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RESEARCH ARTICLE

LEARNING MANAGEMENT DURING THE COVID-19 PANDEMIC AT THE BUSTANUL 'ULUM TARBIYAH SCHOOL OF SCIENCE, CENTRAL LAMPUNG

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Abstract

This study aimed to describe the learning management during the Covid-19 pandemic at the STIT Bustanul 'Ulum Central Lampung. This study employed the qualitative method with a descriptive approach. The researchers had collected the data by documenting books, dissertations, theses, magazines, journals, or others that discussed the research problems. Planning for online learning during Covid-19 at the STIT Bustanul 'Ulum Central Lampung consisted of compiling a syllabus and lesson plan containing elements of Covid-19 with a simplified curriculum and adapted to online methods and media. There were three main activities in implementing online learning during covid-19 at the STIT Bustanul 'Ulum Central Lampung. These activities were preliminary activities, core activities, and closing activities. The online learning evaluation during Covid-19 at the STIT Bustanul 'Ulum Central Lampung consisted of cognitive, affective, and psychomotor assessments.

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Introduction:-

Covid-19 has become a global pandemic, including in Indonesia. This pandemic has caused governments worldwide to implement several new policies to break the spreading of the virus. Through Government Regulation (PP) No. 21 of 2020, the Government of Indonesia issued a social distancing policy that covers work activities, the business world, offices, education, religion, economy, and other social activities (PP No. 21 of 2020).

One of the actions taken by the government is exercising social distancing for 14 days to minimize the spread of the virus. According to the Center for Disease (CDC), Social Distancing is staying away from gatherings, avoiding mass gatherings, and maintaining a distance between people. It is carried out to prevent the transmission of Covid-19 so that it does not spread widely in Indonesia. Social distancing is very influential in preventing the spread of Covid-19. Covid-19 has caused the Indonesian economy to decline, dropped the rupiah exchange rate, and raised the prices of goods, especially medical equipment. This problem also affects the education system in Indonesia. The Ministry of Education has decided that all learning activities, both schools and universities, perform their learning activities at home through the available applications.

The impact of the pandemic has disrupted the learning process for higher education in Indonesia. The Ministry of Education and Culture issued a circular letter on March 9, 2020, regarding online learning and working from home policies to prevent the spread of Covid-19. All campuses in Indonesia inevitably issue policies to mitigate the impact

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of the outbreak. The Ministry of Education issued a circular letter Number 3 of 2020 concerning the prevention of Covid-19 in educational units by closing down schools and universities. This measure was taken to break the spread of Covid-19. Instead, learning activities are carried out online for all levels of education. Related to this policy, it is necessary to plan a different learning system to accommodate the policy.

STIT Bustanul 'Ulum Central Lampung is one of the universities that implement this policy. The information technology development used as a learning medium is e-learning (online learning) (Hartanto: 2016:1-18). Online learning is defined as a computer network that is interconnected with other computer networks throughout the world. This e-learning application can facilitate training and learning activities and formal and informal teaching and learning processes. This application also facilitates the activities and communities of electronic media users, such as the Internet, intranet, CD-ROM, video, DVD, television, smartphone, PDA, and many others. Lecturers and students have their respective roles in the implementation of e-learning. The lecturers act as facilitators and mentors during the learning activities. On the other hand, students act as knowledge constructors, independent learners, and problem-solvers. Besides, e-learning includes various applications and processes, such as computer-based learning, web-based learning, virtual classrooms, virtual schools, virtual zoom, and other applications (Suryati: 2017: 60-76).

This online learning replaces direct learning activities. Online learning has several weaknesses, namely the Internet network that requires adequate infrastructure, many costs, and obstacles in communication. However, online learning can be effective if students can achieve learning goals and actively interact with lecturers and fellow students (Wicaksono: 2012: 51).

Self-Directed Learning (SDL) is one of the main characteristics of student learning. SDL is the ability and willingness in the learning process by directing the learning process according to the desired needs. SDL is considered successful if students can direct the learning process without any help. E-learning (online learning) is one of the lessons that has been widely used in universities today since the issuance of Law no. 20 Paragraph 31 of 2003 concerning the national education system, namely distance learning.

STIT Bustanul 'Ulum Central Lampung has been providing online learning for a long time. The lecturers there have used learning through online applications, such as Schoology, Google Classroom, Edmodo, and other applications. Online learning anticipates lecturers who cannot meet face-to-face with students and face sudden obstacles, such as the Covid-19 pandemic.

This change in the learning system from face-to-face learning to online learning raises several problems, especially for lecturers and students. With the blended-learning system, students still have the opportunity to take face-to-face classes. However, in online learning during the Covid-19 pandemic, students must learn independently. This problem occurs in learning components, such as the readiness of online learning facilities. In the first weeks, students complained about the difficulties they faced in accessing the e-learning. Previously, accessing e-learning for learning was easy, but it is hard to access during online learning. All lecturers and students access e-learning (Sriwihajriyah: 2012: 450-449).

The limitations and difficulties of Internet network access in some remote areas are also a problem that hinders the online learning activities at the STIT Bustanul 'Ulum Central Lampung. Besides, the presentation of the material must also be adapted to the online learning system, which is indirect. Teachers cannot use video conferencing for every learning session because students with poor Internet access cannot participate in virtual learning activities. This problem causes learning to be unsatisfactory because not all students could participate. The discussion activities are different from the discussions during face-to-face classes. Online learning activities are indirect, so that discussion activities cannot be carried out quickly, and not all students want to join them. Exercises or assignments are also one of the main problems in online learning. All teachers provide exercises or assignments to students (Ernawati, Y: 2020: 1-15).

As the spearhead and the frontline in teaching and learning activities, educators must present active, innovative, creative, effective, fun, efficient learning, which contains the transfer of knowledge and the transfer of values. Therefore, the role of educators is essential in managing distance learning during the Covid-19 pandemic. Educators must manage the learning to ensure the quality of learning and start from planning, organizing, implementing, and evaluating (Alfian: 2017: 97).

The implementation of the teaching and learning process in the Covid-19 era must adhere to the principles contained in the circular letter issued by the Ministry of Education and Culture Number 4 of 2020 concerning the implementation of education policies during the emergency period of Covid-19. These principles prioritize the safety and physical and spiritual health of students, educators, heads of educational institutions, and all members of educational institutions while implementing learning from home. Learning from home activities is applied to instill perseverance in learning without having to complete all curriculum achievements. Learning from home activities focuses on life skills, especially regarding the Covid-19 pandemic. Learning content is adapted to the student's age, level of education, religious culture, character, and characteristics. The learning is also adapted to the situation and condition of each area's facilities. Assignments and assessments are qualitative, and educators, along with parents/guardians of students, establish active and positive communication (Kemendikbud, 2020).

Based on the results of interviews with the Chancellor of STIT Bustanul 'Ulum Central Lampung, new students can meet face-to-face during the introduction of the study program. The face-to-face meetings are also held for Arabic and English courses by coming in groups to meet the lecturers who teach these subjects according to schedule. Other lectures are conducted online. Based on this data, the researchers wanted to examine the learning management during the Covid-19 pandemic at the STIT Bustanul 'Ulum Central Lampung.

Research Methods:-

This study employed the descriptive method with a qualitative approach. This research was conducted at the STIT Bustanul 'Ulum Central Lampung. The data sources in this qualitative study were selected purposively, which consisted of the Rector, Lecturers, and students. The data collecting techniques of this study were interviews, observation, and documentation. The data analysis technique used in qualitative research is inductive, an analysis based on the data obtained to develop certain relationship patterns. This study applied triangulation techniques to obtain the validity of the data.

Results and Discussions:-

Online Learning Planning during Covid-19

The planning by lecturers affects the implementation of learning. Lecturers can plan to learn according to the basic competencies that have been described in the syllabus. During Covid-19 at STIT Bustanul 'Ulum Central Lampung, planning for online learning was carried out by compiling a syllabus and lesson plans.

The researchers found that planning distance learning activities were intended to deal with learning during the Covid-19 pandemic. The learning must be done because every student has the right to receive learning materials properly when studying at school. Distance learning is also an alternative to carry out educational activities.

Learning must continue even though the global pandemic forces the government to implement social distancing in education. The most appropriate solution is to use online learning. Distance learning requires a planning process, one of which is the availability of facilities. The facilities that need to be prepared to carry out distance learning activities are smartphones, laptops, and Internet networks that can support distance learning activities so that the process can run well (Syarifudin, A. S: 2020: 31-34).

Facilities are essential to support the teaching and learning process. Online learners at home must prepare facilities such as laptops, computers, or smartphones, enabling them to listen to the online teaching and learning process. Based on this statement, it can be concluded that distance learning activities can run optimally if the facilities are adequate and available. Distance learning at STIT Bustanul 'Ulum Central Lampung can be implemented because every student's family has a device that can support distance learning. The lecturers have implemented personal communication strategies (Purwanto: 2020: 1-12).

These results are consistent with research conducted by Pratiwi, who states that during distance learning, educators communicate personally with students to ensure that they understand the material, submit assignments on time, and provide feedback on the subject matter. There is a problem in distance learning planning, namely in synchronizing the time of activities and the constraints of a weak Internet signal at the student's residence. Also, this statement is partly relevant to Dewi's research, which found that the Covid-19 pandemic has transform learning activities into online learning from home. Online learning is adjusted to the conditions and abilities of each campus. Every lecturer

works from home by maintaining communication with students via video calls to show the interaction between lecturers and students (Pratiwi: 2020: 30-45).

Planning is intended to direct learning to run as it should to achieve the desired learning objectives. A lesson plan must be made for every lesson. Without planning, learning is not directed, so that it is difficult for students to understand, which will make learning objectives not be achieved properly. The online learning planning procedure is integrated with all learning components so that the lecturers do convey the material and contain meaning for student life. Online learning planning is the responsibility of every lecturer, while the campus is only in charge and provides the curriculum used in learning (Dewi: 2020: 55-61).

Online learning is carried out virtually through available virtual applications. However, online learning must still pay attention to the competencies to be conveyed and taught to students. Educators must understand that learning is a complex process because it involves pedagogical, psychological, and didactic aspects simultaneously. Therefore, online learning is not just learning that transfers material through Internet media; educators are not just giving assignments sent through social media applications. Online learning must be prepared, implemented, and evaluated the same as face-to-face learning.

Online courses are developed based on the planning document that includes the semester learning plan, learning experience design, learning composition (independent/supervised), teaching and learning strategies, guidelines for developing online teaching materials, learning implementation guidelines, and teaching materials.

Teaching materials can be obtained through self-developing by lecturers (team lecturers) who are in charge of the courses, purchasing teaching materials already available on the market, or downloading from the Internet (based on academic rules and ethics). All teaching materials must be available (guaranteed by the study program and faculty) before the course is run online. Each faculty prepare online learning applications for all study programs. Each faculty is required to provide a minimum of four Zoom Meeting accounts for each study program. If the number of classes per batch is more than one, the faculty must provide Zoom Meeting accounts as needed. Besides Zoom Meeting, lecturers can use other applications, such as WhatsApp, Google Classroom, Google Meet, etc.

Faculties and Computer Technical Implementation Units are required to provide Internet networks and WIFI facilities with sufficient capacity for each study program. All lecturers, education staff, and students must ensure that they can access WIFI for the online learning process.

Universities accustomed to using technological devices in the lecturing process will certainly not encounter obstacles like Universitas Terbuka (UT). It is a pioneer in the practice of distance learning and online learning methods in Indonesia. Amid many regular university students forced to adapt to the online learning system, Universitas Terbuka's student who is used to studying online can continue their normal learning process as if they are not affected by the Covid-19 pandemic. In the implementation of learning, UT provides learning assistance services called tutorials divided into three, namely online tutorials, face-to-face tutorials, and webinar tutorials.

In online learning, educators must continue to explain the material studied by students, although not optimally. Therefore, the lecturing methods need to be applied in online learning. The lecturing method delivers lessons or materials orally or through intermediaries to achieve the desired indicators or learning objectives. After explaining the material, students will more easily understand the material presented by the educator and do the tasks given. During online learning, educators always give assignments to measure students' understanding. The assignment method is a teaching method by giving students assignments to carry out learning activities within a predetermined period (Suparti: 2014: 54-66).

Planning can be defined as the process of preparing teaching materials, using media, using learning approaches and methods, and evaluating within a certain period to achieve the predetermined learning objectives. Based on this statement, the ideal online learning plan must follow the pattern mentioned above, namely 1) planning can be defined as a process of preparing learning materials; 2) using media or tools to ease the students to understand the learning material; 3) using an approach that reflects the way of thinking and attitude of an educator in solving problems during learning activities; 4) using learning methods by providing teaching materials regularly and systematically to students by educators;

The main aspect that educators must do in learning is to prepare materials and arrange appropriate materials. Learning materials come from indicators of competency achievement, so that the series of materials contains the curriculum's standard content. Constructivism theory that allows students to play an active role must be considered in online learning materials. Therefore, the material provided is not complete material or complex material, but it should contain stimuli so that students can conclude the competencies to be mastered (Syarifudin: 2020: 31-34).

Learning media in online learning must still be considered to facilitate the learning process. Learning approaches and methods must be based on virtual needs because not all conventional methods can be used in online learning. Therefore, the conventional method needs to be modified first. According to Dillon et al., three factors can affect online learning. The first factor is the technology by which the network must be set up in such a way to allow synchronization and asynchronization. Students should have easy Internet access, and the network should take the least amount of time to exchange documents. The second factor is the characteristics of the teacher. Teachers have a major role in the effectiveness of online learning. Students who attend classes taught by lecturers who have positive attitudes towards technology will produce positive learning. The last factor is the students' characteristics. Leidner reveals that if students do not have basic skills and high discipline, conventional learning will be more suitable. On the other hand, students who have the discipline and confidence can perform online learning (Syarifudin: 2020: 31-34).

Based on the statement above, it can be concluded that distance learning activities can run optimally if the facilities are adequate and available. Distance learning at STIT Bustanul 'Ulum Central Lampung can be implemented because every student's family has supporting devices. The strategy used in distance learning is that the lecturers use the personal communication approach to the students.

This statement is relevant to research conducted by Pratiwi, who states that during distance learning, lecturers communicate personally with students to ensure that they can understand the delivered material, submit assignments on time, and provide feedback on the subject matter.

Furthermore, this statement is partly relevant to Dewi's research which states that during the Covid-19 pandemic, learning activities previously carried out in schools have become online learning at home by adjusting the conditions and abilities of each school.

The Implementation of Online Learning during Covid-19

According to 2020/2021 Odd Semester Learning Implementation Guidebook for Higher Education published by the Directorate General of Higher Education of the Ministry of Education and Culture of the Republic of Indonesia in 2020, online learning is conducted independently and guided by using a variety of learning resources. Independent learning is a learning process that students initiate within a certain period. Lecturers prepare various assignments by utilizing ICT to help students learn independently (Nindiati: 2020: 14-20).

Guided learning is a learning process provided by universities to assist student learning in online tutorials. Online tutorial is a distance learning process that requires interaction between students and lecturers/tutors or between students mediated by ICT-based media. Electronic tutorials are synchronous or asynchronous and use various ICT or e-learning features, such as forums, chat, e-mail, blogs, social media (Facebook, Twitter, etc.) (Purnomo: 2017: 70-77)

Digital teaching materials can be combined with other teaching materials in various forms, formats, media, and sources. Learning and interaction can utilize information and communication technology-based learning media by minimizing direct interaction. The implementation of online learning at the STIT Bustanul 'Ulum Central Lampung has been running smoothly. However, most lecturers and students feel that it is unideal to conventional face-to-face learning. Communication that is sometimes not done simultaneously makes some students find it difficult to ask questions during the learning process. The lack of fluent communication causes the material to be difficult to understand, especially practicum courses. This information is strengthened by one of the informants who said that the lecturers are more focused on giving assignments than material. Besides, the location and geographical conditions of students' residences sometimes make the Internet connection bad, causing audio and visual disturbances on the device's screen. Also, some informants state that online learning is less effective because some applications that have a smooth connection tend to be wasteful of Internet bandwidth.

Based on the findings, the distance learning process is carried out by delivering material by the lecturer and then sharing it using supporting applications such as WhatsApp groups using voice notes and videos. Before giving assignments to students via the Internet, the lecturers are required to convey the material that has been prepared. Thus, the delivery of material before giving assignments will maintain the interaction between lecturers and students in distance learning activities so that students' enthusiasm for online learning is maintained.

The assignment model carried out at the STIT Bustanul 'Ulum Central Lampung also varies. The lecturers make questions and share them using WhatsApp, Google Drive, and Google Forms. Purnomo et al. recommend that lecturers combine conventional learning with communication media such as WhatsApp, Google Drive, or social networks that students usually use to communicate. Therefore, it can be concluded that online learning can facilitate students in learning activities at home because they can access the Internet and use applications that support distance learning activities.

There are obstacles during the implementation of distance learning that can interfere with learning activities. The obstacle is the wasteful use of Internet quota so that parents of students affected by the pandemic will feel burdened. This finding is in line with the research by Purwanto et al., which states that there is an increase in the cost of purchasing Internet bandwidth because online technology uses an Internet connection, so that it can be an additional burden for parents of students. So, online learning for several months requires a large Internet bandwidth and can directly increase costs.

The next obstacle is that students feel bored because learning during the Covid-19 pandemic does not occur directly. Students feel bored when listening to the explanation of the material delivered by the lecturer through voice notes. Students are still accustomed to the face-to-face learning system with lecturers and are accustomed to learning with friends while playing. Based on the above statement, STIT Bustanul 'Ulum Central Lampung needs to overcome the obstacles experienced by students when carrying out distance learning activities by providing time for students to communicate with their friends so that they do not feel too bored.

Lecturers overcome the above obstacles by always motivating students through video calls and voice notes to maintain students' enthusiasm for learning. The lecturers also modify the learning model during distance learning activities by sharing and looking for creative ideas. This statement is partly relevant to research, revealing that lecturers are becoming more innovative in packaging teaching materials and more creative in developing learning methods to attract students' enthusiasm. It can be concluded that lecturers can maximize learning activities by motivating students through video calls and being more innovative when making teaching materials to maintain students' enthusiasm.

Other influential factors are the students' enthusiasm and positive response in participating in learning. The online learning process will be successful if the lecturer teaches with heart. When a lecturer teaches with heart, he will give his best for the success of the learning process.

The transformation of learning and synergy between universities can be one of the keys to getting out of the Covid-19 pandemic crisis. The use of virtual learning in the distance learning process is believed to provide ease of learning, become a means to communicate directly via cyberspace, and avoid physical contact to prevent the transmission of Covid-19. Direct interaction can provide a meaningful touch between educators and students to stimulate students' thoughts, feelings, and desires. Through direct interaction, lecturers can create an atmosphere and learning process according to students' characters and needs. More deeply, direct interaction between educators and students can create feelings of mutual need, respect, and affection (Mashuri: 2020: 66).

The application of online learning at the STIT Bustanul 'Ulum Central Lampung pays attention to several learning elements, such as core competencies, basic competencies, syllabus, and lesson plans that contain the elements of Covid-19. Online learning contains simple experimental activities in science or linking material with students' daily lives to live independently (Saleh: 2021: 51).

The implementation of learning in each class is almost the same. It consists of the preliminary, core, and closing activities. The methods used in learning are discussion, online question and answer, and simple experiments. The media used are videos, images, video calls, WhatsApp Groups, which make it easier for students to understand the material presented by the lecturer. The experimental method makes students experience directly what they are

learning so that learning is contextual. This is in line with the research results, which states that contextual learning can improve students' literacy skills (Kosassy: 202: 36–41).

Furthermore, online learning is carried out using the Zoom Meeting and WhatsApp applications. Zoom is used to explain the subject matter, while WhatsApp is used to communicate with students about online learning. Also, the lecturers send information about online learning via WhatsApp. Furthermore, in the implementation of online learning, the lecturers use videos uploaded and shared via WhatsApp. The learning media aims to ease the students to understand the learning material presented.

Learning media is a tool used to help students to understand the learning material. Furthermore, in the implementation of online learning, the methods used by the lecturer are the lecturing method and assignment method. The lecturing method is considered the most effective for delivering learning materials to students. It delivers lessons or materials with direct oral speech or intermediaries to achieve the desired indicators or learning objectives. On the other hand, the assignment method is a method that is often used by giving assignments to students to find out the extent to which students understand the material that has been taught (Arizona K: 2020: 64–70).

The assignment method is a teaching method by giving assignments to students so that they can carry out learning activities within a predetermined period. Student readiness is good enough during the implementation of online learning. They prepare every online learning requirement, such as books, pencils, smartphones, or laptops. The lecturers have also prepared the online learning by participating in creative educator training held at schools to learn to use electronic media. This creative educator training aims to equip educators in carrying out online learning so that they become aware of technology (Suhartono: 2020: 44)

Educators must have a set of abilities to be delivered. They must master the material, which includes supervising and training and having professional and social skills. Furthermore, educators must also motivate students' enthusiasm for learning to remain high (Sari MK. 2020: 5). Furthermore, educators can also provide rewards for diligent and disciplined students during the online learning process. This activity aims to keep students disciplined during the learning process. Strong motivation and drive are needed in online learning so that students are motivated to learn. The use of the approach reflects the way of thinking and attitude of an educator in solving problems encountered when learning activities occur (Sari MK. 2020: 5).

STIT Bustanul 'Ulum Central Lampung continues to apply the applicable rules for face-to-face lectures during the pandemic. The Director-General of Higher Education explained several requirements that universities must meet in terms of preparation, implementation, and monitoring of face-to-face learning.

Evaluation of Online Learning during Covid-19

Learning evaluation is an integral part of the learning process. Learning involves three activities, namely planning, implementation, and evaluation. Measurement is an activity to measure something. To measure is to compare something with or based on a certain measure. Assessing means judging something. Judging is deciding something by adhering to a certain standard.

Teaching evaluation is a component of the teaching system. The teaching system is the implementation of the curriculum to create learning in the classroom. The evaluation process is generally student-centred to observe learning outcomes. From the two opinions above, evaluation is intended to observe a teaching process. Evaluation includes the teacher's role, teaching strategies, curriculum materials, and learning principles applied to the teaching. That is why evaluation occupies an important position in curriculum design and teaching design. In evaluating learning outcomes, the lecturers are required to evaluate thoroughly regarding the understanding of the material (cognitive aspect), appreciation (affective aspect), and experience (psychomotor aspect).

At the end of each learning activity, the lecturers evaluate the learning outcomes. Learning evaluation aims to determine the level of success in teaching, determine the success of students in receiving lessons, and determine the extent to which indicators and learning objectives have been achieved. Online learning evaluation at the STIT Bustanul 'Ulum Central Lampung uses several tests, namely written tests, assignments, daily tests, and simple, practical observations at home. Lecturers provide four aspects of assessment in the evaluation, namely spiritual, cognitive, affective, and psychomotor aspects.

Spiritual and affective aspects are obtained through observations of student attitudes during learning. The affective aspects are obtained through observations during the learning process and practicum. The cognitive aspects are obtained through test results, daily tests, and assignments. The psychomotor aspects are obtained through the practicum. At the end of each lesson, the lecturers conduct a learning evaluation. The evaluation consists of several aspects such as spiritual, affective or social, cognitive, and psychomotor aspects. Spiritual aspects can be evaluated through observation during learning activities or outside the classroom environment.

Cognitive assessment can be seen from the results of daily tests, quizzes, mid-semester assessments, and end-of-semester assessments. Cognitive assessment is carried out according to the minimum standard, which is 70. STIT Bustanul 'Ulum Central Lampung emphasizes more on students' abilities, not just their academic abilities.

Psychomotor aspects are assessed by observing students' behaviour, interactions, and activities during practicum and discussion. The lecturers evaluate the learning that has been done. The lecturers provide assessments through tests, assignments, quizzes, and simple practicum activities. The online learning evaluation that has been carried out so far is providing daily assignments by giving five questions for each subject. Students can answer by writing the answers in an assignment book, sending pictures via WhatsApp, voice notes, and videos. The daily test utilizes the Google Form application for those who can afford it and pdf files and printed-hand out for those who cannot. Furthermore, the evaluation and assessment techniques for students' daily assignments during the pandemic are carried out through the WhatsApp application. Also, the lecturers will provide an assessment at the end of each lesson in the form of feedback delivered via WhatsApp to students about their behaviour during the learning process.

The implementation of online learning at STIT Bustanul 'Ulum Central Lampung has advantages and disadvantages. The advantage of online learning is that it makes educators more creative and can use electronic media in learning. On the other hand, the drawback of online learning is that it makes it difficult for students to understand the learning materials. Each student has different characteristics, some are quick, and some are slow to understand the materials.

According to Dillon et al., the characteristics of students who do not have basic skills and high discipline will be better off using conventional learning because they will have difficulty understanding the material. On the other hand, students who have the discipline and confidence can perform online learning.

Evaluation of learning outcomes is carried out by utilizing technology (online), either for quizzes, assignments, independent and group work, midterm exams, or final semester exams. Feedback to students is done individually and in groups. The campus managers evaluate the online learning implementation. The Quality Development and Assurance (LP2M) conducts an online quality audit to ensure educational quality standards.

Conclusion:-

Based on the findings and discussion, it can be concluded that online learning planning during Covid-19 at the STIT Bustanul 'Ulum Central Lampung consisted of preparing a syllabus and lesson plan that contained the elements of Covid-19 using a simplified curriculum. During covid-19 at the STIT Bustanul 'Ulum Central Lampung, the implementation of online learning consisted of three main activities, namely preliminary activities, core activities, and closing activities. The online learning evaluation during Covid-19 at STIT Bustanul 'Ulum Central Lampung consisted of cognitive, affective and psychomotor assessments.

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