

Student Management In The Effectiveness Of Online Learning In The Era Of The Covid Pandemic

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Abstract: To realize the national education system as stated in Law number 20 of 2003, the educational process must continue as it should be because education is a conscious or planned effort to develop physical and spiritual potential in reaching maturity and being able to achieve the expected goals. So in this case it is necessary to manage students in facing an unexpected challenge, such as at this time the world globally is experiencing a period of the covid-19 pandemic which of course all activities must be limited to prevent virus transmission, including learning activities in educational institutions. The purpose of this study is to determine student management in increasing the effectiveness of online learning in the Covid-19 pandemic era, namely the implementation of student management used and the effectiveness of online learning in the teaching and learning process which is carried out online at Manbaul Ulum Islamic senior high school Tangsil Wetan Wonosari Bondowoso. This study uses a qualitative approach with a descriptive type of research. The data collection methods are: interviews, observation and documentation. The results of this study are the effectiveness of online learning at Madrasah Aliyah Manbaul Ulum in the learning process carried out at Manbaul Ulum Islamic senior high school Tangsil Wetan Wonosari Bondowoso is quite effective although here and there there are still some obstacles that interfere with online learning such as the problem of social interaction between teachers and students. and the economy of students who are barely ready. The impact of the current Covid-19 pandemic has made a considerable contribution to the world of education, because with the outbreak of Covid-19, teaching and learning activities that are usually carried out conventionally have been transformed into online learning.

Keywords: Student Management, Effectiveness of online learning

1. INTRODUCTION

The Covid-19 pandemic is not over yet, even the world health (WHO) says this pandemic will not end quickly. For this reason, it is hoped that people in all fields of life are prepared to adapt to get used to living side by side with Covid-19. This is the way to survive amid the increasing number of victims caused by the Covid-19 pandemic.

The Minister of Education and Culture assesses that with the Covid-19 pandemic there will be major changes in three sectors, namely socio-economic, education and health. In the Education Sector during the Covid-19 pandemic, schools or madrasas must prepare themselves in providing education and learning. Especially in dealing with New Student Admissions, starting from the registration of new prospective students, selection exams to graduation announcements that must be done online.

Victims of the Covid-19 pandemic, not only at the school level but also at universities. All levels of education under the auspices of the Ministry of Education and Culture of the Republic of Indonesia and the Ministry of Religion of the Republic of Indonesia have all experienced a negative impact due to the Covid-19 pandemic, so they must participate in distance learning (online) from home in order to prevent the transmission of Covid-19. However, not all students are accustomed to learning through online.

The ability in online learning is still a lot of students, teachers and not yet proficient, especially for those who are in

remote areas or far from the reach of telecommunications networks. Online learning is the use of the internet network in the learning process. With distance learning / online both students and teachers have the flexibility of time in its implementation. The platforms that can be used in distance learning include: *google classroom*, *goggle meet*, *zoom*, *WhatsApp groups* and others.

Learning for students in schools during the Covid-19 pandemic certainly requires adaptation to adjust to the available study time. If before the pandemic, teachers and students were used to face-to-face learning, then in the Covid-19 pandemic era, they must be able to combine face-to-face and virtual learning methods. Due to government policies, learning hours are not as usual, so teachers are required to be creative and innovative to take advantage of a relatively shorter time so that learning can run effectively and efficiently.

Learning during the COVID-19 period in its implementation requires communication and cooperation between the madrasa and the parents of students so that there is understanding, understanding and assistance to students from parents. Because this pandemic period cannot be predicted when it will end. Do not let there be misunderstandings from parents of students related to the soaring financing for virtual-based learning needs (Online). Online learning is a teaching and learning process carried out with the help of the internet with a distance learning system, in the Big Indonesian Dictionary online learning is translated

as online learning or online learning/Distance Learning (Belawati, 2019:8)

The development of online learning continues to evolve along with the richer learning resources on the internet, online learning practices lead to the increasingly significant role of students in the learning process who used to be only recipients of new information and knowledge to become part of active learning resources (Belawati, 2019:36). In online learning, interaction between students and educators certainly occurs online, so there is a need for student management in learning effectiveness. In accordance with the results of observations at Manbaul Ulum Islamic senior high school Tangsil Wetan Wonosari Bondowoso, the researchers were interested in the results of the identification of problems at the institution, so the researchers gave the title "Management of Students in Effectiveness of Online Learning during the Covid-19 pandemic at Manbaul Ulum Islamic senior High school Tangsil Wetan Wonosari Bondowoso.

2. LITERATURE REVIEW

2.1. Student Management

a. Understanding Student Management

There are several experts who have provided an understanding of Student Management, including: Suryosubroto gave the understanding that student management is jobs or student recording activities, from the admission process to the time students leave school/madrasah, because they have completed their education at school/madrasah the madrasa (Suryosubroto, 2004: 74). According to E. Mulyasa, student management is the arrangement and regulation of activities related to students, starting from entering to leaving school so that it can help students' personal growth and development efforts optimally (Mulyasa, 2012: 69). Meanwhile, Knezevich in Prihatin provides a definition of student management (pupil personnel administration) as a service that focuses on the regulation, supervision, and service of students in the classroom and outside the classroom such as: introduction, registration, individual services such as the development of overall abilities, interests, needs until students mature in school (Prihatin, 2011: 4).

From some of the opinions of some of these experts, it can be concluded that student management is a whole series of activities that are planned in such a way by schools in providing educational services to students in order to foster students from the beginning of entry to graduation from school so that students can develop as much as possible.

b. Student Management Objectives

There are two objectives in student management, which are divided into general goals and special goals. First, the general objective of student management is to regulate student activities so that these activities support the teaching and learning process in Madrasahs. So that the teaching and learning process can run smoothly, orderly and

regularly and can contribute to the achievement of madrasa goals and educational goals as a whole (Lecturer Team, 2010:207). Mulyasa Explains the purpose of student management is to regulate various activities in the field of education so that learning activities in schools can run smoothly, orderly, regularly, and are able to achieve school education goals (Mulyasa, 2002:42). While the Special Objectives of Student management are; a) Improving the knowledge, skills and psychomotor of students; b) Channeling and developing general abilities (intelligence), talents, and interests of students; c) Channeling aspirations, expectations and meeting the needs of students; d) Learners achieve happiness and welfare in life which can further study well and achieve their goals (Badrudin, 2014: 24).

c. Learner Management Principles

There are several principles of student management that are of concern to education managers. Mustari explained several principles of student management, namely; a) Implementation must refer to the regulations in force at the time the program is implemented; b) Student management must have the same goals and support the overall school management goals; c) All forms of student management activities must develop an educational mission and in the context of educating students; d) Student management activities must strive to unite participants who have diverse backgrounds and have many differences; e) Student management activities must be seen as an effort to regulate student guidance; f) Student management activities must encourage and stimulate the independence of students; g) Student management activities must be functional for the lives of students both at school, especially in the future. (Mustari, 2014:109)

Meanwhile, the Ministry of Education and Culture (2013:4) mentions several principles of student management as follows; a) Student management is seen as part of the overall school management; b) All forms of student management must be aimed at carrying out educational missions and in the context of educating students; c) Student management activities must strive to unite students who have various backgrounds and many differences; d) Student activities must be seen as an effort to regulate student guidance; e) Student management activities must encourage and stimulate the independence of students; f) Management of students must be functional for the lives of students, both at school and especially in the future; g) The implementation of student management recognizes the characteristics of students, including intellectuals, interests, talents, personal needs, experiences, and physical conditions.

d. Scope of Student Management

In student management there are several scopes. What is meant here is the scope of all arrangements for student activities from the time the student enters school until the person concerned graduates, both with regard to students directly, and those relating to students indirectly (education staff, educational resources). , infrastructure and facilities (Imron, 2016: 18) The scope of student management includes student planning, student organization, student coaching implementation, student supervision, and student evaluation

2.2. Effectiveness of Online Learning

The effectiveness of learning is one of the quality standards of education and is often measured by the achievement of goals, or it can also be interpreted as accuracy in managing a situation, "doing the right things" "effective learning is learning that provides opportunities for self-study or doing activities as widely as possible. for students to learn (Rohmawati, 2015:16). Meanwhile, according to sadiman "learning effectiveness is the result obtained after the implementation of the teaching and learning process (Al-Tabany, 2017:21). Based on this understanding, it is concluded that the effectiveness of learning is a standard of quality education and is often measured by the achievement of objectives, which are obtained after the implementation of the teaching and learning process, which provides opportunities for self-study or carrying out the widest possible activities for students to learn.

According to Soemosasmito a learning is said to be effective if it meets the main requirements for teaching effectiveness, namely; a) The presentation of high student learning time is devoted to Teaching and Learning Activities; b) The average behavior of carrying out tasks is high among students; c) The determination between the content of the teaching material and the ability of students (learning success orientation) is prioritized; d) Develop a friendly and positive learning atmosphere (Al-Tabany, 2017:22). Meanwhile, the effectiveness of learning programs according to Surya is characterized by the following characteristics; a) Successfully deliver students to achieve the instructional goals that have been set; b) Providing an attractive learning experience, involving students actively so as to support the achievement of instructional goals; c) Having facilities that support the teaching and learning process (Firdaus, 2016:64)

The form of learning that can be used as a solution during the Covid-19 pandemic is online learning. Online learning is learning that uses the internet network with accessibility, connectivity, flexibility, and the ability to bring up various types of learning interactions. According to Kuntarto, E. (2017) Online learning is learning that is able to bring together students and teachers to carry out learning interactions with the help of the internet. At the implementation level, online learning requires the support of mobile devices such as smartphones or Android phones,

laptops, computers, tablets, and iPhones that can be used to access information anytime and anywhere.

The use of mobile technology has a major contribution in educational institutions, including the achievement of distance learning goals. Various media can also be used to support the implementation of online learning. For example, virtual classes using *Google Classroom*, *Edmodo*, and *Schoology services*, and *instant messaging applications such as WhatsApp*. Online learning connects students with learning resources (databases, experts/instructors, libraries) who are physically separated or even far apart but can communicate, interact or collaborate directly and indirectly

There are characteristics in online learning, namely; a) Programs are arranged according to the level, type, and nature of education; b) In the learning process there is no direct face-to-face meeting between educators and students, so there is no direct contact; c) Educators and students are separated throughout the learning process because there is no face to face as in conventional learning, so students must be able to learn independently; d) Educational institutions design and prepare learning materials, and provide learning assistance services to students; e) Learning materials are delivered through learning media, such as computers with internet or with e-learning programs; f) Through these learning media, there will be two-way (interactive) communication between students and teachers, students and other students, or students with distance learning providers; g) There are no study groups during the study period, therefore students receive learning individually not in groups; h) Students are required to be active, interactive, and participative in the learning process, because the independent learning system receives very little help from educators, because educators only act as facilitators; i) Learning resources are materials that are developed intentionally according to needs while still based on the curriculum (Munir, 2012:25).

3. METHOD

This study uses a qualitative approach, according to Moleong (2017:3) qualitative research is research that intends to understand the phenomena of what is experienced by research subjects such as behavior, perception, motivation, action, and others, holistically, and by way of description. in the form of words and language, in a special context that is natural and by utilizing various natural methods. The location of this research is Manbaul Ulum Islamic Senior high School Tangsil Wetan Wonosari Bondowoso. The focus of this research is to examine phenomena related to student management in the effectiveness of learning during the covid-19 pandemic. In collecting data the researchers used the following techniques: interviews, observation and documentation. Analysis of research data was carried out using the Miles & Huberman analysis model consisting of data reduction, data display, and conclusion drawing and verification. Data analysis of research data reduction stage is the stage of collecting all the information needed from the

results of interviews and then grouping the data. The data display stage is the presentation of data that is needed in research and which does not need to be discarded. The conclusion drawing and verification stage is the interpretation stage of research data to draw conclusions based on the phenomena obtained (Miles & Huberman, 2009: 18)

4. FINDINGS AND DISCUSSION

Student Management in Effectiveness of Online Learning at Manbaul Ulum Islamic Senior High School Tangsil Wetan Wonosari Bondowoso

Student management is activities related to students and everything that involves students to help students achieve all the desired goals both physically and spiritually. Student management aims to regulate various student activities so that these activities support the learning process in schools, and the learning process at these institutions can run smoothly, orderly and regularly so that they can contribute to the achievement of school goals and educational goals.

The presence of student management in an educational institution organization, such as the Manbaul Ulum Islamic senior high school Tangsil Wetan Wonosari Bondowoso educational institution can facilitate the process of regulating students in participating in learning activities. With the change in the learning system from face to face to non-face to face, of course, it can make changes to the system in an institution so that proper management is needed. Here the role of student management is needed. What is the right format for planning, implementing, evaluating in learning activities for students so that learning activities can run effectively. Especially during the Covid-19 pandemic, the role of student management is very important because schools must be able to regulate student activities in learning. In accordance with government instructions, there are restrictions on teaching and learning activities in schools/madrasahs, of course, they must be able to provide appropriate solution policies, including holding non-face-to-face or online learning.

Online learning carried out at Manbaul Ulum Islamic senior High school Tangsil Wetan Wonosari Bondowoso during the Covid-19 Pandemic using learning applications that can be accessed via the internet. Overall, students are satisfied with flexible learning. With online learning, students are not constrained by time and place where they can take lessons from their respective homes or from anywhere. In this study, it was found that the results of the study were that students felt more comfortable in expressing ideas and questions in online learning. Following learning from home makes them not feel the psychological pressure from their peers that they usually experience when participating in face-to-face learning. The absence of the teacher directly or physically also causes students to feel not awkward in expressing ideas. The absence of physical barriers and limitations of space and time make students more comfortable in communicating. Furthermore, online learning eliminates the feeling of awkwardness which in the end makes students more daring to express themselves in asking questions and expressing ideas freely.

From the results of interviews at the research locus, it was found that in the first online learning it was more practical and relaxed. Practical because it can provide tasks at any time and reporting tasks at any time. Second, it is more flexible and can be done anytime and anywhere. Online learning causes more flexible times for guardians who work outside the home and can adjust their time to assist students in learning. Third, it saves time and can be done at any time. All students can access it easily, meaning it can be done anywhere. The delivery of information is faster and can reach many students through the WA Group. Fourth, it is more practical and makes it easier to retrieve knowledge values, especially when using Google Forms. If you use Google Forms, the grades can be known immediately so that students are more interested in doing assignments. In addition, students are also facilitated in doing it. Students just choose the answer choice that is considered correct by clicking on the answer choice in question. Fifth, students can be monitored and accompanied by their respective parents. Sixth, teachers and students gain new experiences related to online learning. The role of parents in assisting students is more.

Online learning also has the advantage of being able to foster independent learning. The use of online applications is able to increase students' independent learning, this is according to what was conveyed by Oknisih and Suyoto stating that online learning is more student-centered which causes them to be able to bring up responsibility and autonomy in learning (Oknisih and Sunyoto, 2019). Online learning requires students to prepare their own learning, evaluate, organize and simultaneously maintain motivation in learning. It is stated that online learning can increase student interest.

However, in its implementation, online learning has obstacles. First, there are some students who do not have a smartphone (HP) due to the various economic conditions of their parents so that not all students have cellphones. the second is to have a cellphone but it is hampered by cellphone facilities and internet connections, hampered in sending assignments because of the difficult signal. Even further data explains that for some students do not have their own cellphones, so they have to borrow. Third, parents have cellphones but parents work all day outside the home so that parents can only accompany them when they come from work. Fifth, information is not always directly received by the guardian due to limited internet quota. For example, for example, today there is an assignment, but a few days later can only open WA.

Online learning has special challenges, namely the separate locations of students and teachers during implementation, causing teachers to not be able to directly supervise the activities of students during the learning process. There is no guarantee that students really listen to the teacher's comments. This is in accordance with the results of research Szpunar, Moulton, & Schacter, (2013) reported in their research that students fantasize more often in online learning than when learning face-to-face. Therefore, it is recommended that online learning should be held in a short

time considering that it is difficult for students to maintain their concentration if online lectures are held for more than one hour.

From the results of the study, it can also be seen that not a few students have difficulty understanding the learning materials provided online. Teaching materials are usually delivered in the form of readings that are not easily understood by students and lesson assignments that do not get a complete explanation by the teacher, causing students to not understand them. Another challenge for online learning is the availability of internet services. Some students access the internet using cellular services, and a small number use WiFi services. When the online learning policy is implemented in schools, not a few students have difficulty with cellular signal even if the signal is very weak. This is a challenge in itself in implementing online learning at Manbaul Ulum Islamic Senior high school Tangsil Wetan Wonosari Bondowoso.

Online learning has weaknesses when internet services are weak, and teacher instructions are poorly understood by students. This is in accordance with what Anitah (2008: 115) said, the role of technology is indeed very important in online learning methods, teachers must be able to choose to adapt to the material so that the technology used with the material used will fit into a single unit and not create problems. in learning. Teachers must be very good at choosing technology or media that can be useful according to learning objectives, safe, easy to use and especially supportive of the methods used.

5. CONCLUSION

The fact found in this study is that the learning process carried out at Manbaul Ulum Islamic senior High School Tangsil Wetan Wonosari Bondowoso is quite effective, although here and there there are still some obstacles that interfere with online learning such as the problem of social interaction between teachers and students and the economics of students which barely exist. ready. The impact of the current Covid-19 pandemic has made a considerable contribution to the world of education, because with the outbreak of Covid-19, teaching and learning activities that are usually carried out conventionally have been transformed into online learning.

There are suggestions and recommendations of the authors of suggestions that hopefully can be constructive, including; First, before the implementation of the online learning program, it is necessary to prepare supporting facilities, competencies and training for educators and students so that they are really ready in the learning process. Second, the government and school management should strive for, facilitate, and optimize all facilities and online learning needs for both teachers and students so that the quality of the learning carried out is still maintained.

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