



The Effectiveness of Economic Learning During Covid-19 Pandemic (a Case Study of Economics Teacher of Senior High School in Klojen District of Malang City)

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ABSTRACT

In Indonesia, the Covid-19 pandemic occurred due to the contagious and deadly corona virus. The government implements PSBB (Large-Scale Social Restrictions) and social distancing (maintaining distance). Learning activities at school turn into remote or online (online). In these circumstances, teachers use educational applications or platforms in carrying out learning activities, cell phones and laptops or computers as communication tools. Learning modules are given to students to learn independently. Learning effectiveness is carried out by achieving learning objectives by students.

Keywords:

Effectiveness,
Economic Learning,
Covid-19

INTRODUCTION

Currently in Indonesia there is a covid-19 pandemic which is a disease outbreak, caused by the corona virus and is spreading rapidly. The corona virus was initially considered an ordinary virus, in fact this virus can kill humans. It is known that this virus is spread by animals and is capable of transmitting from one species to another, including humans (Zaharah, et al., 2020). This virus emerged in December 2019 in the city of Wuhan, China. Caused by droplets (splashes of saliva) that are produced when an infected person coughs, sneezes or exhales, droplets cannot stay in the air so they quickly fall and stick to the floor or other surface. Everyone can be infected when they breathe air that contains the virus or come into contact with a contaminated surface. After touching the eyes, nose or mouth, people who are infected can experience mild, moderate and recovered symptoms. The World Health Organization (WHO) has declared the Covid-19 outbreak a pandemic. A pandemic is a disease in a large area and spreads globally. In Indonesia, the Covid-19 pandemic has infected around 100,000 people, so that currently the government is trying to take precautions by imposing restrictions on activities called Large-Scale Social Restrictions (PSBB). This PSBB is implemented starting from the capital city to all regions in Indonesia, social distancing actions or maintaining physical distance in social interactions and various activities that gather large numbers of people or gather in groups must be avoided in order to prevent its spread. The Indonesian government's policy in controlling Covid-19 has a major impact on various aspects such as health, social, cultural, economic and educational aspects that are felt by all levels of society (Xiao & Duan, 2020). This epidemic carries not only a risk of death from corona virus infection, but also psychological pressure on people in the world. In line with this statement, Basilaia (2020) stated that in order to cut the spread of the corona virus, various countries began to replace conventional teaching and learning processes in schools with online learning. UNESCO supports the implementation of distance



learning programs on a large scale, recommending educational applications and platforms that are useful for students, teachers and schools in reaching distance learning. Windiani (2016) states that "Learning is a process of interaction between students and educators and learning resources in an environment". During a pandemic like this, learning is carried out online through learning media that is connected to an internet connection using a smartphone or computer.

With this limitation, the education system in Indonesia has undergone many changes in the learning method, which initially used a face-to-face system, which was changed to online learning. This is done to reduce the transmission of covid-19 and the emergence of new clusters in Indonesia. From the results of the research, in Indonesia the development of the e-learning learning system has existed since 2015, but there has been no good development because many opinions reveal that this learning cannot be used optimally (Asnawi, 2018). Therefore, the use of online learning technology in Indonesia must be increased (Kusnayat, 2020). The online learning process requires teachers or educators to adapt to the new learning system. The absence of readiness in the online learning process makes it difficult for teachers to deliver lesson material. This problem arises for all subjects, including economics. Every teacher or educator must find the effectiveness of learning that is suitable to be applied when teaching. Effectiveness shows that the learning objectives that have been set have been achieved by students through a pre-planned or predetermined learning process. When learning activities are carried out from home, the teacher must be able to manage learning, get feedback from students in learning and complete student learning outcomes provided that learning completeness results are achieved as determined by the school. According to Hamdayama (2014:44) "Learning is said to be effective if there are changes in cognitive, affective and psychomotor aspects".

In these circumstances teachers are required to use technology, the government seeks to provide data package assistance to each school for teachers and students so that they can carry out the learning process optimally, but not all schools have complete facilities and infrastructure, many aspects are considered. With online learning students can repeat the lesson material that the teacher has delivered when the lesson is finished, through videos that have been prepared by the teacher or other learning media that can be accessed at any time. On the other hand, the process of learning activities has not been maximized in its implementation because students' academic abilities cannot be known directly by the teacher. Therefore every teacher or educator needs to modify learning so that there is no decline in the quality of education in Indonesia during the implementation of this online learning by using various available learning media. Learning media is a teaching aid that is useful for making it easier for teachers and students in the process of learning activities. The use of instructional media provides benefits for teachers or students. For teachers, with the learning media, teachers have sufficient means to deliver material effectively and efficiently. For students, with the existence of learning media, it can be easier to accept the material delivered by the teacher, but often the learning media does not work according to its function due to several factors including the use of learning media that is not in accordance with the needs of students, the inappropriate material provided





by the teacher with the media used and various other factors. Arsyad (2014:29) states that "instructional media to help teachers explain learning material or provide information to students so that it can simplify the learning process and improve learning outcomes". The accuracy of using learning media has a big role to play in maximizing the learning process. Based on this opinion, the media is a tool that can make the learning process run according to predetermined goals.

METHOD

The chosen research method adopts a descriptive approach coupled with qualitative methods, specifically employing a case study design. This approach aims to provide a comprehensive understanding of the subject matter under investigation. Data gathering techniques encompass a triangulation of observational methods, interviews, and documentation analysis. By employing these diverse methods, the research endeavors to capture nuanced insights into the phenomenon being studied, facilitating a holistic interpretation of the data.

The utilization of a descriptive method with a qualitative approach and the adoption of a case study research type underscore the intention to delve deeply into the intricacies of the subject matter. Through observation, interviews, and documentation analysis, this research method enables the collection of rich, contextually embedded data. By employing such a comprehensive approach, the study aims to elucidate the complexities inherent within the research topic, thereby contributing to a more profound understanding of the phenomena under investigation. This methodological framework ensures the thorough exploration and interpretation of data, facilitating robust conclusions and potentially offering valuable insights for future research or practical applications.

RESULTS AND DISCUSSION

During the Covid-19 pandemic, high schools in Klojen sub-district, Malang city implemented a learning system either online or online (online) and face-to-face or offline (outside the network). The face-to-face or offline learning system (outside the network) is applied as a trial and aims to provide reinforcement of learning material to students. Due to the city of Malang entering the red zone, this learning system is only implemented for two weeks and the learning system returns online (online) or remotely.

The process of implementing learning economic subjects during the pandemic at high schools in Klojen sub-district, Malang city was carried out well. In learning activities, teachers use learning tools as guidelines in teaching. Learning devices are guidelines used by teachers in the teaching and learning process to achieve learning objectives. The learning tools used were the syllabus and the lesson plan. The method used by the teacher so that the effectiveness of learning can be achieved is by implementing an online learning implementation plan (in a network) according to the predefined syllabus, delivering important materials according to KI, KD and learning objectives.





To achieve the effectiveness of learning, the teacher manages learning with the initial steps of compiling suitable learning tools to be applied to students in this pandemic era. In order for the learning objectives to be achieved, the teacher prepares a lesson plan before learning activities begin according to the meeting on the learning system that will be implemented both online and offline based on the syllabus. Every teacher must compile a complete and systematic learning tool to carry out inspiring and motivating activities so that students participate actively (Kunandar, 2014:6).

The economics teacher in Klojen sub-district, Malang city, uses the 2013 curriculum syllabus and plans to implement learning remotely or online (in a network). The 2013 curriculum syllabus was chosen because it contained the name of the school, name of subjects, core competencies and basic competencies to be achieved, learning materials, learning activities, time allocation and learning resources clearly and in detail. According to Kunandar (2014:6), the syllabus is used as a guide in preparing learning tools for a subject in school.

Using the 2013 curriculum syllabus guidelines, RPPs that have been prepared by teachers of economic subjects before teaching so that the implementation of learning activities runs effectively and can achieve learning objectives. High school economics teacher in Klojen sub-district, Malang city makes RPP based on KD and to complete one KD depends on the complexity of the material. Every single KD can be completed in two to three meetings. In the RPP that has been compiled by the high school economics teacher in Klojen sub-district, Malang City, it contains the stages of implementing learning from preliminary activities, core activities and closing activities.

The learning implementation plan used by teachers during the Covid-19 pandemic so that learning can run effectively is to use online RPP (online). When learning is carried out face-to-face or offline (outside the network) the teacher continues to use online lesson plans (online) by modifying the learning method. During the Covid-19 pandemic, the central government also issued a Covid edition RPP that can be used by any economy subject teacher, but high school economics teachers in Klojen sub-district, Malang city did not use it. This is because teachers find it difficult to adjust to the covid edition of lesson plans and online lesson plans are more effective when applied in learning activities.

With this, students are more enthusiastic in learning when learning is carried out face-to-face or offline (outside the network) because they can meet teachers directly at school and better understand the subject matter delivered by the teacher. When learning is carried out remotely or online (in a network) the teacher is not maximal in controlling students when doing learning activities from home and there are some students who do not participate in learning activities. For this reason, the school collaborates with parents to supervise their children when learning activities are carried out from home.

The teacher tries to bring an interesting atmosphere, directs the attention of students to him and provides motivation so as not to get bored in this remote learning and focus on learning activities. The enthusiasm and activeness of students in learning





activities can be seen from the responses or feedback given to learning activities when the teacher delivers lesson material or asks questions.

In delivering lesson material the teacher makes learning modules and material summaries in applications such as PPT or learning videos. Students' daily assignments and tests are conveyed through these learning media. The learning module is used as teaching material and measuring tool for evaluating students' understanding. Learning modules are arranged according to basic competencies. The criteria for the learning module used by high school economics teachers in Klojen sub-district, Malang city contain the completeness of the subject matter components according to KI, KD and learning objectives. The learning module for economic subjects used by Senior High Schools in Klojen sub-district, Malang city during the Covid-19 pandemic has been effective by containing complete subject matter, containing clearly and specifically formulated learning objectives.

The learning module is made based on the syllabus and the lesson plan. Reference sources come from economic textbooks and the internet. The learning module is made as attractive as possible by the economy teacher to foster students' interest in learning and the effectiveness of learning can be achieved. The learning module is arranged in a concise, concise, clear and easy to understand manner so that students do not experience difficulties in learning. The purpose of making modules is in accordance with the statement from Ashyar (2012:155), namely students can learn independently.

In addition to the learning module, there are additional teaching materials used by economics teachers to maximize learning, namely economic textbooks and economic e-books. Textbooks are used as handbooks by students. E-books are used as additional learning resources, because not all schools lend books to all students. Therefore, the teacher makes a learning module as a summary of the subject matter and an e-book as an additional alternative source of reference in learning. In addition, modules are teaching materials made in simple, systematic and effective language so that students can understand them (Prastowo, 2012:106).

Before the end of learning the teacher provides the opportunity to ask students about material that has not been understood. After the question and answer process, the teacher will give an assignment as a benchmark to find out whether students have understood the material presented or not. To find out that learning objectives can be achieved, economics teachers provide an assessment of their students through cognitive aspects, affective aspects and psychomotor aspects of students. Cognitive aspects are seen based on the value of the assignment and the daily test scores of students. The affective aspect is seen from the enthusiasm and activeness of students in learning activities. Psychomotor aspects are seen based on the readiness and behavior of students in learning activities.

In implementing remote learning systems or online (in a network), teachers use communication tools in the form of cellphones and laptops or computers to interact virtually with students so that learning can run optimally. Therefore, learning media are also used as a support in learning activities. The learning media used are educational applications or platforms such as PPT (Power Point) to convey important





points regarding subject matter every KD (Basic Competence), WhatsApp and Google classroom are used to establish communication in assigning assignments or submitting assignments, google forms are used to provide practice evaluation questions, google meetings or zoom are used to hold learning via video conferencing, quizzizes are used to hold quizzes in order to find out students' understanding after learning activities are carried out and google drive is used to provide material in the form of instructional videos.

In the learning period during the pandemic, the KKM which was applied in the Senior High School, Klojen sub-district, Malang city was 75 in economic subjects. The learning outcomes of students during the Covid-19 pandemic had an average score above the KKM, which was more than 75. In appreciating students' efforts, the teacher gave rewards in the form of congratulations and additional grades to students who asked and answered questions correctly.

In achieving the effectiveness of learning, teachers and students use communication tools to support the implementation of an online learning system (in a network) so that it can run optimally. By using communication tools in the form of cellphones and computers or laptops, teachers and students can access various learning media to achieve learning goals effectively. In learning media, the teacher can provide learning materials according to basic competency that have been compiled in the syllabus and lesson plans. The learning material delivered by the teacher to students in the Senior High School, Klojen sub-district, Malang city during the Covid-19 pandemic is in accordance with KI, KD and learning objectives. The material can be understood, understood and studied independently by students and attracts attention to learning so as to motivate students to foster learning innovation.

The learning media used by teachers of economic subjects in teaching during this pandemic included affective functions, cognitive functions and compensatory functions which aimed to clarify the delivery of information and overcome the passive attitudes of students. Affective function is seen from the attitudes of students in the learning process who are enthusiastic and provide feedback. Cognitive function is based on understanding learning material by students and learning objectives are achieved. The compensatory function helps students to understand information and recall it. Learning media is a tool used to interact and communicate virtually to achieve learning goals (Gagne & Briggs in Arsyad, 2014:4).

The linkages between instructional media and information technology used by high school economics subject teachers in Klojen sub-district, Malang city is that they often use PPT and instructional videos in teaching. During the Covid-19 pandemic, teachers of economic subjects experienced obstacles in using their learning media to deliver learning materials to students because not all students could access them.

In addition, the obstacles that occur in learning during the Covid-19 pandemic are that not all students have communication tools that support and the internet connection or network of each student is often unstable. Thus, it causes students to not be able to participate in learning activities optimally. Regarding internet networks, KEMENDIKBUD has provided assistance in the form of data packages and subsidized quotas to every teacher and student so that they can carry out learning activities





optimally. However, the data package assistance and subsidized quota provided can only be used for certain learning media and not all schools can access the learning media provided by the government.

The recommendation to improve the online learning system (online) is that schools work together with the Malang city education office to provide training to teachers in operating learning media so that they can use various kinds of learning media that are attractive and effective when teaching, so that students are interested and motivated to study. Next, the school provides computer laboratories for students who do not have communication tools and these students come to school by complying with the rules that have been implemented by the school during the Covid-19 period, so that students can participate in learning activities maximally. For students whose internet connection or network is often unstable, schools and the Malang city education office must seek cooperation with local provider companies to help ease the burden on students when learning activities often use google meetings or zoom which absorb large quotas.

The effectiveness of learning economic subjects according to teachers in Senior High School, Klojen sub-district, Malang city, students are enthusiastic in learning, teachers can teach well so that students can understand the learning material presented and learning objectives can be achieved.

Learning is called effective if all learning objectives can be achieved. Therefore, online learning systems (online) can find positive impacts and negative impacts. The positive impact is to accelerate the development of education because it coincides with the use of information technology, the internet and new creative learning media applications made by the nation's children, and parents can directly supervise their children when learning is carried out from home. The negative impact is that not all students can access the learning media used by the teacher, decreased student learning achievement, limited learning support facilities, students are not enthusiastic in learning and easily bored.

In connection with this research, learning during the Covid-19 pandemic was effective when teachers were able to manage learning well, students were enthusiastic and active in learning activities. So that the learning objectives are achieved with the maximum learning outcomes of students and get a score above the KKM according to school regulations as stated by Rohmawati (2015:160) regarding the effectiveness of learning is one of the quality standards of education and is usually measured by the achievement of goals or accuracy in managing the situation, " doing the right things ".

CONCLUSION

Based on the results of research using this type of case study research on the effectiveness of learning economic subjects during the Covid-19 pandemic with a case study of high school economics teachers in Klojen sub-district, Malang city, several conclusions were obtained, including:

First, based on the teacher's ability to manage learning, learning can achieve learning goals and outcomes when the teacher can convey important points on





learning materials using guidelines on learning devices, including the 2013 curriculum syllabus, remote learning implementation plans and effective teaching materials.

Second, based on the activities of students in learning, they are quite enthusiastic. When learning activities are carried out remotely or from home, teachers find it difficult to control their students, therefore the teacher works with parents to supervise and the school also conducts periodic evaluations every once a month regarding learning.

Third, based on student learning outcomes is to get good grades and above the KKM in accordance with school regulations. In supporting this, economic teachers use communication tools and learning media as intermediaries in this virtual learning to achieve learning objectives. The communication tools used are cellphones and laptops or computers. The linkage of learning media with the information technology used is an educational application or platform that can be accessed by students and varies. The learning media that are usually used are WhatsApp, google classroom, google meeting, zoom and PPT (Power Point).

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