Effectiveness of Online Learning During the Covid-19 Pandemic at SMA Negeri 4 Enrekang, Maiwa District, Enrekang Regency

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Abstract. This study aims to determine the effectiveness of online learning during the Covid-19 pandemic at SMA Negeri 4 Enrekang, Maiwa District, Enrekang Regency, and the factors that support and hinder online learning during the Covid-19 pandemic at SMA Negeri 4 Enrekang. This research is quantitative research with a descriptive approach. The population in this study were all students of SMA Negeri 4 Enrekang, totaling 478 students. With a sample of 48 people. Data collection techniques were carried out by observation, questionnaires, interviews, and documentation. As well as data analysis using the percentage formula. The results of this study indicate that the effectiveness of online learning during the Covid-19 pandemic at SMA Negeri 4 Enrekang, Maiwa District, Enrekang Regency with indicators, namely: The existence of material/content that is relevant to the learning objectives with a percentage reaching 75.76 percent, Using learning methods that are by the percentage of 76.77 percent, using learning media in various formats such as text, video, visual multimedia, and others with the percentage reaching 76.16 percent. Can occur synchronously and asynchronously with the percentage reaching 76.59 percent. Based on the results of the overall data analysis, the percentage results show 76.28 percent in the Effective category, and these results are in line with research in the field.

1. Introduction

Education is a process of improving the quality of human resources which are indispensable in the social and economic development of a society and a nation (Niswaty & Arhas, 2019; A. Syam et al., 2018; H. Syam et al., 2018). Today's education is held more democratically, more evenly, and open to everyone. Education is a process of final sign that is pursued by anyone, especially (as the responsibility of) the state. As one of the efforts to increase awareness and knowledge, education has existed along with the birth of human civilization itself.

The purpose of the Indonesian nation as stated in the preamble to the 1945 Constitution of the Republic of Indonesia in the fourth paragraph, one of goals of the Indonesian nation is to educate the nation's life. Educating the nation's life can be achieved through formal, informal, or non-formal education. Education is a process that includes three dimensions, the individual, society, or national community of the individual, and the entire content of reality, both material and spiritual, which plays a role in determining the nature, destiny, form of humans, and society. Education is more than just teaching, which can be said as a process of knowledge transfer, value transformation, and personality formation with all the aspects it includes (Ahmedani et al., 2020; Neroni et al., 2019; Redmond, 2015; Zwart et al., 2020).

So that education has an important role in a person's life which will be a provision in facing future challenges that are bigger and full of competition. Education is the maturation of students so that they can develop their talents, potential, and skills in living life, therefore education is designed to provide the understanding and can improve student achievement (Muslimin et al., 2020; Renrohan et al., 2019; Reski et al., 2018). Education can also be a determinant of the value and quality of individual life. Judging from how big the role of education in life is, it's good that education in this country can be further developed to the fullest and provide various benefits to each individual. Law No. 20 of 2003 concerning the National Education System, in article 3 the ultimate goal of

the implementation of (National) Education states that its essence is improving the quality of human resources (HR). To achieve these educational goals, quality education and the learning process are needed.

In the learning process to produce students who are expected to be inseparable from the role of professional teachers or educators. (Badia & Chumpitaz-Campos, 2018; Wakefield & Frawley, 2020) Teachers are professional educators, the profession is work, the profession as an educator must have learning design skills, besides that he must facilitate himself with a set of experiences, skills, and knowledge about teacher training by the knowledge he is engaged in (Law No. 14 of 2005).)

Law No. 20 of 2003 concerning the National Education System, learning is a process of interaction between students and learning resources in a learning environment. Learning is not the same as teaching because in learning the emphasis is on all events that can directly affect individuals to learn. Learning does not have to be delivered by people but can be delivered through the help of printed materials, pictures, television, computers, and other sources. In creating quality education and learning, it should be in line with the development of educational technology which is currently developing. In the world of education, there are many challenges faced by a teacher, such as a classroom management, the selection of learning media, or the selection of strategies, models, or learning methods, all of which are to create effective conditions to lead students to achieve the expected learning goals. (Arhas, 2018) state that the teacher's efforts in creating the conditions that are expected to be effective if: first, it is known quickly the factors that can support the creation of favorable conditions in the learning process, second, known problems that are expected and usually arise and can damage the learning climate, third, mastery of various approaches and classroom management and it is also known when and for which problems the approach is used.

These problems are more likely to be problems faced in the teaching and learning process in the classroom (Dick & Carrey, 2001; Kemp, 1977; Mishra et al., 2020). But now the world is being hit by a global epidemic, including Indonesia. The emergence of new problems in the field of education is motivated by the Covid-19 outbreak which has spread to almost all countries in the world, including Indonesia. Its massive spread has had an impact on teaching and learning activities since the issuance of a Circular Letter from the Minister of Education and Culture Number 36962/MPK.A/HK/2020 dated March 13, 2020, regarding online learning and working from home in the context of preventing Covid-19. Since the circular was issued, the learning process in the classroom has been shifted to online learning which we usually call study from home for students and work from home for teachers.

In this case, online learning was chosen as one way to reduce the potential for the spread of the Coronavirus. According to (Suprianto et al., 2020), online learning is the use of the internet network in the learning process. The online learning system (on the network) is a learning system without face-to-face directly between teachers and students but is carried out online using the internet network.

Teachers must ensure that teaching and learning activities continue, even though students are at home (Muthuprasad et al., 2021; Shah et al., 2021). The solution, teachers are required to be able to design learning media as an innovation by utilizing online media (online). Online learning will run well with the support of learning technology media. A good learning media is a learning media that allows the maximum delivery of the aims and objectives of the learning material content (Nasrullah & Siraj, 2022; Niswaty & Arhas, 2019).

The world of education in Indonesia today, especially formal educational institutions at the kindergarten to university level, applies online/distance learning, or known as e-learning through supporting online applications such as Whatsapp, google classroom, zoom, and so on. Likewise, this learning is also applied at SMA Negeri 4

Enrekang. Through an interview with one of the Mathematics teachers at the school, from April 2020 until an unspecified time, following government regulations regarding School from home and Work from home so students are required to stay at home to prevent the transmission of Covid-19 but still carry out online learning at home.

The occupations/livelihoods of parents/guardians of students who are mostly farmers, and some others such as traders, breeders, and tappers for palm sugar makers and only a few are civil servants, so this is one of the factors, namely economic factors on the implementation of online learning, where online learning is required for all students of SMA Negeri 4 Enrekang, because in its implementation as we know it uses online media such as Whatsapp, Zoom, Youtube, Classroom, Google Meet and Teams which require mobile media and internet access as the main medium and means of implementing online learning. In addition, from the information that the researcher got when conducting observations in September 2020, there were obstacles related to the implementation of online learning such as poor network access during online learning, the subject matter was sometimes difficult for students to understand because the learning material was usually explained directly by the teacher. , limited internet quota and in online learning, the obstacles found were regarding the application in online learning which was too much so that students were confused in its use, such as teachers always using different applications.

2. Method

This research is research with a quantitative approach. (Sugiyono, 2017) suggests that the research approach used is a quantitative approach and the type of research used is descriptive research. Quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to examine certain populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative/statistical with the aim of testing hypotheses. has been established.

To measure the variables in this study, which will be given to respondents using a Likert scale. Sugiyono (2017:134) explains that the Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. The population in this study were all students of SMA Negeri 4 Enrekang totaling 478 people with a total sample of 48 people.

The data collection of this research is based on the techniques, namely observation techniques, questionnaire techniques, interview techniques, and documentation techniques with descriptive data analysis which aims to describe and explain a situation as a percentage in the form of a frequency table.

3. Results and Discussion

The results of the data analysis presented in this study are data obtained from the percentage results that have been given to 48 respondents who became the research sample which aims to find out the description of online learning at SMA Negeri 4 Enrekang and the results of the interviews presented are data obtained from 3 informants. the sample aims to determine the factors supporting and inhibiting the culture of employee discipline at the Office of the Environment and Forestry Office of Sinjai Regency, described as follows:

3.1 Availability of Relevant Material/Content with Learning Objectives

At the time of learning the material provided by the teacher or the content provided was by the learning objectives. The learning material or learning content provided by the teacher is very influential with the learning outcomes being taught so that the suitability between the learning materials must be relevant to the learning objectives with the

intention that students will more easily understand what is being taught by the teacher. As for the results of data processing on the indicators of the existence of material/content that is relevant to the learning objectives:

Table 1
Respondents' Answers for Indicators of Relevant Material/Content with Learning Objectives

No. Items	Frequency					Value x Frequency					Amount
	5	4	3	2	1	5	4	3	2	1	
1.	14	20	20	20	20	20	20	20	20	20	20
2.	8	12	24	4	0	40	48	72	8	0	168
3.	27	13	8	0	0	135	52	24	0	0	211
4.	11	24	13	0	0	55	96	39	0	0	190
5.	7	10	31	0	0	35	40	93	0	0	168
6.	5	14	23	6	0	25	56	69	12	0	162
Total											1091

Source: Research data processing, 2021

Based on table 1, it can be seen that the effectiveness of online learning at SMA Negeri 4 Enrekang, Maiwa District, Enrekang Regency based on indicators of the existence of material/content that is relevant to the learning objectives, the formula is used:

$$\% = \frac{n}{N} x\ 100$$

$$\% = \frac{1091}{6x5x48} x\ 100$$

$$\% = \frac{1091}{1440} x\ 100$$

$$= 75{,}20\ \%$$

Based on the results of data analysis in table 1 that the indicator of the existence of material/content relevant to the learning objectives is in the effective category with the results obtained 75.20 percent. Judging from the results of observations regarding the material/content that is relevant to the learning objectives at SMA Negeri 4 Enrekang relevant to the results of the questionnaire that has been distributed to the respondents, it shows that the teacher in carrying out the online learning process has taught the material by the learning objectives.

3.2 Using the Appropriate Learning Method

Using appropriate learning methods is a way in various situations, the use of inappropriate learning methods will make students less understanding of learning because learning should be done in practice but teachers teach using the lecture method. Automatically students will not understand. That is why the use of appropriate learning methods for the lessons taught supports the learning process to run effectively. As for the results of data processing on indicators using appropriate learning methods:

Table 2
Respondents' answers to indicators using appropriate learning methods

No. Items	Frequency					Value x Frequency					Amount
	5	4	3	2	1	5	4	3	2	1	
7	23	12	9	4	0	115	48	27	8	0	198
8	14	18	11	5	0	70	72	33	10	0	185
9	9	15	24	0	0	45	60	72	0	0	177
10	7	19	22	0	0	35	76	66	0	0	177
Total											737

Source: Research data processing, 2021

Based on table 2, it can be seen that the effectiveness of online learning at SMA Negeri 4 Enrekang based on indicators using appropriate learning methods, the formula is used:

$$\% = \frac{n}{N} x\ 100$$

$$\% = \frac{Total\ Value\ Earned}{Number\ of\ Items\ x\ Ideal\ Score\ x\ Number\ of\ respondents} x\ 100$$

$$\% = \frac{737}{4\ x\ 5\ x\ 48} x\ 100$$

$$\% = \frac{737}{960} x\ 100$$

$$\% = 76{,}77$$

Based on the results of data analysis in table 2 shows that the indicators using appropriate learning methods are in the effective category of 76.77 percent. The results of this study are relevant to the observations that teachers use learning methods that are by the learning materials being taught and from interviews that are relevant to the questionnaires that have been distributed. Thus the teacher has carried out learning using appropriate learning methods so that students understand the learning material that has been taught by the teacher. In addition, the use of appropriate learning methods taught by the teacher is supported by the lesson plans that have been previously designed so that the teacher is based on the learning implementation plan. The use of appropriate learning methods supports the effectiveness of online learning.

3.3 Using Learning Media in Various Formats Such as Text, Audio, Visual, and Multimedia

The online learning process can not be separated from the role of the media as a tool that supports the learning process takes place. Without any media such as text, audio, visual, multimedia, etc. The use of learning media in various formats greatly supports the online learning process. The results of data analysis on indicators using learning media in various formats such as text, audio, visual, multimedia, etc. are as follows:

Table 3

Respondents' answers using learning media in various formats such as text, audio, visual, and multimedia

No. Items	Frequency					Value x Frequency					Amount
	5	4	3	2	1	5	4	3	2	1	
11	12	27	9	0	0	60	108	27	0	0	195
12	22	16	8	2	0	110	64	24	4	0	202
13	8	17	23	0	0	40	68	69	0	0	177
14	4	13	25	6	0	20	52	75	12	0	159
15	11	15	22	0	0	55	60	66	0	0	181
16	8	17	23	0	0	40	68	69	0	0	177
					Total						914

Source: Research data processing, 2021

Based on table 3, it can be seen that the effectiveness of online learning at SMA Negeri 4 Enrekang is based on indicators using learning media in various formats such as text, audio, visual, multimedia, etc:

$$\% = \frac{n}{N} x\ 100$$

$$\% = \frac{\text{Total Value Earned}}{\text{Number of Items x Ideal Score x Number of respondents}} x\ 100$$

$$\% = \frac{914}{5\ x\ 5\ x\ 48} x\ 100$$

$$\% = \frac{914}{1200} x\ 100$$

$$\% = 76{,}16$$

Based on the results of the data analysis of indicator 3, it shows that the indicators using learning media in various formats such as text, audio, visual, multimedia, etc. are in the effective category in terms of observations relevant to the research questionnaire of teachers teaching sending learning materials in text format in the WhatsApp application. The teacher sends material in the form of text which is used as teaching material for students at home, besides that the teacher also sends videos as teaching materials. The learning process carried out without the media makes it difficult for teachers to teach learning materials so that the media supports the learning process to be effective.

3.4 Can Occur Asynchronously and Asynchronously

In the online learning process, the terms synchronous and asynchronous are known. Synchronous is a learning process that is carried out at the same time while asynchronous is learning that can be done at different times. The circumstances of all students are different, therefore these two types of online learning are helpful for those who are constrained by the network. The results of data processing on indicators can occur synchronously and asynchronously as follows:

Table 4

Respondents' answers to indicators can occur synchronously and asynchronously

No. Items	Frequency					Value x Frequency					Amount
	5	4	3	2	1	5	4	3	2	1	
16	15	10	19	4	0	75	40	57	8	0	180
17	17	27	4	0	0	85	108	12	0	0	205
18	25	11	9	3	0	125	44	27	6	0	202
19	4	13	24	6	1	20	52	72	12	1	157
20	35	11	2	0	0	175	44	6	0	0	225
21	1	11	20	9	7	5	44	60	18	7	134
Total											1103

Source: Research data processing, 2021

Based on table 4, it can be seen that the effectiveness of online learning at SMA Negeri 4 Enrekang based on indicators can occur synchronously and asynchronously, the formula is used:

$$\% = \frac{n}{N} x\ 100$$

$$\% = \frac{\text{Total Value Earned}}{\text{Number of Items x Ideal Score x Number of respondents}} x\ 100$$

$$\% = \frac{1103}{6\ x\ 5\ x\ 48} x\ 100$$

$$\% = \frac{1103}{1440} x\ 100$$

$$\% = 76,59$$

Based on the results of data analysis in table 4, shows that the indicators of synchronous and asynchronous events are in the effective category with a value of 76.59 percent. Judging from the fact that the learning process is carried out synchronously where the teacher carries out the learning process at the same time such as doing learning through the Google Meet application, teachers and students interact directly through the application. These two types of online learning support the learning process well.

3.5 Factors Supporting the Effectiveness of Online Learning at SMA Negeri 4 Enrekang, Maiwa District, Enrekang Regency

Teacher discipline regarding responsibilities as educators and education is a supporting factor for online learning. The point is that if students do not join online learning, the teacher is responsible for these students to follow the learning process. If the student is still absent from the online class, it is the responsibility of the teacher to go to the student's house to check directly on the student's condition why he cannot attend online learning. This is also a form of teacher concern for students as educators. Not only that, the teacher is fully responsible to students if students do not understand the learning delivered by the teacher.

Students are never separated from their parents, the role of parents during the current pandemic is very important to facilitate students and provide motivation so that student's interest in learning at home increases. Parents are included in the supporting factor because they have helped the role of educators from home. such as reminding students that they always follow online learning apart from guiding their children so that

students remain under supervision and do not neglect to do assignments and are on time for learning.

Gadgets or cellphones and quotas are the most important aspects in supporting the online learning process, cellphones are the main means or media for learning interactions with teachers as well as a means of accessing learning provided by teachers, besides cellphones also accommodate various applications used in learning such as WhatsApp, google classroom, google meet, zoom and so on. In addition, to access online applications, quotas are needed to access these applications. These two things cannot be separated in the online learning process because they are very supportive. Almost all students use cellphones in participating in the online learning process because they are practically easy to carry everywhere and their use is also easy.

3.6 Inhibiting Factors for Online Learning during the Covid-19 Pandemic at SMA Negeri 4 Enrekang, Maiwa District, Enrekang Regency

The main inhibiting factor in online learning is an inadequate network connection. If the network connection is bad, then learning cannot be done because the network is the main link in the communication process between students and teachers during the pandemic. Inadequate network connections make communication between students and teachers hampered, especially those who live in mountainous areas, it is difficult to get a network so that the online learning process is hampered.

Students' laziness is included in the inhibiting factor for online learning because if students are lazy to take part in learning, the learning process will be hampered, in addition to hampered learning, students who are lazy to take part in learning will miss learning materials.

Discussion

3.1 Availability of Relevant Material/Content With Learning Objectives

The purpose of the indicator of the existence of material/content that is relevant to the learning objectives is when the learning material provided by the teacher or the content provided is by the learning objectives. If the material/content is relevant to the learning objectives, the learning carried out will be more focused and students will be easier to understand the learning material. Content that is relevant to the learning objectives has been prepared by the teacher so that learning is more well-designed. In this case, the existence of material/content that is relevant to the learning objectives will make online learning effective, this spurs on starting online learning, the teacher often first conveys the learning objectives to be achieved, in the online learning process the teacher sometimes explains the material at the time of learning, the teacher always explains the subject matter according to the subjects being taught, the learning material provided by the teacher is often by the learning objectives, the teacher in the online learning process sometimes provides content as learning material, students are sometimes enthusiastic in online learning using content.

It can be said that content is an important element in the implementation of learning. Content acts as the core medium of teaching and learning activities. In the learning process, the relevance of the material is by the learning objectives so that it is easier for students to know what direction the learning will take by knowing the objectives to be achieved. Materials that are in line with learning objectives will make students easy to understand the material taught by the teacher. If the learning materials are not relevant to the learning objectives, students feel that teaching teachers are only a formality or a mere dismissal of responsibility. The results of the study at SMA Negeri 4 Enrekang showed that the material relevant to the learning objectives was effective because the teacher presented the material by the learning objectives and conveyed the learning

objectives before starting the lesson so that students knew what objectives were achieved after carrying out the learning process. The results of this study are relevant to the opinion of (Sutrisno, 2007) who said that developing e-learning materials/content teachers compile learning materials in various formats that can be translated into computer programming languages such as text, images, sound, video, and others to attract students' interest in learning.

3.2 Using the Appropriate Learning Method

The purpose of the indicator using appropriate learning methods is the learning method used by the teacher by the conditions and circumstances as well as the learning objectives to be achieved. To produce a quality learning process, a teacher needs good learning methods, which can have a positive impact on student learning outcomes, so it takes the ability of teachers to apply learning methods that are by the characteristics of their students. Each learning process must use learning methods so that the learning can be maximized. In using learning methods in schools, a teacher can use different learning methods from one class to another, thus the teacher's ability to master and apply various learning methods is required. The better the method, the more effective the attainment of the goal.

It can be said that the existence of high and quality student learning outcomes, can be produced from the quality learning process, to produce a quality learning process an educator requires the ability to apply learning methods that are by the needs in the classroom, inappropriate learning methods applied can reduce the quality of the learning process itself, thus the improvement and improvement of student learning outcomes in schools can be carried out with the use of appropriate learning methods by teachers, thus in this study wanted to know and analyze the use of learning methods in improving student learning outcomes in schools.

Teachers apply to learn methods appropriately and well will make students able to develop their lessons properly and correctly. The existence of the right learning method aims to create learning conditions so that students can learn actively and be fun.

In seeing the effectiveness of online learning using appropriate learning methods referring to the online learning process, the teacher always provides opportunities for students to ask questions about subject matter that is not understood and answer when the teacher asks, the teacher often gives assignments to be done according to the lesson schedule, the teacher sometimes explaining the material during the learning process, the teacher sometimes always opens up space to discuss learning with friends during learning.

At the time of learning must use the method as a way so that the learning process can run with a more pleasant atmosphere. Learning methods are ways in presenting the subject matter given to students in achieving learning objectives. If you do not use the appropriate method, students will feel bored with learning. The results of research at SMA Negeri 4 Enrekang show that using appropriate learning methods is effective because teachers change learning methods so that students don't get bored with repetitive methods. The results of this study are relevant to the theory put forward by (Fathurrahman, 2016) the more precise the method used by the teacher in teaching, it is hoped that the more effective the achievement of learning objectives will be.

3.3 Using Learning Media in Various Formats Such as Text, Images, Video, Visual Multimedia, and others

Learning media is a tool that can help the teaching and learning process so that the meaning of the message conveyed becomes clearer and the goals of education or learning can be achieved effectively and efficiently. Learning media is a means, method, technique for more effective communication and interaction between teachers and

students in classroom learning. (Deni, 2005) states that "Accuracy in choosing media and designing a learning environment according to the material being taught will make learning more meaningful"

If learning utilizes the environment as a medium/tool in the teaching and learning process, students will have a good understanding of the material obtained, so there is a great possibility that by paying attention to the teaching tools/media, the learning objectives will be achieved effectively and efficiently. Variations in learning by making the environment a fun learning medium will support lessons that are not boring and even make learning more effective.

Learning media plays an important role in an online learning process because learning activities are carried out separately without face to face between students and teachers so that media is needed as a tool to support the learning process. The results of research at SMA Negeri 4 Enrekang show that using learning media in various formats such as text, images, videos, visual multimedia, and others is effective and has been relevant to the theory proposed by Deni and the effectiveness of online learning using learning media in various formats stimulates teachers often teach using several learning media, teachers always provide learning materials using media in text format, teachers sometimes provide learning materials in the form of videos, learning media used by teachers sometimes make students understand the lesson, learning media made by teachers such as videos, text, visuals, and multimedia are sometimes very varied and creative, this is because in the learning process teachers use media as a tool to keep in touch with students.

The online learning process can not be separated from the role of the media, the media is a means or tool used in the learning process. Without the media, students will have difficulty understanding the lesson. Media in the form of online applications is the main media or means in the online learning process, the more media used in the learning process, the better the learning outcomes according to the researcher.

3.4 Can Occur Asynchronously and Asynchronously

In the online learning process, 2 things are familiar, namely synchronous and asynchronous. Synchronous means that teachers and students learn at the same time virtually, asynchronously means that students learn at different times from the teacher. The results of this study are relevant to the theory proposed by (Prawiradilaga & Siregar, 2008). The characteristics of e-learning are that it can occur synchronously and asynchronously.

To find out the effectiveness of online learning with indicators that can occur synchronously and asynchronously in this research, teachers sometimes always interact directly with students online, in online learning process teachers often use zoom and WhatsApp applications to connect directly with students, students take part in learning remotely through video conference applications and via chat, students are sometimes active in independent learning when the teacher is unable to explain material in online classes, learning materials provided by teachers can sometimes be accessed anywhere and anytime, online learning sometimes increases students' interest in learning at home. because the learning process is carried out online so that it occurs synchronously.

As for asynchronous because students can study independently at home if the teacher is unable to enter class so that the process of implementing learning can still be carried out. Synchronous and asynchronous learning methods are never separated from the online learning process, this method is very helpful for teachers in learning, due to the different economic abilities of students, in addition to inadequate network access limitations, so the asynchronous method is very important. The synchronous method also makes it easier for teachers in the learning process because the teacher immediately explains the material to students in-network access so that this method does not

procrastinate. students who are constrained by the network are accessed without a network.

3.5 Supporting Factors for Online Learning during the Covid-19 Pandemic at SMA Negeri 4 Enrekag, Maiwa District, Enrekang Regency

The teacher's role is very important in the continuity of the learning process. The purpose of the discipline and responsibility of teachers as educators and education is teachers who are fully responsible for their students. Disciplined and responsible teachers are the most important supporting factor in the online learning process, if students are not present then the teacher will find out why their students are not present in learning activities. As well as in the learning process, teachers who teach, provide material, are responsible for the level of students' understanding of what they teach.

Parents have an important role in the survival of their children, especially in the field of education. Parents motivate so that their children are motivated to learn even in a pandemic, parents help the teacher's duties at home to advise, remind their children of learning so that parents are included in supporting factors in online learning. The results of this study are relevant to the findings of (Putria et al., 2020) saying that online learning is also inseparable from the role of parents of students, because considering the age of elementary school children who still need guidance and supervision in learning.

Online learning can be carried out because there are several supporting factors, these supporting factors include mobile phones, pulses, quotas, and a stable and good internet network. Mobile phones are the main supporting factor in online learning because without mobile phones online learning will not be carried out.

(Purwanto et al., 2020) revealed that this facility is very important for the smooth teaching and learning process, such as laptops, computers, or mobile phones that will make it easier for teachers to provide online teaching and learning materials. The teacher's way of utilizing supporting factors in online learning is to maximize its use by looking for learning media in the form of videos and continuing to follow the development or progress of students in participating in online learning reported by parents through WhatsApp groups.

3.6 Inhibiting factors for online learning during the covid-19 pandemic at SMA Negeri 4 Enrekag, Maiwa District, Enrekang Regency

An inadequate network connection is the most important inhibiting factor because online learning uses an internet connection to access applications used in learning. If the network is not good then the learning process also does not go well.

Laziness is undeniably attached to a person, just like some students at SMA Negeri 4 Enrekang. Laziness arises because the previous learning took place face-to-face with the teacher so that there was an urge to enter class on time, in contrast to the current learning model which is only done at home so that students are lazy. Laziness in students when doing assignments, even though it is supported by facilities that support learning.

4. Conclusion

Based on the results of the analysis and discussion that has been explained about the effectiveness of online learning at SMA Negeri 4 Enrekang, the researchers conclude as follows, the effectiveness of online learning at SMA Negeri 4 Enrekang seen from the results of data analysis is included in the "Effective" category. With this, SMA Negeri 4 Enrekang has met four indicators, namely the presence of material/content that is relevant to the learning objectives, using appropriate learning methods, using media in various formats such as text, video, visual images, multimedia, and others and can occur

simultaneously. synchronous and asynchronous. There are 3 supporting factors for the effectiveness of online learning during the Covid-19 pandemic at SMA Negeri 4 Enrekang, Maiwa District, Enrekang Regency, namely the discipline and responsibility of teachers as educators and education staff, parental support, cellphones, and quotas. The inhibiting factors for online learning are inadequate network conditions and student laziness.

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