

**ONLINE LEARNING DURING THE PANDEMIC AT GEOGRAPHY TEACHERS AT
SMAN 15 BANDAR LAMPUNG IN 2021**

Indah Wulandari , Pargito, Listumbinang Halengkara

ARTICLES INFORMATION**Article status:**Received: April, 14th 2022Accepted: June, 02nd 2022Published online: August, 28th 2022**Keywords:**

online learning, geography learning, teacher.

Kata kunci:

pembelajaran online, pembelajaran geografi, guru

Correspondent affiliation:

1. Geography Education Study Program of the University of Lampung

Correspondent email:

1. wulandariindah0410@gmail.com
2. pargito@fkip.unila.ac.id
3. listumbinang.halengkara@fkip.unila.ac.id

ABSTRACT

The purpose of this study is to find out online learning during the geography teacher at SMA Negeri 15 Bandar Lampung. The method used in this research is qualitative study with case study method. The subject in this study is a geography teachers at SMA Negeri 15 Bandar Lampung with 2 respondents while the object of this study is online learning. Data collection techniques used the main techniques that interviews and support techniques that are observation and literature study. The data analysis technique in this study uses the data analysis technique of the Milles and Huberman model. The results showed that the application of online learning during the pandemic included teachers understanding of learning, it can be seen that teachers have used the principles of online learning, the use of learning media is still monotonous, and the use of the teacher's method of passive learning, the facilities and infrastructure provided by the school can support teacher learning, the obstacles experienced by teachers in online learning are the constraints of providing material, less learning time, and lack of interaction between students and teachers.

Tujuan penelitian ini untuk mengetahui pembelajaran *online* di masa pandemi pada guru geografi di SMA Negeri 15 Bandar Lampung. Metode yang digunakan dalam penelitian ini adalah penelitian kualitatif dengan metode studi kasus. Subjek dalam penelitian ini adalah guru geografi di SMA Negeri 15 Bandar Lampung sebanyak 2 responden sedangkan objek dalam penelitian ini ialah pembelajaran online. Teknik pengumpulan data menggunakan teknik utama yaitu wawancara dan teknik penunjang yaitu observasi dan studi pustaka. Teknik analisis data pada penelitian ini yaitu menggunakan teknik analisis data Model Milles dan Huberman. Hasil penelitian menunjukkan penerapan pembelajaran online di masa pandemi yaitu pemahaman guru terhadap pembelajaran dapat terlihat bahwa guru sudah menggunakan prinsip-prinsip pembelajaran online, penggunaan media pembelajaran yang masih monoton, serta penggunaan metode guru membuat pembelajaran pasif, sarana dan prasarana yang disediakan sekolah dapat menunjang pembelajaran guru dan kendala yang dialami guru dalam pembelajaran online ini ialah kendala pemberian materi, waktu pembelajaran yang sedikit, dan kurangnya interaksi antara siswa dan guru.

Copyright © 2022 | *geography-UNILA*

This open access article is distributed under a

Creative Commons Attribution (CC-BY) 4.0 International license

Introduction

The whole world is currently being shocked by a disaster, namely the spread of the virus outbreak. The World Health Organization (WHO) officially announced on February 11, 2020 that this infectious disease is Corona Virus Disease (COVID-19) caused by the Severe Acute Respiratory Syndrome Coronavirus-2 (SARS-CoV-2) virus. Corona virus is a large family of viruses that cause disease in humans and animals. The coronavirus in Indonesia was first reported on March 2, 2020 with a total of two cases. The COVID-19 pandemic has had a huge impact on aspects of people's lives. These impacts occur in various fields such as social, economic, tourism, and also in the field of education.

One way to prevent the transmission of the COVID-19 virus is by social distancing. According to Anung et al (2020) Indonesia has called for Large-Scale Social Restrictions (PSBB) as an effort to social distancing. PSBB is a restriction on certain activities of residents in an area suspected of being infected with COVID-19 in such a way as to prevent the possible spread of the virus. This pandemic has caused schools, colleges and universities around the world to close campuses so that students can practice social distancing (Toquero, 2020). The government also issued a Circular Letter (SE) on March 18, 2020 stating that all indoor and outdoor activities in all sectors will be temporarily suspended, especially in the field of education. The Ministry of Education and Culture of the Republic of Indonesia then followed up by issuing Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period of the Spread of COVID-19. Learning in schools is then carried out online or distance learning. (Goddess, 2020).

Online learning is one way to overcome educational problems during a pandemic. The definition of online learning is a learning method that uses an internet-based interactive model and a Learning Management System (LMS). Such as using Zoom, Google Meet, Google Drive, and so on. This is a new challenge for the education system in Indonesia because it changes the old system into an online learning method (cahyani, Listina, and Larasati, 2020). The role of the teacher in this case is no longer the only source of information, therefore in learning teachers must be able to take advantage of technology and the internet to improve the performance and activities of students in their daily lives. This is in accordance with what is expected in the education era of the industrial revolution 4.0, namely the generation who are internet and technology literate (Yanti, Kuntarto and Kurniawan 2020). For teachers who are not yet technologically literate, it will be difficult to learn even though teachers are required to have readiness to face any situation that occurs in the world of education (Ayuni, Marini, Fauziddin, 2020).

All schools in Indonesia are currently implementing online learning, including in Bandar Lampung City. The Mayor of Bandar Lampung issued Circular Letter Number 420/476/IV.40/20 dated March 24, 2020 concerning the extension of anticipation of the spread of the corona virus (COVID-19) in the school environment. This has caused all schools in Bandar Lampung City to carry out online learning, one of which is at SMAN 15 Bandar Lampung which changed teaching and learning activities in the form of face-to-face to online learning. One of the applications of online learning occurs in Geography subjects. Geography subject is one of the subjects whose learning requires the right media and learning methods because in learning Geography introduces the phenomenon or object of Geography to students both on a local scale and on a global scale. Geography Learning also has indoor study and outdoor study so that it is more appropriate to be carried out offline.

The purpose of this study is to obtain an overview of online learning during the pandemic carried out by Geography teachers. This research was conducted at SMAN 15 Bandar Lampung on the grounds that the school was in accordance with the author's research criteria, namely there were Geography subjects and implemented an online learning system.

Method

The research method used in this study is qualitative research with a case study method. A case study according to Bimo Walgito (2010) is a method that aims to study and investigate an event or phenomenon regarding an individual, such as the curriculum vitae of a person who is the object of research. Meanwhile, according to Sri Wahyuningsih (2013) Case studies are research where researchers explore a certain phenomenon (case) at a time and activities (programs, events, processes, institutions or social groups) and collect information in detail and in depth using various data collection procedures during a certain period.

Qualitative research with the case study method in this study aims to obtain an overview of the implementation of online learning carried out by Geography teachers at SMAN 15 Bandar Lampung. Case study data can be obtained from all parties concerned, in other words, the data in this study are collected from various sources (Nawawi in Atmanto, 2008). Furthermore Arikunto (2006) in Robiansyah (2010) posited that the case study method is an intensive, detailed and in-depth study of an organism (individual), institution or specific symptoms with a narrow area or subject. According to Mudjia Rahardjo Mudjia (2017).

Results and Discussion

This study aims to obtain an overview of online learning during the pandemic carried out by Geography teachers. This research was conducted at SMAN 15 Bandar Lampung. The subjects in the study were two people. Data collection in this study used the case study method.

1. Teacher's Understanding of Online Learning.

Comprehension is the second cognitive level (Anderson, 2001). The level of understanding itself is 3 where the lowest is translation understanding, starting from translating in the true sense, interpreting and applying principles (Nana Sudjana, 1992). A teacher is said to understand online learning if he knows or translates in the true sense of online learning itself and applies its principles. The results of the study revealed that teachers know the meaning or meaning of the meaning of online learning where the meaning of online learning is learning that takes place in a network where the teacher and those who are taught do not meet face to face in person. Online learning includes the implementation of meaningful learning, which is a learning process that is oriented towards interaction and learning activities.

The teacher's understanding of online learning has been seen when the teacher is able to understand the meaning of online learning, besides that the teacher's understanding can also be seen from the teacher being able to carry out the principles of online learning, namely by creating a simple lesson system so that it is easy to learn and the learning carried out by the teacher is also not only fixated on giving tasks, but in the principles of online learning the teacher has not been fully able to implement those principles. In online learning carried out by teachers, it is included in a simple learning system, because the learning carried out by the teacher adjusts to the student's situation, the material provided is also in accordance with the student's handbook, so it is easy to learn besides that the teacher does not always give assignments at every learning meeting. The tasks given to students are also adjusted to the application of daily life so that it does not burden students, for example in the eyes of atmospheric material students are given the task of observing the weather for a week and then analyzing the weather. The explanation above shows that this is a form of teacher understanding of online learning.

The learning carried out by the teacher cannot all be related to real life, this is due to unsupportive situations. But from the results of the interview the teacher tried to relate the tasks, so that the students did not feel burdened. Online learning conducted by teachers of SMA Negeri 15 Bandar Lampung pays attention to the situation and condition of students. During online learning the teacher also never requires students to use the zoom application this because many students complain about the use because the zoom application must have a stable signal and requires quite a lot of quota so that learning is carried out through the Google Clasroom and Whatsapp applications.

2. Use of Learning Methods and Media

The use of methods and media in learning plays an important role so that the material given to students can be conveyed and can be understood. This is certainly considered difficult by educators because they are required to be creative in delivering material through online learning media. The use of the method used by teachers of SMA Negeri 15 Bandar Lampung when carrying out online learning using the Teacher Learning Centered (TLC) learning method, this method is a learning method that is centered on teachers where the teacher determines the purpose of teaching and maintains that the environment in the classroom is directed and quite structured (Arends, 2008). The use of this method is considered by the teacher to be more appropriate because in online learning the time given is only a little so that the teacher uses the technique of providing information.

The use of the Teacher Centered Learning (TCL) method is that teachers more often use the method of providing material by following the order of the material in the curriculum. The emphasis of this learning activity is more on the textbook and the ability to re-express the content of the textbook so that in the learning process students are passive. The use of the Teacher Learning Center method causes learning to lack interaction between teachers and students, besides the students also have less motivation and enthusiasm for learning. Media is everything that can be used to channel messages from the sender to the recipient so that it can stimulate the thoughts, feelings, attention and interests of students in such a way that a process of belajar occurs (Purnamawati and Eldarni, 2001). Online learning media can be interpreted as a medium equipped with a controlling tool that can be operated by users so that users can control and access what the user needs. In addition, students can collect learning outcomes online easily and quickly via email, post comments on discussion forums, chat, and conduct conference videos. The online learning media used by teachers of SMAN 15 Bandar Lampung are google classroom, whatsapp, zoom, school print books and school siakad. Google classroom is used as an online learning place that teachers can use in providing learning materials. According to Hakim (2016) revealed that google classroom is an internet-based service provided by google as an e-learning system.

Google Classroom is designed to help teachers create and share assignments with students online and the use of google classroom requires internet access. In addition, google classroom also has the ability to create automatic copies of assignments that have been created by students. Teachers can check student work and give assessments directly. The benefits of google classroom in learning are to make online classes easily, save time, organize all assignments easily, hold communication and discussions quickly. Whatsapp is used by teachers as a medium for communication to students. In this communication, the teacher creates a group with students so that in the group the teacher can supervise and communicate with the students. The Whatsapp application is also used as an alternative in learning if the Google Classroom used is experiencing interference. Whatsapp app is also a simple, easy app because most of the people use this app.

School siakad is used by teachers as a medium for attendance, assessment, midterm tests, and semester tests. Online learning at SMAN 15 Bandar Lampung has not been able to fully use school siakad because the application on the school siakad cannot support being used for the daily learning process so that learning is carried out in google classroom and whatsapp. The use of printed book media provided by the school is a reference for teachers and students in learning because the material provided by the teacher is sourced from the printed book.

3. Training on online learning

Online learning requires training for teachers so that in practice teachers can master and understand the things needed so as to reduce the occurrence of obstacles. The minimal knowledge and skills of teachers regarding online learning are indeed accredited because so far online learning has never been

carried out simultaneously (Sun, Tang, & Zou 2020). Training on online learning for teachers at SMA Negeri 15 Bandar Lampung has been carried out. From the results of the interviews that have been carried out, this training has been carried out seven times. Teachers at SMA Negeri 15 Bandar Lampung attended several virtual trainings from the learning teacher application owned by the Ministry of Education and Culture and from universities or other institutions, besides that training has also been carried out directly in schools accompanied by practice. From the results of research that has been carried out in online learning training teachers receive more material compared to practice

The material presented in the training that has been followed is generally already understood by the teacher, but in this learning training there is more theory compared to practice. However, for its implementation in the field or during the learning process, the teacher stated that there were no difficulties which meant that the training followed by the teacher was also sufficient. Factors of facilities and infrastructure also affect teacher training. In attending training at school teachers are provided with facilities such as computers, wifi, LCD projectors so that the training attended by teachers can be carried out properly. Aspects of success in online implementation are seen from human resources, the availability of infrastructure, and the technical implementation of learning (Wahyono et al., 2020). One of the components that are very important to support the success of the online learning training process is the facilities and infrastructure.

4. Teacher readiness in carrying out learning.

According to Slamento (2010) readiness is the wholeness of a person's condition that makes him ready to give a response or answer in a certain way to a situation. The adjustment of conditions at some point will have an effect or tendency to respond, while according to Kuswahyuni (2009) readiness is an action that a person takes to design something. teachers at SMA Negeri 15 Bandar Lampung have done the opportunity to do learning, the preparations carried out include teachers preparing material to be studied, this material is sourced from school printed books lent to teachers and students. This material is first summarized by the teacher so that the material learned by students can be focused. In addition, the teacher prepares learning attendance that must be assessed by students before learning begins. After the learning is completed, the teacher gives the opportunity to students to ask questions, on the occasion of students usually many do not ask questions so that learning is monotonous and lacks interaction between teachers and students.

The online learning that is carried out is not doing a post test but after learning the teacher only gives time to ask questions and discuss. In the online learning process, teachers also use the right and understandable language, the use of media has also been used by teachers, but in online learning teachers do not involve students, teachers use the Teacher Centered Learning (TCL) method more so that the student learning process is less active. Teacher Centered Learning learning method is learning that focuses on the teacher, the teacher plays an important role in the learning process. Teachers are providers of information that convey knowledge, teachers are also evaluators to monitor student learning development (Zahrabi, Torabi & Baybourdiani, 2012).

Teacher readiness in learning is very important in addition to the fact that the teacher is one of the important components in learning and his role in learning is very much for students so that all aspects of the teacher need to be considered including his readiness. The readiness of the teacher in the learning that will take place will determine the learning outcomes. Research conducted by Muhammad Dedi Saputra (2020) stated that the ease of use of technology has a positive and significant effect on teacher readiness, meaning that the greater the ease of use of a technology received by teachers, the greater the readiness of teachers in using a technology. This is in accordance with research at SMA Negeri 15 Bandar Lampung

because teachers feel that there is no difficulty in using technology so that teachers have readiness in online learning.

5. Facilities and Infrastructure

A facilities is a device of equipment, furniture that is directly used in an activity or activity. Facilities become a completeness of needs in carrying out an activity or activities (Bafada, 2011). Meanwhile, infrastructure is everything that is the main support for the implementation of a process (Big Dictionary discusses Indonesia, 2008). Teaching facilities (facilities and infrastructure) owned by educators make students feel motivated in learning. According to the results of a literature review by Jannah and Sontani (2018) infrastructure strongly affects learning motivation, so infrastructure is needed as equipment to further liven up the atmosphere of the learning process. The infrastructure used by teachers for online learning at SMA Negeri 15 Bandar Lampung consists of computers, wifi, package books, printers, teacher rooms for teaching and internet quota.

The facilities and infrastructure available at SMA Negeri 15 Bandar Lampung are sufficient as a supporting tool for teachers to carry out online learning. The facilities and infrastructure provided such as computers, wifi, package books, printers, teacher rooms for teaching and internet quotas given to students, both quotas from schools and quotas from the Ministry of Education and Culture. The facilities and infrastructure provided have also been utilized optimally by teachers in carrying out online learning. This is evidenced by teachers using package books, computers and wifi to support the implementation of online learning and teachers have no difficulty in using learning applications.

Facilities and infrastructure participate in influencing the successful implementation of online learning. According to Wahyono (2020) aspects of success in online implementation are seen from human resources, the availability of facilities and infrastructure and the technical implementation of learning. Meanwhile, according to Rochaety et al (2006) one of the components that are very important to support and support the successful implementation of the learning process is facilities and infrastructure. Online learning is inseparable from the use of technology. Technology facilities that support the implementation of online learning are the use of educational management information systems. The learning facilities used during the Covid-19 pandemic at SMA Negeri 15 Bandar Lampung are Google Classroom, Whatsapp and school siakad but the most frequently used application is Google Classroom. Google Classroom is used more often because the application is easy and understandable for both teachers and students and the use of Google Classroom does not consume much quota.

The use of the Whatsapp Application is used by teachers of SMA Negeri 15 Bandar Lampung as a medium to communicate with students. The use of the Whatsaap application itself is used because almost all students have the Whatsaap application and this application does not require much quota. The learning process is also sometimes carried out on Whatsapp if the google classroom used is being disrupted. Siakad schools are used by teachers as a means to conduct exams such as midterm exams (UTS) and final semester exams (UAS). SMA Negeri 15 Bandar Lampung has not fully used school siakad because the school siakad is still not optimal for learning. Media other learnings like Zoom aren't often used teachers SMAN 15 Bandar Lampung in learning because teachers consider the use of zoom less effective. The use of the Zoom application is a problem if the network is unstable and this application also requires a fairly large quota. This became a student complaint and the condition of the students also did not support using the zoom application so that teachers at SMAN 15 Bandar Lampung chose to rarely use zoom as a learning medium.

The means given to students is a learning quota. This learning quota gets students both from school and from the government. From the results of the interview conducted, there are some students who do not

have adequate infrastructure for learning so that geography teachers at SMAN 15 Bandar Lampung provide solutions by means of students being able to learn and collect assignments offline at school.

6. Constraints in online learning

Obstacles in learning are some obstacles that hinder the course of learning which are seen from human factors (teachers and learners), intitutional factors (classrooms), and intrusional (lack of teaching aids) (Oemar Hamalik, 2002). Meanwhile, according to Amhad Rohani (2004) explained that obstacles in learning are several factors that hinder learning both from the factors of teachers, students, families and facilities. The obstacles faced by teachers at SMAN 15 Bandar Lampung, these obstacles are obstacles to students, time constraints and teacher obstacles in delivering the material. Obstacles to teachers at SMAN 15 Bandar Lampung are more often obstacles for students, this is because students tend to be passive in the online learning process, besides that many students are less concerned about learning and schoolwork so that there are still students who are absent and do not collect assignments. In online learning, teachers feel that students do not care so the teacher must always communicate and provide instructions to students in the learning process and assignments.

The obstacles to online learning experienced by teachers are also found in the small learning time and obstacles in delivering the material. The small learning time causes teachers to have difficulty in providing material, so in the implementation of online learning teachers use the Teacher Centered Learning (TCL) method. Teachers rarely apply discussion methods and practices that cause students to be less active and learning also looks monotonous, causing learning to be less interesting. The use of zoom and Gmeet is also rarely done because many students complain about quota problems.

Conclusion

In the implementation of online learning, teachers are given facilities and infrastructure to support learning, facilities and infrastructure have been utilized optimally by teachers and teachers can also use information technology with. The learning method used by teachers, namely the Teacher Learning Center method, causes learning to lack interaction between teachers and students, in addition to the learning media used by teachers, namely Whatsapp, Google Classroom and Siakad schools. The teacher's understanding of online learning is only seen when the teacher is able to understand the meaning of online learning, besides that the teacher's understanding can also be seen from the teacher being able to carry out the principles of online learning, namely by making a simple lesson system so that it is easy to learn and the learning carried out by the teacher is also not only fixated on giving tasks related to daily life.

In preparing for learning, the teacher has made some preparations, as evidenced by the teacher having prepared the material, summarized and selected the material, the teacher prepares attendance before starting learning, conducts discussions and questions and answers at the end of the lesson. In addition, the obstacles to online learning experienced by teachers are obstacles to material delivery, little learning time, lack of interaction between students and teachers and lack of motivation and enthusiasm for student learning.

Bibliography

- Ahadi ,Pradana Anung dkk. 2020. *Pengaruh Kebijakan Social Distancing Pada Wabah Covid-19 TerhadapKelompok Rentan di Indonesia*. (Jurnal) Kebijakan Kesehatan Indonesia. Vol 09 No.2: Hal 61-67.
- Walgito Bimo. 2010. Pengantar Psikologi Umum. Yogyakarta: C.V Andi.
- Cahyani, A., Listiana, I. D., & Larasati, S. P. D. (2020). Motivasi Belajar Siswa SMA pada Pembelajaran Daring di Masa Pandemi Covid-19. *IQ (Ilmu Al- Qur'an): Jurnal Pendidikan Islam*, 3(01), 123–140.
- Yanti, M. T., Kuntarto, E., & Kurniawan, A. R. (2020). Pemanfaatan Portal Rumah Belajar Kemendikbud Sebagai Model Pembelajaran Daring Di Sekolah Dasar. *Adi Widya Jurnal Pendidikan Dasar*, 10(1), 61–68.
- Surat Edaran Mendikbud Nomor 4 Tahun 2020 tentang Pelaksanaan Pendidikan Dalam Masa Darurat Coronavirus Disease (Covid-19)*. Jakarta: Menteri Pendidikan dan Kebudayaan Republik Indonesia.
- Wahyuningsih,Sri. 2013. *Metode Penelitian Studi Kasus. Madura* : UTM Press.
- Rahardjo, Mudjia. 2017. *Studi Kasus dalam peniliitian kualitatif: konsep dan prosedurnya*. Universitas Islam Negeri Maulana Malik Ibrahim Malang.
- Sudjana. Nana (1992). *Penilaian Hasil Proses Belajar Mengajar*. Bandung: PT Remaja Rosdakarya.
- Purnamawati, dan Eldarni (2001:4). *Pengertian Media*. [Online]. Tersedia: <http://media.grafika.com/pengertian-media-pembelajaran>.
- Slameto. 2010. *Belajar dan faktor-faktor yang Mempengaruhinya*. Jakarta: PT. Rineka Cipta.
- Sri, Kuswahyuni,. (2009). *Pengaruh Bimbingan Kelompok terhadap Kesiapan Menghadapi Ujian Akhir pada Siswa Kelas VI A3 SDN Sendang Mulyo 03 Semarang Tahun Ajaran 2008/2009*. Skripsi. Semarang : IKIP PGRI Semarang.
- Ibrahim, Bafadal. (2011). *Pengelolaan Perpustakaan Sekolah*. Jakarta: Bumi Aksara.
- KBBI. 2020. *Kamus Besar Bahasa Indonesia (KBBI)*. <https://kbbi.web.id/pandemi> (Diakses 21 Desember 2020).
- Hamalik, Oemar. *Kurikulum dan Pembelajaran*. Jakarta : PT. Bumi Aksara, 2002.
- Rohani Ahmad. 2004. *Pengelolaan Pengajaran*. Jakarta. PT. Rineka Cipta.