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The Effect of Online Learning on Student Learning Outcomes in Indonesian Subjects

Abdul Hakim[1*], Nurhikmah H[1], Nur Halisa[1], Farida Febriati[1], Latri Aras[1], Lutfi B[1]

[1]*Education Technology Study Program, Universitas Negeri Makassar, Indonesia*

*****Correspondence to**: abdul.hakim7308@unm.ac.id

Abstract: This study employs a Pre-Experimental Design (Non-design) to examine whether online learning has any effect on learning outcomes in Indonesian subjects. The sample size for this study was 16 students, chosen at random. Data collection methods include observation, testing, and documentation. Observations were made by observing both teacher and student activities. The test consists of a pretest before implementing offline learning and a posttest after implementing online learning, as well as documentation for research purposes. The data was analyzed using descriptive statistics and the non-parametric Wilcoxon signed ranks test (Z). The average value of student learning outcomes in an Indonesian class after offline learning was higher than after online learning, according to the results of the non-parametric Wilcoxon signed ranks test (Z) processed using SPSS 22 for windows. The findings revealed that the effect of online learning on learning outcomes in an Indonesian course after implementing offline learning is greater than the effect of online learning after implementing offline learning. The findings reveal that the effect of online learning on learning outcomes in an Indonesian language subject after implementing offline learning is greater than the effect of online learning after implementing offline learning. It is possible to conclude that online learning has an effect on students' learning outcomes in Indonesian Class IV subjects at SD Negeri 1 Bonto-Bonto, Pangkep Regency.

Keywords: indonesian subject, online learning, students learning outcomes

INTRODUCTION

Education is a conscious and intentional activity and full of responsibility carried out by adults to children so that interactions arise between them. Education has a vital role in advancing the Indonesian nation in the current era of globalization (Nurhikmah et al., 2021; Akhiruddin et al., 2022; Amir, et al., 2022). One of the objectives of the Indonesian nation is to educate its people, as conveyed in the fourth paragraph of the preamble to the 1945 Constitution of the Republic of Indonesia. It is possible to educate the population of a country through formal, informal, or non-formal education.

Law No. 20 of 2003 governs the National Education system, which states that education is a conscious and planned effort to create a learning environment and learning process in which students actively develop their potential to have self-control, intelligence, spiritual strength, noble character, personality and necessary skills for himself, society, nation, and state. The first case of Coronavirus Disease 2019 (Covid-19) was announced directly by the President of Indonesia, Ir. Joko Widodo, in early March 2020, Indonesia was then faced with a pandemic. Almost all sectors of life are paralyzed, not least in education. The COVID-19 pandemic not only stopped the face-to-face learning process that was usually done in class but also had the opportunity to eliminate human resources if it lasted for an extended period (Azorín, 2020; Husnawati et al., 2021; Matasik et al., 2021).

Even though the current pandemic is occurring, the learning process must continue. This has prompted the government to issue policies, as stated by the President of Indonesia, Mr Ir. Joko Widodo "Work from Home, Study from Home, and Worship from Home". The learning process is carried out at home following Circular Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Corona Virus Disease (Covid-19), in order to give students a fulfilling educational experience without placing undue pressure on them to meet all curriculum requirements for grade promotion and graduation. Online learning is well-known among the general public and academics. Distance learning is another term that is commonly used. Online learning is a distance learning system that does not require face-to-face contact between teachers and students, allowing students to learn from anywhere and at any time (Hakim et al., 2018; Sujarwo et al., 2020; Nurhikmah et al., 2021; Sukmawati et al., 2022). According to Pohan (2020), online learning uses the internet network in the learning process.

Based on the description above, online learning is one method that can be applied in distance education. According to Law Number 12 of 2012 Article 31 regarding distance education, the definition of distance education

is a teaching and learning process conducted remotely through a variety of communication media. Referring to the data reported by the Ministry of Education and Culture in Dapodik Data, April 2020, it consists of 4,183,591 teaching staff who work from home, while the number of students is 68,729,037 from all levels.

The teaching and learning process must continue to be carried out even with the current conditions, with technological sophistication that will help educators and students carry out the learning process even though they are in their respective homes (Nurhikmah et al.; 2017; Nurhikmah et al., 2021). Even though they are no longer in school, all subjects must still be taught by the teacher to students following the existing syllabus and lesson plans. However, the limitations of space and time make some subjects less effective online, one of which is the Indonesian language.

Indonesian is one of the subjects that must be taught to students at the elementary and high school levels. Indonesian is a basic science that becomes a benchmark for the development and progress of science and technology. Indonesian is a powerful communication tool in everyday life. Despite being an essential subject, Indonesian is still considered a subject that is difficult for some students because, in it, students can listen, speak, read, write linguistically and appreciate literature which makes students feel bored with the material presented by the teacher and students. Students feel lazy, embarrassed, and afraid to express ideas or solve problems given by the teacher in a subject matter that writes a lot.

Based on research conducted by Utami and Cahyono (2020), the problems of difficulties that often occur when online learning Indonesian subjects are: 1) there is no self-study initiative; 2) students only study the material instructed by the teacher; 3) the goal or target is still limited to scores not on ability; 4) students appear to learn as needed because they are less able to monitor, regulate, and control their learning; 5) students appear to learn as necessary because they are less able to evaluate the process of learning outcomes. Students and teachers are concerned about the difficulties of online learning in Indonesian subjects.

Some factors affect student learning outcomes, especially in grade IV SD Negeri 1 Bonto-Bonto Pangkep Regency. Based on a preliminary survey conducted through teacher interviews, online learning affects student learning outcomes, especially in Indonesian subjects. This is due to (1) a lack of students participating in the learning process, (2) a lack of understanding of students in accepting subject matter, (3) a lack of students' discipline towards the learning process, (4) collection of assignments that are not on time, (5) careless students about the assignments given by the teacher, and (6) limited internet quota owned by students.

Apart from some of the causes mentioned, the influence of online learning does not necessarily decrease student learning outcomes. For students who have a high enthusiasm for learning, online learning is not a barrier for them to continue learning and achieve satisfactory grades. Based on the results of an interview conducted on February 25, 2021, with the homeroom teacher as well as a Class IV Indonesian language teacher at SD Negeri 1 Bonto-Bonto Pangkep Regency in the online learning process, some students have satisfactory learning outcomes, especially with the current sophistication of technology and internet networks that can broaden students' horizons. The tasks given by the teacher can be done properly and correctly, even with the help of parents. The interaction between the teacher and students is also running.

METHODS

The method used in this study is quantitative research. This is a non-design research study to see if there is any effect of online learning on student learning outcomes in Indonesian class IV subjects at SD Negeri 1 Bonto-Bonto Pangkep Regency. The online learning variable is the treatment that is to be applied to the learning process in Indonesian subjects carried out by the teacher using a supporting application, namely WhatsApp. The variable of learning outcomes in this study is the value of the pretest and posttest given before and after online and offline learning following the order of the learning materials. The study was conducted at SMP Negeri 1 Bonto-Bonto. According to Sugiyono (2018), the population is a generalization area made up of objects/subjects with specific qualities and characteristics chosen by researchers to be studied and then drawn conclusions from. This study's population consisted of all fourth-grade students at SD Negeri 1 Bonto-Bonto, which consisted of 1 class of 16 students.

The sampling method employed was probability sampling with a simple random sampling technique. This study sampled all class IV students, a total of 16 students. Observation, tests, and documentation were used as data collection techniques. Observations include watching teacher and student activities. The test consists of a pretest before online and offline learning is implemented and a posttest after online and offline learning is implemented. Documentation is used to support data in research. Descriptive statistical analysis was used to analyze the data.

RESULT AND DISCUSSION

Table 1. Recapitulation of Teacher Activity Observations

Observed aspects	Meeting 1		Meeting 2		Meeting 3		Meeting 4	
	Offline				Online			
	Yes	No	Yes	No	Yes	No	Yes	No
Objective conditions	12	2	13	1	8	4	9	3
Maximum score	14		14		12		12	
Earnings Score	12		13		8		9	
Percentage level of achievement	85.7%		92.8%		66.6%		75%	

Based on these data, at the first meeting, the learning process carried out offline obtained an achievement rate of 85.5%. At the second meeting, the learning process was carried out offline with a percentage of 92.8%. At the third meeting, the learning process carried out via WhatsApp Online obtained an achievement rate with a percentage of 66.6%. At the fourth meeting, online learning obtained an achievement rate of a percentage of 75%.

Table 2. Recapitulation of Student Activity Observation Results

Observed aspects	Meeting 1		Meeting 2		Meeting 3		Meeting 4	
	Yes	No	Yes	No	Yes	No	Yes	No
Objective conditions	68	60	86	42	32	96	44	84
Maximum score	128		128		128		128	
Earnings Score	68		86		32		44	
Percentage level of achievement	53.12%		67.1%		25%		34.3%	

Based on these data, the learning process carried out offline obtained an achievement level with a percentage of 53.12% at the first meeting and 67.1% at the second meeting. Meanwhile, the learning process carried out online through WhatsApp obtained an achievement rate with a percentage of 25% at the third meeting and 34.3% at the fourth meeting.

Table 3. Percentage of Student Learning Outcomes

Score	Category	Pretest		Post-test		Pretest	Post-test
		Offline				Online	
		F	P(%)	F	P(%)	FP(%)	FP(%)
90-100	Very good	2	12.5%	8	50%	0 0%	2 12.5%
80-89	Good	7	43.5%	3	18.75%	3 18.75%	6 37.5%
70-79	Enough	7	43.75%	5	31.25%	5 31.25%	8 50%
60-69	Not enough	0	0%	0	0%	5 31.25%	0 0%
0-59	Very less	0	0%	0	0%	3 18.75%	0 0%
Total		16	100.0%	16	100.0%	16 100%	16 100%

Table 3 appears that 16 students have answered the pretest offline, where there is no respondent with a percentage of 0% in the very poor category, 7 respondents with a percentage of 43.5% in the good category, 7 respondents with a percentage of 43.75% in the sufficient category, 2 respondents with a percentage of 12.5% in the very good category. In the offline posttest, there were 8 respondents with a percentage of 50% in the very good category, 3 respondents with a percentage of 18.75% in the good category, 5 respondents with a percentage of 31.25% in the moderate category, and no respondent in the poor category and in the very poor category.

In the online pretest, there was no respondent in the very good category, 3 respondents with a percentage of 18.75% in the good category, 5 respondents with a percentage of 31.25% in the moderate category, 5 respondents with a percentage of 31.25% in the poor category, and 3 respondents with a percentage of 18.75% in the very poor category. In the online posttest, there were two respondents with a percentage of 12.5% in the very good category, 6 respondents with a percentage of 37.5% in the good category, 8 respondents with a percentage of 50% in the moderate category, and no respondent in the poor category and very poor category.

Table 4. Results of Descriptive Statistical Analysis of Learning Outcomes Tests

	N	mean	median	SD	Min.	Max.
Pretest	16	76.88	80.00	7,042	70	90
Post-test	16	88.13	85.00	9.106	70	100

Table 5. Results of Descriptive Statistical Analysis of Learning Outcomes Tests

	N	mean	median	SD	Min.	Max.
Pretest	16	65.00	65.00	10,328	50	80
Post-test	16	76.25	85.00	7,188	70	90

Table 5 reveals that the average student learning outcomes of the 16 research subjects before (pretest) implementing offline learning was 76.88, and after (posttest) implementing offline learning increased by 88.13. The median before (pretest) implementing offline learning was 80.00, and after (posttest) implementing offline learning was 85.00. The standard deviation before (pretest) implementing offline learning was 7.042, and after (posttest) implementing offline learning increased by 91.06. The maximum number before (pretest) implementing offline learning was 90, and after (posttest) implementation increased by 100. So in offline learning, students' learning outcomes increased in Indonesian class IV subjects at SD Negeri 1 Bonto-Bonto Pangkep Regency.

Based on the table above, the average student learning outcomes of the 16 research subjects before (pretest) implementing online learning was 65.00, and after (posttest) implementing online learning increased by 76.25. The median before (pretest) implementing online learning was 65.00, and after (posttest) implementing online was 85.00. The standard deviation before (pretest) implementing online learning was 10.328, and after (posttest) implementing offline learning decreased by 7.188. The maximum number before (pretest) implementing online learning is 80, and after (posttest) implementing increased by 90. So in online and offline implementation, students' learning outcomes in Indonesian class IV subjects at SD Negeri 1 Bonto-Bonto Regency.

Hypothesis Testing Analysis

Table 6. Results of Research Hypothesis Testing Using SPSS 22 For Windows

	N	mean	Z	Asymp. Sig. (2-tailed)	Note.
Before	16	11.19	-3.352b	.001	H0 rejected
After		21.81			H1 accepted

Based on the results of calculations using SPSS 22 for windows through the Wilcoxon Signed Ranks test with the value obtained the average score of the general trend of research based on learning outcomes in Indonesian Class IV subjects at SD Negeri 1 Bonto-Bonto. The average value of student learning outcomes in Indonesian class IV subjects at SD Negeri 1 Bonto-Bonto Regency, Pangkep, after implementing offline learning, was higher than after implementing online learning. Students' learning outcome at the pretest was an average value of 73.75, and at the posttest, students' learning outcome was an average value of 66.88. The significance level used in the Wilcoxon signed rank test was .001 with a significant value (P) = Asymp Sig<α=0.005.

After the data regarding student learning outcomes were analyzed using the Wilcoxon signed rank test, the Z value was obtained, namely -2.810b, with an Asymp Sig value of 0.005. Because the value of Asymp Sig <α, then (H0) is rejected and (H1) is accepted, which means it can be concluded that there is an effect of online learning on learning outcomes in Indonesian subjects in Class IV SD Negeri 1 Bonto-Bonto Pangkep Regency. As for the effect of online learning on learning outcomes, namely, there is a decrease in learning outcomes after applying offline learning, where students' learning outcomes at the posttest decrease from students' learning outcomes at the pretest. This study also shows that online learning is ineffective for elementary school children to carry out learning because the tasks given are more likely to be done by parents.

The Factors of Curriculum

Online learning is a learning process in a network that can be accessed via an internet connection that can reach more than one person and is not limited. Learning also has no time limit as long as the learning process is connected to an internet connection. Easily accessible online learning helps distance learning take place. We must prepare some tools for online learning, such as smartphones and laptops, accompanied by a stable internet connection so that online learning will be carried out well. Learning materials are easily accessible via the internet with more interesting features, either with writing, pictures or videos. Giving assignments or

tests can be done at any time with a predetermined time or even without limits depending on the teacher's policy. Online learning requires students to become more independent individuals. Teachers cannot always control the learning process of students, with the awareness instilled in students that even though teachers do not supervise them, students must learn on their own by utilizing existing learning media and trying to solve their problems.

Based on the results of calculations using SPSS 22 for windows through the Wilcoxon signed ranks test, the average research score was obtained based on learning outcomes in Indonesian Class IV subjects at SD Negeri 1 Bonto-Bonto, Pangkep Regency. Students' learning outcome at the pretest was an average value of 73.75, and at the time of posttest, students' learning outcomes was an average value of 66.88. The average value of learning outcomes in Indonesian Class IV subjects at SD Negeri 1 Bonto-Bonto after offline learning is higher than after online learning. It can be concluded that "There is a bad influence on online learning on learning outcomes in the Indonesian subject Class IV SD Negeri 1 Bonto-Bonto, Pangkep Regency". According to some study findings, online learning during the covid-19 pandemic was positively impacted by students' perspectives (Sujarwo et al., 2020). The development of online teaching materials is successfully developed, according to the other study. The average learning outcome recapitulation demonstrates that there is an improvement in student learning outcomes both before and after the use of online teaching resources (Nurhikmah et al., 2021). Another study that supports this one finds that online learning helps academics and online learning practitioners create online courses that place a strong emphasis on computer/internet self-efficacy (Wei & Chou, 2020). The weakness found in this study is that in learning outcomes, there are students who do not focus on participating in online learning. When doing the learning outcomes test, these students cannot answer questions correctly, so their test results get low scores. The advantages found in this study are that students are excited to engage in offline learning, asking questions if they do not understand, and answering if the teacher asks questions. The student learning outcomes test has increased during offline learning.

CONCLUSION

Based on the results of research, it can be concluded that online learning has a negative effect on student learning outcomes in Indonesian subjects in class IV SD Negeri 1 Bonto-Bonto Pangkep Regency. Teachers should apply online learning and master technology more because mplementing online learning will allow teachers to teach from anywhere and at any time. Online learning can also provide engaging learning so that students are not bored and are enthusiastic about learning. Teachers must master technology so that when problems arise during the learning process, they can be anticipated as soon as possible so that the learning process is not disrupted. Students will be excited to learn because we can now learn anywhere and at any time with an internet connection. Everything can be accessed easily, especially learning materials. Learning is not required to be carried out because there are teachers who supervise.

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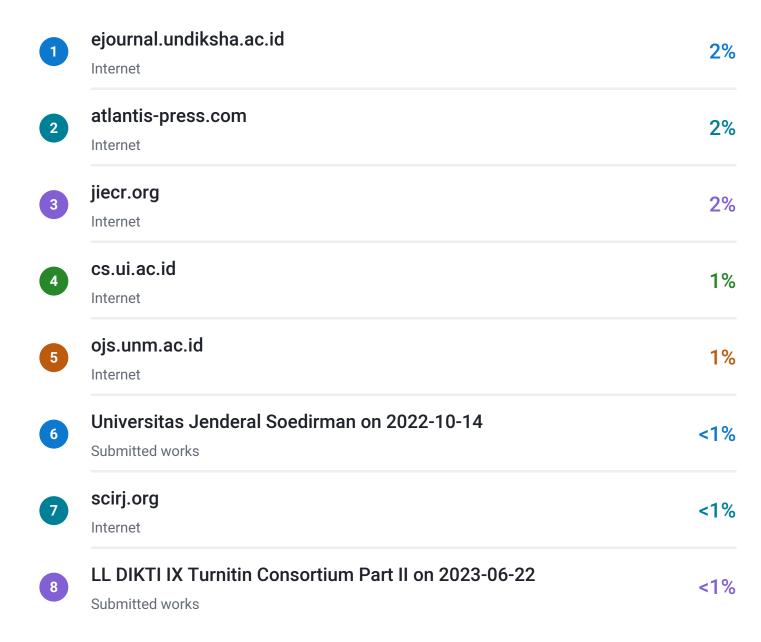
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