

VOCATIONAL TEACHER LEARNING STRATEGIES DURING THE COVID-19 PANDEMIC IN SMK MUHAMMADIYAH 1 TEMON

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Abstrak: Pelaksanaan pembelajaran yang dilaksanakan oleh guru SMK pada masa pandemi Covid-19 memiliki kompleksitas permasalahan. Penelitian bertujuan untuk mengetahui sejauh mana strategi guru SMK dalam melaksanakan proses pembelajaran di masa pandemi Covid-19. Metode yang digunakan dalam penelitian ini adalah kualitatif dengan pendekatan studi kasus. Teknik pengambilan data dengan metode wawancara dan dokumentasi. Analisis data dilakukan dengan berbantuan software Atlas.ti versi 8. Hasil dari penelitian ini antara lain 1) sebelum melaksanakan pembelajaran guru melaksanakan rencana pembelajaran dengan mempersiapkan silabus dan perangkat pelaksanaan pembelajaran; 2) menggunakan berbagai macam media yang digunakan dalam melaksanakan pembelajaran yaitu menggunakan video dan modul; 3) menggunakan teknologi yang menunjang kegiatan pembelajaran dengan memanfaatkan aplikasi *google classroom* dan *whatsapp group*; dan 4) menggunakan evaluasi belajar siswa untuk mengetahui sejauh mana siswa menguasai materi yang telah diberikan.

Kata kunci: Guru smk, strategi pembelajaran, pandemi Covid-19

Abstract: *The implementation of learning carried out by vocational school teachers during the Covid-19 pandemic has a complexity of problems. This study aims to determine the extent to which the strategies of SMK teachers in carrying out the learning process during the Covid-19 pandemic. The method used in this research is qualitative with a case study approach. Data collection techniques with interview and documentation methods. Data analysis was carried out with the help of Atlas.ti software version 8. The results of this study include 1) before carrying out learning the teacher implements a lesson plan by preparing a syllabus and learning implementation tools; 2) using various kinds of media used in carrying out learning, namely using videos and modules; 3) using technology that supports learning activities by utilizing the google classroom and whatsapp group applications; and 4) using student learning evaluation to determine the extent to which students master the material that has been given.*

Keywords: *Vocational teacher, learning strategy, Covid-19 pandemic*

INTRODUCTION

The outbreak of the corona virus 19 that has occurred since the beginning of 2020 in Indonesia has an impact on all existing sectors, including the education sector. Efforts made by the government to overcome the pandemic by implementing various policies used include PSBB (Large-Scale Social Restrictions), PPKM (Enforcement of Restrictions on Community Activities), working from home, studying at home and closing various public facilities. The government then implemented new habits after implementing large-scale social restrictions, these new habits included several behaviors that must be carried out by the community and all agencies related to public services, including wearing masks, keeping a distance from one person to another, and always maintaining cleanliness. This is in accordance with the circular [1] about the implementation of the learning process carried out at home remotely by providing meaningful learning, without burdening students in completing learning achievements as well as activities and tasks given to students according to the interests and conditions of the students themselves. Referring to this, education from the elementary, high school, and university levels, which were originally learning activities carried out face-to-face, in the presence of a pandemic, the learning carried out by the world of education is carried out by a distance learning process.

According to [2] argues that distance learning is learning that is carried out outside the teaching place and in the learning process there is no face-to-face interaction between students and teachers. Distance learning carried out in universities is not a new thing because universities are accustomed to implementing distance learning using e-learning. However, this will be a new thing for schools from elementary to high school because they are not used to implementing distance learning

because students and teachers are used to face-to-face learning. Distance learning carried out in schools has many obstacles in its implementation, this is caused by several factors that influence it, these factors both come from teachers and students. This is in accordance with what was stated by [3] that the obstacles in implementing distance learning include mastery of technology, limitations of learning media, internet quota constraints, environmental conditions and students' families. Lack of teacher creativity in teaching [4].

Problems that occur in distance learning include the certainty of students in mastering the material independently without help from the teacher and students having to prepare additional funds to buy quotas used for learning [5]. Some of the obstacles that exist in distance learning can take advantage of various technologies and the use of learning quota assistance from the government, the technology used varies from one teacher to those who use their own way of applying it in the learning process. This is in accordance with what was stated by [6] that as many as 85.6% of government programs with the help of internet quotas can help ease the economic burden of parents/guardians and learning platforms used in the learning process include the Google Classroom platform (26.1%), Ruangguru (17.1%), and Learning Houses (15.2%) while the conference media used for learning include the Zoom application (57.2%), Google Meet (18.5%), and Cisco Webex (8.3%).

Teachers in carrying out distance learning by utilizing some of the platforms mentioned above must also prepare and plan materials or how to choose platforms that are appropriate to the subjects being taught. As stated by [7] that in the implementation of distance learning, the teacher must plan learning tools, but the lesson plans made by the teacher have not been able to classify various kinds of

learning resources and determine the learning media that will be used in the learning process. By looking at such conditions, teachers must be given training in making teaching tools, so that teachers can carry out their duties properly and educational goals can be achieved as previously planned. Further stated by [8] that training in making learning implementation plans is used for teachers in designing learning implementation plans in accordance with the Decree of the Minister of Education and Culture Number 719/P/2020, one of which is about curriculum simplification, then the learning implementation plan made by the teacher contains several essential basic competencies, so that The material presented by the teacher is in accordance with the conditions and circumstances so that it does not burden students to learn it [9].

The material presented to students in distance learning must be made as attractive as possible because it will attract students' attention in studying the material provided. To make the material interesting, the teacher must be able to choose the right media and the delivery must also be varied so that there is no saturation and the delivery of the material can be understood by students. This is in accordance with what was stated by [10] that in distance learning the teacher must be able to use technology-based learning media and the internet. By utilizing this technology-based learning media, it will provide effectiveness in the delivery of the material to be delivered because the material can be accessed by students anywhere and anytime not limited by time. [11] [12] that the selection and use of learning media can assist teachers in delivering material to students, besides that the learning media used must be in accordance with the suitability of the material, student characteristics, student learning styles and in accordance with supporting facilities.

The material that has been given by the teacher must be known for its absorption. The absorption of the material can be known by conducting evaluations, evaluations that can be used also utilize technology with various types and methods of delivery. As stated by [13] that in the implementation of distance learning requires a variety of alternative assessment models that are good and effective for teachers and students and the evaluation used to determine student learning outcomes, the form of assessment can be in the form of online-based assessments, portfolios, and self-assessments. By looking at the various kinds of assessments that can be applied in the implementation of evaluations in distance learning, the teacher must be able to take advantage of these assessments according to the material presented, because the material in the form of knowledge and in the form of skills will differ in the type of assessment used. The assessment that has been carried out can be used by the teacher to determine the absorption of the material presented, determine student learning progress, determine the suitability of the material with student abilities, find out whether the method used in the learning process is appropriate or not and can be used to report student progress to parents. /student guardian.

METHOD

The method used in this research is a qualitative method with a case study approach. This study was to determine the extent to which Vocational High School teachers in implementing distance learning during the Covid-19 pandemic. The subject of this research is a Kujuruan Middle School teacher who teaches skills competency subjects at SMK Muhammadiyah 1 Temon. Muhammadiyah Vocational School is located in Kulon Progo Regency, Yogyakarta. Data collection techniques in this study by

conducting interviews with teachers of competence, expertise and documentation. The object of research is the strategy of vocational high school teachers and learning in the Covid-19 pandemic. The strategy of vocational high school teachers is the method used by teachers in implementing learning from planning, process and evaluation. While learning in the Covid-19 pandemic is the implementation of learning carried out remotely by utilizing various technologies and platforms that support the learning process. To find out the strategies implemented in the learning process is to carry out interviews with several teachers and look for some evidence that supports the strategies used by teachers. After getting the results of research based on interviews and documentation then the data is processed. The procedure of research and data analysis is to prepare documentation and interview guidelines, then data collection, data analysis assisted by Atlas.ti software version 8, then discussion. The process of data analysis using software aims to facilitate research in reduction to drawing conclusions [14].

RESULT AND DISCUSSION

The results of the research carried out at SMK Muhammadiyah 1 Temon by conducting interviews with several teachers and collecting supporting data using the documentation method, the results of the study are shown in the image below:

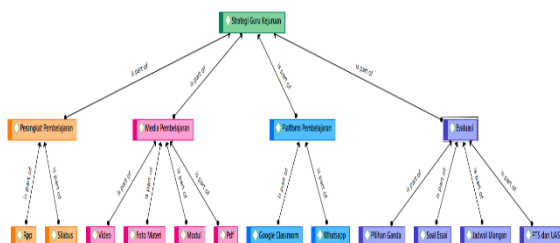


Figure 1. Vocational Teacher Strategy Learning during the pandemic will run smoothly and achieve the expected goals. This is in accordance with what was stated

by [15] that in carrying out learning, the teacher must use the right strategy in the learning process in order to get the desired results. So the teacher in carrying out the learning process must be planned innovatively [14](Mahmudah, 2021). These innovations can be carried out by teachers by making careful planning such as the stage of making learning devices, the process of implementing learning and assessing learning outcomes. Next that the learning tools used by the teacher must be valid, practical and effective so that student learning outcomes can be carried out properly [17]. Based on research conducted at SMK Muhammadiyah 1 Temon, there are several strategies used by teachers in implementing learning during the pandemic, these strategies include:

Learning Tools

Teacher is able to master the learning material can be proven by compiling learning tools [18]. These tools include syllabus, lesson plans, semester programs and annual programs. Learning tools that have been made can be used by teachers in overcoming their limitations. Then according to [19] that the learning objectives can be obtained from the development of the syllabus and learning implementation plans that have been made by the teacher.

Based on the description above, the purpose of making learning tools is to provide direction for the implementation of learning to be directed and efficient. The syllabus that has been made can provide direction on several steps and ways needed to achieve learning objectives. While the implementation plan is made so that the implementation of teacher learning does not widen from the planned learning objectives.

Based on interviews with several teachers at SMK Muhammadiyah 1 Temon, teachers have made learning tools. The learning tools include the syllabus and lesson plans. The syllabus and lesson plans are adapted to the pandemic conditions.

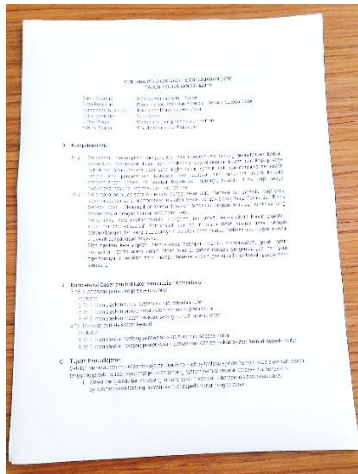


Figure 2. Learning Tools

Learning Media

Learning media is an intermediary medium used by teachers to deliver material to students. according to learning media that can describe and act as intermediaries in the delivery of learning materials that can stimulate students' attention, interest, and thoughts in the form of books, videos, films, pictures and others [20]. The functions of learning media include turning abstracts into concrete, generating learning motivation, providing material clarity, and providing learning stimuli. While the role of learning media, among others, facilitate students in learning and facilitate the delivery of information.

The selection of learning media must be appropriate as planned in the learning plan. The right learning media can facilitate the delivery of information provided by the teacher in the implementation of learning and facilitate the equalization of student perceptions. In addition, good learning media can make it easier to achieve the learning objectives that have been planned by the teacher, the learning media created can be in the form of books, pieces of material or videos and others that can facilitate the delivery of information to students.

Based on interviews with several teachers at SMK Muhammadiyah 1 Temon, in delivering learning materials to students, several media have been used. The media is made by looking at the conditions of the students, there are several learning media used, among others, by using videos, modules or in the form of material files that are sent to students.



Figure 3. Learning Media

Learning Platform

The Covid 19 virus outbreak has had a major impact in several sectors, one of which is in the education sector. In an effort to prevent the spread of the virus, learning is carried out online. Under these conditions, educational technology provides considerable benefits in supporting educational goals. Educational technology has several roles, including as a tool to support knowledge design, as a means of information to find out knowledge that supports students, as a medium in facilitating students input forward arguments, able to increase the effectiveness and efficiency of the learning process and as a tool to achieve educational goals [21].

There are several educational technologies used to deliver material to students, including WhatsApp, Zoom meetings, Google Classroom, Youtube and others. Some of these learning platforms can be used by teachers to support and help facilitate learning activities during a pandemic [22]. Then the teacher must master the various platforms used in various learning conditions that exist in schools.

Based on interviews conducted with several teachers, it was found evidence that at SMK Muhammadiyah 1 Temon had used several platforms for learning. The majority of teachers use WhatsApp to carry out learning because it is easy to operate and easier for students to understand. In addition, there are also those who use Google Classroom for learning. Because there are several obstacles faced in online learning, it is impossible to use Zoom meetings and similar applications.



Figure 4. Learning Platform

Evaluation

Evaluation is done to find out how far the material delivered by the teacher is. In the evaluation there are various steps that must be taken by the teacher, including making questions, scheduling and administering tests. The implementation of this evaluation can be used by the teacher to determine the extent of the absorption of the material that has been delivered. This corresponds to that evaluation is a process of describing and refining useful information to determine various kinds of alternative decisions to be taken by the teacher in terms of delivering material to student [23]. Evaluation instruments that can be used are in the form of essay tests (descriptions); and objective tests which can be in the form of completing, multiple choice, matchmaking and others. Then according the evaluation can be carried out in various forms of application, such as daily tests, mid-semester tests, end-of-semester tests and so on [24].

Based on the results of interviews conducted with several teachers, that teachers have carried out evaluations using the form of essay and multiple choice tests. In measuring the achievement of the material delivered by the teacher by carrying out an evaluation in several different times, the implementation is carried out in daily tests and end-of-semester tests. The implementation of the test has been scheduled in advance, the aim is to facilitate the implementation of the test to be carried out.

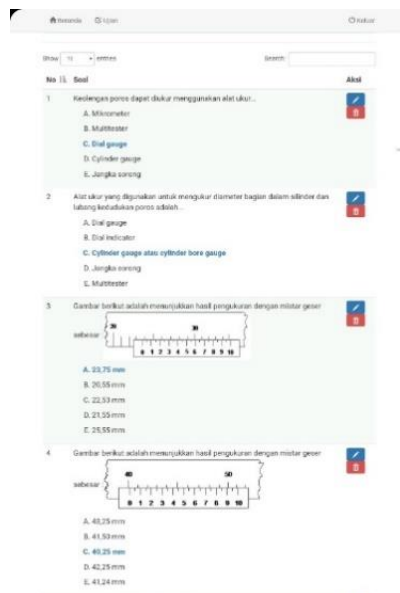


Figure 5. Assessment Instruments

No	NIS	Nama Siswa	Jml. Benar	Waktu Tersisa	Nilai
1	pts/xtkr1/001	Ade Restu Rifananda	30	73.03.00	75
2	pts/xtkr1/002	Ajik Rifkianto	35	82.50.00	87,5
3	pts/xtkr1/003	Alif Plambang Murtopo	37	73.03.00	92,5
4	pts/xtkr1/004	Alif Wahyu Kurniawan	31	64.53.00	77,5
5	pts/xtkr1/005	Arya Ramadhan Pernadi	31	86.51.00	77,5
6	pts/xtkr1/006	Dwi Arya Ababil	33	63.03.00	82,5
7	pts/xtkr1/007	Faizal Ari Yulianto	30	46.15.00	75
8	pts/xtkr1/008	Fardi Mustaqim	30	88.07.00	75
9	pts/xtkr1/009	Gian Daffa Aryanta Kurniawan	29	63.03.00	72,5
10	pts/xtkr1/010	Nabil Atha Rifal	32	88.05.00	80
11	pts/xtkr1/011	Nova Asriyanti	34	38.56.00	85
12	pts/xtkr1/012	Noval Hoiril Banat	36	72.36.00	90
13	pts/xtkr1/013	Novandi Hernanda Flatio Reza	35	46.15.00	87,5
14	pts/xtkr1/014	Putra Ilham Pradana	35	62.43.00	87,5
15	pts/xtkr1/015	Rangga Bayu Saputo	32	87.17.00	80
16	pts/xtkr1/016	Ricko Rifanto Haqi	32	88.52.00	80
17	pts/xtkr1/017	Ridwan Irgiyansyah	30	69.17.00	75
18	pts/xtkr1/018	Ryon Juliadi	30	77.27.00	75
19	pts/xtkr1/019	Sultan Abdul Aziz	32	67.15.00	80
20	pts/xtkr1/020	Tri Handoko	31	55.13.00	77,5
21	pts/xtkr1/021	Zulkafi	29	18.36	72,5

Figure 6. Assessment Results

CONCLUSION

Based on the research results obtained, the researchers can conclude that the strategies of vocational teachers in carrying out learning during the Covid-19 pandemic include: 1) before carrying out learning the teacher implements a learning plan by preparing the syllabus and learning implementation tools; 2) using various kinds of media used in carrying out learning, namely using videos and modules; 3) using technology that supports learning activities by utilizing the google classroom and whatsapp group applications; and 4) using student learning evaluation to determine the extent to which students master the material that has been given.

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