

IMPLEMENTATION OF ONLINE LEARNING MODELS FOR EFFECTIVE LEARNING RECOMMENDATIONS IN NEW NORMAL TIME

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Article Info

The application of social distancing as the main factor for the new normal creates its own challenges for the world of education, which is usually a face-to-face meeting between teachers/lecturers and their students/students in a pleasant atmosphere turning into online learning. Education must be implemented in the implementation of the teaching and learning process in the new era Normal activities can still be carried out without reducing the meaning of learning and ignoring the role of the teacher/lecturer as a teacher. Based on these problems, the online learning model is the main recommendation in learning. The purpose of this study was to determine and analyze the use of learning models in improving student learning outcomes in the new normal. This research uses qualitative analysis. The research was conducted on campus with the research subjects of lecturers and students. Data collection tools using questionnaires, research data were analyzed using descriptive analysis. In this study, it was concluded that lecturers must make and implement new breakthroughs in the form of online learning models during lectures in the current new normal, one of which is by implementing lecture methods that will lead to increasing online learning comfort and critical thinking of a student. So it is hoped that students can be comfortable and follow the lectures well even though online lectures are carried out. In this study, it was concluded that lecturers must make and implement new breakthroughs in the form of online learning models during lectures in the current new normal, one of which is by implementing lecture methods that will lead to increasing online learning comfort and critical thinking of a student. So it is hoped that students can be comfortable and follow the lectures well even though online lectures are carried out. In this study, it was concluded that lecturers must make and implement new breakthroughs in the form of online learning models during lectures in the current new normal, one of which is by implementing lecture methods that will lead to increasing online learning comfort and critical thinking of a student. So it is hoped that students can be comfortable and follow the lectures well even though online lectures are carried out.

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1. Introduction

As an effort to prevent the Covid-19 pandemic, the government issued a policy to minimize activities outside the home. One of these activities is teaching and learning activities both at the school and college level which are usually carried out in schools or campuses face-to-face, so that innovation is needed so that education continues to run well. With this policy, the Faculty of Economics (FE) of NU Sidoarjo University



has carried out online learning activities since March 16, 2020.

Most of NU Sidoarjo University students are already working, especially FE students. Approximately 40% of the FE students have worked. For students who work at least have experience or understanding of finance or management applied in their respective companies. Even though learning is online, it is hoped that the results of student understanding can be achieved. The result of student understanding is one of the goals of the learning process given by lecturers to students in the new normal. Lecturers need to know and learn several teaching models, and practice them when giving material to their students.

To produce high student learning achievement (outcome), lecturers are required to provide material using the learning model needed in the learning process in the classroom. In Nasution, Djamarah and Zain (2010) state that the position of the model is as a tool of extrinsic motivation, as a teaching strategy and also as a tool to achieve goals. Learning models are needed in a campus environment.

The right learning model can have a positive impact on student learning outcomes. The ability of lecturers to apply learning models that are in accordance with the characteristics of each class of students. A teacher needs a good learning model, which is able to have a positive impact on learning outcomes. Each learning process must use learning models so that the learning can be maximized (Roestiyah, 2001). Using learning models on campus, lecturers can use learning models that are not the same between classes. Thus, lecturers are required to be able to master and apply various kinds of learning models. Possession of multiple strategies, a lecturer gets guidance in acting related to various alternative choices that will be taken. According to Newman and Mogan as quoted by Syaiful Sagala, the basic concept of teaching and learning strategies includes four things: a) Determine specifications and qualifications for changing learning behavior, b) determine choices regarding approaches to teaching and learning problems, c) Choose procedures, models and learning techniques teach; d) Norms and criteria for the success of teaching and learning activities. b) make choices regarding approaches to teaching and learning problems, c) choose teaching and learning procedures, models and techniques; d) Norms and criteria for the success of teaching and learning activities. b) make choices regarding approaches to teaching and learning problems, c) choose teaching and learning procedures, models and techniques; d) Norms and criteria for the success of teaching and learning activities.

The effectiveness of learning achievement goals with the accuracy of use. Student learning outcomes are high and of high quality, if the learning process carried out by the lecturer applies a learning model that is in accordance with what is needed by students. Improvements and improvements in student learning outcomes on campus are carried out with the use of appropriate learning models by lecturers. Thus, this study wants to know and analyze the use of learning models in improving student learning outcomes in the new normal.

In the new normal era, an online learning model is needed as an effort to support government regulations to overcome the Covid 19 pandemic. Online learning is a new thing that teachers/lecturers and students/students must get used to. In this study, an online learning model will be discussed for effective recommendations.

Online Learning Model

Trianto (2013) revealed that the learning model is a plan or a pattern that is used as a guide in planning classroom learning or learning in tutorials and to determine learning tools which include books, films, computers, curriculum, and others. Pupuh and Sobry S (2010) argue that the more precise the model used by the teacher in teaching, the more effective the learning objectives are expected to be. Roestiyah (2012) said that in teaching and learning activities, teachers must have strategies so that students can learn effectively and efficiently. One of the steps to have that strategy is to master presentation techniques or usually called teaching models. Learning activities in their implementation recognize many terms to



describe the teaching methods that will be carried out by lecturers to improve the quality of learning. So that the material presented can be understood by students.

Teaching models cannot stand alone, but are interrelated from one field to another. Assistive science should be flexible by considering goal orientation, many alternatives, combinations of alternatives, creative in using models and innovative. In addition to paying attention to auxiliary science, it is also necessary to pay attention to applying the model, including objectives with various types and functions, audience, situation, facilities, lecturer background, nature of lecture material, and the strengths and weaknesses of the model. The selected model is expected to be able to assist lecturers in managing the ongoing learning so that the function and role of the model can be useful.

Understanding the learning model in general is a method chosen by lecturers and educators to be able to optimize the teaching and learning process which then aims to achieve the expected learning objectives. In implementing the learning model, it is necessary to study how the method is applied to support the syntax/steps according to the learning model. There are a number of teaching methods that can be applied by lecturers in learning, namely:

a. Lecture method

The lecture method is a way of presenting lessons carried out by lecturers with direct oral narratives or explanations to students. The lecture or lecture method is a way of carrying out learning carried out by lecturers in monologue and one-way communication.

b. Experimental Method

The experimental method is a method of providing opportunities for individual students or groups to be trained to carry out a process or experiment. Syaiful Bahri Djamarah, (2000). The experimental method is a teaching method that uses a certain method and is carried out more than once. For example in the laboratory.

c. Skills Training Method

The skill training method is a teaching method, where students are invited to a skills training area to see how to make something, how to use it, what it is made for, what are the benefits and so on.

d. Discussion Method

Muhibbin Syah (2000), defines that the discussion method is a teaching method that is closely related to problem solving. This method is commonly referred to as group discussion and socialized recitation.

The discussion method is applied in the teaching and learning process to:

1. Encourage students to think critically.
2. Encourage students to express their opinions freely.
3. Encourage students to contribute their thoughts to solve problems together.
4. Take one alternative answer or several alternative answers to solve the problem based on careful consideration.

e. Troubleshooting Method

This method is a teaching method in which students are given an updated problem or problem and then asked for a solution.

The learning model is said to be effective if it can be implemented by making students comfortable in learning. Therefore, lecturers can choose appropriate teaching methods such as lecture methods, experimental methods, skills training methods, discussion methods, and problem solving methods.

Online is an acronym for a phrase online. The meaning of online is to be connected through computer networks, the internet, and so on. The word online in the phrase online refers to the internet. In simple terms, online can be said to be the equivalent of the word online. Activities carried out online certainly require an internet network and supporting tools such as cellphones, computers, laptops, and so on.

So, according to the researcher, the online learning model is learning carried out by educators using



learning methods that make students comfortable and foster critical thinking skills through learning media that utilize the internet network.

Steps of the Online Learning Model

According to Sumantri, et al (2020) the implementation of online learning can be done with the following steps:

1. Setting up a Learning Management System (LMS) learning can be thought of as a virtual classroom. Lecturers organize learning in LMS and treat it as a substitute for real classrooms. Learning setup in LMS includes the following activities.
 - a. Write greeting sentences or upload greeting videos as well as introductions to students.
 - b. Write learning messages in each learning session.
 - c. Placing learning objects, including assessments, in learning sessions as needed.
 - d. Installing both synchronous (eg teleconference) and asynchronous (eg discussion forums) interaction facilities in learning sessions as needed;All learning preparations for one learning period (semester or trimester) must be completed before the learning activity is held.
2. Managing Learning in LMS.
 - a. Learning is managed since the first week of lectures.
 - b. The existence of an introductory video from the lecturer shows that online learning is carried out under the guidance of a lecturer.
 - c. The first learning session can be started with a video conference to ensure the readiness of students as well as to strengthen the presence of lecturers.
 - d. Socialize the lecture contract to be agreed for one semester.
 - e. Provide chat facilities for introductory sessions between students.
 - f. Another video conference session can be held for 5-10 minutes to convey important messages related to learning that has been prepared in the LMS.
 - g. Longer video conferencing can be conducted only when absolutely necessary and by agreement with the student.
 - h. Turn on discussion forums with feedback questions from lecturers to provoke student responses. Monitor the forum, but do not need to respond directly to interaction between students.
3. Giving Feedback

Feedback can be obtained by lecturers through the following various learning activities:

- a. The quiz uses an auto-correction system; scores appear immediately after the quiz is done; and/or provided feedback in the form of discussion on each question and general feedback in the form of lecturer comments regarding the quiz results.
 - b. Assignments in the form of feedback are given manually by lecturers and feedback in the form of grades and comments from lecturers on student work.
4. Organizing a teleconference other than through LMS, synchronous interaction using video conferencing mode is still needed to emphasize the presence of lecturers as learning facilitators. Various video conferencing software that can be used include: Cisco Webex; Zoom Meetings; Microsoft Teams; and Google Meet Each software has its own advantages. More choices depend on taste, habits, or because it has been set by the institution where you work.
5. Managing Collaborative Learning, some learning strategies (eg project-based learning) need to group students into small groups to work together to complete an assignment or work. LMS are generally equipped with facilities to divide students from one study group into several small groups. Depending on the learning strategy used, each group consists of 3-5 students with heterogeneous abilities (if peer

learning is desired) or homogeneous (if desired there is no domination of a person over the group). To monitor group activities and trigger group discussions, lecturers need to be involved in groups and provide motivation or trigger discussions within the group.

Based on these steps, the online learning model that will be carried out by researchers is 1) Setting up a Learning management system (LMS); 2) Manage learning in LMS; 3) Provide Feedback; 4) Organizing Teleconferences other than through LMS; and 5) Managing Collaborative Learning

2. Method

The method used in this research is descriptive method. Descriptive method is a method in examining the status of a group of people, an object, a condition, a system of thought or a class of events in the present. The purpose of this descriptive research is to make a systematic, factual and accurate description, picture or painting of the facts, characteristics and relationships between the investigated phenomena (Nazir, in Royani, 2014).

This study describes an online learning model that is effectively used in the new normal era at FE Nahdlatul Ulama University in the subject of Taxation. The research subjects are lecturers and students of the Faculty of Economics who are in charge of taxation courses with a total of 30 students.

3. Result and Conclusion

This research began in April 2020, due to the constraints of the Covid-19 pandemic. The first activity carried out is coordinating research preparation discussing what needs to be prepared to conduct research. Because at this time it was still in the PSBB period, an agreement was reached on the steps to prepare research, including; conduct socialization to research targets, namely students and conduct small-scale trials to collect research data, implement online recommended learning methods, process and analyze data, prepare outputs and make reports.

The next activity in April 2020 was to conduct a survey of respondents, namely students, by distributing online and offline questionnaires. Dissemination of online questionnaires via google form. In this activity, the researcher distributed the google form link to the respondents, namely students who underwent online lectures. This activity the researchers did by coordinating each class through the class leader and sharing the google form link through the WhatsApp group. This survey was conducted twice in a period of approximately four months. We conducted a survey before there was a recommended learning method and after there was a recommended learning method. Furthermore, the preparation of small-scale trials to the respondents. This activity discusses how the small-scale trial technique will be used. Next we discuss and arrange some steps in the online learning model that will be recommended. The preparations for carrying out small-scale trials are 1) Setting up a Learning management system (LMS); 2) Manage learning in LMS; 3) Provide Feedback; 4) Organizing Teleconferences other than through LMS; and 5) Managing Collaborative Learning Small-scale trials and trials are conducted online.

The first step is to prepare a Learning management system (LMS). At the University of NU Sidoarjo, an LMS is available, namely E-Learning Unusida (www.elin.unusida.ac.id) through LMS, lecturers have prepared lessons that will be used with the following activities: 1) Writing greeting sentences as well as introductions to students; 2) Write learning messages in each learning session; 3) Placing learning objects, including assessments, in learning sessions as needed; 4) Installing both synchronous (eg teleconference) and asynchronous (eg discussion forums) interaction facilities in learning sessions as needed. All learning preparations prepared for one learning period (semester or trimester) must be completed before learning activities are held.

The second step is managing learning in the LMS. The first learning session can be started with a video conference to ensure the readiness of students as well as to strengthen the presence of lecturers.



Lecturers socialize the lecture contract to be agreed upon for one semester, the lecture contract file has been uploaded to the LMS. Lecturers provide chat facilities for introductory sessions between students. Another video conference session can be held for 5-10 minutes to convey important messages related to learning that has been prepared in the LMS. Longer video conferencing can be conducted only when absolutely necessary and by agreement with the student. Turn on discussion forums with feedback questions from lecturers to provoke student responses. Monitor forums, but don't need to respond right away

In this trial, the researcher conducted an experiment to conduct LMS operations before conducting the research. After the trial was completed, the researcher proceeded to the next stage of research.

The third step, the lecturer provides feedback, through various learning activities in the form of quizzes using an automatic correction system; scores appear immediately after the quiz is done; and/or provided feedback in the form of discussion on each question and general feedback in the form of lecturer comments regarding the quiz results. And the assignment in the form of feedback is given manually by the lecturer and feedback is in the form of grades and comments from the lecturer on the students' work. The feedback has already been uploaded in the LMS

The fourth step, holding a teleconference other than through LMS, synchronous interaction using video conferencing mode is still needed to emphasize the presence of lecturers as learning facilitators. Various video conferencing software that can be used include: Cisco Webex; Zoom Meetings; Microsoft Teams; and Google Meet Each software has its own advantages. Researchers use the zoom meeting platform because it is easy to operate and students already have the application on a laptop or smartphone.

The fifth step, managing collaborative learning, some learning strategies (eg project-based learning) need to group students into small groups to work together to complete a task or work. LMS are generally equipped with facilities to divide students from one study group into several small groups. Depending on the learning strategy used, each group consists of 3-5 students with heterogeneous abilities (if peer learning is desired) or homogeneous (if desired there is no domination of a person over the group). To monitor group activities and trigger group discussions, lecturers need to be involved in groups and provide motivation or trigger discussions within the group.

Next, the researchers also conducted a survey after the recommended learning method to the respondents. From the description of activities according to the stages in implementing the recommended learning models and methods online in the new normal, it is very clear that lifestyle changes in the new normal are very influential, including in learning itself, but with the research and solutions we have provided offer will facilitate online learning models and methods. Once finished, the learning models and methods are implemented in trials to the respondents and will later be implemented also in the UNUSIDA campus environment, especially at the Faculty of Economics.

We carried out this implementation or trial twice, namely small-scale trials and trials with each having a duration of 90 minutes like lectures in general using the Zoom Meeting platform that has been provided. Researchers collect one class consisting of 30 students as the object of research. At this first meeting, we as researchers implemented learning models and methods, one of which was the discussion method, the lecture method, the experimental method, the skill training method and the problem solving method, all of which were done sequentially. We do this process alternately, then we also become observers with field notes in observing the lecture or trial process. Ensure whether some of the models and methods presented can affect student learning progress in the new normal.

The results of lectures using the recommended model or method in the new normal period are as follows; 1) 95% of students stated that the online learning model or method in the new normal period was very positive and effective if implemented 2). 95% of students stated that the learning model and method were easy to follow, 3) 100% of students stated that they agreed that lecturers should mobilize students to think, 4) 100% of students stated that the learning methods presented were interesting and good 5) 90% of

students stated that they were feel invited to think critically on the learning methods presented, 6) 90% of students agree that lecturers provide opportunities for students to express themselves, 7) 100% of students stated that they agreed to continue the learning method in their daily lectures. Observation results show that students are able to understand lectures or learning using the recommended methods when online in the new normal.

From online classes using the zoom meeting platform, students are able to show a good response and feel comfortable in attending lectures using learning methods. They are not too anxious or afraid when asked for their opinion, in fact they feel given the opportunity to express themselves. Students look active in lectures, they are able to think and be creative in solving problems from the lecturers. The suitability of the implementation of the learning method has reached 100%, everything goes according to what was planned. Lecturers and students seemed to enjoy the lecture process in lectures even though they were held online. So in this study it was concluded that lecturers must make and implement new breakthroughs in the form of models or methods during online lectures in the current new normal, one of which is by implementing the methods we produce in research, lectures will automatically lead to increased comfort and critical thinking of a person. student. So it is hoped that students can be comfortable and follow the lectures well even though online lectures are carried out

4. Conclusion

The online learning model is very effectively used during the current pandemic, although the face-to-face space is limited, it can still carry out interesting learning. Lecturers and students seemed to enjoy the lecture process in lectures even though they were held online. So in this study it was concluded that lecturers must make and implement new breakthroughs in the form of models or methods during online lectures in the current new normal, one of which is by implementing the methods we produce in research, lectures will automatically lead to increased comfort and critical thinking of a person. student.

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