Implementation of Learning Policy in SMA Negeri 1 Tulungagung during the Covid-19 Pandemic

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Abstract: Implementation of learning policy in SMAN 1 Tulungagung. This study aims to determine the application of distance learning policies at SMAN1 Tulungagung schools in terms of aspects of constraints and advantages. Online learning is an open and distributed systematic learning by using pedagogical devices (educational aids) via the internet and network-based technology. user needs, for example downloading various source requirements for soldering. Online virtual learning is an alternative policy that was forced to be taken by the Indonesian government as an effort to break the distribution chain of COVID-19 in the community, especially in the school environment. which was originally mostly face-to-face learning in the context of classroom atmosphere schooling into online/online-based learning called the application of Blended Learning model learning which is often defined as an optimizing system in integrating oral communication that exists in face-to-face learning with written communication in online learning. The learning policy that is implemented, of course, all parties must work well together so that the implementation of learning restrictions becomes an effective policy so that student learning outcomes during online learning do not deny the results of face-to-face learning in classrooms as during the pre-pandemic in our country. Various positive responses were conveyed by students regarding online learning. In addition, teachers and parents also play a role in providing support and guidance to children's learning efforts.

Keywords: learning policy, teacher performance profile, education management

Abstrak: **Implementasi kebijakan pembelajaran di SMAN 1 Tulungagung.** Penelitian ini bertujuan untuk mengetahui penerapan kebijakan pembelajaran jarak jauh di sekolah SMAN1 Tulungagung ditinjau dari aspek kendala dan keunggulannya. Pembelajaran online adalah pembelajaran sistematis yang terbuka dan terdistribusi dengan menggunakan perangkat pedagogis (alat bantu pendidikan) melalui internet dan teknologi berbasis jaringan. kebutuhan pengguna, misalnya mengunduh berbagai persyaratan sumber untuk penyolderan. Pembelajaran virtual online merupakan alternatif kebijakan yang terpaksa diambil oleh pemerintah Indonesia sebagai upaya memutus mata rantai penyebaran COVID-19 di masyarakat, khususnya di lingkungan sekolah. yang semula sebagian besar pembelajaran tatap muka dalam konteks suasana kelas persekolahan menjadi pembelajaran berbasis online/online disebut penerapan model pembelajaran Blended Learning yang sering diartikan sebagai sistem pengoptimalan dalam mengintegrasikan komunikasi lisan yang ada dalam pembelajaran tatap muka. -face learning dengan komunikasi tertulis dalam pembelajaran online. Kebijakan pembelajaran yang diterapkan tentunya semua pihak harus bersinergi dengan baik agar pemberlakuan pembatasan pembelajaran menjadi kebijakan

yang efektif agar hasil belajar siswa selama pembelajaran online tidak menafikan hasil pembelajaran tatap muka di kelas sebagai selama pra-pandemi di negara kita. Berbagai respon positif disampaikan mahasiswa terkait pembelajaran online. Selain itu, guru dan orang tua juga berperan dalam memberikan dukungan dan bimbingan terhadap upaya belajar anak.

Kata kunci: kebijakan pembelajaran, profil kinerja guru, manajemen pendidikan

- **INTRODUCTION**

In support to minimize transmission, the issuance of Government Regulation Number 21 of 2020 concerning Large-Scale Social Restrictions in the context of Accelerating the Handling of Corona Virus Disease 2019 (Covid-19) was set on March 31, 2020 as well as a form of appeal to the entire community to maintain a distance from one another. others can also be called physical distancing for various provinces, cities(Widyasari & Rafsanjani, 2021).

The pandemic situation in 2020 provided a policy of limiting activities in all aspects of the field, starting from agro-business and aspects of the education sector. Especially to the occurrence of a massive transformation in the education sector, all educational institutions even referred to universities, which were finally forced to close aspects of the education sector. the routine routine of academic activities shifts to online virtual media activities with the application of learning in online virtual networks online(Widyasari & Rafsanjani, 2021).

Along with the development of IT (Information Technology) Blended Learning is often defined in general as a learning system that is carried out by combining face-to-face learning with learning (technology mediated instruction) by combining E-learning learning which can also be called online virtual reality with face-to-face learning, online learning which utilizes an internet network server in which it consists of web-based learning, as well as combining learning patterns with one another with the aim of providing the most effective and efficient learning experience, so as to improve learning outcomes and communication relationships in the three learning modes(Husni Idris, 2011).

Online learning is an open and distributed systematic learning using pedagogical devices (educational aids) via the internet and network-based technology. what are the user's needs, for example downloading various source requirements for materializing(Muhammad Fadhil Al Hakim, 2021).

Online virtual learning is an alternative policy that the Indonesian government had to take as an effort to break the distribution chain of COVID-19 in the community, especially in the school environment. which was originally mostly a face-to-face learning method within the context of classroom-based schooling into online/online-based learning called the application of Blended Learning model learning which is often defined as an optimizing system in integrating oral communication in face-to-face learning with written communication in online learning, because famous for easy access(Muhammad Fadhil Al Hakim, 2021).

Entering the level-2 red zone of the spread of the disease outbreak in Tulungagung district in February 2020, the issuance of a policy from the Minister of Education of Tulungagung aimed at the UPTD institution of SMAN 1 Tulungagung through the task circular of the task force for handling covid-19 No: 360/1476/set.covid19/2020, efforts to minimize unwanted transmission to students, then divert all activities of life within the scope of schooling in the aspect of teaching and learning activities, switch actively to their respective homes(Pemerintah Provinsi Jawa Timur, n.d.).

With the enactment of learning provisions that switch to active distance learning (PJJ) in their respective homes, the educators and students of SMAN 1 Tulungagung implement an online fritual learning system, namely a form of Blended learning learning model through mobile telecommunications media, switching teaching and learning activities tailored to the needs of educators, such as choosing from systematically the application features available on android packaged through the composition of the googlemeeting and googleclassrhoom applications(Satria Kharimul Qolbi,Sabarudin,Kholilurrohman, 2020).

The school uses the alternative learning model as a learning tool during the pandemic with the advantages of audio and visualization of the embodiment of images that can be displayed in actual conditions, making it easier to communicate directly. even though in a systematic virtual world the application features on android is a product of the development of information technology in the field of education in Indonesia, developed and can be used instantly during the pandemic in Indonesia regarding alternative telecommunications to support learning during distance teaching and learning activities(Fieka Nurul Arifa, 2020).

With this statement, Blended Learning was chosen as a learning alternative which is expected to achieve efficiency and effectiveness learning goals in a pandemic situation. In the aspect of implementing virtual learning, of course there has been a radical change in the learning method along with the method in virtual learning from various platforms that are used to replace learning media when active in offline learning(Nur Fitri Andarukmi, Dianti Lintang Penatas, Elmawati Situmorang, Inaisya Putri Hartono, Niken Wahyuningsih, Rafly Kholid, Zaura Salsalvibilla, 2021).

There are three models in the development of Blended Learning learning:

1. The Web course model is the use of the Internet for educational purposes, in which students and educators are completely separate and no face-to-face is required. All teaching materials, discussions, consultations, assignments, exercises, exams, and other learning activities are delivered entirely through the Internet.

2. Web-centric course model

Some of the material is delivered via the Internet, and partly through face-to-face meetings whose functions are complementary. In this model, educators can provide instructions for students to learn subject matter through the web that they have made. Students are also given directions to find other sources from relevant websites. In face-to-face, students and educators discuss more about the findings of the material that has been learned through the Internet.

3. The web-enhanced course model, the role of educators in this case is required to master the techniques of finding information on the Internet, presenting material through the web that is interesting and in demand, providing guidance and communication via the Internet, and other necessary skills. Then the teachers are asked about anything What is done in giving opinions during online learning, some of the teachers answered that opinions were submitted by connecting the material to be studied with experiences they have or everyday life, for example by telling stories or drawing conclusions according to what has been observed and what quotes can be found. obtained. online learning requires a variety of methods in order to be able to achieve the expected results. On the other hand, variations of online learning methods also serve to create enthusiasm from students. Therefore, it is important for teachers and parents to discuss together a convenient and easy to follow online learning method. Among these several methods, the more dominant method is mostly used by educators and students, including:

Online Learning with Video, It is believed that this online learning method is effective in creating new interactive spaces for educators and students. learning resources other than visual media, because they are used as a means to access learning and other sources of knowledge from the internet. Regarding the learning methods that are often used during online learning, the responses from most teachers as moderators answered that the methods that were often used in learning used the form of assignments, virtual and face-to-face delivery on virtual media, discussions with a grace period of a few minutes the opportunity for students to discuss with the theme. In a form of learning, of course, it must be based on the interest of the students. As for running this learning

model, it is able to increase mutuality and the quality of learning, while an effective learning process will make students active in managing the class using various creative and varied methods that can be used by teachers, focused on developing their students will make students more active in the learning process(Hariyani, 2021).

Students in participating in the realization of the Blended learning learning model must be based on independence and sensitivity in diligent adapting, if students from both aspects experience a decline, it can be seen that they will feel burdened by giving assignments from online educators, so that the advantages of Blended learning such as learning flexibility , self-autonomy, and collaborative learning with peers as well as with educator motivators through learning videos do not occur in students with low independence. This results in students' learning mastery being low and not optimal, while individuals can be said to have low motivation if someone who weak motivation, looks indifferent, easily discouraged, his attention is not focused on the lesson, likes to disturb the class, often leaves the lesson as a result many have difficulty learning(Rizqa Afdhila, Muhammad Nazar, 2017).

Coinciding with the applied learning policy, of course, all parties must work well together so that the implementation of learning restrictions becomes an effective policy so that student learning outcomes during online learning do not deny the results of face-to-face learning in classrooms as during the pre-pandemic in our country. . Various positive responses were conveyed by students regarding online learning. In addition, teachers and parents also play a role in providing support and guidance to children's learning efforts. Teacher competencies and skills must continue to be enriched, supported by school policies that encourage teachers and of course students to familiarize themselves with online media learning using mobile phones(Muhammad Fadhil Al Hakim, 2021).

It is also recorded in the official Circular from the Minister of Education and Culture Number 36962MPK.A/HK/2020 regarding online or online learning regarding considerations for access to learning technology and the diversity of factors that become the background of learning policies that shift to their respective homes, from the internal aspects of schools both from the facilities of the parents of the students and also the domicile which limits the access of students to active learning hours(Indah Winarsieh, 2020).

As such, there are still many students who have a background of obstacles in considering the medium economy from the facilities that parents provide, such as the specifications for electronic media on devices/smartphones. In addition, the fate of students who live in remote areas is also a concern, because of course the internet network facilities are not yet adequate in terms of coverage and the level of understanding of students is still low about the use of online learning applications. The economic factor of the facilities of parents of students must also be considered, it can lead to waste for internet use, if the needs that are accessed are not filtered (controlled). Android, all systems use can not be separated from the connection network on the internet, of course it is paid, as is the use of landline telephones, telephone kiosks which used to be before developing into mobile handheld telephones(Tanama, 2022).

Educator performance profile

Although faced with a pandemic situation that emphasizes students and educators turning to communication interactions on virtual media, of course they still pay attention to the achievement of educational goals related to interrelated factors including educator factors, student factors, educational goals factors, educational tools factors and educational factors. environment. it can be concluded that education is a systematic interrelated with sub-systems, while the system will not work if one of the sub-systems is problematic which will result in the sub-system's function not being optimal in achieving the educational goals that have been set(Tawa, 2019).

The perspective of the educator figure in controlling teaching and learning activities plays a role in the sense that a teacher holds the key to the achievement of the teaching and learning process, for that the teacher is a very dominant factor in determining the success of the teaching and learning process, as well as to achieve this, the teacher must have basic skills in teaching and learning. In carrying out their duties, in carrying out learning, it must be based on an assessment of students which is an aspect that must be carried out by the teacher, which means actually

carrying out the rules and criteria that have been set, not favoritism, not seeing that the student is his family, as well as the degree of background factors degree, rank of the parents of the students(Huda, 2017).

Thus the need for sustainable professional development aspects, what is meant by continuing professions are aspects of development activities that are sought to reflect on the personality of educators to foster increased insight, potential and skills, in the sense that they are not only proficient in dealing with classroom learning situations, do not deny that they still set good examples. exemplified for students in terms of contextual insight and good ethical norms to be applied by students in conditions of active learning hours and outside educational hours(Prasojo & Rini, 2018).

Professional competence is a demand for educators to develop their professionalism and support all external influences as well. Professionalism means improvement, development to carry out their service(Isrokatun, Yulianti, & Nurfitriyana, 2022,Gustina & Anisah, 2020,).

aspects or domains contained in the concept of competence are:

a) Knowledge, namely awareness in the cognitive field, for example, educators know the identification of learning needs along with programming learning for students according to their needs.

b) Understanding (Understanding), namely the cognitive and affective depth possessed by the individual. Like every educator carrying out learning must have a good understanding of the attitudes and characteristics of students in order to carry out learning effectively and efficiently.

c) Attitude, namely feelings (happy-not happy, likes-dislikes) a measure of the attitude of positive and negative student behavior, of course being a separate assessment material for teachers, and vice versa if a teacher arbitrarily does not pay attention in fostering students, on the contrary, students can underestimate the teacher. The personality competencies of educators in an effort to motivate their students need to pay attention to several aspects:

d) Interest, namely the tendency of a person to carry out an action, such as encouraging the interest of students to learn or do something relevant.

e) Value is a psychological standard of behavior that has been integrated into a person. That is what is meant, namely the standard of teacher behavior in learning honesty, openness, democracy(Huda, 2017).

Building the potential development of students, aiming to strengthen learning competencies. Learning competencies can develop, if the competencies and knowledge meet the standards. Reinforcement is divided into two namely, positive reinforcement and negative reinforcement. Positive reinforcement describes the consequences of the event itself. The skills of educators in communicating, speaking language, pronunciation are the main key initial steps that must be used as educators for introspection. The satisfaction of a teacher in his service, as an educator, can optimally depend on the motivator for his students, therefore the mere dedication of the task only feels done sincerely and voluntarily, encouraging increased performance(Tri Rohayati, Sudjarwo, 2014).

Definition of learning and learning

Process of teaching and learning activities need to pay attention to two psychological theories, namely behavioral theory and cognitive theory. The two theories have differences in how children learn. Behavioral theory emphasizes or pays more attention to what children learn while cognitive theory emphasizes how the attitude of educators is directed at students in learning(Saragih, 2008).

The learning process of students is used to listen, listen and record teacher explanations which are part of the measure of the quality of educators in controlling the process of classroom atmosphere. In carrying out teaching and learning activities, the teacher plays a role as a director as well as an actor, which means a teacher holds the key to the achievement of the teaching and

learning process, for that the teacher is a very dominant factor in determining the success of the teaching and learning process, as well as to achieve this, the teacher must have basic skills in carrying out their duties(Huda, 2017).

Interest in learning can be described as a desire based on order that must be deliberate in determining some of the most important parts selected to be studied as a benchmark for effectiveness in citing information obtained and insights obtained(Rusnawati,Perawati Bte Abustang,Syamsul Alam, 2019).

The level of active participation of students in the learning process is a reflection of the indicators of a quality learning process. The sense of involvement based on motivation accompanied by high interest from students is an indicator of a quality process and of course it must be based on the interest of students. Interest in learning can be as a desire based on order that must be deliberate in determining some of the most important parts that are chosen to be studied(Huda, 2017).

Effectiveness of learning in a pandemic situation

Learning when active at home basically provides good principles in terms of cost savings, and monitoring, so parents can monitor how active their children are in participating in learning activities. not limited in the sense of limitations in finding relevant sources of knowledge(Rizky Aulia Rahmani, 2022).

Effectivity learning includes two main things, namely active learning time (active learning time) and quality of instruction (quality of instruction) showing the relationship between the actual quality aspects of the demands for educators, as well as controlling students in carrying out and progressing towards communicative interaction skills, sharpening their skills. sensitivity of understanding of students(Setyosari, 2014).

The embodiment of innovative learning so as to foster a conducive atmosphere, can apply an active learning model. During the learning process students must also be actively involved to foster sensitivity during the learning process, so that it becomes more meaningful. It takes personality in communicative to control the learning atmosphere for the activeness of students(Kariadi & Suprapto, 2018).

Weaknesses Learning in a pandemic situation

With the situation of applying online online learning, educators lack supervision on how far the ability to capture students from the aspect of understanding the material conveyed, external factors experienced by students in terms of domiciles that have difficult internet connections, occurrences of server connections that are sometimes up down errors(Tanama, 2022).

Students are more motivated, their enthusiasm is encouraged to follow learning and is more effective in the scope of the classroom atmosphere, viewed from the aspect of cohesiveness between students, in the sense that when students are faced with a situation of saturation as if they are required to only study and do assignments, they cannot meet and mingle with others. classmates, the delivery from the teacher is less than optimal, depending on the network connection on the weather or depending on the internet network connection server(Prahesti Tirta Safitri, Ayu Setyoningrum, Fani Rahmasari, 2021).

Online learning begins to be used lazily for reasons because the duration of the lesson schedule is short, especially for male students experiencing a decline in interest in participating in COVID-19 pandemic learning. Students who usually do face-to-face learning will also experience psychological problems for students and student(Jamil Suprihatiningrum, 2013).

Learning outcomes are abilities obtained by individuals after the learning process takes place which can provide changes and a final assessment of the process and introduction that has been done repeatedly and will be stored for a long time. Learning outcomes are a form of interest based on order that must be intentional in determining some of the most important parts selected to be studied, as well as measuring the aspect of effectiveness in citing information,knowledge gained(Rusnawati,Perawati Bte Abustang,Syamsul Alam, 2019).

Learning media is a factor that plays an important role in the learning process. In a pandemic situation, teachers and various structural school institutions are looking for new directions in achieving the learning objectives that have been planned before the learning situation returns to their respective homes(Abroto,Maemonah, 2021).

- **METHOD**

Types and Approaches of Research

The researcher uses a qualitative approach. Qualitative research is carried out in natural conditions and is the discovery of phenomena that occur in the field with a descriptive research design in the form of dialogue in communication, then described through written responses. explain the facts accurately according to the actual situation(Lexi & M.A., 2010).

Research procedure

Pre Field

Before the researcher conducts research, the researcher conducts pre-field, namely the preparation stage or things needed by a researcher before plunging into the field. The stages carried out by researchers are as follows:

a. Manage permits.

Taking care of licensing in the pre-field stage, researchers make preparations related to research activities, for example sending a permit to the research site. The researcher confirmed the scheduler for communicating between school institutions to establish an agreement on the survey schedule for SMAN1 TULUNGAGUNG students.

b. Adaptation to field conditions

. The field introduction is intended to assess the situation, situation, setting and context, whether there is conformity with the problem, theoretical studies as previously designed by the researcher.

c. Research ethics issues.

There are several practical aspects that researchers need to do in dealing with ethical issues. In this case, researchers are required to be able to respect and comply with all regulations from several practical aspects that researchers need to do in dealing with ethical issues.

Field

At this stage the researcher takes data directly to obtain actual data for the fulfillment of concrete data.

Report writing The activities carried out in this stage are the decomposition of the results and data analysis. Conclusions are drawn from the results of the study. This writing was done based on actual fact data at SMAN 1 Tulungagung.

Subject,Time and Location of Research

Subject

The terms informants and participants are substantially seen as the main instrument in qualitative research (Lexi & M.A., 2010).

In this study, the subject of the study was the waka of the curriculum, accompanied by several staff of the teacher apparatus who controlled the system and were also authorized as one of the subject teachers and some of the students as informants provided information about a particular group or entity.

Time

The researcher confirms between school institutions to establish an agreement on the survey schedule, after the agreement is confirmed from the school institution, the researcher continues to design communication about what can be reviewed in the context of research. Carry out research conducted from April 18, 2022 to July 21, 2022. from pre field, field, and research report writing.

Research sites

Determination of the research location is very important in the continuity of the research. The research location is expected to be a source of data for researchers. The research was conducted at SMAN 1 Tulungagung.

Research Instruments

The researcher as a research instrument as a whole in the research process determines the focus as a data source, collects data, analyzes data and draws conclusions from the data obtained

by researchers from the field, research instrument uses data preparation to interact to talk about phenomena that occur with the curriculum waka, strengthened to develop from some of the arguments of educators and students according to the facts that occurred. After knowing the participant's answer through the conversation, the next step is to strengthen the respondent's answer through discussion;

Primary Data:

From the primary data used in the form of interviews with informants aimed at obtaining accurate and accurate written information(Kurniawaty Imas,Aiman Faiz, 2022).

Primary data was obtained from the form of words or verbal utterances from the informant actors after establishing individual interaction communication in this study, informants which included the authority of the school managerial leader placed on a curriculum waka and representatives of several PPKN teachers who were involved as system operational operators from school.

Secondary Data:

Secondary data in this study can be visualized through authenticity documents in the form of photos and school structure manuals as references related to the object of research, namely learning during a pandemic(Rizqa Afdhila, Muhammad Nazar, 2017).

Data collection technique

According to Moleong, the data collection or qualitative research stages consist of the pre-field stage, the field work stage, the data analysis stage, and the research result reporting stage.

Observation

The researcher in this case becomes a full member of the group being observed, thus the researcher obtains any information he needs.

Interview

With interviews, researchers are expected to get answers from the subject in accordance with the research objectives. The researcher uses the free interview model, the free interview that the researcher means is freedom in submitting questions to the subject with several questions. Researchers used the open interview method to obtain information about the efforts of Civics Teachers in increasing interest in learning during the Covid-19 Pandemic. This kind of interview is used to find information that is not a book or a single piece of information. The results of this kind of interview emphasize exceptions, deviations, unusual interpretations, reinterpretations, new approaches, expert views, or single perspectives.

Documentation

Documentation is a way of collecting data from things in the form of notes, this method the author uses to obtain documents in the form of documentation of objective conditions in the field, state of facilities and infrastructure and other written data needed(Sugawara & Nikaido, 2014).

Data analysis technique

Data analysis technique used in the study uses data analysis techniques according to Milles and Huberman, namely by collecting data, then doing data reduction including reviewing, summarizing, selecting and sorting the things that focus on the most important, then looking for themes and concept maps, continuing on presenting data presented in various forms such as the meaning of a brief description. The last step taken is to draw conclusions which are findings from research that can answer the formulation of the problem. Miles and Huberman argue that the activities in qualitative data analysis are carried out interactively and take place continuously until complete, so that the data is saturated(I. Isrokatun,Upit Yulianti, 2022).

Data analysis is a search and systematic arrangement of data obtained from interviews, in the form of field notes, documentary data, by organizing conclusions so that they are easily understood by themselves and others(Sugawara & Nikaido, 2014).

Data Validity Check

This study uses several triangulation techniques, which are techniques for checking the validity of the data, so that researchers can recheck their findings by asking various aspects of re-questioning to show the observational data from the relevant researchers happened in fact.

1. Data triangulation

The method used is to compare the observational data with the results of interviews, interview data with documentation, observational data with documentation. The results of this study are

expected to unite perceptions of the data obtained.

2. Triangulation Method

The method used to search for data about the phenomenon that has been obtained is by using interviews, observation and documentation methods. The results obtained from these methods are then compared to obtain reliable data.

3. Source Triangulation

Conducted to compare the truth of a phenomenon based on data obtained by researchers, both viewed from the time dimension and other sources. In its application, researchers compare data from observations with data from interviews and related documentation.

- **RESULT AND DISCUSSION**

Entering level-2 in February 2020, the SMAN 1 Tulungagung institution directed all of the teaching staff and students in teaching and learning activities to switch actively in their respective homes. The authority of educators at the time of assignment to students, each teaching teacher uses LKS guidelines / LKPD can also sometimes each subject teacher holds its own final KD to program the learning flow. In active learning situations at home, each classroom teaching and learning activity can be adjusted depending on the personal use of each subject teacher, the recommended alternatives from schools are Whatsapp grub, google classrhoom, and interactive liaison facilities that can see the condition of students directly. directly face to face online using google meeting. Material aspects delivered from the teacher and reviewed orally every two meetings through google meeting to interact face to face with students. From the systematic features available on the cellphone, it has its own uses for each subject teacher. WhatsApp Grub and Google Classroom are used as a means of grouping, channeling access to lectures, attendance data attendance from each subject teacher for students as well as teaching and learning activities. assignments for students. each teacher in the field of study must have plotted to put it in a separate folder then refer to just form a summary of the assessment report submitted to the curriculum.

Constraints that are often encountered during distance learning, domicile factors that depend on internet network connections sometimes hinder, as is the case in the delivery of face-to-face oral presentations connected to interactive videos via google meetings without realizing sometimes signals from educators are smooth but in acceptance of students experiencing low access, it seems as if educators are only considered fairy tales or storytelling.

The various efforts made by subject teachers vary and depend on the attitude of the personality of each educator, from the response of Mr. Irfan Wahyu Permana he said: that the first thing to do is provide motivation to students, as well as if you encounter obstacles from falling subject values. The teacher in the field of study discusses with the curriculum the solution to be carried out by policies to optimize the decline in grades with the remedial route of assignment. Motivating for students during active learning at home, of course on aspects of student weakness and a decrease in students' academic scores, imposes a few additional hours on subjects, aims for opportunities to improve or replace vacant hours from educators in subjects.

Furthermore, when asked about the preferred material delivery model in the composition of the Blended learning learning model, the web enhanced course model is a benefit of the Internet to support the improvement of the quality of learning carried out in the classroom. For this reason, the role of educators in this case is required to master the techniques of finding information on the Internet, presenting material through the web that is interesting and attractive, providing guidance and communication via the Internet,

and other necessary skills. The teacher gave a response, that by connecting the material to be studied with experience or everyday life, for example by delivering oral lectures, material packaged in contextual learning that links from several factual events as well as responding to issues that occur in social life. according to him the material is quite short, easy to understand, and more interesting to grow interest in listening to the material, it can also be shortened in delivering the material through a conclusion according to what has been observed and what quotes can be obtained. online learning requires a variety of methods in order to be able to achieve the expected results. On the other hand, variations of online learning methods also serve to create enthusiasm from students.

From the aspect of ethical development, if it exceeds the reasonable limit in terms of students' problems in terms of bad and stubborn grades. policies from the provisions of school institutions from both sides, teachers who are in charge of subjects and curriculum do not hesitate to call parents of students to coordinate whether students or students with problems are still worthy of being tolerated.

- **CONCLUSION**

The circular reference to the letter of the task force for the acceleration of handling COVID-19 Tulungagung no; 360/1476/set.covid19/2020 encourages the education sector of UPTD SMAN 1 Tulungagunga in activating teaching and learning activities to switch to their respective homes by taking alternative face-to-face learning through virtual media googlemeeting and googleclassrhoom which took place from their respective homes. The learning support features available on these mobile phones can be used as a means for active learning to take place in their respective homes, from the positive point of view it can activate video in the sense that it directly reaches students even though they are separated by distance to visualize the display of teaching materials in the form of an overview of the material through the application features. has a qualified audio-visual effectiveness making it easier to communicate directly with students, even in cyberspace. The advantage of this feature is that it can be used not just one or two users to replace face-to-face meetings in the scope of schooling. This alternative feature is a product of the development of information technology in the field of education in Indonesia, developed and can be used immediately during the pandemic in Indonesia regarding alternative telecommunications support during remote teaching and learning activities.

The response of educators and students is of course a new thing that has become commonplace for both parties, both educators and students, from the beginning they were accustomed to doing it in a classroom setting or in the scope of schooling, now it also requires its own adaptation to get used to using virtual media such as googlemeeting and classroom. With the enactment of online learning, it should be used for aspects of self-monitoring on the part of educators and parents of students, how serious is it in listening to learning during the process or misuse of facilities provided by parents in operating cellphones, thus causing negligence in switching learning hours. in their respective homes.

Educators do not control how far the discipline from the tardiness aspect of students. The majority common among juvenile delinquency is used by students for deviant activities such as student carelessness by ditching, delays in activating cellphones or ditching hiding behind communication outlets (mobile phones are turned off) when attending class hours often occur. Therefore, it fosters an indifference towards educators. The facilities provided by parents for the use of communication media are utilized by students in terms of their use of various uses for access to communication that deviate from learning, such as accessing social media among young people, Facebook, Instagram, and the rise of the world of gamers, with this behavior making addiction, especially for young men who have basic needs for teenagers. Students easily feel boring, because they are used to bringing the habits of facilities facilitated by parents only not used to support learning, so that it will directly affect their psychological development.

Judging from the domicile which is very difficult to access, if students live in

mountainous areas or in areas that are difficult to reach signals or access them on cellphones, not even if there is an up-down error from the developer's server. Therefore, a re-evaluation is still carried out to be able to implement an optimal learning system. To be a comparison of effectiveness during face-to-face meetings at school, as well as face-to-face meetings through cyberspace, it tends to be more efficient and effective at meetings as is customary in the scope of a classroom atmosphere. There is a positive side wisdom from the active learning aspect in their respective homes, namely savings in transportation costs to leave the house, from the parents of students and students at least parents can monitor the extent to which their children are active in participating in learning activities and using advice cell phone.

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