

**THE SHIFT OF ENGLISH LANGUAGE TEACHING
DURING COVID-19 PANDEMIC**

Submitted in Partial Fulfillment of the Requirement for
Gaining the Degree of Bachelor in English Education



By
Muhammad Choirul Anam
13411034

**FAKULTAS ILMU TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI WALISONGO**

SEMARANG

2020

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SEMARANG

2020

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Semarang, 31 Oktober 2020

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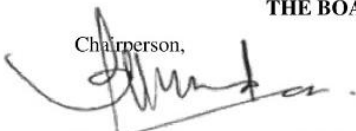
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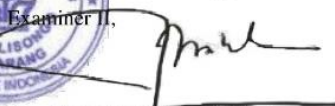
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ABSTRACT

THE SHIFT OF ENGLISH LANGUAGE TEACHING DURING COVID-19 PANDEMIC

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Changes in learning patterns currently appear to be massive in all education level due to the Covid-19 pandemic. This research aims to explore the theoretically-based library study on project-based online learning amid the Covid19 pandemic that affects home learning policies. Project-based online learning systems provide many opportunities for accessing teaching materials by learning citizens. Many platforms and media online which can be accessed via the internet network by teachers and participants students. Several free platforms that have been proven to be effective in management Classical online learning includes Google Classroom and Edmodo. There are at least 12 other free applications as media and sources online learning that can be used in the midst of the Covid-19 pandemic, namely Home Learning, Our Desk, Icando, Indonesia X, Google for Education, Smart Class, Microsoft Office 365, Quipper School, Ruangguru, Sekolahmu, Zenius and Cisco Webex. Several things have become obstacles in the application of online learning including limited internet quota and the power is still unfamiliar educators and students in applying it. Therefore it is necessary there is a more massive special effort to solve this problem starting from each individual, family support, educational institutions or institutions, services providers and government. One learning approach that can be

maximizing online learning is project-based learning. This learning provides opportunities for students to learn concepts in depth at the same time can also improve their learning outcomes.

Keywords: Online Learning, English Language Learning, Covid-19

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I do thank to Allah SWT who has given me His mercy, blessing, and the whole things to finish this research. *Shalawat* and *salaam* are always give to the Prophet Muhammad SAW who teach love, humanity and *akhlaqul kariimah* and brings us from the darkness to the brightness.

Many people have parts in this research I do as a researcher. They make this research possible and doable. Without them, researcher cannot exactly finish this research. The researcher wish especially to thank and appreciate:

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2. Dr. Hj. Lift Anis Ma'sumah, M.Ag., the Dean of FITK and all of the vice Dean I, II & III of UIN Walisongo Semarang.
3. Sayyidatul Fadlilah, M.Pd., the head of PBI and Dra. Nuna Mustikawati, M.Pd., the secretary of PBI of UIN Walisongo.
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7. All Of My best friends who have given me encouragement and motivation all this time, all the parties that the researchers could not mention one by one who have supported the completion of this simple work of mine.

Semarang, 31 Oktober 2020

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MOTTO

“It may be that you hate something, when it is very good for you, and it may be (also) that you like something, when it is very bad for you; Allah knows while you do not know.”
QS Al Baqarah 216

“The practice that God loves more is a practice that is done even a little bit.”
Nabi Muhammad S.A.W

“Wasting time is worse than death. Because death separates you from the world while wasting time separating you from God.”
Imam bin Al Qayim

“The Ridho of Allah, the Ridho of your mother, then your teacher, then your brothers, then your fellow creatures of Allah.”
M.Choirul Anam

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CHAPTER I INTRODUCTION

This chapter consists of the background of the study, question of the research, objective of the research, and significance of the research.

A. Background of the Research

Mastery of English language skills is an essential requirement for any teacher, regardless of the subjects he teaches. This foreign language is necessary because it can assist teachers in developing good insights relating to the development of knowledge in accordance with the subjects they are enabling or to obtain other knowledge beyond their core competencies.¹ Then The Industrial Revolution 4.0 is a situation 21st century industry at a time of massive change in various fields through a combination of technology which reduces the barriers between the physical world, digital, and biology.

²Industrial Revolution 4.0 born in Germany in

¹ Ikhlom, Ikhlom; Ruswan, Ruswan; Fadlilah, Sayyidatul. *The Improvement of English Skills for Islamic Junior High School Teachers Using ESA (Engage Study Activate) Approach*. 2019

² Kagermann, H., Lukas, W.D. & Wahlster, W. Final report: *Recommendations for implementing the strategic initiative INDUSTRIE 4.0*. Industrie 4.0 Working Group. 2013

2011. Now various industries are starting to touch the virtual world, in the form of human connectivity through machines, more familiar devices, sensors and data under the name Internet of Things (IoT).³ Related to the impact of the Industrial Revolution 4.0 namely with the existence of 'digitizing the system', demands educators and students to able to quickly adapt to existing changes. The learning system originally based on face to face face to face in class, it is not impossible replaced by a learning system integrated via the internet network (online learning). Online learning connects learners (learners) with sources learning (database, expert / instructor, library) which is physically separate or even far apart but can be each other communicate, interact or collaborate (directly / synchronously and not direct / asynchronous). Online learning is a form of distance learning / training far who take advantage of technology telecommunications and information, for example the internet, CD-ROOM

³ Hermann, M., Pentek, T. & Otto, B. *Design Principles for Industrie 4.0 Scenarios*. Presented at the 49th Hawaiian International Conference on Systems Science. 2016.

(directly and indirectly).⁴ Online learning will certainly be lacking meaningful without the synergy of strategies and methods proper learning. One application which can integrate online learning is project-based learning. The main components of project-based learning is asking a question or problem served to compile and get started activities that emphasize a number project until you get the final result in the form products as a series of communication activities individual or various task results that answer question. So that through learning project-based opportunities students to learn the concept depth at the same time can also increase their learning outcomes. Project-based learning is in-depth investigation of a topic from real world. Well designed project ask students to solve problems real and important issues that occur within daily life especially in progress learning.⁵ Accordingly, projects that learners build based on observations of real world

⁴ Molinda, M. *Instructional Technology and Media for Learning* New Jersey Colombus, Ohio.2005

⁵ Sucilestari, R. & Arizona, K. *Peningkatan Kecakapan Hidup melalui Pembelajaran Sains Berbasis Proyek*. Prosiding Seminar Nasional Pendidikan Biologi. 2018. Page 436

problems around those who will deliver meaningful to them. Based on this it is necessary effective learning applied to learners to increase competence they. Moreover, the impact the Covid-19 pandemic that hit so learning does not run optimally because must stay at home and apply physical distancing Learning pedagogies increasingly involve a synthesis between traditional lectures and the use of case studies and project based group work. The Internet provides new opportunities to this learning approach. Internet applications can be developed for project based assignments, which are cheap and easy to deploy. They offer students interactive assignments and the opportunity to benchmark with other assignments online. Teachers have opportunities to review assignments online and offer project groups online advice and assessment.⁶

⁶Emeral Insight Journal, "*Online project based learning in innovation management*", Education + Training, Vol. 45.2013, pp. 110

B. Question of the Research

The study is conducted to answer the following question:

1. How is the shift of ELT during Covid-19 Pandemic?
2. What online platforms are employed in English Language Teaching?

C. Objective of the Research

Based on the problems stated above, the objective of the study is to explain the project-based online learning system provides many opportunities to access teaching materials by learning citizens.

D. Significances of the Research

By using this research, there are some significances to the students, teachers, other researchers, and the researcher himself. Here, the researcher divides what:

1. Theoretically, this research is used to give some explanation of the Platform of English project based online learning is one solution teaching learning activities in the middle of pandemic covid-19 at university.
2. Practically provide direction and information to students about implementation and how to facilitate

students and teachers in project-based online teaching and learning activities.

3. Pedagogically, one learning approach that can maximize online learning is project-based online learning. This learning provides opportunities for students to learn concepts in depth while also improving their learning outcomes.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter describe a theory building used as a basis for research. This chapter contains review of previous studies, theories, and conceptual framework.

A. Literature Review

This sub chapter consists of definition of Online Learning, elements and aspects of speaking, speaking activities, problems of speaking, oral communication, learning concept, and definition of learning community.

A. Online Learning

Rapid developments in technology have made distance education easy⁷. Most of the terms have in common the ability to use a computer connected to a network, that offers the possibility to learn from anywhere, anytime, in any rhythm, with any means.⁸

⁷ McBrien, J. L., Cheng, R., & Jones, P. Virtual spaces: *Employing a synchronous online classroom to facilitate student engagement in online learning*. 2019, 1–17.

⁸ Cojocariu & Lazar, G. *Analysis of e-learning educational services from the perspective of their beneficiaries*. *Procedia-Social and Behavioral Sciences*, 2014, Page 116.

Online learning can be termed as a tool that can make the teaching–learning process more student-centered, more innovative, and even more flexible. Online learning is defined as learning experiences in synchronous or asynchronous environments using different devices (e.g., mobile phones, laptops, etc.) with internet access. In these environments, students can be anywhere (independent) to learn and interact with instructors and other students.⁹

The synchronous learning environment is structured in the sense that students attend live lectures, there are real-time interactions between educators and learners, and there is a possibility of instant feedback, whereas asynchronous learning environments are not properly structured. In such a learning environment, learning content is not available in the form of live lectures or classes; it is

⁹ Singh & Thurman, *How many ways can we define online learning? A systematic literature review of definitions of online learning* (American Journal of Distance Education, 1988-2018).

available at different learning systems and forums. Instant feedback and immediate response are not possible under such an environment.¹⁰ Synchronous learning can provide a lot of opportunities for social interaction.¹¹ Amidst this deadly virus spread such online platforms are needed where (a) video conferencing with at least 40 to 50 students is possible, (b) discussions with students can be done to keep classes organic, (c) internet connections are good, (d) lectures are accessible in mobile phones also and not just laptops, (e) possibility of watching already recorded lectures, and (f) instant feedback from students can be achieved and assignments can be taken.¹² The Corona Virus has made

¹⁰ Littlefield, J. *The difference between synchronous and asynchronous distance learning.* (The International Review of Research in Open and Distributed Learning, 2010)

¹¹ McBrien, J. L., Cheng, R., & Jones, P. *Employing a synchronous online classroom to facilitate student engagement in online learning.* (The International Review of Research in Open and Distributed Learning, 2009). Page 17.

¹² Basilaia, G., Dgebuadze, M., Kantaria, M., & Chokhonelidze, G. *Replacing the classic learning form at universities*

institutions to go from offline mode to online mode of pedagogy. This crisis will make the institutions, which were earlier reluctant to change, to accept modern technology. This catastrophe will show us the lucrative side of online teaching and learning. With the help of online teaching modes, we can sermonize a large number of students at any time and in any part of the world. All institutions must scramble different options of online pedagogical approaches and try to use technology more aptly. Many universities around the world have fully digitalized their operations understanding the dire need of this current situation. Online learning is emerging as a victor ludorum amidst this chaos. Therefore, the quality enhancement of online teaching–learning is crucial at this stage. Online education in Chinese universities has increased exponentially after the Covid -19

as an immediate response to the COVID-19 virus infection in Georgia. International Journal for Research in Applied Science & Engineering Technology, 8, 2020).

outbreak. There was an overnight shift of normal classrooms into e-classrooms, that is, educators have shifted their entire pedagogical approach to tackle new market conditions and adapt to the changing situations. During this tough time, the concern is not about whether online teaching–learning methods can provide quality education, it is rather how academic institutions will be able to adopt online learning in such a massive manner.¹³ Resistance to change will not help any educational unit across the world. They will be judged on their pace to adapt to the changes in such a short period and their ability to maintain the quality. The reputation of educational units is on stake and under scrutiny. How well they behave and how well they maintain their quality of education amidst this crisis shows their adapting capabilities. The shift from face-to-

¹³ Carey, K. *Is everybody ready for the big migration to online college*, (China Policy Review 2020),Page 117.

face lectures to online classes is the only possible solution. Indeed, academic institutions would not be able to transform all of their college curricula into an online resource overnight. Distance, scale, and personalized teaching and learning are the three biggest challenges for online teaching. Innovative solutions by institutions can only help us deal with this pandemic.¹⁴ There is a requirement of a quick shift to online learning mode; therefore, the products by Google can be really useful under such problematic situations; they are Gmail, Google Forms, Calendars, G-Drive, Google Hangouts, Google Jam board and Drawings, Google Classroom, and Open Board Software (not a Google product, helps in recording meetings in the form of files). These

¹⁴Liguori, E. W., & Winkler, C. *From offline to online: Challenges and opportunities for entrepreneurship education following the COVID-19 pandemic.*(journal international Entrepreneurship Education and Pedagogy,2020).

tools can successfully be used as an alternative for face-to-face classes.¹⁵

- a. Problems associated with online teaching and learning.

There are number of technologies available for online education but sometimes they create a lot of difficulties. These difficulties and problems associated with modern technology range from downloading errors, issues with installation, login problems, problems with audio and video, and so on. Sometimes student finds online teaching to be boring and unengaging. Online learning has so much of time and flexibility that students never find time to do it. Personal attention is also a huge issue facing online learning. Students want two-way interaction which sometimes gets difficult to implement. The learning

¹⁵ Basilaia, G. *Replacing the classic learning form at universities as an immediate response to the COVID-19 virus infection in Georgia*. (International Journal for Research in Applied Science & Engineering Technology, 2020).

process cannot reach its full potential until students practice what they learn. Sometimes, online content is all theoretical and does not let students practice and learn effectively. Mediocre course content is also a major issue. Students feel that lack of community, technical problems, and difficulties in understanding instructional goals are the major barriers for online learning.¹⁶

In a study, students were found to be not sufficiently prepared for balancing their work, family, and social lives with their study lives in an online learning environment. Students were also found to be poorly prepared for several e-learning competencies and academic-type competencies. Also, there is a low-level

¹⁶ Song, L., Singleton, E. S., Hill, J. R., & Koh, M. H. *Improving online learning: Student perceptions of useful and challenging characteristics*. (The Internet and Higher Education, 2004). Page 59.

preparedness among the students concerning
the usage of Learning Management Systems¹⁷.

B. Previous Study

In this section, Literature review is used as a comparison against the existing research, both of the excess or shortage that existed before. In this study, there are some previous researches either from international journals are appropriate with this study, they are as follow:

1. The research that has been conducted by Munawwaroh (2018) conducted “research on application Project Based Learning and cooperative models to build four pillars junior high school student learning”. Based on the research results indicate that Project Based Learning and cooperative models can be applied to build four pillars of learning, student learning outcomes Project Based Learning model more higher than the cooperative learning model in building four pillars learning.

2. Doski (2019) on “the effect of implementing the Project Based Learning model on the results of learning physics class XI IPA SMA Negeri 1 Batipuh Tanah Datar Regency stated that based on the analysis of the data obtained students” physics learning outcomes in the cognitive domain show that after

¹⁷ Parkes, M., Stein, S., & Reading, C. *Student preparedness for university e-learning environments*. (The Internet and Higher Education, 2014). Page 7.

given treatment in the Experiment class, the average value of the class students Experiment is higher than the Control class. in class 37 The experiment was 80.2, while the initial average value of the Control class was 75.3. With Thus, the application of the Project Based Learning model for class XI IPA can improve student learning outcomes physics.

3. Andi Nurannisa Syam (2018) This thesis is motivated by a problem in class VIII MTs Negeri Brangsong Kendal namely learning conducted by the teacher has not yet emerged students' mathematical connection ability. This research aims to determine the effectiveness of the learning model project based on mathematical connection capabilities students in the building material for class VIII school year 2017/2018. This research is a type of research quantitative with the project, while the dependent variable. The research is the mathematical connection ability of MTs students Negeri Brangsong Kendal, the research found that learning theory-based projects are effective against connection capabilities Mathematical students in the circle material of class VIII MTs Negeri Brangsong Kendal academic year 2017/2018.

CHAPTER III

RESEARCH METHOD

This chapter addresses the methodologies that had to conduct research. This chapter consists of research design, time and setting of the research, source of the data, focus of the research, data collection technique, data validity and data analysis technique.

A. Research Design

In this research, the researcher uses qualitative research. Qualitative research means that the research is emphasized on description.

This research is “aimed at casting light on current issues or problems through a process of data collection that enables them to describe the situation more completely than was possible without employing this method.”¹⁸ It means that the researcher applies a set of procedures used for problem solving based on the factual data. Descriptive method is used to describe, explain, and analyses the phenomenon. which occurred behind the data. In descriptive method, the analysis of the data is done naturally objective, and factual. The qualitative descriptive seeks to describe behavior under less rigid controls, under more

¹⁸ Fox, W. & Bayat, M.S. “*A Guide to Managing Research*” Juta Publications, 2007 p.45

naturally occurring conditions.¹⁹ It means that the descriptive qualitative research is research that uses to describe a real phenomenon based on the research. It is qualitative since it is concerned with non-numerical data and it is descriptive since it aims at describing the facts of the analysis systematically based on actually they are.

The study is descriptive and tries to understand the importance of online learning in the period of a crisis and pandemics such as the Covid-19. The problems associated with online learning and possible solutions were also identified based on previous studies. The descriptive analysis was conducted to understand various strengths, weaknesses, opportunities, and challenges associated with online mode of learning during this critical situation. The research tool used for analyzing the data which amassed from different sources for this study is a content analysis and the research method is descriptive research. We have taken into consideration the qualitative aspects of the research study. This study is completely based on the secondary data. A systematic review was done in detail for the collected literature. Secondary sources of data used are journals, reports, search engines,

¹⁹ John W. Best James V. Kahn, *Pearson New International Research in Education*, 2014.

company websites and scholarly articles, research papers, and other academic publications.

B. Research Setting

The study was started on July 10 to October 15, 2020 with 11 data collection times. Data sources were obtained from several sites including liputan6.com, tribunnews.com, i-news.id, aksarapublic.com, kompas.com, radarsemarang.jawapos.com and data sources in the form of journals, library sources and documents in accordance with the theme of online learning during the pandemic and project-based.

C. Focus of the Research

This research focused on describing the Some of the free platforms that have been proven to be effective in managing online classically learning

D. Data Collection Technique

Data Collecting in qualitative analysis does not collect data with instruments such as quantitative research where the instrument is the key to calculating research variables. However, data collection in qualitative studies using the key instrument is self -analysis (human instrument) to scan data by communicating symbolically with the informant / subject

under study. In this study the researchers collected data obtained by reading news about Covid, about learning in schools in the Central Java region, both the learning methods or any instruments that could support online learning, then analyzed several platforms that could be used for project-based learning by analogizing or adjusting the subjects that can be lifted on the platform which can also be useful in the continuity after learning. Then the last one is concluded and grouped several platforms sourced from within the country and abroad so that it gets recommendations regarding literature studies.

E. Data Analysis Technique

Qualitative data analysis usually uses integrated technique of analysis from Miles and Huberman. It consists three concurrent flows of activity: data reduction, data display, and conclusion drawing / verification.²⁰

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the

²⁰Matthew B Miles and Michael A. Huberman, 'Matthew B. Miles, Michael Huberman - Qualitative Data Analysis_ An Expanded Sourcebook 2nd Edition (1994).Pdf', 1994, p. 338.

data that appear in written-up field notes or transcriptions. Qualitative data can be reduced and transformed in many ways; through selection, through summary, or paraphrase.²¹ In this research activity, the researcher was taken summarizing and focus on the data of the articles, library sources and documents such as platform online on website in accordance with the theme of online learning and project based.

2. Data Display

Data display is an organized, compressed assembly of information that permits conclusion drawing and action. The data display will help the researcher to understand the data collection and what is to do next-either analyze further to take action-based on that understanding. In this research activity was carried out by making a display of data descriptions or charts based on the results of the obtained data, collected, compiled, reviewed, analyzed, and concluded. Generally, a display is an organized, compressed, and assembly of information that permits

²¹Matthew B Miles and Michael A. Huberman, '*Matthew B. Miles, Michael Huberman - Qualitative Data Analysis_ An Expanded Sourcebook 2nd Edition.pdf*', 1994, p. 340.

conclusion drawing and action. The displays included many types of matrices, graphs, charts, and networks. As with data reduction, the creation and use of displays is not separate from analysis, it is part of analysis.

3. Conclusion Drawing /Verification

Verification are verified as the analyst proceeds. Verification may be as brief as fleeting second thought crossing the analyst's mind during writing with a short excursion back to the field notes third stream of analysis activity is conclusion drawing and verification. It means that the conclusion drawing and verification step in this research will get by looking back at the data reduction and display. So, the conclusion does not deviate from the data analyze and will show that the data should be a credible.

CHAPTER IV

RESULT AND DISCUSSION

This chapter discovered the research findings and the discussions. The findings and its presentation were answered the research problems which stated in the first chapter of this study, the findings were about English teachers' perception on the realization of Community Language Learning (CLL) to enhance self- students' confidence.

A. The result of the research

1. Changes in Learning Patterns in Time

The Covid-19 pandemic Changes in current learning patterns looks massive done starting from the level elementary school, middle school and even up College. The United Nations organization take care of education, science, and UNESCO culture says, more than 1.5 billion students in the world cannot study at schools due to the virus from Wuhan, China as released by the newspapers Antaranews.com on Saturday, April 11, 2020. This problem certainly demands educational institutions and educators (teachers and lecturers) be at the forefront of implementing the process proper learning. Regulation which implemented by the

government by studying at home, work at home by applying physical distancing (keep your distance) so that Covid-19 not the rapid spread it is required to study online / online.

2. Online Learning (E-Learning)

Many previous research results shows the advantages of online learning (online) versus face-to-face learning direct or conventional. Like the findings research by Ni which reveals that the average learning outcomes in Statistics subject Semester II English Tadris students Academic Year 2010/2011 taught by e-learning method is better than average student learning outcomes taught by conventional method. Similar research results Santoso which states that online learning makes a difference higher than learning with using LKS media for achievement study chemistry.

²²Likewise from the research results Mulyani which shows that e-learning based learning is influential on the results of learning physics on concepts impulses and momentum (student learning outcomes are use e-

²²Santoso, E.. *Pengaruh Pembelajaran Online Terhadap Prestasi Belajar Kimia Ditinjau Dari Kemampuan Awal Siswa*. Tesis. Program Pasca Sarjana Universitas Sebelas Maret Surakarta . 2009.

learning more height compared to using conventional learning). Many online learning application can be applied in the world of education lately. One of the free and familiar applications applied is the Google Classroom application. Teachers, lecturers, tutors and instructors in general can open the class and invite participants students in the class. Online learning in these applications can continue with various materials and assignments given by teacher to students. Teachers can too provides the value associated with that assignment neatly collected and archived with good. Applied online learning allows teachers and students to carry on learning without going through face to face face in class by giving material learning (in the form of power point slides, e-books, instructional videos etc., assignments (standalone or group), as well as an assessment Teacher and learners in this application is possible to interact via discussion forums (streams) related to material problems and the way interactive learning. Even lately the Google Classroom application has been

include in it the Google Meet allows to do video teleconference.²³

Sabran and Sabara stated Google classroom learning as a medium learning as a whole is quite effective with a tendency level of 77.27%. Similar results were obtained by, Sari revealed that there was a significant effect of convenience, benefit, and quality Google Classroom services to effectiveness learning.²⁴

In addition to the two platforms that can be applied Classically above, in the midst of the Covid19 pandemic there were 12 (twelve) well-known platforms for accessible free online learning resources free by students and teachers like which are presented in Table 1.²⁵ Unfortunately there are several problems faced when doing learning online especially internet access (data packages) and teachers and students are not accustomed to it using online learning applications.

²³ Nisa, LC. *Pengaruh Pembelajaran ELearning Terhadap Hasil Belajar Mata Kuliah Statistics Mahasiswa Tadris Bahasa Inggris Fakultas Tarbiyah IAIN Walisongo* . Jurnal Phenomenon 2(1). 2002. Page 7

²⁴ Sabran & Sabara, E. "Keefektifan Google Classroom sebagai Media Pembelajaran". Prosiding Seminar Nasional Lembaga Penelitian Universitas Negeri Makassar. 2018. Page 122

²⁵ Adit, A. 12 Aplikasi Pembelajaran Daring Kerjasama Kemendikbud. Edukasi Kompas. 2020

As revealed from the survey results Gunawan Most obstacle often appear during the implementation of learning online is an internet package that is not owned students, limited internet access by lecturers and students, and are not used to it with online learning.²⁶

Most of the lecturers held lessons and discussions through socialmedia applications such as WhatsApp. Some use the Moodle LMS online university or independently or Google Classroom. Some online learning is also carried out via video conference by using the Zoom Cloud meetings app. Delivery material is mostly done, namely by share files via WhatsApp messages and other socialmedia.

²⁶ Gunawan, Suranti, NMY. & Fathoroni *"Variations of Models and Learning Platforms for Prospective Teachers During the COVID-19 Pandemic Period"* Indonesian Journal of Teacher Education, 2020. Page 61

No.	Platform	Address Site
1.	Rumah Belajar	https://belajar.kemdikbud.go.id/
2.	Meja Kita	https://mejakita.com/
3.	Icando	https://bit.ly/appicando
4.	Indonesia X	https://www.indonesiavax.co.id/
5.	Google for Education	https://edu.google.com/
6.	Kelas Pintar	https://www.kelaspintar.id/
7.	Quipper School	https://www.quipper.com/id/school/
8.	Ruangguru	https://ruangguru.com/ belajar
9.	Sekolahmu	https://www.sekolah.mu/kelasmu/
10.	Zenius	https://www.zenius.net/
11.	Cisco Webex	https://www.webex.com/

Internet and network access problems certainly a serious concern for all parties. Starting from educational institutions, local and central government, teachers and parents, to provide access services adequate internet so that the learning process online runs optimally. No matter how good online learning platform, but without supported by the internet

network, the impact is certainly less than optimal. Make news excited some mobile operators have issued a special program due to Covid-19 this. Some providers give the service free the internet for certain accesses, for example for educational sites as it is expressed by a member of the DPR RI.²⁷ This step is a manifestation which should be followed in providing internet network facilities by all parties.

Online learning conducted from the findings above show it still isn't familiarity with educators and students various existing platforms. So it is over many access online learning with WhatsApp media because this is what you are used to used. This case certainly becomes recommendations for each educator and participant students to start adaptive and keep racing to learn how to access shared platforms online learning available in order process optimal teaching and learning so that learning outcomes achieved by students can also be maximized. All existing platforms have been provided tutorial on its use. Even on site Youtube, there are already many YouTubers upload

²⁷ Budiansyah, A. *Internet Digratiskan Selama Wabah Corona di RI*, cnbcindonesia .com .2020

various procedures to become a teacher and students on the online learning platform. The most important thing in applying online learning in students should pay attention to various aspects in order learning objectives achieved. Learning through this online network system as stated by Setyosari includes five important things, namely: (1) the content presented has relevance to specific learning objectives to be achieved, (2) using learning methods through examples and exercises to aid learning learners, (3) using media such as pictures and words to present content and methods, and (4) develop and building new knowledge and skills according to individual goals and improvement organization.²⁸

3. Online-Based Learning Synergy

Projects as Solutions in Pandemic Times Covid-19 Noor, revealed that e-learning learning in learning project-based significantly effective in achievement of spiritual attitudes, social attitudes, projects, products and learning completeness of students. Based on the various research results

²⁸ Setyosari, P. *Pembelajaran Sistem Online: Tantangan dan Rangsangan*. Majalah Ilmiah Pembelajaran 2018, Page 1-10.

presented on top of project-based online learning can be one of the solutions in optimizing learning especially in the middle of its happening Covid-19 pandemic. Through learning online project-based learners can through meaningful learning so the knowledge and knowledge gained has meaning that can be used as a provision they become a problem solver of problems faced.²⁹

²⁹ Noor, ME., Hardyanto, W & Wibawanto, H." *Penggunaan E-Learning dalam Pembelajaran Berbasis Proyek di SMA Negeri 1 Jepara*". Innovative Journal of Curriculum and Educational Technology 6. 2017.17-26.

CHAPTER V

CONCLUSION AND

SUGGESTION A. Conclusion of the study

Based online learning system projects provide many opportunities for accessing teaching materials by learning citizens. Many platforms and online media can be accessed via the internet network by the teacher as well as students. Several things become obstacles in the application of online learning including limited internet quota and still unfamiliar with the teacher in applied it. So that there needs to be a special effort that is more optimal to overcome this problem all parties. One approach learning that can optimize online learning is learning project based. This learning facilitates students to learn the concept deep and can improve learning outcomes.

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APPENDIXS

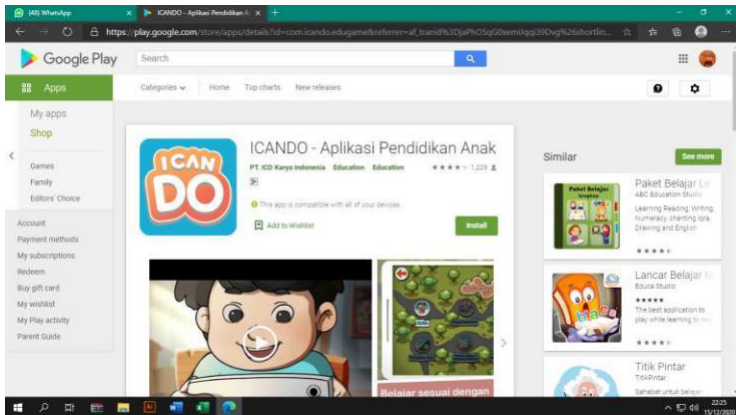
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Platform “MEJA KITA”



Platform “ICANDO”



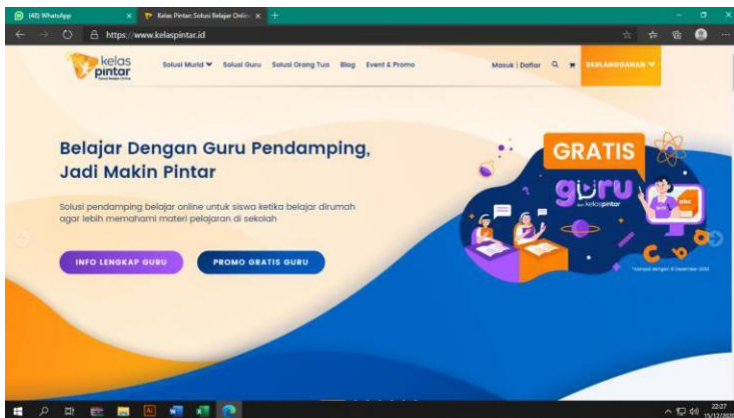
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Platform “GOOGLE FOR EDUCATION”



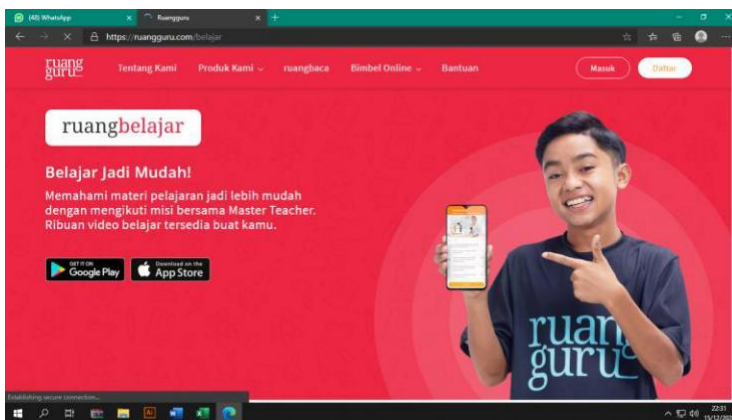
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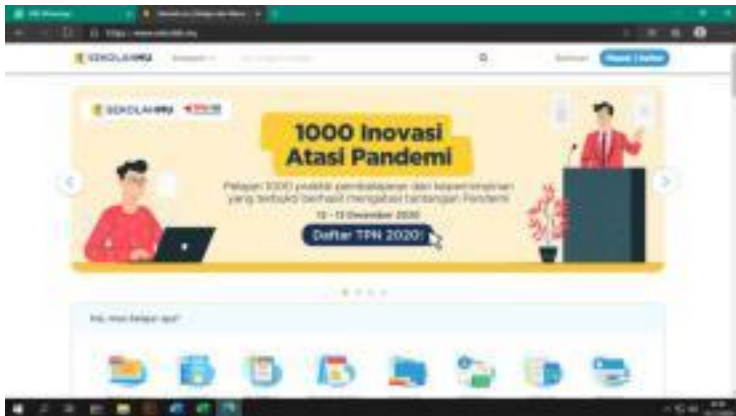
Platform “QUIPPER SCHOOL”



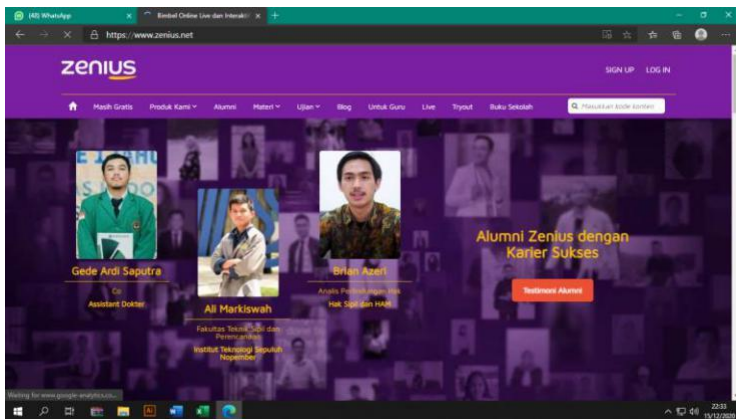
Platform “RUANG GURU”



Platform “SEKOLAHMU”



Platform “ZENIUS”



Platform “CISCO WEBEX”

