

## CHAPTER IV

### FINDINGS

The presentation of the results of this study is useful for providing a general description of the implementation of E-Learning in SMA Negeri 1 Gondanglegi. The data presented is raw data that is processed using a qualitative approach and analyzed. The data obtained are based on the results of observations and in-depth interviews with the principal, teachers, students and also officers who take care of the technical section and the internet network at the school. Coupled with documents from various data related to the E-Learning system at SMA Negeri 1 Gondanglegi. The presentation of this data aims to answer research questions that have developed during the field. Systematics describe this research to answer in accordance with the formulation of the existing problem. The formulations of the problems include: (1) The application of the E-Learning method during a *COVID-19* pandemic at SMA Negeri 1 Gondanglegi, (2) what strategies are used in E- Learning.

#### 4.1. The application of the E-Learning method during a *COVID-19* pandemic at SMA Negeri 1 Gondanglegi

##### 4.1.1. Learning Preparation

Learning preparation in this study is different between E- Learning learning and conventional learning preparation. As it is known that conventional learning has limited learning resources. In contrast to E-Learning, which uses many available sources. So there is also a lot of preparation, not just preparing material, but also preparing how to operate E-Learning.

##### 1) Teacher Readiness in Using E-Learning

Teachers are included in the teacher / tutor category so in the application of teacher learning has an important role in providing and directing students to use or take advantage of existing learning media. The role of learning media will be seen if the teacher is good at using it.

The benefits of learning media are that the media can be used by the teacher as an explanation of the information the teacher provides, the media can raise problems for further study by students, also the media acts as a learning resource for students. The ability of teachers to use electronic media is also part of the use of media as a more attractive learning tool. Teachers must have the ability to properly and correctly apply electronic learning.

The use of internet media as learning which is applied in SMA Negeri 1 Gondanglegi is an E-Learning media. E-Learning is a term used for learning that utilizes technology, communication and information in various ways to support and enhance the learning process.

The use of electronic media, one of which is using E-Learning media, is something that should be owned by today's teachers. Likewise, at SMA Negeri 1 Gondanglegi, as said by Mrs. Lely Puspitayati regarding the use of E-Learning in the learning process as follows:

“Nowadays it is all digital, if teachers do not keep up with the times, it will not attract students to study harder. So in this learning process, SMA Negeri 1 Gondanglegi utilizes E-Learning as a means of the learning process. All teachers learn and learn how to use E-Learning media”. (Data from Interview)

From the above statement, it identifies that all teachers, both English teachers and teachers of other subjects, prepare themselves before teaching using E-Learning.

E-Learning learning is prepared by selecting one of the applications desired by the teacher. In learning English, the teacher uses the zoom application. Teacher preparation in the learning process uses the zoom application as follows: (Data from Observation)

- a. The teacher opens the zoom application and prepares his user id.
- b. The user id is obtained by logging into the email and password used.
- c. There will be a personal Meeting ID display with a number that has been determined by the zoom application.
- d. Clicking on the send invitation, then it is copied and sent by one of the students or the class coordinator via WhatsApp.

- e. Then the teacher starts zooming and allows or accepts students to enter the zoom application.

## 2) Teacher readiness in preparing or designing material

Designing learning is the beginning of an educator before entering into a learning process. Without a learning design, educators do not have a clear direction in learning. Designing learning is a mandatory thing that must be prepared by educators before implementing learning so that learning is carried out in accordance with the wishes and achievement of the expected goals. Designing learning begins with reviewing the syllabus and making a lesson plan or what is commonly referred to as the lesson plan.

The lesson plan (RPP) is important in the learning process. For lesson plans educators will make it easier to carry out the learning process in the classroom. The lesson plan not only provides an opportunity to present better learning, but also provides an opportunity to reflect on what has been learned so far. RPP is made by educators to achieve KI-KD and indicators that refer to the syllabus.

The syllabus review is carried out to determine an in-depth KI and KD so that educators and students are able to determine the indicators to be achieved in a lesson. The next stage, after reviewing the syllabus, examines a material. Learning materials contain facts, concepts, principles and procedures that are relevant and are written in the form of items in accordance with the formulation of indicators of competency achievement.

The achievement of the compiled indicators is balanced with the management of other media such as power points. The teacher used E-Learning in this lesson to explain it with a more attractive presentation display by preparing good power points and attracting students and preparing quizzes. As explained by Mrs. Lely as follows:

I always prepare the material well and always make a different power point from the previous material Ms. So that learning is always interesting and I always input trending topics at the beginning. For example, recently there is a topic

about a student demonstration about the Omnibus Law, so I show a picture of a person demonstrating in front of the DPR building. (data from Interview)

From the above statement, it can be said that before teaching the teacher always prepares the material well. So that the learning process can run well.

### 3) Readiness of students in participating in learning

Student readiness in participating in the learning process is carried out 10 minutes before learning begins. Students, after receiving the zoom ID from the teacher, then Join to enter the zoom application network. Students enter and attend to the teacher by mentioning their name and class. The next readiness can be seen through the video of each child who is dressed neatly like a school face to face. All students use school uniforms as appreciation even though they are not online. Preparation of students before taking lessons with the teacher opening greetings and praying with each other's convictions.

Students then pray according to their respective beliefs and the teacher begins by delivering the material to be studied on this day. In accordance with the observations of researchers, that students follow well like an ordinary school (face to face). Not only that, but students also show the video as a form that they are present and ready to be given lesson material. (Data from Observation). Not only that, students are also capable and ready to operate E-Learning applications. Even learning using E-Learning makes it easier for students to understand the content of learning materials, and the implementation of the IT-based 2013 curriculum also supports teacher competence to be further enhanced.

### 4) Readiness of the internet network to be used for learning

The use of information and communication technology media in education is imperative in order to change conventional or traditional learning systems. The internet has become one of the media and learning materials that are very rich in information and multi-content. Basically the internet is a good medium if it is used properly and appropriately. The preparations made at this stage are the readiness of the internet network

which must be inserted before implementing E-Learning learning. Readiness of the internet network is carried out by both teachers and students. everything is checked with the internet or the connection is smooth or not. In schools, many teachers use the school internet network that has been provided by the school. Teachers can use their own computers or netbooks or those of the school.

In this study, the observations obtained illustrate that the English teacher uses school networks that have been set up by school IT experts. The teacher just needs to use and continue the learning process. This data is supported by Mr. Fauzi's interview which states that all school networks are prepared before the learning process takes place. Preparation starts from computerization to the smooth network and not. Network prepared by school IT experts. This readiness is done carefully. (Data from Interview).

#### 4.1.2. Opening

One of the successful implementation of E-Learning is when there is mutual interaction between teachers and students. The relationship between good cooperation between teachers and students is one indicator of success in implementing E-Learning, for that researchers will tell how the process of interaction that occurs between teachers and students.

The interaction between teachers and students in using E- Learning in a frank manner at SMA Negeri 1 Gondanglegi has not been done in many interactions. Among them are marked as follows:

##### 1) Opening greetings and reviewing yesterday's material

Teachers greet and greet students during the E- Learning learning process. All students answered and greeted back and gave the news to the teacher. The teacher is absent and calls one by one the students who take part in the E-Learning learning process. This calling is intended so that students who take part in this learning process must activate the camera so that they can see their participation in the learning process. The calling process is not just knowing whether the child is participating in learning or not, but it is

seen the activeness of students in using E-Learning and operating it. In this case, all voices are muted except for those who are willing to speak and respond.

After attendance is carried out, the teacher in front of the laptop explains and reviews the material that was delivered at the meeting yesterday. Reviewing this material is carried out so that students have and remember the memories that have been obtained in previous lessons. This material is usually used as a brain booster, so that the brain can work again and is ready to accommodate the material to be given.

## 2) Introducing the material to be studied

Before introducing the material to be studied, students are given a collection of brains by providing the latest news which will be linked to the material to be delivered. For example, the material that will be studied today is about Introduction, the teacher will give a beautiful picture of friendship and brotherhood. Teachers can use posters or videos that will be displayed in the E-Learning learning process.

After that, students are told the material to be studied on this day. Students are given a little description of the material to be presented, so that students have images and imaginations in their minds and brains.

## 3) Explain the learning objectives

The next step in the E-Learning learning process is to explain the purpose of the material to be studied. Learning objectives are standardization of student achievement in the learning process. If the learning process does not have a learning objective, it cannot be measured and cannot be developed in learning. This learning objective is intended so that students are able to follow the learning properly and correctly, so that they have the ability to be achieved.

In this case, the teacher acts as strong as possible so that the learning objectives can be achieved according to the determined targets. Learning objectives in this case are conveyed using PowerPoints which are shared with students via zoom or E-Learning

#### 4.1.3. Core Activities

##### 1) The material taught

One thing that must be in electronic learning is teaching materials or materials. Usually electronic teaching materials are different from teaching materials, of course, of course that use books or paper. Whereas E-Learning usually uses electronic material that can be uploaded from any source. The teacher as a material maker has a difference, namely in providing material between one teacher and another. The material that is usually collected is sourced from books, journals, internet etc. Then from these various sources it is processed into a single unit which will later be taught in lessons in the classroom. Usually, teachers only seek from existing sources, then process them and give them directly or indirectly.

Apart from various sources of materials and teaching materials, what is synonymous with E-Learning is that everything is electronic / digital based. In this case the teaching material also uses electronic / digital, which means that students can later upload and use the material in learning both in class and at home. Ideally, making an E-Learning lesson needs to prepare learning material in digital or electronic format. The more varied the format of the material used, the more interested the students were and did not get bored or bored quickly.

Based on the research results, it was found that compiling material using electronics or E-Learning was more difficult than usual. The delivery of the material is done by sharing the power point material that has been made before the learning process. The results of the researchers' observations did have a very good delivery. The teacher delivers the material that has been made power point and then explains the material one by one. In this delivery, all students turn off all speakers so that the delivery of teacher material is not disturbed by other conversations. In this lesson, the teacher not only provides existing material, but also provides learning reference directions that can be used by students in the learning process, for example the teacher directs students to official websites that have been created by the government such as the Learning House by the Ministry of Education and

Culture's Pusdatin (<https://belajar.kemdikbud.go.id>), Education TV of the Ministry of Education and Culture (<https://tve.kemdikbud.go.id/live/>), Online application for packages A, B, C (<http://setara.kemdikbud.go.id>), Sharing Teachers (<http://guruberbagi.kemdikbud.go.id>), Digital Reading (<http://aksi.puspendik.kemdikbud.go.id/membacadigital>), Learning Videos (<http://video.kemdikbud.go.id>), a source of teaching materials for elementary, middle, high school, and vocational high school students (<https://sumberbelajar.seamolec.org/>).

Not all students listen to this material well, the article is that there are some students whose internet network suddenly disconnects and there is no signal to be able to connect to the server. This data is supported by the results of observations by researchers following learning that there are several children who enter and exit the E-Learning application. This opportunity then the researcher interviewed one of the students named Maulida: (Data from Interview with student Maulida)

"I take E-Learning lessons, sometimes it makes me annoyed, because the internet network is sometimes connected, sometimes it's not Ms. But what can I do, because I have to take part in learning "

From the data above, it is found that not all students in using E- Learning are able to communicate well, this is because the internet network limits them in communicating. This is one of the weaknesses of using E-Learning learning in the learning process.

## 2) Classroom management

Classroom management is very important in the learning process. Class management is the benchmark for a teacher to master the learning process with their students. The management of this class is designed so well that students who follow the learning process are fun and not boring.

In the classroom management process, there are several steps taken by the teacher, including

### a. Discussion

One of the learning processes carried out in E-Learning learning is discussion. Discussions conducted by students and teachers in the use of E-Learning include: (Data from Observation):



1. Students are given material to be discussed.
2. Students are divided into several groups, consisting of three to four people
3. Students discuss using WhatsApp (video call)
4. After being discussed in WhatsApp, then presented in E- Learning / zoom represented by the group leader.
5. The other group listens to and provides responses to the group that has presented it.
6. After all groups present, the teacher provides directions regarding the material being discussed.

b. Question and answer

Questions and answers in the E-Learning learning process are carried out by turning on the speakers available in the zoom application, then those who want to ask are welcome to give a question. Usually in the E-Learning process, all students if activated will scramble to enter the conversation, so in this case train students' patience in conveying their aspirations. The question and answer process is carried out by the teacher so that all the material presented by the teacher can be understood and understood by all students.

c. Looking for learning resources from the internet

The learning process carried out by teachers and students always presents good communication even though it is not face to face directly. The E-Learning learning process is used because of the limitations of teachers and students to face to face directly. In this E- Learning learning, students are given learning resources which can later be used as a reference for the learning process. In the E-Learning process, students in their discussion activities look for materials that can later help the discussion. Most of them look for discussion material on the web that has been provided by the government, such as Learning Houses by the Ministry of Education and Culture's Center for Education (<https://belajar.kemdikbud.go.id>).

### 3) Assessment

In the world of education, it will never be separated from assessment. Assessment is often referred to as a form of assessment and is part of the evaluation used for a formal process or effort to collect information related to important learning variables as material in decision making by teachers to improve student learning processes and outcomes. (Uno, 2013)

Assessment is a very important component in the delivery of education, including learning activities. The success or failure of a learning can be seen from the process and learning outcomes.

Assessment of the learning process is an effort to give value to learning activities carried out by teachers and students. while the assessment of learning outcomes is the process of giving marks to the learning outcomes achieved by students with certain criteria. (Sudjana, 1990)

Assessments made by teachers in the E-Learning learning process use Google Drive which has been provided before learning. This researcher observes that the teacher shares the learning evaluation link in the zoom application for student tests. Students do the test that has been given beforehand without leaving the ongoing learning process. (Data from Observation).

The activity of the E-Learning learning process carried out between students and teachers occurs as active interactions as in class. After implementing the tests assigned to students, the teacher reviews the material that has been taught so that students are able to understand the material in depth.

#### 4.1.4. Closing

The last activity in the E-Learning learning process is the closing activity. Before the learning activity was closed, the teacher took students' attendance and called one by one. All student videos are activated so that the teacher knows that students are following the E- Learning learning process until it is finished. The reason the teacher asks children to activate the video is because many students leave lessons but the application is still active. As stated by Mrs. Lely.

“As usual, sis. I always remind in the learning process to activate the video. If it is not activated and you do not see a moving image, there is a fear that the children will be left behind or left to sleep, but the application is still active in the learning process”. (Data from Interview)

#### 4.2. English Teacher's strategy in using the E-Learning method online during the *COVID -19* pandemic at SMA Negeri 1 Gondanglegi

The learning process carried out by teachers during a pandemic uses the E-Learning method. The E-Learning method in this study uses several strategies that are able to provide a motivational boost so that learning is not monotonous and there are always interactions between teachers and students even though it is only limited to virtual. The strategies used in E- Learning during the *COVID -19* pandemic at SMA Negeri 1 Gondanglegi are as follows.

##### 4.2.1. Discovery Learning

One of the E-Learning learning processes in this research is the discovery learning strategy. Discovery learning strategy can be defined as a learning process that occurs when students are not presented with information and material directly but students are required to organize their understanding of the information independently. Students are trained to become accustomed to being a scientist (scientist). They are not only consumers, but they are also expected to play an active role, even as actors of creating knowledge.

In this study, for example, material related to identity and family relationships. Students are not given a direct definition, but students already have their own experiences that are shaped in their daily lives about identity and family relationships. So thus, students are able to develop and organize the material presented. The E-Learning learning process at SMA Negeri 1 Gondanglegi with the discover learning strategy has the following steps. (Data from Observation)

##### 1. Orientation

The first step in this strategy is for the teacher to open with an opening greeting in the zoom application and say a prayer to start learning. Then the teacher checks the presence of students by calling one by one on the zoom application, so that the student who is called answers and his face appears in the

zoom application. The teacher also provides a learning orientation that will be given. The teacher provides a phenomenon related to the material being taught, namely family relationships to focus students on the problems being studied. For example, the teacher displays or shares a video view of helping and loving family in the zoom application.

"All my children, please watch the video that you share on the zoom application. The video tells about how students should be devoted to their parents or have a good relationship with parents " (Data from Observation)

At this stage the teacher trains the ability to interpret, analyze and evaluate the aspects of critical thinking skills in students. at this stage, students are given the freedom to practice critically of the surrounding phenomena.

## 2. Hypothesis Generation

The second stage or step in this strategy is Hypothesis Generation, where students are given information about the phenomena obtained during the orientation stage. At this stage, students formulate hypotheses related to the problems to be discussed. Students also formulate problems and seek goals from the learning process. For example, the teacher gives problems related to how to be a harmonious family. Then students formulate what indicators are basically used to answer how to become a harmonious family.

"All my children, now you imagine. If you have a small family in the household, how do you attract your entire family to become a harmonious and peaceful family". (Data from Observation)

The statement above illustrates that the teacher provides a problem that must be generated by students. So that students will be able to answer the problems given by the teacher.

## 3. Hypothesis Testing

The hypothesis generated at the hypothesis generation stage is not guaranteed. Proof of the hypothesis made by students is proven in the hypothesis testing stage. At this stage student test the hypotheses that have been made. For example, in this study, students have the hypothesis that

harmonic family relationships must be close to each other. At this stage, students try to understand one by one their friends when they take part in the E-Learning learning process. One of them is to understand and establish the romanticism of family relationships in a small scope, namely by allowing friends to talk and turning off the speaker so that talking about friends is very easy to zoom. (Data from Observation).

#### 4. Conclusion

Student activities at the conclusion stage are to review hypotheses that have been formulated with facts that have been obtained from hypothesis testing. Students decide the facts of the results of hypothesis testing whether they are in accordance with the formulated hypothesis or students identify a mismatch between the hypothesis and the facts obtained from hypothesis testing. The conclusion stage makes students revise the hypothesis or replace the hypothesis with a new hypothesis. Syntax conclusion trains the ability to conclude, analyze, interpret, evaluate and explain. For example, in E-Learning students have been given problems regarding how to relate well with families to become a harmonious family, so in the findings that have been formulated not in accordance with reality, the steps that have been made to become a harmonious family must be refined with input from friends or teachers. Regulation

The regulation stage relates to the monitoring and evaluation planning process. Planning involves the process of determining goals and how to achieve those goals. Monitoring is a process to find out the correctness of the steps and actions taken by students regarding the implementation time and results based on previously made plans. For example, the teacher confirms conclusions and clarifies inappropriate results to find concepts as products of the learning process.

#### 4.2.2. Inquiry Learning

Inquiry-based learning is an approach to learning and teaching that places participants' ideas, questions and observations at the center of the learning

experience. Education plays an active role throughout the process by building a culture in which ideas are challenged, tested, redefined and seen as irreparably valued, moving children from a questioning position to a position of understanding and further questioning. (Hugas, 2012) In this E-Learning research, the following strategic steps are used:

1. Start with a question.

First, students begin by asking a question related to the material to be presented by the teacher. The student presses the hand wave button which indicates that the student wants to ask questions and communicate interactively with the teacher.

Fundamental questions are needed to foster students' interest in carrying out the E-Learning learning process. An introduction to a course should be able to invite participants to ask a broad spectrum of questions about the topic.

In this research strategy, it was observed that students asked why we always have to have good relations with family? A question that contains and reveals their identity. This strategy is used so that students are able to understand the material as a whole and manage and develop existing material. (Data from Observation)

2. Defining broad categories

Inquiry learning wants participants to be able to open their minds and make them thinkers. Course participants can get more things but stick to the course framework. After questioning the problem, students provide a broad definition and try to interpret the material that has been discussed. Students provide definitions in order to open minds. Students are not only as robots, but are given the freedom to define the theory they get. The teacher neither forbids nor blames what the students have done. as the results of interviews with nur aini students.

“I always thought that it was unusual with friends. However, the teacher was never angry. What I do has always been given a good appreciation by the teacher”. (Data from Interview)

The data above shows that students' freedom of thought is not limited by the teacher. All students have different definitions from each

other. This strategy is used by teachers in the E-Learning process. After the students provide a definition, it is presented in front of their friends and teachers in the zoom application. Everyone listened carefully.

### 3. Find out what you want to learn

The teacher gives a little view of current problems that are trending topics to be discussed and synchronized with the material to be taught. The teacher feels the material that can stimulate the students to have more learning in the E- Learning process. At the time of making the learning framework, at that time the teacher looks for possible questions that will be answered by the material to be delivered.

### 4. Case studies

Another form of inquiry-based learning is confirmation inquiry. Inquiry will make participants investigate and seek solutions to problems. This is part of a case study. The next step is a case study, where students investigate the material to be solved. For example, in the E- Learning process, students want to know why the relationship with the family must be good? So students look for information wherever they get. In this E-Learning process, students are allowed to communicate with their parents. So that there is communication both parents and students and teachers

#### 4.2.3. Problem Based Learning

Problem-based learning is designed in a learning procedure that begins with a problem and uses the instructor as a metacognitive trainer. Problem-based learning procedures, the initial setting is the presentation of the problem. The learning process begins after students are confronted with the real problem structure, so that in that way students know why they have to study the teaching material. The information they will collect and they analyze from the teaching material units they learn in order to be able to solve the problems they face. Through PBL, students will learn how to use an interactive process in evaluating what they know, identifying what they need to know, gathering information and collaborating in evaluating a hypothesis based on the data they have collected. Meanwhile, the teacher acts more as a

tutor and facilitator in exploring and finding hypotheses, and in drawing conclusions. There are several stages in using the PBL strategy in the E-Learning process, including:

1. Student orientation to the problem.

This E-Learning learning process the teacher provides orientation to students related to the problem to be solved. In the first stage, students are given problems related to the material to be studied or discussed. students are presented with a problem to be solved and the teacher divides the students into groups. Furthermore, students discuss with their group friends via video call WhatsApp or group WhatsApp but do not leave the E-Learning process. The teacher distributes materials to solve together with members who have been distributed.

“All children, I present this and I share the material which will be discussed together by a group. The teacher will divide into groups of four people. Please discuss and solve the problem”. (Data from Observation)

From the data above, it can be seen that students are given problems to solve together. In this strategy, students are required to play an active role and interact with the teacher so that all students have a role and understand what must be done.

2. Organizing students to learn.

The teacher helps students define and organize learning tasks related to these problems. The teacher provides directions to students if students do not understand the problems that must be solved. The teacher organizes all students to follow the learning process and class discussions. This research is in the E-Learning process of students being active with each other to coordinate the learning process.

"Please my children to immediately carry out discussions and group work in order to solve the problems I gave. If you find any difficulties later, please contact Mrs. Lely so that it can be communicated carefully". (Data from Observation)

From this it can be understood that the teacher organizes students well, even though only through E-Learning.

3. Guiding individual and group investigations.



The teacher encourages students to collect appropriate information, carry out experiments, to get explanations and problem solving. In this lesson, for example, family relationship activities. The teacher provides directions for students to find as much information as possible about how to relate to the family. How to build family relationships with harmonists and so on.

“Mrs. Lely always guides us in the learning process. Even though we didn't meet in person, Mrs. Lely always guided and always directed us on how to solve problems related to the problems that were being addressed” (Data from Interview)

Students are guided and directed by the teacher until they are able to provide the work that will be produced

#### 4. Develop and present the work.

Teachers help students plan and prepare appropriate work such as reports, videos and models and help with various tasks with their friends. Furthermore, after conducting the research, students present the work obtained from group discussions. Students then submit the work that has been obtained in front of friends. But keep in mind, in this E-Learning learning process students are only given one person to represent the work that has been obtained. Because in the E-Learning process, not all students take part in the presentation, in the sense that students can only speak one talk. However, other friends can add the work that has been presented by the team leader.

#### 5. Analyze and evaluate the problem-solving process.

The teacher helps students reflect or evaluate the investigation and the processes they use. After doing a demo or presenting their work, students then evaluate the work that has been obtained. This evaluation is used to fix something that the teacher and other friends think is still lacking.