to use additional data by using other collection methods. In this study, the names of the interviewees

were not displayed because, following the relevant permission, they would be private and by the code of ethics for qualitative research. The interview guidelines in this study are as follows:

Table 1. Interview Guidelines

No.	Interview
1	How to plan online learning? <ol style="list-style-type: none"> a. What steps are implemented in making teaching materials? b. What facilities can be applied in the online learning process? c. How to plan online learning?
2	What kind of learning evaluation is used in the online learning model? <ol style="list-style-type: none"> a. What are the indicators of student academic success? b. What is the teacher's strategy in achieving the success of student learning achievement? c. What kind of learning evaluation is used in the online learning model?

Data Analysis

The data analysis procedure used includes four stages: data collection, data reduction, data presentation, and concluding (Miles, Huberman, & Saldana, 2014). The process of data analysis using Atlas ti software version 8. The purpose of using software in this analysis process is to facilitate researchers in making data reduction to make research concept maps (Mahmudah, 2021).

FINDINGS

Based on the results of the field taking that has been done using interviews, the results were transcribed for data analysis with the help of software. The interview data that had been transcribed were then reduced by making codes relevant to the research topic, which was related to online learning management to improve student achievement. Codes are made to find the unique meanings of the research results. After that, is to create a research concept map. This research concept map aims to find the research so that it has novelty and be used as a solution in online learning during the covid-19 pandemic and as an alternative for anticipation and answers for teachers to



improve student achievement during online learning. The concept map of this research is as follows:

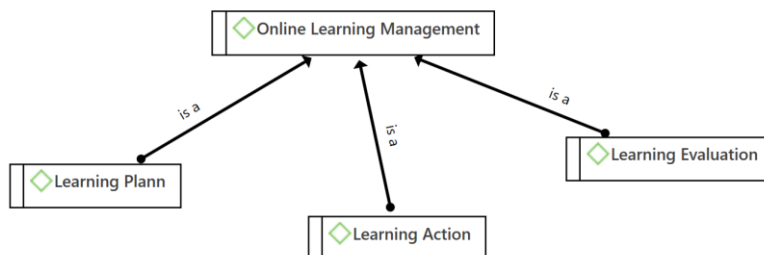


Figure 1. Result of Research

DISCUSSION

Learning Plan

Teaching in its development process is still considered an activity of delivering or transferring knowledge. Several components are contained in preparing it and conveying the teaching message; in the teaching and learning process, the teacher has a role in the form of stages before and stages after teaching (Hasibuan & Moedjiono, 2012). So there needs to be careful planning and support for learning, especially online (online); training in updates is a complex act, so complex teaching actions can be translated as integrative use.

Learning management has various lines of thinking that refer to planning (organizing), implementing, and evaluating Learning. It can be described in depth through learning planning, an initial activity to achieve a learning goal in offline and online learning. Learning design can be interpreted from various perspectives, such as discipline, science, a system, and a process (Mahmudah & Putra, 2021). As a discipline, instructional design discusses various research and theories about strategies and the process of learning development and implementation (Yulaelawati, 2012) because students have certain conditions and levels of competence. Learning objectives can be said as behaviors to be completed, or students can do that (Uno, 2010).

In lesson planning, teachers are given the authority to develop ways of creating relationships with students based on methods. Methods deemed appropriate by the teacher because the teacher is the one who communicates

directly with students is as stated (Levy & Barton, 2010) "Because teachers communicate in many ways, they naturally develop different types of relationships with students." To the data obtained by the researchers, the first thing the teachers did in utilizing the management of online learning evaluation was to plan by mapping, looking at the condition of the students' situation to analyze the needs and what was needed in determining online learning methods (interview results). With the teacher on March 31, 2021). The online learning system offers flexibility because it allows access to information anytime and anywhere without being limited by space and time. Using technology in online learning provides flexibility in time and learning space (Nastiti & Hayati, 2020). The teaching materials provided can be accessed both synchronously and asynchronously, so students can manage information in depth and repeatedly. The provision of various teaching materials in one platform aims to a knowledge construction step in online Learning. It is done by carrying out learning activities, such as studying the material in the text, viewing visual media, and listening and feedback in learning videos.

Learning Action

Teaching is a systemic process that consists of many components. Each component is not partial (separate) or runs independently but must run regularly, complementary, and sustainable. So, teaching management is needed to be more effective, dynamic, efficient, positive, and marked by awareness and active involvement between teachers and students (Rohani, 2010). To the data obtained by the researchers in the implementation of online learning at State Elementary School 2 Sumberagung, to optimize online learning amid a pandemic, many applications already exist, but the learning used is Google form, YouTube, video, Whatsapp group, Voice Note, and Video Call. It is based on various learning media in digital applications based on education and supported by social media or other supporting facilities. As for the use of learning media used during online learning, the 2020 Rapid Innovation Survey results can be seen in figure 2. It is due to seeing students with different backgrounds and making learning adjustments during the adaptation period for new habits (results of interviews with teachers on April 1, 2021).



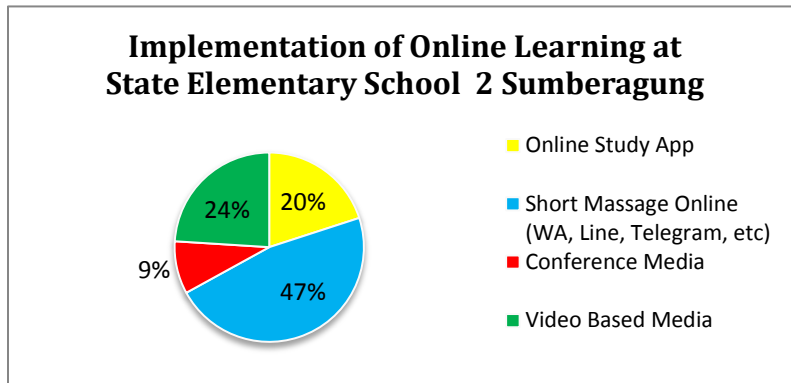


Figure 2. Types of Learning Media in Online Learning.

The teacher tries to use several teaching variables (objectives, materials, methods, tools, and assessments) so that the learning objectives that have been set can be achieved (Makmun & Abin, 2012). The data found that to combine online and offline learning effectively and efficiently, learning is used in a Blended Learning model, namely a learning pattern that uses a blended learning model. It can combine web-based technologies by collaborating offline in limited and continuous consultation and guidance to achieve educational goals, especially in schools (interviews with teachers on April 1, 2021).

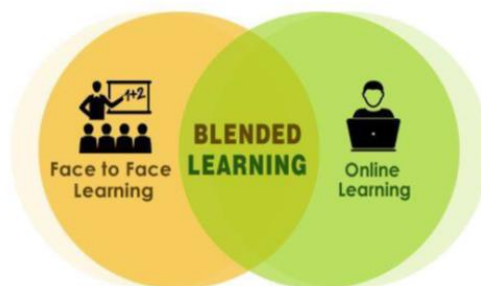


Figure 3. Illustration of Blended Learning.

Blended Learning is a mixture of various learning strategies and delivery methods that will optimize the learning experience for students (Heinze & Procter, 2010). This learning model is an effort to approach learning that integrates traditional face-to-face learning and distance learning using online learning resources (especially web-based ones) and various communication options that educators and students can use. Besides that,

learning takes place more meaningfully because of the diversity of learning resources obtained and can create a positive learning environment for interactions between fellow students and their educators without being limited by space and time.

Learning assessment considers values based on criteria for an objective and convincing evaluation, starting from qualitative and quantitative information. The review is not carried out at the educator's discretion. Still, the assessment is carried out with wise and wise consideration, following the results of the learning progress shown by the students (Djamarah, 2011). The alignment and accuracy of the answers to the work is the primary benchmark in student assessments in the achievement of student competencies (results of interviews with teachers on April 1, 2021). As the research results received in the online learning assessment process, the teacher declared that student achievement was more about order and student discipline in participating in technology-based learning activities and doing assignments according to the provisions.

Assessment is part of making decisions using information obtained through measuring learning outcomes using both test and non-test instruments; assessment, in this case, is intended to provide a value about the quality of something broadly. The assessment can be divided into two, namely assessment formative and summative assessment. Formative assessment is carried out to monitor how an educational process has gone as planned. In contrast, summative assessment is carried out to determine how students have been able to move from one unit to the next (Nasution, 2012).

The assessment process used at State Elementary School 2 Sumberagung is the knowledge assessment instrument carried out of HOTS (Higher Order Thinking Skills) questions in multiple-choice. It also uses voice notes or video calls as a form of skill practice assessment by looking at the context and content of the substance in the teaching materials that have been delivered. The two forms of instrument questions are not carried out simultaneously but take turns adjusting the existing material. Then, collaborating through Google Forms and notebooks (assignments) to prove that students are working on tasks collected at certain times to provide a review or correction. There is also a form of filling.



Based on the description above, it can be described that the management of online learning can be applied in various stages, namely learning planning. The initial planning activities are intended to achieve a learning goal that is designed systematically by mapping the background conditions of students, considering all aspects of the possibilities that will occur in the face of challenges. The online learning process has a combination of combined structures in online and offline learning by integrating a Blended Learning model to facilitate student understanding when delivering teaching and learning materials. If students have difficulty understanding online learning, students can consult offline, following the provisions set by the school. In the next learning assessment, the teacher considers the value based on specific formative and summative criteria by objectively looking at the development of student knowledge, skills, and progress in receiving teaching materials.

Learning Evaluation

The learning evaluation of the teaching and learning process has different aims than assessing learning outcomes. Suppose the assessment of learning outcomes emphasizes students' degree of mastery of teaching (instructional) objectives. Evaluating the learning process emphasizes improving and optimizing teaching and learning activities, especially efficiency, effectiveness, and productivity. Some of these are the efficiency and effectiveness of achieving instructional objectives, the energy and relevance of teaching materials, the productivity of teaching and learning activities, the point of teaching resources and facilities, and the effectiveness of the assessment of learning outcomes and processes (Sudjana, 2010).

Evaluation of teaching is a component of the teaching system. While the teaching system itself is the implementation of the curriculum as an effort to create learning in the classroom, the primary function of evaluation in the school is to determine the results of the teaching sequence so that the results achieved are directly related to the mastery of learning objectives—the target goal. In addition, the evaluation also serves to assess the relevant elements in the sequence of planning and implementation of teaching. That is why evaluation occupies an essential position in curriculum design and teaching design (Hamalik, 2010).

Based on the results of observations and interviews with teachers at State Elementary School 2 Sumberagung, the efforts to manage online learning evaluations make various efforts to make a positive contribution and adapt quickly in the face of new changes in the technological era and the adaptation period of new habits.

Seeing the development of educational technology advancements, evaluation of online learning has the main characteristics that must be considered. The use of adequate web technology by considering the background conditions of students is massive, especially in the selection of models/methods for online-based learning, and determined by adjusting the level of population needs. Each class for the user concerned is formed in small groups or as a whole, for example, on the zoom meet or google meet, which can be scheduled. If there are problems with the use of technology, it can also be designed offline following the provisions set by the school. Besides that, there is also a need for a system of online learning that is open in the sense of open access, facilitating the use of technology for students and guardians of students so that they can work together in guiding students at home (Bilfaqih, 2016).

The provision of social support for the role of teachers to parents and students has been built gradually and could be carried out well To improve student academic achievement. So that by Positive social support will bring students the feeling of learning without stress and comfortable during online learning. The environment has a relationship with a person's behavior in daily life, so from this encouragement, students can grow their interest in learning and increase student academic achievement (results of an interview with a teacher on April 3, 2021).

Learning is assumed to be effective if the learning object contains only material related to the objectives and is arranged according to the order of presentation based on pedagogical principles and material accessories (descriptive illustrations that broaden insight, examples, and non-examples). Besides that, learning that utilizes multimedia technology, video, virtual classes, online texts, animations, voice notes, and so on are only used if they can make the understanding and retention of the knowledge more effective (Kastolani, 2014). The management of online learning evaluation at State Elementary School 2 Sumberagung has been done by discussing with the



parents of students, asking about the difficulties they face, and finding a way out together for students who have difficulty learning while online. Then, determining considerations, namely by combining forms of learning models.

The blended learning model uses media that can facilitate and assist students in understanding the delivery of online and offline material. The teacher provides feedback and appreciation of the assignments given. Thus, it will help awareness and improve student academic achievement in online and offline learning (documentation studies of online learning assessments are found in the teacher archives at State Elementary School 2 Sumberagung). It is evidenced by the average daily, semester, and annual test scores and the average student report cards, which have increased gradually in the last two years since the COVID-19 pandemic. It is based on the level of students' understanding of the teaching material that has been delivered by the teacher and can be received well so that qualitative and quantitative analysis data can be obtained as follows:

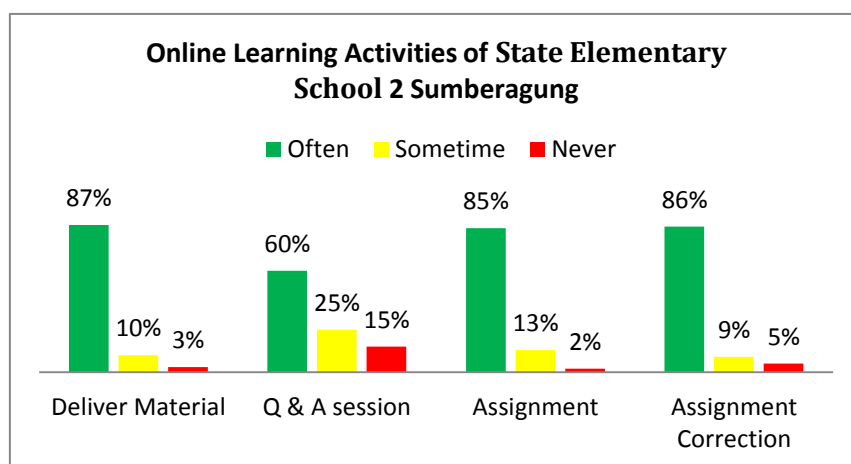


Figure 4 Percentage of Learning Activities in Online Learning

Online learning does not only emphasize the delivery of material to more dominant students, such as face-to-face learning. Giving assignments as feedback is the main thing that educators do to determine students' level of understanding and ability, mainly because educators cannot directly know. The intrinsic quality of learning objects can be evaluated independently by considering the qualitative features of the content, such as readability, clarity

of image resolution, audio clarity, smoothness of video resolution, compatibility with viewing devices, and so on.

The contextual quality of learning objects are evaluated on teaching aspects, for example, its suitability with learning outcomes, content accuracy, breadth and depth, accuracy in choosing the type of learning object, sequence or order of presentation, conformity with planned learning activities, cognitive overload, and so on (Jess. K, Nakayama, & Martin, 2019). The evaluation of online learning at State Elementary School 2 Sumberagung in providing test material has been packaged with various forms of HOTS (Higher Order Thinking Skills) questions so that students can think at a high level compared to thinking at a higher level. Light but in more significant portions and providing accurate student scores to make them more effective and accountable. With the help of existing systems in applications such as Google Forms, inputting value data will be more straightforward. Students will know the value and existing deficiencies (documentation studies of online learning assessments are found in the teacher archives at State Elementary School 2 Sumberagung). The form of correction given by the teacher can be seen in the percentage in Figure 5.

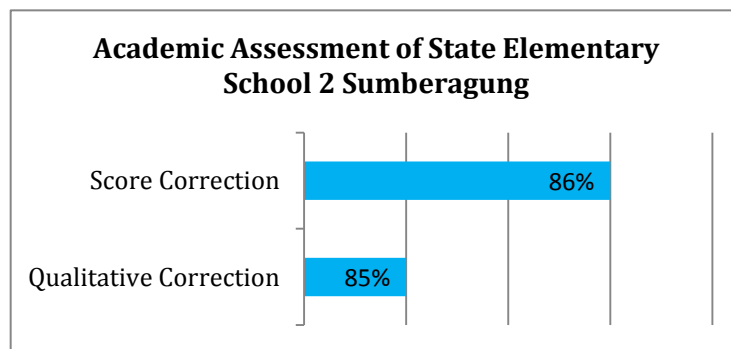


Figure 5 Forms of Educator Correction in Online Learning

More accessible data collection and assessment of online learning tasks can maximize online learning management, especially time management. However, based on the KPAI survey, as many as 77.8% of students experienced difficulties due to piling up assignments, while 37.1% of educators gave lessons with little time. The problems of online learning are not only felt by students and parents, but the main point lies with the educators. All education

stakeholders must pursue readiness in online learning applications and are required to adapt quickly. Whether or not online learning is effective is determined by the contribution of the school/educator, students, and parents. In responding to this, the efforts made at State Elementary School 2 Sumberagung, Jetis, Bantul, namely by implementing an evaluation of the quality of learning objects in the form of LORI (Learning Object Review Instrument) developed by Nesbit, etc. (Nesbit, Belfer, & Leacock, 2004). LORI is designed as an instrument to assess the quality of multimedia learning objects by considering the fundamental aspects of student competence based on observations and facts about the condition of students. Although its evaluation also relates to learning objectives, LORI is generally used as an evaluation tool for learning objects, alignment with learning objectives, feedback, adaptation, motivation, and design. Presentation, user interaction, accessibility, varied use, and adherence to learning standards.

Based on the description above, it can be concluded that the evaluation of the learning process is more focused on improving and optimizing teaching and learning activities, especially efficiency, effectiveness, and productivity in learning that is implemented online and offline. The quality characteristics of learning objects are evaluated independently by considering learning outcomes, the accuracy of learning content and teaching materials, and the breadth and depth of the material. Various forms of learning evaluation instruments are given to measure students' abilities effectively and responsibly through HOTS-based questions. Giving assignments through Google Form media during online learning is very easy to maximize the optimal management of online learning. It can have a positive effect on increasing student academic achievement. They can maximize online learning management optimally so that the results to be obtained can positively influence student academic achievement.

CONCLUSION

Based on the research analysis of the data above, it can be concluded that online learning management can be applied in various stages, namely learning planning, learning implementation, and learning assessment. The application of this Blended Learning model makes learning more meaningful because the diversity of learning resources obtained can have a high impact on

students in terms of material delivery, content suitability, and accuracy of learning objects in improving their academic achievement. Assessment instruments are carried out in HOTS (Higher Order Thinking Skills) items through Google Forms and writing books (assignments) collected as evidence of activity, order, and student discipline during online learning. So that the results to be obtained can have a positive influence on increasing student academic achievement.

Although it is undeniable that various obstacles are faced in every implementation, especially in student assignments that accumulate relatively limited time, the management of online learning evaluation is carried out by LORI (Learning Object Review Instrument). It examines the existing learning objects in-depth to determine the suitability of the teaching model's content, alignment, and accuracy by looking at the background conditions of students in a humanistic manner. With the support of social assistance from various stakeholders and good cooperation between teachers, principals, and guardians of students, we will be able to help change students by improving student academic achievement.

This study has limitations. Namely, the study results cannot be generalized to elementary schools in DIY. It is an essential part of conducting further research with research approaches that can be explored more deeply and can confirm.

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