



The Effect of Distance Learning on the Learning Outcomes.

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Abstract

The data in this study were obtained by distributing questionnaires to students, so the data in this study were primary data. In this study, the researcher used a quantitative method with a simple linear regression technique, with the results showing that distance learning during the Covid-19 pandemic had a positive and significant effect on student learning outcomes for integrated social studies subjects in class IX of State Junior High School 4 Gorontalo City. After doing the normality test and testing the hypothesis using the regression and correlation analysis formula, for the results of this study the regression equation is $Y = 7,693 + 0,571 \cdot x$. In this study, the variable learning outcomes of integrated social studies subjects in class IX State Junior High School 4 Gorontalo City can be explained by distance learning during the Covid-19 pandemic by 40.9%, and for the remaining 59.1% influenced by other variables that are not examined in this study such as student interest in learning, motivation of parents, student learning styles, as well as school environmental factors and students' play environment.

Abstrak

Data dalam penelitian ini didapatkan dengan cara melakukan penyebaran angket kepada siswa, sehingga data dalam penelitian ini adalah data primer. Dalam penelitian ini peneliti menggunakan metode kuantitatif dengan teknik regresi linier sederhana, dengan hasil penelitian yang ditunjukkan bahwa pembelajaran jarak jauh pada masa pandemi Covid-19 berpengaruh positif dan signifikan terhadap hasil belajar siswa mata pelajaran IPS terpadu dikelas IX SMP Negeri 4 Kota Gorontalo. Setelah melakukan uji normalitas serta dilakukan pengujian hipotesis dengan menggunakan rumus analisis regresi dan korelasi, untuk hasil penelitian ini persamaan regresinya adalah $\hat{Y} = 7,693 + 0,571 \cdot x$. Dalam penelitian ini variabel hasil belajar siswa mata pelajaran IPS terpadu dikelas IX SMP Negeri 4 Kota Gorontalo dapat dijelaskan oleh pembelajaran jarak jauh pada masa pandemi Covid-19 sebesar 40,9%, dan untuk sisanya sebesar 59,1% dipengaruhi oleh variabel lain yang tidak diteliti dalam penelitian ini seperti minat belajar siswa, motivasi orang tua, gaya belajar siswa, serta faktor lingkungan sekolah dan lingkungan bermain siswa.

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Introduction

Stimulating to improve the quality of national education is still our homework that cannot be completed in its entirety, there are many things that we must do and require special attention. Critical issues that should receive special attention from the government seem to have been neglected along with the entry of the Covid-19 pandemic in Indonesia. Along with the entry of the Corona Virus or Covid-19 pandemic, it has had many impacts on various aspects of Indonesian people's lives. A very active virus makes its spread faster, so the government issues regulations with social distancing and physical distancing policies to minimize the faster distribution of the virus (Ministry of Home Affairs work team, 2020).

In line with the regulations issued by the minister of education regarding the learning process during the emergency period of the spread of the Corona Virus (Covid-19)". So the challenge faced by education units is the difficulty they face in carrying out learning during the Covid-19 emergency, when social distancing and physical distancing policies must be adhered to in order to avoid the wider spread of Covid-19. This will affect the process and student learning outcomes when the learning process cannot be carried out as usual. Students who are usually at school, change instantly to carry out learning activities from home.

One of the efforts that have been made by the government in overcoming problems that may be faced by educational units is the Study at Home program, or Distance Learning, which has been declared since the Corona Virus or Covid-19 entered Indonesia. Distance Learning is a learning process that uses media to allow interaction between teachers and learners. The learning process which is mostly done at home and also students as learning objects separately with educators, learning that is limited by space and time will be carried out in communication or delivery of material by educators to students carried out with the help of artificial media, either electronic or print processes. such learning is Jenkins distance learning (in Bozkurt, 2019: 22).

Success in carrying out teaching and learning activities can be seen from the learning outcomes obtained after following and conducting learning efforts. Angela (in Dimas 2019: 3) defines that learning is an outcome that is used as a measure of success or not in a learning activity that has been carried out. Therefore, every teacher must be able and have skills in an effective learning system.

Theoretical review

Learning outcomes

Learning outcomes are the main goals to be achieved when a student carries out the learning process, learning outcomes will also show that the learning process carried out by the teacher is successfully accepted and understood. Hamalik (in Kunandar 2015: 64) explains that all forms of changes that occur in a person, both changes in mindset, action patterns, abilities, values and attitudes that he shows lead to positive things. Learning outcomes in question are results that must show a change in behavior that is permanent, functional, positive and conscious. With the completion of the entire learning process, students can redefine what is known, understood and understood and will be the evidence obtained as a result of Cedefop learning (in Harris, 2019: 25).

Learning Outcome Indicators

Learning outcomes have an important role in the learning process because the learning

outcomes can provide direct information to the teacher regarding the progress of students in carrying out learning efforts to achieve learning objectives through learning process activities. Shah (in Karwati 2015: 214) defines cognitive, affective and psychomotor aspects as follows:

1. Cognitive domain, is an aspect related to reasoning or thought processes.
2. Affective domain, is an aspect that is based on everything related to attitude.
3. Psychomotor domain, is a domain that includes movement behavior and physical coordination, motor skills and physical abilities of a person.

Distance Learning

The term distance learning is stated in the regulation of the Minister of Education and Culture of the Republic of Indonesia Number 119 of 2014 concerning the implementation of distance education, article 1 paragraph 1 which contains "Use of various learning resources, both print media and online media as well as using and applying various principles of educational/learning technology. In supporting the learning process that is carried out separately between educators and students, this learning process is often referred to as distance learning.

Key Elements of a Distance Education Program

In an analysis of distance education theories, Keegan (in Darmawan, 2017: 58). Summing up the six main elements that define a distance education program as follows:

- 1) Provisions that are enforced with good communication between educators and students can lead to two-way communication in which students benefit from dialogue initiatives.
- 2) Communication, regular meetings for didactic and socialization purposes
- 3) Participation in a form of industrialization of education; includes a kind of radical separation of distance education from other forms.
- 4) Use of Technology Media

One of the characteristics that indicate learning is carried out remotely is the presence of technology assistance to unite education and students and bring educational content.

5) Separation of Educators and Students

This means that the separation of space and time in the learning process makes this education one of the things that distinguish distance education from face-to-face learning.

6) Influence With An Educational Organization

This means that with the protection and inclusion in an official organization, distance education is different from private learning.

Method

The method used in this study is a quantitative method with quantitative analysis and a simple variable relationship model. The research conducted by this researcher is located in SMP Negeri 4 Gorontalo City in Class IX. In this study, the population was class IX students of SMP Negeri 4 Gorontalo City, while the population was 216 students. The sampling technique used is random sampling, namely the technique of determining the sample which is done randomly according to (Sugiyono, 2018).

Data Analysis Method

In this study, the data analysis used were: Data Normality Test, Data Validity Test and

Linearity Test. And for testing the hypothesis, namely: Simple Regression Test.

Results And Discussion

Research Result

Based on the results of the study showed that distance learning had an effect on student learning outcomes. This is evidenced by the results of research data based on the value obtained by the value of $F_{count} = 13.356$ with a significance level shown by the table is $0.001 < 0.01$, and also based on the t test that the constant value (α) shows a number of 0.571 which means that if independent variable = 0 then the value of the variable "distance learning on learning outcomes" (Y) is 0.571. And also based on the results of the calculation of the coefficient of determination is equal to = 0.640 with a correlation of determination $r^2 = 0.409$ or 40.9%. This means that the effect of the independent variable (Distance Learning) on the dependent variable (Learning Outcomes) is 40.9%. From this value, it means that 40.9% of the learning outcome variables can be explained by distance learning, while the remaining 59.1% can be explained by other variables not examined in this study.

Discussion

As it is known that the learning process must undergo changes, namely what was initially carried out at school suddenly had to be carried out at their respective homes when the Covid-19 virus entered Indonesia. This research is a study that examines the study of the influence between independent variables and related variables. Based on the research data, it was found that the data showed that it was empirically proven that the independent variables studied could participate in determining the dependent variable. Where the independent variable in this study is distance learning (variable X) and the dependent variable in this study is student learning outcomes (variable Y) in integrated social studies subjects in class IX of SMP Negeri 4 Gorontalo City. The results showed that the distance learning variable during the Covid-19 pandemic had a positive and significant influence on student learning outcomes at SMP Negeri 4 Gorontalo City. This is evidenced by the results of research data based on the value obtained by the value of $F_{count} = 13.356$ with a significance level indicated of $0.001 < 0.01$, and also based on the t test that the constant value (α) shows a number of 0.571 which means that if the independent variable = 0 then the value of the variable "distance learning on learning outcomes" (Y) is 0.571. And also based on the results of the calculation of the coefficient of determination is equal to = 0.640 with a correlation of determination $r^2 = 0.409$ or 40.9%. This means that the effect of the independent variable (Distance Learning) on the dependent variable (Learning Outcomes) is 40.9%. From this value, it means that 40.9% of the learning outcome variables can be explained by distance learning, while the remaining 59.1% can be explained by other variables not examined in this study.

Conclusions And Suggestion

Conclusion`

Based on the results of the discussion above, the researcher can draw several conclusions as follows:

The results showed that the distance learning variable during the Covid-19 pandemic had a positive and significant influence on student learning outcomes at SMP Negeri 4 Gorontalo City. This is evidenced by the results of research data based on the value obtained by the value of $F_{count} = 13.356$ with a significance level indicated of $0.001 < 0.01$, and also based on the t test that the constant value (α) shows a number of 0.571 which means that

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Suggestion

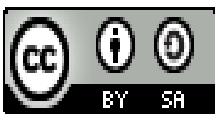
Following the rules from the government regarding the distance learning process, it is hoped that the educators at SMP Negeri 4 Gorontalo City may be able to continue to follow and develop their abilities to support the implementation of good and quality education for their students and in order to improve the quality of learning In integrated social studies, teachers must be more varied in implementing and providing learning materials seeing the learning process that must be done through online media.

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