

ONLINE LEARNING STRATEGIES AT PRIMARY AND SECONDARY EDUCATION LEVELS IN TANGERANG CITY

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ABSTRACT

The aim of this research is to formulate an online learning strategy, especially at the primary and secondary education levels post the COVID-19 pandemic in the city of Tangerang. In fact, the learning process can continue consistently without obstacles. However, there are many conditions that can interfere with the learning process. One of them is the COVID-19 pandemic which has infected more than 200 countries in the world. The country of Indonesia has not escaped exposure to the Corona virus. Almost all lines of human life have been significantly negatively affected, including the education sector. Change is inevitable, therefore anticipatory steps are an absolute must to always be prepared. This research uses qualitative methods, data collection techniques by conducting studies of various secondary data, data analysis using the Miles and Huberman method with participant educators, students, and parents at primary and secondary education levels in the city of Tangerang. The research findings on online learning strategies at primary and secondary education levels refer to 2 (two) sides, namely technology and human resources (HR), especially educators. It is recommended that for the online learning process to run well, support from the latest learning technology is necessary, both in terms of hardware and software. On the other hand, the readiness, skills, and competence of human resources in the online learning process, especially teachers, is essential.

Keywords: Post Covid-19, Human Resources, Management, Online Learning, Strategy

1. INTRODUCTION

Education is a basic or essential need for every human being in the world, including in Indonesia. The Indonesian government provides serious attention and commitment regarding the education sector with the existence of a binding legal formulation or basis. The legal basis is found in the 1945 State Constitution Article 31 paragraphs 1 and 2 which reads: "Every citizen has the right to education. Every citizen is obliged to attend basic education and the government is obliged to pay for it.

In March 2020, the Indonesian government announced that it had been infected with the 2019-nCoV virus pandemic outbreak as SARS-CoV-2 which had been going on since December 2019 in the city of Wuhan, China. COVID-19 attacks and can damage human lungs, causing acute respiratory problems and the human respiratory system which can cause people exposed to this virus to die. At the time this research article was written (<https://covid19.go.id/p/berita>, Tuesday, 28 July 2020) there was the following information.

Table 1. Spread of COVID-19 Data

Global	Indonesia
Amount of Country: 216	Positive: 100.303
Positive: 16.114.449	Cure: 58.173
Death: 646.641	Death: 4.838

The COVID-19 pandemic has not only resulted in a humanitarian disaster by exposing millions of people throughout the world. However, the platform has fundamentally changed almost all lines of human life, such as business economics, politics, culture, foreign cooperation, health, education, and so on. Business processes have changed fundamentally or fundamentally with the attack of the COVID-19 pandemic. A pandemic that has radically changed the way humans interact, socialize, or interact.

In the educational context, there have been significant changes because of the COVID-19 pandemic, where the educational process has not been able to use classical techniques or methods. Classic techniques or methods where the learning process is carried out in the classroom through face-to-face meetings between educators or teachers and students. The COVID-19 pandemic has health protocols that must be adhered to by all levels of society.

Thus, the conditions of human interaction change drastically and have a significant impact on the learning process in schools. Teachers and students have not been able to interact in classical learning classes to discuss lessons. Education

providers have not been permitted to open their educational facilities, due to movement and physical restrictions to avoid potential exposure to COVID-19.

Students and teachers cannot yet be allowed to learn using face-to-face methods. However, the learning process cannot be stopped and must take place systematically and progressively. This is a challenge in the world of education which must find a way out of this global problem, where physical interaction is limited, but the learning process must continue as it should, until the educational process approach or distance learning is introduced. Restrictions on human interaction, especially in the field of education, have an impact on the interaction community between students, educators, educational facilities, and other supporting factors in the educational process. Schools, campuses, and other educational institutions are closed. However, the learning process must continue and must not stop, whatever the risks. Governments throughout the world are carrying out various technical studies to ensure that the learning process at school or on campus can also take place at home. Distance education must continue with the support of various learning methods and applications.

In the context of providing distance education, the Indonesian state has a legal umbrella which is used as a basis for implementing this learning concept. These legal foundations are found in several Indonesian government policy documents as follows.

1. Higher Education Law Number 12 of 2012, Article 31 on Distance Education (PJJ)
2. Minister of Education and Culture Regulation (Permendikbud) No. 109 of 2013, Article 2
3. Draft Standard for Distance Education (PJJ), 2014
4. Strategic Plan of the Ministry of Research, Technology, and Higher Education (KemenristekDikti) for 2015–2019
5. Minister of Research, Technology, and Higher Education Regulation (Permenristekdikti) No. 32 of 2016 on Accreditation of Study Programs and Higher Education Institutions
6. National Accreditation Board for Higher Education (BAN-PT) Regulation No. 4 of 2017 on the Policy for Developing Accreditation Instruments

Minister of Research, Technology, and Higher Education Regulation (Permenristekdikti) No. 51 of 2018 on the Establishment, Change, and Dissolution of State Universities, and the Establishment, Change, and Revocation of Licenses for Private Universities. With this legal basis, the distance learning process can be carried out in a systematic and directed manner. So, how can this distance, online or online learning strategy (on the network) be carried out comprehensively at the primary and secondary education levels during the Covid-19 pandemic?

2. METHOD

Social Situation and Participants.

A social situation consists of 3 (three) elements, namely place, actor and activity which interact in synergy. The social situation in this research includes educators, students, and parents at primary and secondary education levels in the city of Tangerang in the context of online learning.

The participants involved in this research were educators, students, and parents at primary and secondary education levels in the city of Tangerang who had been determined (purposive sampling) or selected with certain considerations and objectives.

Instruments, Data Collection Techniques, Data Analysis Techniques, and Research Methods.

The research instrument used was an interview guide with open and deep questions for educators, students, and parents at primary and secondary education levels in the city of Tangerang. Field notes and documents can also be used as instruments. Data collection techniques were carried out by conducting interviews, reviewing articles, documents, and field notes. The data analysis technique in this research uses the Miles and Huberman model which is commonly used in qualitative research methods. Miles and Huberman argue that data analysis activities in research using qualitative methods are carried out during data collection and after data collection has been completed in a certain period (Miles and Huberman in Sugiono, 2020).

3. RESULT AND DISCUSSION

General description of the object under study

The COVID-19 pandemic has generalized problems in every area of human life, including the education sector abroad and within Indonesia. Starting from the central government, regional governments (Governor, Regent, Mayor, District,

Village, or village), education providers (state and private), teachers, parents of students, students, and other learning environments.

However, this research focuses on educators, students, parents, and technological infrastructure. These four domains have been significantly impacted by the COVID-19 pandemic which has fundamentally changed the learning process. Where the educational process is carried out through intense interaction between educators and students, it must be replaced with a technological platform that 'seems' far from the learning culture, especially in Indonesia.

The learning process, which was supposed to be a means of improving interpersonal skills, is hampered by various restrictions on meetings in terms of number, space, and time. The learning process where there is connectivity and openness between educators and students must be replaced with connectivity via the internet network. The world community, especially in Indonesia, including in the city of Tangerang, never thought that this basic and fundamental change would occur.

Therefore, each domain is expected to be able to make the learning process a necessity that must be carried out consistently. Of course, learning methods must be found that are conducive between educators and students so that the learning process can continue well. Thus, the general description of the object of this research focuses on the domains of educators, students, parents, and infrastructure readiness. Research that reviews various obstacles faced by educators, students, parents, and infrastructure readiness will be the basis for discussion of further research.

Educator

Educators or teachers in the city of Tangerang have the same obstacles and problems as their professional colleagues throughout the world in facing the COVID-19 pandemic. The pandemic was never expected, so humans did not have planning or anticipation in dealing with this pandemic. All learning activities must take place using various methods or techniques so that the learning and teaching process can continue.

On another occasion, the Chairman of the Tangerang City DPRD, Gatot Wibowo, said that: "The education service or teachers must pick up the ball to be able to solve this problem." Gatot Wibowo's statement of opinion or proposal is one solution that can be an option for the continuity of the learning process, especially for students so that they do not miss out on learning activities. The Covid-19 pandemic is one of those things. However, solution innovations are needed to deal with the problem of the Covid-19 pandemic which is disrupting the learning process.

One strategy that can be implemented by schools or teachers in this case is to visit students' residences and form study groups. Of course, this proposal is implemented while maintaining strict health protocols. We do not want the implementation of one of these proposals to increase the number of new clusters of exposure to Covid-19.

In this way, both the government through related agencies, education providers and parents can work together to find alternative solutions so that the learning process for each student can take place as it should. Synergy between related parties is needed to save the teaching and learning process during the Covid-19 pandemic.

Student

Students are an important tool in the learning process, where students have two dimensions in teaching and learning activities. The first dimension is as an object and the second dimension is as a subject. Students as learning objects need significant learning environment support in developing scientific aspects and skills and more than that, improving good character. Meanwhile, from a subject perspective, students are expected to act as a source of learning for their environment, both to their colleagues and to their educators. Thus, the roles and responsibilities of students have an important existence in the series of learning activities. Especially during the Covid-19 pandemic, where there was significant disruption to all learning activities in schools. This is a very conducive moment to see and assess whether the learning process that has been going on so far can anticipate the disruption caused by the Covid-19 pandemic.

Excerpts from an interview with the Principal of Tangerang City 22 State Junior High School, Sudarmawan conveyed several things related to the conditions or circumstances of teaching and learning activities that have an impact on students. First, Sudarmawan said that most of his students did not have devices or gadgets connected to the internet. Other devices that are needed in the learning process, such as laptops, personal computers (PCs) and tablets, are not owned by some students. Second, Sudarmawan added that the problem related to the distance learning process using technology and students is support for quota availability. Quota procurement means it is related to funds.

In the findings of this research, the Principal of State Junior High School 22, Tangerang City, met many students who had difficulty paying for credit, which in fact was a necessity which was originally used in distance learning. The research findings also showed that a student from State Junior High School 22, Tangerang City, Nurisma (13) said

that he did not have a device that could be used for distance learning activities. Likewise, a student from SMPN in Rembang, Dimas Ibnu Alias, said that he was forced to study at school alone because he didn't have a cellphone to take part in online school lessons.

Acting daily head of the Tangerang City Education Service, Jamaluddin, said that students at the elementary school and junior high school levels in Tangerang City were starting to feel bored when studying from home using online methods. Jamal said that the boredom experienced by school age students in Tangerang City was the biggest obstacle in the teaching and learning process during the Covid-19 pandemic.

KPAI data states that as many as 79.9% of students complained about the lack of interaction with their teachers in online learning methods. The interactions that occur are replaced with a monitor screen that is stiff, boring, and tiring. The large number of assignments, difficult content, and the lack of interaction between them, increasingly makes the distance learning process irrelevant to proper teaching and learning activities.

In the end, the Indonesian Teachers Association (IGI) believes that the momentum of the Covid-19 pandemic has indirectly opened understanding for many parties. Understanding to find out the level and quality of teachers in South Tangerang. Not a few educators in South Tangerang are still confused about online learning technology. Of course, this is a problem that requires an effective solution for educators.

Parent

Member of Commission IX of the DPR RI and Chair of the PAN Fraction of the DPR RI, Saleh Daulay Partaonan mentioned that there were 3 (three) things related to what parents experienced in following and assisting their sons and daughters in the online learning process. First, parents who have more than one child will experience extraordinary levels of difficulty in aiding with their children to be able to participate in the online learning process. Second, students who study using distance learning methods or the learning process which is carried out at home, seem to have no or lack of discipline or order in learning. Third, in certain subjects, where practical activities or field practice are required. For example, biology, chemistry, and physics subjects which require additional equipment for practical activities. Saleh Daulay Partaonan commented that this condition was unfair to the parents of the students.

Data from KPAI states that students receive unequal treatment from educators, where the workload they must do at home increases and is different from the classic face-to-face method. Parents get the same impact as their children, who help with the housework. On the other hand, KPAI also said that parents are burdened by providing internet quotas that are not cheap. Thus, the profile of parents during the pandemic has at least 3 (three) things, namely being burdened with the learning process, certain subject content, and financing.

Government

Governments in all parts of the world are struggling to find solutions so that learning activities can take place as they should during the Covid-19 pandemic situation. In the context of this research, the focus is on South Tangerang City, where the Mayor of Tangerang, Mr. Arief R. Wismansyah conveys two strategies in the learning process that can be implemented by all schools in the South Tangerang area. The two strategies are 1) teachers can use various learning media with a technological approach, and 2) teachers can update learning techniques during the Covid-19 pandemic according to the students' abilities. Of course, the strategy presented requires systematic, holistic, and focused planning, implementation, and evaluation.

The South Tangerang City Regional Government is not only focusing on teachers or educators in dealing with the learning process during the Covid-19 pandemic. However, it cannot be denied that teachers or educators are the main element in the process of continuing education in educational units in the country, especially in South Tangerang City. However, synergy is needed between teachers and other parties to realize an ideal learning process. The parties needed as part of the synergy for teachers or educators include students, school policies, parents, related education agencies, and infrastructure or facilities.

The local government is working with cellular operators to provide internet network assistance so that virtual applications used by educators can be accessed by all students. The government provides full support to students in the form of assistance with certain cell phone quotas. So, students can receive the learning process well and have fun.

In other findings, it was stated that the Head of the Tangerang City Education Service, Masyati Yulia, has 2 (two) strategic approaches to create an equitable learning process for all students during the Covid-19 pandemic. The first strategy is to divide each class into 2 (two) study time groups. This means that the learning process will be carried out using the face-to-face or classical method, but the health protocols will still be regulated in an orderly manner. The

second strategy proposed by Masyati Julia was to implement or implement an online learning process through the Tangerang Live application. The Tangerang Live application is one of the breakthroughs made by the Tangerang City Education Department to accommodate the learning process to continue. Tangerang Live provides learning content that can be accessed by all teachers and students. Masyati Julia's strategy is in line with the Head of the Tangerang Regency Education Service, H. Saifullah. He said that the Tangerang Regency Education Office had prepared steps to use an odd-even system based on student attendance in future face-to-face learning.

Once again, this strategy proposal is to accommodate the two things mentioned above, namely that the learning process can take place under tightened health protocols during the Covid-19 pandemic. The strategy implemented by Masyati Julia and Saifullah refers to the Joint Decree of four ministers, namely the Minister of Home Affairs, the Minister of Education, the Minister of Health and the Minister of Religion, where it is stated that the maximum classroom size if it is to be used with the classic face-to-face model must be 50 percent or below.

In the research discussion section, researchers will combine the HUNGER model developed by Wheelen & Hunger with the online learning framework approach introduced by the United Nation as a basis for formulating online learning strategy management. These two combinations of approaches are linked to research findings to produce a formulation of learning development strategies using virtual, online, or online methods. Based on the two models in relation to research findings, a formulation for developing learning strategies using virtual, online, or online methods was developed in the research discussion below.

Educator

In the research findings, it has been stated that educators in Tangerang City have several obstacles in the learning process using online, online, or virtual methods. These problems are related to infrastructure, lack of technological skills - limited knowledge about technology, low readiness, digital immigrants, or alienation from the world of digital technology, low creativity and innovation, minimal interaction with students, boredom or boredom, and limitations in carry out various practical activities. Therefore, a design strategy is needed to accommodate all the problems faced by educators in Tangerang City as mentioned above. Researchers convey 3 (three) strategies that can be used as solutions to the analysis of problems, including infrastructure, enhancing technology knowledge, or increasing technological knowledge, and adapting learning knowledge and skills to online methods.

First, it is necessary to design the infrastructure needed to carry out the online learning process. Educational institutions should be able to provide various supplies and equipment needed to carry out the online learning process. The infrastructure in question includes procurement of hardware, software, adequate internet network, training in the use of these equipment and tools. Second, enhance technology knowledge or increase technological knowledge. Education providers are expected to have a plan or design to develop educators' knowledge, especially regarding online learning processes and techniques (brain-ware). Educators' knowledge, abilities and mastery of various tools and equipment, both in the form of hardware and software, need to be developed systematically. Third, adapt learning knowledge and skills to online methods. The Covid-19 pandemic has changed many business processes carried out by humans, including in the education sector.

At the development stage, it is hoped that educators can continue to update and upgrade themselves with developments in online learning infrastructure. Improving personal quality by continuing to adapt to developments in software used in online learning. So, educators can use various applications that have novelty value reliably. Another development is in the aspect of online learning models. With the knowledge and abilities that educators have and continuing to develop their personal qualities, various breakthroughs in implementing online learning models can occur significantly. In the end, the evaluation process can be carried out to see the performance of the ongoing learning process, monitoring implementation, and implementing values that have novelty or high quality.

Student

In the research findings, it has been stated that students in Tangerang City have several problems in the learning process using online methods. These limitations or problems are related to infrastructure, quota limitations, saturation or boredom, digital natives - familiar with the world of technology, but limited in implementation, minimal interaction, lack of discipline, limitations in practicum activities, and increased school workload.

In the domain or perspective of students who have several of the obstacles mentioned above, at least 4 (four) design strategies are needed, including infrastructure, quota support, adapting the learning process to online methods, and implementing the learning process independently. In the student domain, designs are not made in the context of mastery and skills in online learning. This is done based on the premise that students who are dominated by the Z

generation do not encounter too many difficulties in the online learning process. They are a generation that is close to technology and is quick to adapt to change.

In line with the design from the educator's perspective, students are also expected to be able to quickly adapt to the learning process using online methods. It is hoped that boredom or boredom can be further eliminated with various innovations in the learning process carried out together with educators. Therefore, in the design of this online learning process adaptation, it is hoped that synergy will be formed between educators and students. Thus, the learning design will form an independent learning community, both in terms of educators and students. Thus, the Covid-19 pandemic is not only seen from a negative side, which has an impact on disrupting the learning process.

Parent

Research findings state that parents of students in Tangerang City face several problems, including lack of technology skills - limitations in knowledge and skills in using digital technology used in the learning process, other burdens as teachers and at the same time as parents, lack of knowledge - limited knowledge of certain subjects taught by schools, and of course the economic burden is included.

Parents face complex problems, starting from the aspects of knowledge, skills, economics and family. The complexity of the problems faced by parents regarding the Covid-19 pandemic, especially in aspects of their children's learning, requires immediate solutions to be found. Parents who have many limitations related to the school context will have an impact on other responsibilities.

Based on these basic problems, it is necessary to develop and formulate a strategy design to assist parents in assisting their children's online learning process during the Covid-19 pandemic. Among the strategies that can be formulated and developed include enhancing technology knowledge - assistance to improve the ability to use learning technology, assistance in terms of online learning budgets, and providing various channels to build communication and coordination with teachers and parents of other students. The development, implementation and evaluation stages focus on the learning assistance process for parents, and coordination and communication with teachers and other fellow parents. This is deemed necessary so that parents receive support from various parties in helping their children in the online learning process during the Covid-19 pandemic.

Government

The complexity of the problems faced by the government is related to national infrastructure procurement, newness in implementing and innovating learning technology, preparing and planning budgets, collaborating, or coordinating with various parties, and establishing and formulating learning strategy policies that can be implemented by organizers. education throughout Indonesia. The regional government of Tangerang City needs to design a strategy to solve every problem that occurs within the scope of its work responsibilities. The regional government of Tangerang City can coordinate with experts who have background knowledge and skills in computer technology to jointly create planning designs for learning facilities and infrastructure in the era of the Covid-19 pandemic. The selection of equipment, tools, and software as well as various applications became the initial focus of this strategy design by looking at the conditions of the population living in Tangerang City.

The next design strategy is to be able to implement novelties and technological innovations used in the learning process. This is deemed necessary, because the various applications offered by the market must answer the needs of educators, students and of course parents so that the learning process can take place well. Another thing is that technology is a business process that changes quickly, therefore local governments need to consider the economic time offered by an online learning application. Activities in preparing and planning budgeting for the continuity of the learning process in the Covid-19 era must also be carried out simultaneously and within a short period of time.

The regional government of Tangerang City is also expected to have a design formulation to carry out various collaborations or coordination with many parties which of course can help the regional government to jointly produce solutions. Cooperation and coordination between the Tangerang City regional government can be carried out with regional governments in other cities, collaboration with industry, collaboration with academics, and coordination with institutions in the central government, especially the national education and culture department. In the end, local governments can create, determine, and formulate steps through various policies to strengthen learning strategies, especially in Tangerang City. Policies that support and equip schools, teachers, parents, and students in implementing online learning programs in the Covid-19 era.

4. CONCLUSION

The research conclusion is that the formulation of appropriate online learning strategies at primary and secondary education levels during the pandemic in the city of Tangerang has 4 (four) focuses, domains or perspectives. The focus or domain is educators, students, parents, and government. The focus or targets of these four domains include systematic infrastructure provision, increasing technological knowledge and skills, readiness or adaptation of the online learning process, implementation and innovation of learning technology, budgeting, collaboration, and coordination with various parties, and implementing and formulating various learning strategy policies.

Based on the study and analysis as well as research discussions, the researchers conveyed several constructive suggestions for realizing an ideal learning process during the Covid-19 pandemic. The input or suggestions are as follows. First, changing the paradigm is related to changing the learning process, from conventional or classical to technology minded. This paradigm change is directed at all parties involved in the learning process. Second, increase technological literacy. Third, have the ability and courage to implement a breakthrough. Fourth, budget support that is ABC or activities-based costing - a budget that has a real or concrete activity basis.

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