# Learning Management in the Pandemic Time Covid-19

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*Abstract*—**This research is based on the author's curiosity about the learning process during the Covid-19 pandemic. The purpose of this study was to obtain 1) learning management 2) learning implementation. The main data sources in this study were the Principal, Deputy Head of Curriculum, Educators and Students with the addition of Kepmendikbud No. 719 / P / 2020 Regarding Guidelines for Implementing Curriculum in Education Units in Special Conditions and Adjusting Learning Policies during the Covid-19 Pandemic as recommendations from the main source recommendations. This study uses a descriptive method with a qualitative approach. The data techniques used included observation, interviews, documentation study, and triangulation. The results of this study are: 1) in the implementation of learning, Kepmendikbud No. 719 / P / 2020 is a good reference in terms of procedures, coordination coordination authority. 2) Learning is carried out with PJJ (Distance Learning).**

*Keywords—management, learning, Covid-19*

## I. INTRODUCTION

The COVID-19 pandemic affects almost all aspects of life, such as health, economy and education is no exception [1]. In a pandemic condition, the role and role of the educational aspect is very crucial [2]. The distance education system is one of the solutions to overcome difficulties in direct learning with the existence of social distancing rules [3].

In order to prevent the spread of Covid-19 transmission to school residents in particular and the Indonesian community. The Ministry of Education and Culture (Kemendikbud) issued several circular letters related to the prevention and handling of Covid-19. First, Circular Number 2 of 2020 concerning the Prevention and Handling of Covid-19 within the Ministry of Education and Culture. Second, Circular Number 3 of 2020 concerning Prevention of Covid-19 in the Education Unit. Third, Circular Number 4 of 2020 concerning Implementation of Education Policies in the Emergency of Spread (Covid-19), which among other things contains directions on the learning process from home. and the fourth ministerial decree of the Ministry of Education and Culture number 7l9 / P / 2020

concerning guidelines for implementing the curriculum in educational units in special conditions. This is a change in learning patterns from face-to-face learning to online learning [4].

Changes in learning and teaching patterns will certainly never be separated from the role of learning management [5]. Huang & Lin [6] argues that learning management is an activity in the form of an effort to cooperate with a group of people who are members of an educational organization, to achieve predetermined educational goals, by utilizing existing resources and using management functions in order to achieve goals effectively and efficiently. According to Farndale, Scullion, & Sparrow [7] management functions are divided into three can be seen in Figure 1 below:
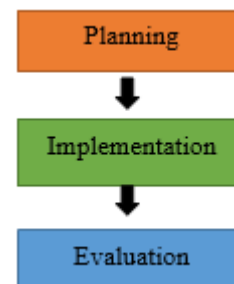


Fig. 1. Learning management function.

Management function according to Biasutti & El-Deghaidy [8] In learning activities it is indicated by the application of the principles of learning planning, namely: a) determining what the teacher wants to do, when and how to do it in the implementation of learning. b) limiting targets on the basis of specific instructional goals and establishing work implementation to achieve maximum results through the process of determining learning targets. c) develop alternatives in accordance with the learning strategy. d) collect and analyze important information to support learning activities. e) prepare and communicate plans and decisions related to learning to interested parties. Hénard & Roseveare [9] argues that effective learning can be a measure of the success of learning, if the

learning process is effective, the learning objectives can be achieved easily. Learning effectiveness can be created through learning management carried out by school equipment including the principal, vice head of the curriculum, teachers in the classroom, students, the environment, and teacher teaching methods [10]. Teachers must be prepared for various learning conditions and student conditions, including technological developments in learning [11]. Mhlanga & Moloi [12], introducing learning that is usually done in schools is now learning at home using various applications such as teacher rooms, class rooms, zoom, google doc, google from, or through whatsapp groups. According to Sari, Rifki, & Karmila [13], considering the implementation of online learning is a necessity so that educational activities can still be held in the midst of the current Covid-19 pandemic emergency. In this regard, this article aims to review how education during the pandemic at Senior High School number 3 Pangkal Pinang, which is focused on reviewing aspects of management and demands for digitalization in the world of education, especially in learning activities. The review will focus on how learning is implemented during the pandemic period. COVID-19, can learning management at these schools be carried out effectively and at the same time a strategic solution in the future.

## II. RESEARCH METHODOLOGY

This research uses a qualitative approach with a descriptive method, it is intended to study problems and obtain meaningful and in-depth answers about learning management during the Covid-19 period. The subject of the location in this study is Senior High School number 3 Pangkal Pinang. The consideration of choosing the research location was because Senior High School number 3 Pangkal Pinang, which is one of the state high schools in the Bangka Belitung Islands Province, uses school-based management with the K-13 curriculum and is ready to face learning during the Covid-19 pandemic.

After determining the location subject to be studied, the next step is to determine the use of methods to be used in data collection so that the data collection process can run smoothly. The first method is the interview method. Interviews in this study were conducted with the principal, waka curriculum, teachers and several students of Senior High School number 3 Pangkal Pinang to obtain data related to learning management according to the interview instrument prepared by the researcher. The second is the method of observation. Observation in research uses the direct observation method where researchers collect data by being directly involved in these institutions, especially regarding how planning, organizing, implementing, monitoring and evaluating learning during the Covid-19 Pandemic took place in Senior High School number 3 Pangkal Pinang. The third is the documentation method. The documentation carried out by researchers is by recording and collecting data related to the problem under study. The author collects data directly through documents provided from the administration.

## III. RESULTS AND DISCUSSION

In discussing the results of this study, efforts will be made to interpret the findings of research in the field that have been obtained. The discussion of the results of this study is intended to provide an explanation of the research results in accordance with the theoretical study used. The discussion is stated as follows:

### A. Learning Management During the Covid-19 Pandemic

The results of the observations prove that the implementation of learning management at Senior High School number 3 pangkal Pinang follows the development and needs of students for the development of science and technology during the current Covid-19 pandemic: The results of the observations can be explained in table 1 below:

TABLE I.        OBSERVATION RESULTS OF LEARNING MANAGEMENT

| Variable | Dimensions | Indicator | Y | T |
|---|---|---|---|---|
| **Learning Management** | Develop Learning Program | Develop an annual program | √ | |
| | | Arranging the Smesteran Program | √ | |
| | Implementation of Online Learning Process | Using the application | √ | |
| | | Using Learning Methods | √ | |
| | Implementation of learning evaluation | Learning Assessment | √ | |
| | | Ability test | √ | |

Based on the observations of teachers at Senior High School number 3 Pangkal Pinang, they have applied the learning material that is delivered according to the K-13 curriculum and is relevant to each student's competence, making it easier for teachers to carry out learning activities. In its implementation, the preparation of Learning implementation plan carried out by teachers at Senior High School number 3 Pangkal Pinang, among others, pays attention to potential aspects of students, environmental conditions, developments in technology and information flows, relevant to the needs of students, comprehensive and sustainable with the next education path.

### B. Implementation of Online Learning during the Covid-19 Pandemic

Based on observations and interviews with 47 teachers at Senior High School number 3 Pangkal Pinang, it was stated that learning was still carried out online by utilizing several online learning applications. The programs and applications used to facilitate online learning can be seen in Figure 2 below:
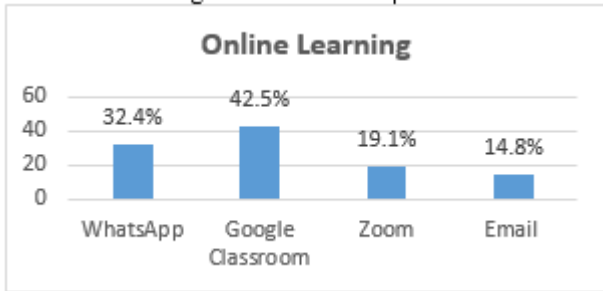
Fig. 2. Using online learning applications.

Based on the data in Figure 2, it can be seen that almost all teachers, namely around 42.5%, are active in using the google classroom application to conduct online learning. This is because both teachers and students must have this application. In addition, these applications WhatsApp, Zoom and Email are also used in learning. This is used by the teacher to facilitate the delivery of learning material and student assignments. These findings are supported by research on the use of social networks which reveals positive things in google classroom.

Online learning that has been carried out has several obstacles. Based on interviews from students at Senior High School number 3 Pangkal pinang, various types of obstacles faced during online learning can be seen in Figure 3 below:
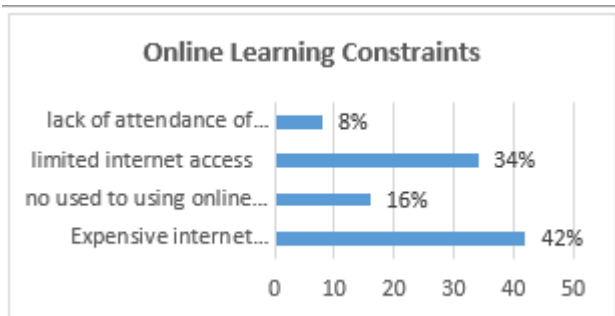


Fig. 3. Obstacles to online learning.

Based on interview data from 50 students, the most obstacles that occurred when online learning took place were internet packages which were fairly expensive and internet access was limited. This problem is the limitation of students not participating in online learning at the scheduled time because they run out of internet packages. All variations of the learning model used in online learning certainly require a fairly large internet package, especially for following videos through the Zoom application. This resulted in many students unable to get material and interact with teachers. Student involvement in online learning greatly affects the implementation of learning. Based on the results of interviews with 47 teachers, about 51% of teachers experienced limited access to the internet in implementing online learning. The application of online learning that has recently been implemented has made students not familiar with it. 49% of teachers stated that students were not familiar with online learning, especially using Google Classroom, zoom meetings and others. Students are not

familiar with the features of the system, so this is quite an obstacle for the implementation of online learning. To deal with this problem, some teachers in the end only use the Whatsapp social network so that learning continues. This causes that the online learning that is carried out in a week varies as well. The online learning carried out by teachers during the Covid-19 prevention period was quite diverse. The number of online meetings that are held every week is only 1-2 meetings at most. The following is the number of online meetings that take place each week, which can be seen in Figure 4 below:
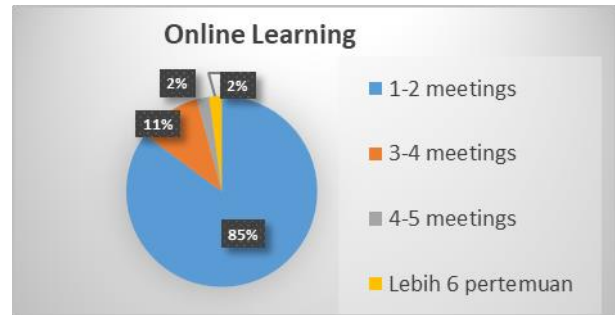


Fig. 4. Online learning meetings.

Based on the results of the interview, 85% of the teachers answered that they held 1-2 meetings online according to the number of subjects. This also shows that, although there are various obstacles in the implementation of online learning, in one week the learning continues and is carried out to meet the needs of students during the Covid-19 pandemic.

Online learning during the Covid-19 pandemic must continue to be implemented to meet the needs of students. Several variations of online learning that are used at Senior High School number 3 pangkal Pinang are quite good despite the various obstacles that exist. Students during the Covid-19 pandemic period are required to learn to be literate towards digital technology in learning. According to Mhlanga & Moloi [14] it is important to develop technology-based learning such as online as it is able to facilitate better learning and training gaining momentum around the world, reducing the problems associated with traditional learning. In addition, Giatman et al [15]. also revealed that in online learning teachers must be able to work together and communicate well with students in order to process new information and form meaning to obtain new knowledge structures.

## IV. CONCLUSION

Based on the results of observations and interviews, the following conclusions were obtained:

- Learning management during the covid 19 period at Senior High School number 3 Pangkal Pinang is very decisive. Using online learning for the success of the learning objectives that have been set.

- Implementation of online learning is carried out 1-2 times, taking into account the constraints that are

traversed in the learning process with the limitations that students have in the learning process.

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