

## The Student Learning Activity Levels on the Online Learning During the Covid-19 Pandemic: a case study at Al-Amin Muhammadiyah Boarding School of Bojonegoro

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**Abstract:** Online learning was a problem solving during the Covid-19 pandemic. Al-Amin Muhammadiyah Boarding School (MBS) of Bojonegoro as one of the educational institutions under the auspices of Muhammadiyah was consistent and obedient to the decision of both central and regional governments to eliminate offline learning as an effort to reduce the spread of the Covid-19 virus. The implementation of online learning at Al-Amin MBS of Bojonegoro had used google classroom, zoom and whats app application. The effectiveness and efficiency of online learning can be linked to the level of student learning activities related to attendance, doing assignments, discussions and others. The purpose of this study was to determine the level of student learning activity and the treatment strategies or treatments of Al-Amin MBS in the implementation of online learning. This study used a qualitative approach with survey research type. The data analysis used a quantitative descriptive method. The results showed that the level of student learning activity was in the active or good category. The treatment strategies or treatments prepared by Al-Amin MBS of Bojonegoro in online learning were reducing the duration of lesson time and requiring teachers to make a resume of each learning material.

**Keywords:** learning activities; MBS; online learning; Covid-19.

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### Introduction

Significant changes in the implementation of learning occurred during the Covid-19 pandemic. The basis for learning implementation which is dominantly done by offline framework with

a face-to-face system is carried out in the classroom that has been replaced by online mechanisms. The formality of learning from home in responding to the Covid 19 pandemic is stated in the Ministry of Education and Culture circular letter number 15 of 2020 as a reinforcement of the Minister

of Education and Culture circular letter number 4 of 2020. This condition causes various problems related to factors that can affect the learning itself start from the ability of schools to facilitate online learning, the ability of teachers, the media used and the level of awareness and resilience of students in online learning (Bistari, 2018).

Referring to the several research results related to the influence of the Covid-19 pandemic, it explained that the level of tension, anxiety and worry showed in a high percentage. They are 59% or 26 of 44 respondents. Meanwhile, the level of difficulty of clearly think is 50% or 22 from 44 respondents (Iqbal & Rizqulloh, 2020) Other studies also provide indicators of mental health conditions for adolescents who show abnormal symptoms that quite high in hyperactivity and problems with peers, especially those related to interaction and socialization (Choirunissa et al., 2020). Referring to this fact, apart from many factors that affect, psychological conditions either directly or indirectly can affect the level of boredom in learning which will directly impact the learning outcomes (Fiorilli, et.al, 2017; Kim, et.al, 2018; Lee & Lee, 2018).

Learning as a core process in education basically must be carried out comprehensively. Learning does not only develop and improve the cognitive aspects but also in the affective and psychomotor domains. Referring to the theory, it becomes a necessity that in the learning process, good interaction between teacher and students as the core elements of the learning process is highly needed. This fact cannot be separated from their position as an essential and fundamental element in the implementation of learning activities. The failure of a synergistic relationship between the two, not only can not achieve effective learning but also make the level of learning activities low (Frymier & Houser, 2000; Lessard et al., 2010;

Roorda et al., 2011; Spilt et al., 2011; Zamili, 2021)

The high and the low level of learning activities can be used as an indicator of the quality of the learning process implementation both offline and online. The level of student learning activity during the Covid 19 pandemic causes various problems ranging from the accuracy of determining and using online applications for learning, controlling the development of learning outcomes and others. The ability of schools or educational institutions in implementing online learning is able to reduce the level of boredom in learning and able to realize the learning outcome which becomes the goal. Learning activities are theoretically an active action of student activity to respond the learning process. This response is a process of student interaction as a raw input with instrumental and environmental inputs in the teaching and learning process (Purwanto, 2007). Learning which includes several components such as teachers, students, materials, methods and others (Pane & Dasopang, 2017) is associated with its activity form, including visual, oral, listening, writing, drawing, motor, mental and emotional activities (Astuti et al., 2019).

In online learning during the Covid-19 period, learning activities are a dimension that must be measured and controlled properly and comprehensively. Student learning activities become a barometer of services provided by schools/educational institutions. The high level of learning activities illustrates the commitment of executors and actors in learning. The implementation of strategies, methods, and models that are part of learning planning becomes the means of stimulating student learning activities. In line with this description, the concept of currently learning is no longer teacher-centred but becomes student-centred in which the teacher is only a facilitator and mentor. This condition

provides opportunities for students to develop their abilities such as expressing opinions, thinking critically, conveying ideas and so on. Active learning is very much needed by students to get maximum results, especially in this online learning process era. The level of student independence in learning is a necessity that must be able to be guided and realized by the school through the role of the teacher.

Al-Amin Muhammadiyah Boarding School (MBS) of Bojonegoro based on the results of pre-research observations is currently also implementing an online learning process. This policy is a form of Bojonegoro Al-Amin MBS obedience and compliance in responding to the circular letter from the Minister of Education and Culture and the Ministry of Education and Culture regarding the learning from home policy, as well as the policy of the Bojonegoro Regent that there should be no offline learning activities in educational institutions during the Covid-19 pandemic. On the other hand, the policy of Al-Amin MBS of Bojonegoro to organize online-based learning also refers to the decree issued by PP Muhammadiyah as the parent organization number 02 / MLM / 1.0 / H / 2020 regarding the Covid-19 outbreak.

The process of implementing online learning at Al-Amin MBS of Bojonegoro is in fact carried out in line with the 2020/2021 school year starting on July 1, 2020. The online learning process of Al-Amin MBS of Bojonegoro uses applications such as google classroom, zoom meetings, google meetings and other social media facilities such as WhatsApp which is used as a communication and interaction space to support the smoothness of the online learning process. In connection with the learning schedule, Al-Amin MBS of Bojonegoro reduces the standard lesson hours from 45 minutes to 30 minutes starting at 07.00 to 12.00. Another policy carried out by Al-Amin MBS of

Bojonegoro in supporting the implementation of online learning is by sending and preparing course textbooks to be given to students. Referring to the observation result description about the planning of online learning process done by Al-Amin MBS of Bojonegoro, Al-Amin MBS of Bojonegoro is very decent to be a research object to observe the preference of students' learning activity level because before covid-19 pandemic the learning process which uses boarding school system can be totally controlled even during 24 hours in a day.

There are several studies regarding student online learning activities that have been done during the Covid-19 epidemic. The research focusing on online learning activities analysis during the Covid-19 epidemic whose research subjects are university students shows that the level of learning activity is in the fairly good category (Hasanah et al., 2020). Moreover, the research result on increasing activity and online learning outcomes by using Google Classroom whose respondents are school students describe the activity level is about 75.83%. Regarding that study, there is also an increase in learning outcomes whose grade of completeness percentage is about 90.27 (Sutrisno, 2020). Other research done during the Covid-19 pandemic era dominantly focus on its impact on the process of online education and only focus on one subject. They have not measured the overall perspective of the students yet.

Referring to the description above, the research focusing on a survey on the level of online learning activity for Al-Amin MBS of Bojonegoro students is very appropriate. Apart from the continuation of cooperation, the characteristics of the respondent, the educational model, the treatments carried out different from several studies that have been conducted. This study did not limit the learning process to one subject but focused on surveying the learning activities of Al-Amin Bojonegoro students. Another difference is in

the characteristics of the respondents and the education system which based on the boarding school model whose system is normally done by using the offline system.

The focus of this research which also becomes the research problem is how the level of student learning activity during the Covid-19 pandemic at the Al-Amin Muhammadiyah Boarding School (MBS) of Bojonegoro is. The main purpose of this study is to determine the level of student learning activity at Al-Amin MBS of Bojonegoro and to find out the Al-Amin MBS of Bojonegoro strategy in implementing online learning during the Covid-19 pandemic.

### Research Method

This research uses a quantitative approach whose type is a survey. The research place is in Al-Amin MBS of Bojonegoro as one of the Islamic boarding schools under the management of the

Muhammadiyah organization. The research instrument used an online questionnaire (Nazir, 2014), with a google form application containing 11 research statements about learning activities. Model of data collecting with a cross-sectional model (Creswell, 2015). The research respondents are 286 students or they are 90.2% of the total students. Moreover, the data analysis used a quantitative descriptive method.

### Results and Discussion

An online survey regarding online student learning activities at Al-Amin MBS of Bojonegoro is an alternative process to conduct research in the midst of the Covid-19 pandemic outbreak. This survey used 286 students as respondents they are 226 male students (79%) and 60 female students (21%). The distribution of respondents in detail is presented in the following table:

**Table 1.** Distribution of Respondents Based on Class and Gender

Class	Gender and Percentage				Total
	Male	%	Women	%	
1	53	18.5	36	12.6	89
2	48	16.8	24	8.39	72
3	49	17.1	-	-	49
4	26	9.09	-	-	26
5	26	9.09	-	-	26
6	24	8.39	-	-	24
<i>total</i>	<b>226</b>	<b>79</b>	<b>60</b>	<b>21</b>	<b>286</b>

The results of research on student online learning activities during the Covid-19 pandemic described as follows:

1. Attendance/participation of students in online learning.

Based on the results of the student questionnaire related to the level of student attendance in the implementation of online learning, there are 120 students who answered "always follow", 111 students answered "often follow", 49 students answered "sometimes follow", 11 students chose "rarely follow", while for "never follow" is none. The students who answer "always" and "often follow" are categorized as active. The percentage is 79% or there are 227 students. Meanwhile, those who answer "sometimes" and "rarely" are categorized as passive. The percentage is 21% or there are 59 students. This data explains that the level of attendance or participation of students in online learning is in the active or good category.

The data of attendance or participation level is strengthened by the data that got from student questionnaires in following online learning activities until the learning is finished. Based on the data recapitulation, there are 93 (32.5%) students who attend and follow online learning until it is finished, 120 students (42%) often follow, 63 students (22%) sometimes follow and 10 students (3.5%) rarely follow.

Measuring the level of student discipline in taking online learning until the learning process finished is important because it can see the synergy between aspects of attendance and the participation of students to follow the learning until it is finished. The attendance aspect which is an active category reached 79% while those who attended the learning until it finished, were 74% so there is a difference between them is 5% or 14 students. These data can be used as an affirmation that the attendance and students' participation to follow the learning

until it finished has good harmony. It was shown by the level of difference which is still in the fair category.

2. Doing or completing and collecting assignments/ homework.

The students' answers regarding this statement can be described as follows: 62 (21.7%) students always do, 129 students (45.1%) often do, 84 (29.3%) students sometimes do and 11 (3.9%) students rarely do. Referring to the data and pictures, there are 191 (67%) students categorized as active students. They are the students whose answers always and often. While there are 95 (33%) categorized as passive. They are the students who answer sometimes and rarely. Moreover, there are no students who answer never do. Those 191 (67%) students illustrate that the awareness of students to do their assignments/homework is good.

Regarding the data of student discipline level in collecting assignments/homework based on the time determined by the teacher, there are 34 (11.83%) students who are always being on time, 115 (40.29%) students who are often being on time, 35.66% (102) students who are sometimes being on time, 31 (10.83%) students who are seldom being on time and 4 (1.39%) students who are never being on time. Referring to the data stated in the figure above, the active students who are disciplined in collecting assignments reached 149 students (52%). While the passive students who were from sometimes, rarely and never group reached 137 (48%) students. The data description explicitly illustrates that the discipline of the majority of students in collecting assignments in online learning is good.

The level of student activity in online learning which is categorized as active or good above cannot be separated from the role of the teacher in teaching and learning activities. The role of the teacher in reminding students' assignments/ homework that must

be done and collected. Based on the respondents, 33% or 95 students felt that they were always reminded, 111 (39%) students felt that they were often reminded, 60 (21%) students felt sometimes reminded, 12 (4%) students felt rarely reminded and 8 (3%) students felt never reminded.

### 3. *Murojaah* in memorizing Qur'an

Murojaah or memorizing the Qur'an is done in several ways namely doing in front of the teachers by using video calls directly or utilizing video recordings sent via google classroom or WhatsApp. This activity is a superior activity for increasing the quantity of students' Qur'an memorization. The survey results show as follows, 155 (54.2%) students always *murojaah*, 78 (27.3) students often *murojaah*, 44 (15.4%) students sometimes *murojaah*, 7 (2.4%) students seldom *murojaah* and 2 (0.7%) students never *murojaah*. The data can be classified that the percentage of active students in memorizing the Qur'an is 81.5% (233 students). While the percentage of passive students is 18.5% (53 students). The *murojaah* aspect of memorizing the Qur'an is still carried out by using an online system that can be categorized as good.

### 4. Memorizing *mufrodats* / vocabulary

Memorizing *mufrodats*/vocabulary as a factor to support student excellence in achieving fluency in using English and Arabic is an activity that must be done during online learning. For student memorization activities, monitoring is done by video calling or sending recordings to the supervisor. The level of achievement of this activity in the category of always memorizing reached 36.1% or 109 students, often category reached 26.6% or 76 students, sometimes category reached 23.8% (68) students, rarely category reached 8.7% (25) students and never category reached 2.8% or 8 students. Referring to the description and data visualization above, it can be grouped that active students are 213 (74.5%) and passive

students are 25,% or 73 students. This fact can be referred to the conclusion that students' activities in memorizing *mufordat* / vocabulary in English and Arabic are good.

### 5. Asking Activity

Asking activity is a part of oral activities. The data descriptions related to this aspect can be visualized as a basis for describing student activity in online learning in quantitative data. Referring to the image data above, there are 35 (12%) students always asked questions, 50 (17%) students often asked questions, 100 (35%) students sometimes asked questions, 73 (26%) students rarely asked questions and 28 (9.8%) students never asked questions. This questioning activity is more conical to the problems faced when online learning is carried out. It is related to difficulties or lack of understanding in the learning material received by students. Based on these data, the level of awareness of students whose answers are always and often asked are categorized as good and there are 85 (29.72%) students of it. While for the moderate category there are 100 students (34.96%) and for the less category, there are 101 students (35.32%).

### 6. Discussion

Discussions are part of listening activities. These activities of the students of Al-Amin MBS of Bojonegoro during the online learning can be the condition of students who always follow is 24% or 68 students, often follow category is 33% or 94 students, sometimes follow category is 88 (31%), rarely follow category is 20 (7%) and never follow category is 5% or 16 students. This description can be grouped as follows: there are 162 (56.64%) students categorized as active students, while for the passive category there are 124 students (43.36). This percentage indicates that student involvement in the discussion can be categorized as moderate or good enough.

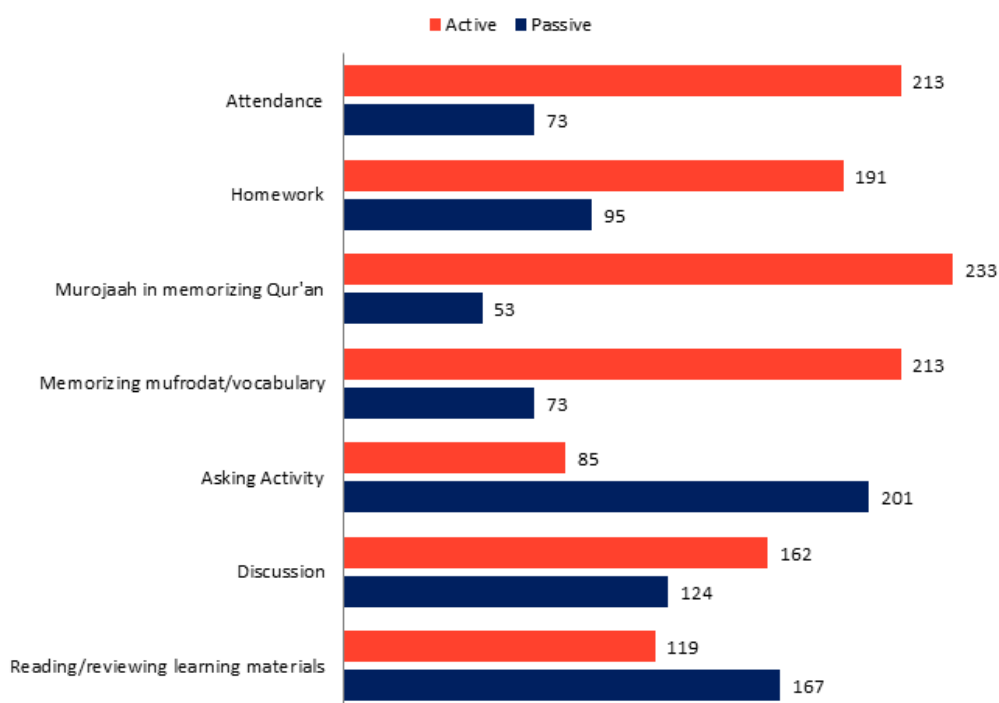
### 7. Reading/reviewing learning materials

Reading or re-studying the learning material is a learning activity in the type of visual activities. This activity is the dominant domain to help students to achieve good learning outcomes. Student activities data in reading or re-learning the material obtained from the online learning are as follows: there are 31 students for always category (10.84%), 88 students for often category (30.77%), 113 students for sometimes category (39.51%), 45 students for rarely category (15.73%) and 9 students for never category (3.14%). The data description can be grouped into two categories, namely the active and passive category. The active group was represented by the students whose answers are always and often category with the total amount are 119 students or (41.61%). Whereas, the passive category got from the students whose answers sometimes, rarely and never with

the total amount are 167 students or (58.38%). The active student's category has a smaller percentage than the passive category. Based on this percentage data, this activity can be said as a bad category.

Based on the data, there are several students activities of Al-Amin MBS of Bojonegoro in online learning during the Covid-19 pandemic including the attendance activities or student participation in online learning supported by the data of students that follow the learning process until it finished, completing and collecting the assignments/homework, *murojaah* Qur'an material, memorizing mufrodat/vocabulary, asking questions, discussing and reading or re-learning the learning material. Each of those aspects is categorized as active and passive. It can be visualized in the following diagram:

**Figure 1.** The number of active and passive students during the online learning



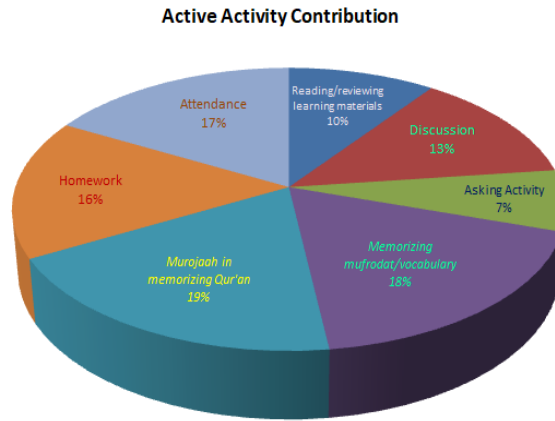
Referring to the data visualization in the diagram, the active category of the activity level from the highest to the lowest number can be ordered as follows: *murojaah*

Qur'an activities (233 students), memorizing activities and attendance ( 213 students), completing and collecting assignments / homework (191 students), discussion

activities (162 students), reading activities (119 students) and asking questions activities (85 students). From this data description, it

can be built a visualization to see the contribution of each activity, as shown below:

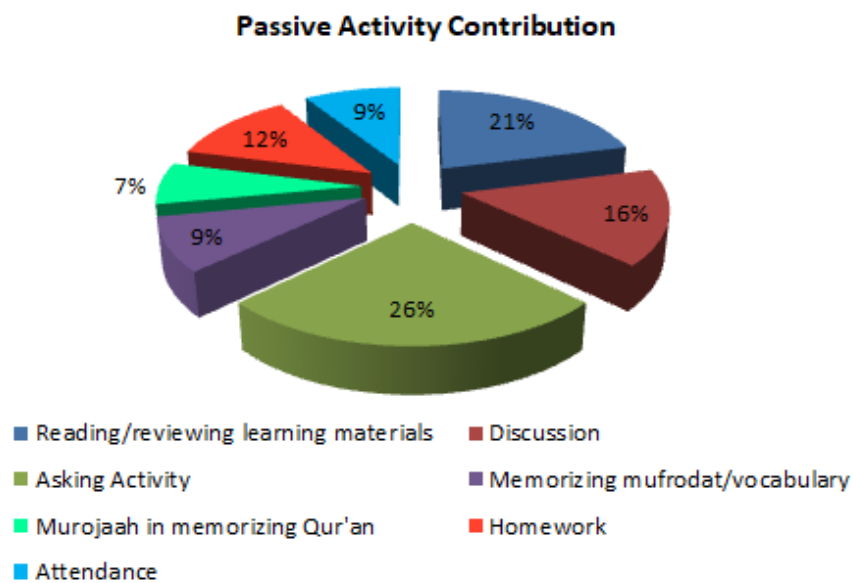
Figure 2. Contribution Percentage of Active Categories of Each Online Learning Activity



The data in the image above explicitly shows that the highest percentage is contributed by *murojaah* activities and the lowest percentage is on the questioning activity done by the students if there is a difficulty to understand the learning material. The opposite of the active category,

the passive category of asking activities has the largest contribution while the lowest contribution is the activity of *murojaah* Qur'an material. The detail of these data can be seen in the following figure:

Figure 3. The Contribution of Passive Category Percentage of Each Online Learning Activity



Based on the data above, it can be explained that student activities, especially

those related to asking activity have a fairly high passive level that is 26%, while the



second is reading activity which reaches 21%. The total percentage of both aspects is 47%. Accordingly, it can be interpreted as a dominant-negative activity in the implementation of online learning at Al-Amin MBS of Bojonegoro.

Looking at the data that has been presented, it can be concluded that the overall student activity is in a good category. Other data related to the treatments done by Al-Amin MBS of Bojonegoro in the implementation of online learning are apart from the formal teaching and learning activities, Al-Amin MBS of Bojonegoro also implement other activities which are also carried out by an online system such as the 1st Muharram commemoration, anniversary of Indonesian Republic independence day, Muhammadiyah anniversary and other extracurricular activities such as *muhadharah* and class meetings. This conditioning can directly affect student motivation to participate in online learning activities. On the other hand, to increase the effectiveness of learning, Al-Amin MBS of Bojonegoro requires every teacher to make a resume or summary of the learning materials as their teaching materials distributed to students. This is real, although the duration of the learning time in the online realm is only 30 minutes, the learning process can run effectively and efficiently. In general, this context can refer to the Skinner concept known as operant conditioning (Zaini, 2014).

Referring to the theory of learning activities, from the results of this study, it can be stated that the aspect of student attendance can be included in emotional activities, doing and collecting assignments/homework can be included in two domains, namely writing and drawing activities, *murojaah* and memorizing activity are included into mental activities related to the memory process, discussion and asking activity are part of oral activities and reading is a part of visual activities. The level of learning activity cannot be separated

from its role as an indicator of effective and efficient learning, including the online learning process (Bistari, 2018). The implementation of online learning must be managed well and systematically, this is because distance learning which is the basic concept of it requires comprehensive planning ranging from methods to teaching materials. Finally, effective and efficient learning can foster independent learning as a facilitator to foster good student learning activities (Nindiati, 2020; Wijaya, 2015).

Apart from the equalization of education access, the basic purpose of online learning or distance learning is to create Student independence in learning. Online learning must also consider the media, tools, applications and other devices used in its implementation. Online learning activities at Al-Amin MBS of Bojonegoro which use google classroom, zoom, WhatsApp media, can be used as one of the factors that affect student learning activities which are categorized as good or high. This is in line with several research results related to the use of these facilities and media in the implementation of online learning, especially WhatsApp. WhatsApp application is used by Al-Amin MBS of Bojonegoro for student facilities in *murojaah* whose percentage of learning activity is high or good (Bergdahl, Fors, Hernwall, & Knutsson, 2018; Barhoumi, 2020). The treatment of Al-Amin MBS of Bojonegoro in supporting the process of implementing online learning is addressed with the necessity for teachers to make a resume that can be used as teaching materials. The function of teaching materials is as a means to facilitate the learning process to be effective (Perwitasari et al., 2018).

Based on the data research, the level of student learning activity in the implementation of online learning which is categorized as good can be related to the role of the teacher. The dynamics of the relationship and communication of teachers

or schools is reflected in the implementation of non-formal and extracurricular activities carried out by Al-Amin MBS of Bojonegoro. Although independent learning has become an orientation in online learning and there is a paradigm shift in the context of student-centred learning, the role of teachers is still cannot be ruled out. The role of teachers in online learning is important. Besides increasing the activity and learning outcomes, it also overcomes student saturation levels both physically and psychologically in taking online learning (Akiba & Liang, 2016; Paloş, Maricuţoiu, & Costea, 2019; Friedman, 2014). The treatments which are done by the school by reducing the duration of lesson hours and making the obligation for teachers to develop teaching materials in the form of resumes or handouts become a problem solving to overcome problems faced by students in achieving the learning goals. This can be seen clearly in the aspect of reminding the students to do and collect their assignments/homework so that the percentage achievement of the active category of this aspect reaches 66.8%.

School policies and the role of teachers have a good impact on student learning activities in online learning. There are two learning activities that have an active percentage or good category namely, *murojaah* memorizing the Qur'an and memorizing *mufrodats*/vocabulary. These two aspects are a collaboration of the dimensions of student-centred learning and the role of the teacher as the facilitator of learning. *Murojaah* memorizing the Qur'an achieved 81.5% or there are 233 students, while the *mufrodat*/vocabulary memorization activity was 64.7% or there are 185 students. This good level of activity is in line with the dimensions of excellence that are the focus of Al-Amin MBS of Bojonegoro namely, the target of memorizing 30 juz of the Qur'an and practising daily communication by using English and Arabic. Those two aspects are the

supporting component to realize the excellence goals of the school.

The treatments that are also applied based on the results of interviews with Al-Amin MBS caregiver of Bojonegoro in the implementation of online learning activities are instructing the teacher to conduct periodic evaluations related to the online learning implementation every month. This evaluation process is significantly able to control and position the implementation of online learning to be always on the appropriate track with the educational services so that the real impact can be seen at the level of active or good learning activity of Al-Amin MBS students. In short, Al-Amin MBS of Bojonegoro maintains and fosters student learning activities in online learning by organizing all activities which are usually done in offline conditions.

### Conclusion

Based on the formulation of the problems and the objectives that have been formulated, the results of this study can be concluded as the level of learning activity of Al-Amin MBS of Bojonegoro students in online learning is good or active, especially in the activities of memorizing the Qur'an and memorizing *mufrodat*/vocabulary. The treatment strategy or treatment carried out by Al-Amin MBS of Bojonegoro in online learning includes reducing the duration of lesson hours, requiring the teachers to make course material resumes, using flexible media such as google classrooms, zoom meetings and WhatsApp, organizing extracurricular activities routinely such as *muhadharah* and class meeting through online media.

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