

Effectiveness of Supervision Implementation in Educational Institutions

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Abstract

Effective online learning is virtual face-to-face learning carried out through communication and information technology by teachers and students since the emergence of the Covid-19 pandemic by fulfilling 5 indicators (management of learning implementation, communicative processes, student responses, learning activities and learning outcomes) which are supported by adequate infrastructure (Internet network, smartphone memory, internet quota) especially English language learning. Is the implementation of online English learning effective at Pangkalpinang State Middle School? remembering that there were several obstacles found in the field, namely difficult networks, full smartphone memory, insufficient internet quota, bad weather such as thunderstorms, and the absence of students' parents to accompany them during the learning process. This research is a mix-method research that uses a questionnaire distributed via WhatsApp as a data collection method. The questionnaire contains 8 closed questions and 3 open questions. The population contains all state junior high school students in Pangkalpinang. Samples were taken using cluster random sampling. The data analysis technique used is descriptive statistical analysis, the results of which are developed using qualitative analysis.

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

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Introduction

The Covid-19 era is a pandemic era that began in March 2020 in Indonesia. The spread of the Covid-19 virus or better known as the corona virus originated in China. The spread of this virus has had a huge impact on several aspects, such as the economy, politics, and even education. In the Education aspect, the learning process changes very quickly from ordinary learning to learning through online or online media. The impact was felt by elementary school students up to the university level (Rahman, 2020). This case even accelerated the implementation of the Learning 4.0 model, known as e-learning. This learning process uses technology as a means of transferring knowledge or virtual learning. Various applications of learning media must be mastered by educators, students, and even parents who certainly have their own challenges for all parties involved (Gusty et al., 2020).

On March 24 2020, the Minister of Education and Culture of Indonesia Nadiem Makarim, issued a Circular concerning the implementation of Education policies during the Corona virus emergency (Covid-19) which appealed to and even required students to study at home so that the chain of the Covid-19 virus could be controlled even stalled (CULTURE & INDONESIA, 2020). Because of this, Information and Communication Technology plays a very important role in this problem, especially in the aspect of Education to support developments in the world of Education itself (Fitriyani et al., 2020). The existence of this policy causes online learning to be carried out optimally because it is the only learning that can be applied (Syarifudin, 2020).

In the city of Pangkalpinang which is the provincial capital of the Bangka Belitung Islands, a policy of the Mayor of Pangkalpinang was signed on April 14 2020 with number:

420/416/DIKBUD/III/2020 which contains the implementation and extension of the Education policy during the emergency period of the spread of Covid-19 in Pangkalpinang City Government. It was done as a follow-up to the Circular of the Minister of Education and Culture and also the policy No. 13A of 2020 from the National Disaster Management Agency (BNPD) concerning the emergency status that was extended due to the epidemic. This policy is of course one of the instructions for learning to be carried out at home, which means learning with an online or online system will continue to be carried out until an undetermined time limit.

Online learning is learning that is carried out without face-to-face meetings, but it is carried out using the media as a tool that helps the distance learning process (Rigianti, 2020). This learning is a form of learning that links the internet as a place for learning without knowing boundaries and time (Syarifudin, 2020). In conclusion, online learning is one of the solutions in the endless era of Covid-19 (Maulana & Hamidi, 2020). Even though online learning is one of the solutions, this learning does not escape learning problems.

In addition, students who are unable to take part in online learning are caused by students who cannot afford internet quota (Oktawirawan, 2020). There are many obstacles such as inadequate networks, facilities and infrastructure, and teachers and lecturers who are not yet professional in using technology and social media as learning media. This is why online learning is less effective (Fauziyah, 2020).

English is one of the subjects that is difficult for students even though English has become an international language which is a second language for every country that functions as a means of unifying communication for the nation (Hotimah, 2017). The many difficulties faced by students such as Susanthi's scientific findings revealed the fact that students were constrained in English subjects such as vocabulary, pronunciation, and language structure (grammar) (Susanthi, 2021). In addition to students, the obstacles to learning English in the Covid-19 era also had an impact on English teachers. Teachers have many challenges in conveying material to students so that information can be conveyed properly. These challenges include the difficulty in evaluating students' work at home, difficulties in making teaching materials that can be accepted by students during a pandemic, and unstable internet networks (Novita, 2021).

Online learning in English subjects in junior high schools also has problems such as students have no personal cell phones so that it can slow down the teaching and learning process, some students miss lessons due to inadequate internet quota, some students have problems with smartphone memory insufficient to install several applications that support learning such as zoom applications, quizzes and so on, many students were not present at the meeting on Google meet, and did not submit exercises given by the teacher (Maharani et al., 2020). However, students can adapt to various online learning applications in English subjects. They prefer online learning with eye-catching learning media in terms of appearance and color, presentation of solid, concise and clear material in language they can easily understand (El Fauziah et al., 2019).

There are the reasons why the researcher wants to know about "The Effectiveness of Online Learning in English subject at Pangkalpinang state Junior High School during Covid 19 Pandemic.

Effectiveness interprets "effective" as: 1) has an effect 2) can bring results/useful, and defines "effectiveness" as 1) a state of influence: something memorable 2) the success of a business or action. So, effectiveness is defined as a situation that can provide benefits to the surroundings (National, 2019). Effectiveness is a measure of achieving previously measured results (Rifa'i, 2013). Effectiveness is the ratio of output to the results achieved (Indonesia, 2007). Effectiveness means achieving goals and objectives (Rondonuwu et al., 2016). It can be concluded that effectiveness is a measurement of achieving optimal results that can be measured for learning objectives in achieving their goals.

According to Miarso in Rahmawati, learning effectiveness is a way to achieve learning objectives that can be measured as a quality standard of education (Rohmawati, 2015). Effective learning is learning that allows students to learn easily, is fun and can achieve learning objectives

as expected. An effective learning process is teaching that is able to produce a quality learning process, namely a learning process that involves intensive participation and appreciation of students (Junaedi, 2019)

Online learning is an effective method with an appropriate feedback system that combines collaborative and independent learning systems (Sobron & Bayu, 2019). This learning is also learning that takes advantage of the internet so that students have the flexibility to study subject matter (Khusna et al., 2020). Learning that uses an internet network with accessibility, connectivity, and flexibility, which results in learning interactions (Gusty et al., 2020). Online learning is a new learning model for students, the impact of this learning is felt by students. They encounter many obstacles so that self-control is very important. This learning process goes well if the teacher understands the situation of students and adapts learning strategies (Ramanta & Widayanti, 2020).

Various media are used in online learning, namely E-learning, Google Meet, Edmodo, V-class, Google Class, zoom, you tube live, What's up, email, messenger, Facebook live, Webex, and Webinars (Pohan, 2020) . The students' favorite media are Google classroom (46.8%), Whatsapp (27.4%), Edmodo (19.4%), and Zoom (6.4%). (Ningsih, 2020). The advantages of online learning are (Pangondian et al., 2019):

- a. Centered learning and practicing independent learning and flexible time
- b. Affordable costs for participants unlimited access to knowledge development

The disadvantages of online learning are:

- a. Slow feedback in the teaching and learning process
- b. Teachers must prepare themselves in advance
- c. Some people feel discomfort

Previous Related Study

First, research conducted by Mega Berliana Yolandasari in 2020 with the title "Effectiveness of Online Learning in Indonesian Subjects in Class IIA MI Featured Miftahul Huda Tumang Cepogo Boyolali Academic Year 2019/2020". This research is a type of qualitative research. The results of this study are that online learning is less effective in this school. However, apart from that, there are several advantages of online learning that Mega found, namely: 1) students have plenty of time to study independently and have self-confidence, 2) study time can be anytime and anywhere, and 3) they can be closer with family (Yolanda Sari, 2020). The difference between this research and what the researcher is the type of research that the researcher uses is the mix-method, where the research uses quantitative descriptive but is analyzed using qualitative methods. The subjects studied were English subjects, while the population was students who were in Junior High Schools in Pangkalpinang.

Second, Effectiveness of Online Learning in Mathematics Subjects during the Covid-19 Pandemic at Samalanga 6 Public Middle School" is a type of descriptive research conducted by Hasanah and Khaulah (Hasanah & Khaulah, 2020). The difference in this study lies in the subjects studied and the study population. The results showed that online learning conducted at Samalangan Middle School in Mathematics during the Pandemic was 82% effective overall. This research used quantitative method.

Third, Research conducted by Anita Ekantini entitled "Effectiveness of Online Learning in Science Subjects during the Covid-19 Pandemic: A Comparative Study of Online and Offline Learning in Middle School Science Subjects" in 2020. This study used a quantitative method with quasi-experiments. The results of this study revealed that online learning in science subjects was less effective than offline learning (Ekantini, 2020). The difference with the researcher's research is the research method and the subjects studied.

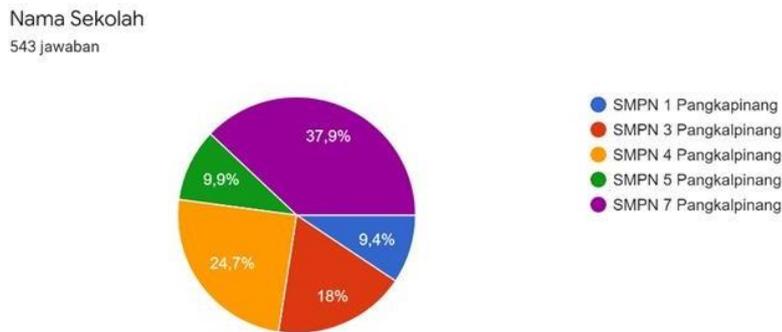
Method

The research that has been used by researchers is a type of mixed research that combines quantitative research methods and qualitative research methods which are often called mix-methods. Mix-method is a research method that is chosen if qualitative or quantitative research methods alone are unable to answer existing research problems so that this method is a solution to get better results (Riantoni, 2021). The population is an area that has certain characteristics and qualities to be studied which consists of subjects/objects that will be concluded by researchers (Sugiyono, 2010). While the sample is part of the data that represents the population studied (Arikunto, 2010). The students who became the population in this study were students from all state junior high schools in Pangkalpinang city, while the sample was selected based on a cluster random sampling system.

Collecting data in this study used a questionnaire distributed via Whatsapp by the homeroom teacher at the school selected as the research object. Questionnaires are questions presented in a google form format to make it easier for respondents and researchers because they are still during the Covid-19 pandemic where there have been no new policies regarding face-to-face meetings or full offline learning. Questionnaires are used when the number of respondents is large and can read well and can reveal confidential things (Sugiyono, 2010). The questions consist of 8 questions using a Likert scale and 3 open-ended questions. So, data obtained from quantitative methods and qualitative methods directly as primary data sources. The results obtained from the facts in the field can be compared with relevant scientific theories. Descriptive statistics is a data analysis technique that is presented in an easier form starting from data collection, presentation, determination of statistical values, even to taking diagrams or pictures (Nasution, 2017).

Results and Discussion

In this study, there were 5 schools that became the research sample after a random system was carried out, namely cluster random sampling.

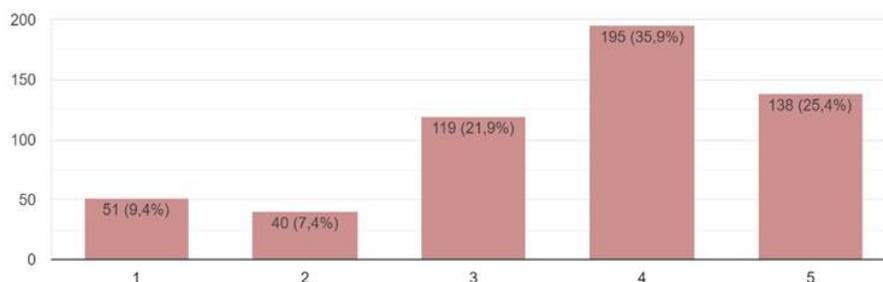


Based on the diagram above, SMPN 7 Pangkalpinang has the largest sample, followed by SMPN 4 Pangkalpinang, SMPN 3 Pangkalpinang is in third place, and then SMPN 5 Pangkalpinang, last is SMPN 1 Pangkalpinang.

A. The Implementation of Online Learning in English Subjects is Effective to Support the Teaching and Learning Process at Pangkalpinang State Junior High School during the Covid-19 Pandemic.

1. English Subject Teachers Implementing Online/Online Learning during the Covid-19 Pandemic.

Guru mata pelajaran Bahasa Inggris menerapkan pembelajaran online/daring saat pandemi Covid-19
543 jawaban

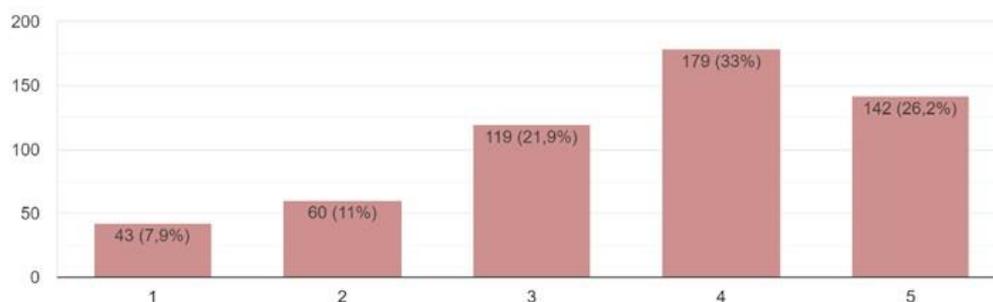


Based on the graph above, 195 students agreed that online learning of English subjects was carried out by the teacher. 138 students stated that they strongly agreed, 119 students stated that they were neutral, and 51 students stated that they did not agree, which means the teacher did not carry out online learning during the Covid-19 pandemic.

There are several obstacles found by teachers at Junior High School Pangkalpinang, namely limited children's internet quota, erratic weather, unstable network, and several children who disappeared and did not attend online classes. Teachers also have problems checking children's assignments in Google Classroom because there are so many assignments that have to be checked online. So, to anticipate this, some teachers rely on YouTube so that their explanations can be heard again by students who don't understand. Assignments were collected at school so the teacher would not spend too long in front of the laptop.

2. Students follow English Learning Fluently

saya mengikuti pembelajaran online /daring pada mata pelajaran Bahasa Inggris dengan lancar
543 jawaban



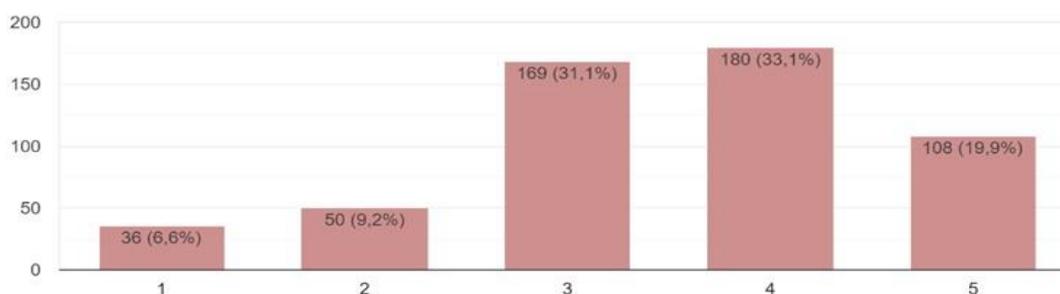
Based on the graph above, 179 students agreed that they followed English learning smoothly, 142 students stated that they strongly agreed, 119 students stated that they were neutral, 60 students stated that they almost agreed, and 43 students stated that they did not agree. This shows that there were not too many obstacles in learning English at SMPN Pangkalpinang during the Covid-19 period. Although some teachers explained that there were some obstacles as mentioned above. But, from the results above, most students were fluent

in following English lessons. The smoothness of learning is an important aspect. This is included in the indicators of learning activities. Fluency in listening to explanations, writing, drawing, and speaking in online learning. This is as stated by Bistari that there are several activities in learning activities, namely writing, speaking, listening, drawing, visual, motoric, and emotional activities.

3. Students can understand the material presented by the teacher

saya dapat memahami materi yang diberikan oleh guru

543 jawaban



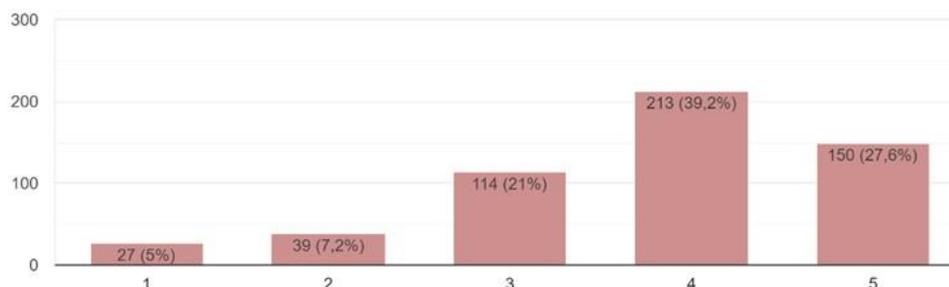
Based on the graph above, it can be seen that 180 students agreed that they understood the material provided by the teacher, 169 students stated neutral, 108 students strongly agreed, the remaining 60 students almost disagreed and 36 students disagreed. Teachers who explain material in easy-to-understand topics accompanied by examples are one of the criteria for effective learning indicators according to Reigulth (1989). Presentation of material such as conveying messages to students and these messages can be understood properly.

Bistari revealed that the management of good learning implementation is one of which is the teacher providing explanations of material that is easily understood by students so that learning objectives are achieved. Students who are able to understand the material provided by the teacher will be able to answer questions or exercises given by the teacher because they understand, not memorizing every word explained by the teacher but students are able to develop the knowledge they have and relate it in daily.

4. Students can do the assignments given by the teacher well and collect them on time

saya dapat mengerjakan tugas yang diberikan guru dengan baik dan mengumpulkannya tepat waktu

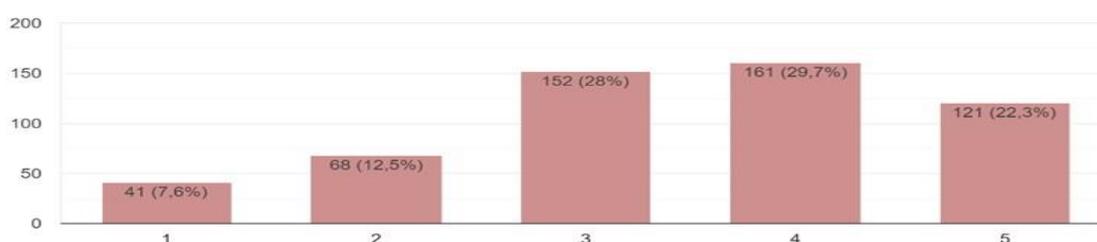
543 jawaban



Based on the data above, 213 students agreed that they could do the assignments given by the teacher properly and on time, 150 students stated that they strongly agreed, while 114 students stated that they were neutral, 39 students stated that they almost agreed, and 27 students stated that they did not agree. According to Bistari (2017), one indicator of effective learning is learning activity. The existence of writing activities carried out by students, such as summarizing, typing, taking notes, copying, taking tests, and processing written results is a criterion for learning activities. In addition to writing activities, there are several activities included in learning activities, namely: mental activities, listening activities, visual activities, oral activities, drawing activities, motor activities, and emotional activities.

5. Students Feel Satisfied with Online Learning English Subjects

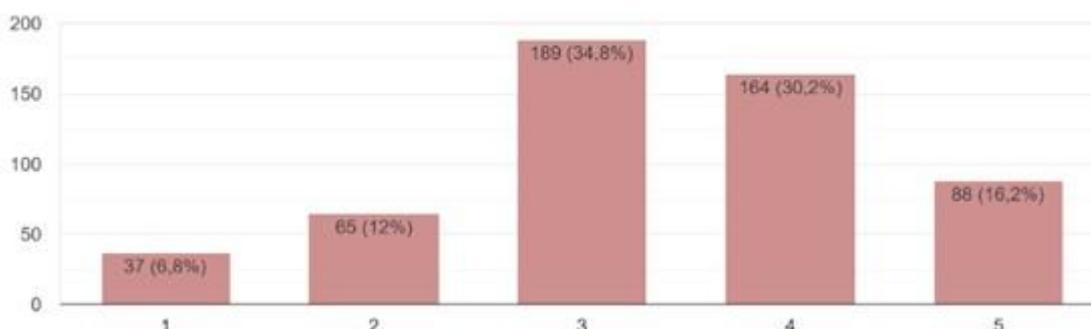
saya merasa puas dengan pembelajaran daring pada mata pelajaran Bahasa Inggris
543 jawaban



The level of student satisfaction with online learning in the English subject is quite high. This can be seen in the graph above. There were 161 students who strongly agreed, 121 students agreed, 151 students were neutral, and others disagreed. Bistari stated that measuring satisfaction is an important element in measuring student responses. Indicators on student responses are a benchmark for learning to be better, more effective and efficient.

6. Students' English Learning Outcomes are above the KKM limit

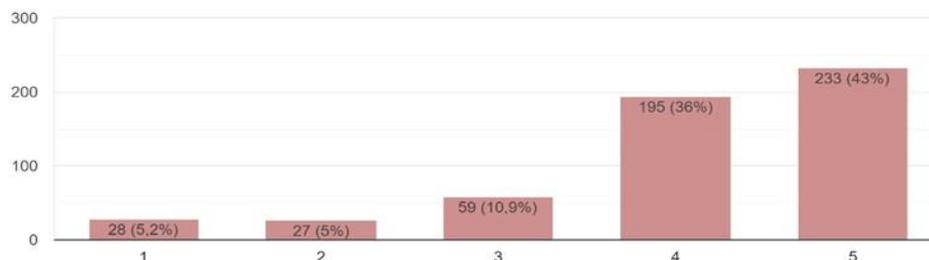
hasil belajar Bahasa Inggris saya di atas batas KKM (Kriteria Ketuntasan Minimal)
543 jawaban



Based on the graph above, 189 students stated neutral, 164 students agreed, 88 students strongly agreed, 65 students stated that they did not agree, and 37 students stated that they did not agree. The process of learning English is declared successful if 80% of students score above the KKM. The above shows that 432 students have met the KKM standards. In this case, the 3 learning domains that become the benchmark for the Minimum Completeness Criteria are cognitive, affective, and psychomotor.

7. The teacher gives time to students to ask questions if they don't understand the material presented

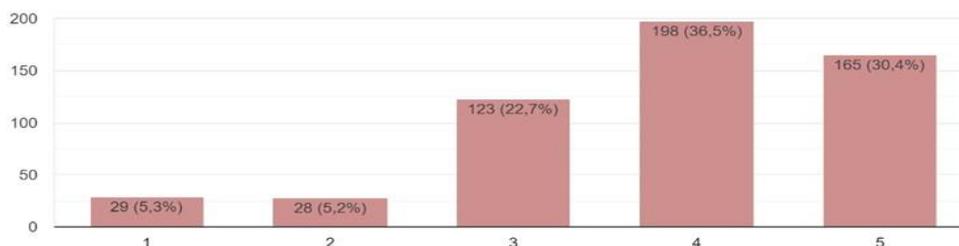
Guru memberikan waktu kepada siswa untuk bertanya apabila belum paham materi yang disampaikan
542 jawaban



The data above shows that 233 students strongly agree with the teacher's statement giving time to students to ask questions if they do not understand the material presented by the teacher. 195 stated that they agreed, 59 students stated that they were neutral, 28 students stated that they almost agreed, and 27 students stated that they did not agree. The teacher tries to liven up the classroom atmosphere by carrying out various interactions with students in online learning. One of the efforts is to give time for students to ask questions. This is a positive attitude of teachers towards students. One of the attitudes is that the teacher encourages students to ask questions or express their opinions. Apart from that, it can also train students to be brave in public speaking.

8. Teachers really know how to make students enthusiastic about English subjects

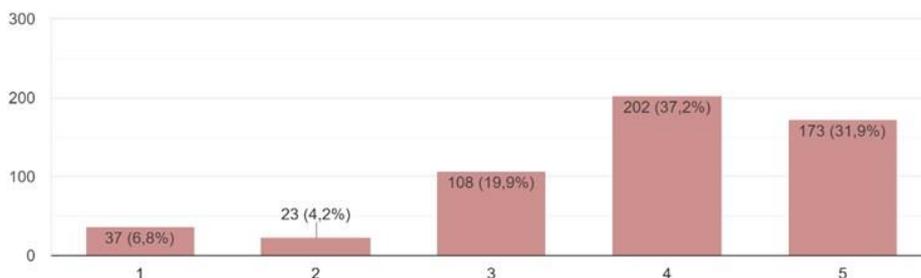
guru benar-benar mengetahui bagaimana membuat kami menjadi antusias terhadap pelajaran Bahasa Inggris
543 jawaban



The data above shows that 198 students agreed that the teacher really knows how to make them enthusiastic in learning English. 185 students stated that they strongly agreed, 123 students stated that they were neutral, 28 students stated that they almost agree, and 29 students stated that they did not agree. Attitudes that have high motivation to learn are shown through the enthusiastic learning of students in the classroom. Teachers who are able to manifest students' enthusiastic attitudes are a way for teachers to turn on a communicative teaching and learning process so that learning objectives are achieved. Student enthusiasm can come from within, which is called intrinsic motivation, or come from outside, which is called extrinsic motivation. When teachers are able to make students enthusiastic about learning, then this is extrinsic motivation.

9. Teacher Gives Material to Students on Time

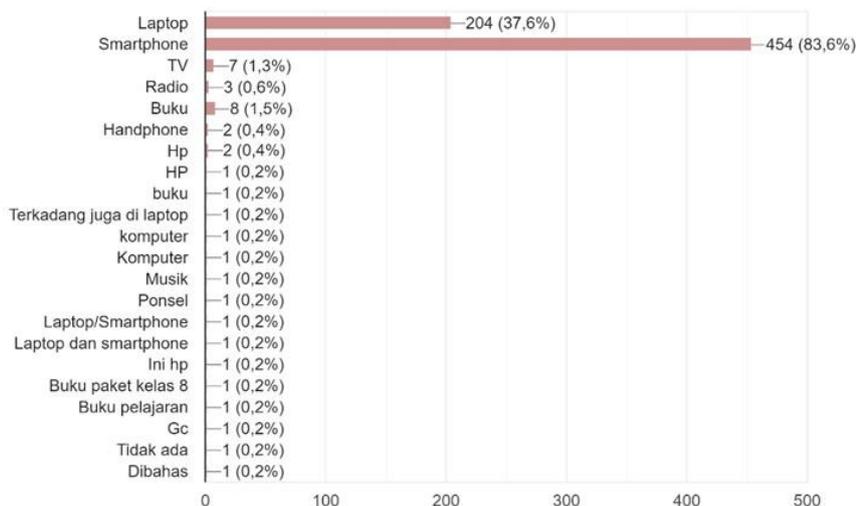
materi diberikan tepat waktu
543 jawaban



Based on the graphic data above, 202 students stated that they agreed with the statement that the material was given by the teacher on time, 173 students strongly agreed, 108 students stated neutral, and 37 students stated that they did not agree. The timeliness of the teacher giving material to students is one of the criteria for classroom management indicators according to Bistari (2017). This is stated in the first criterion which states that manage time well, don't let all the material not be delivered, time is over. In almost all SMPN Pangkalpinang, students agreed with the statement that the material was given on time. This means that the teacher has good classroom management to achieve effective learning.

10. Infrastructure used by teachers in teaching English

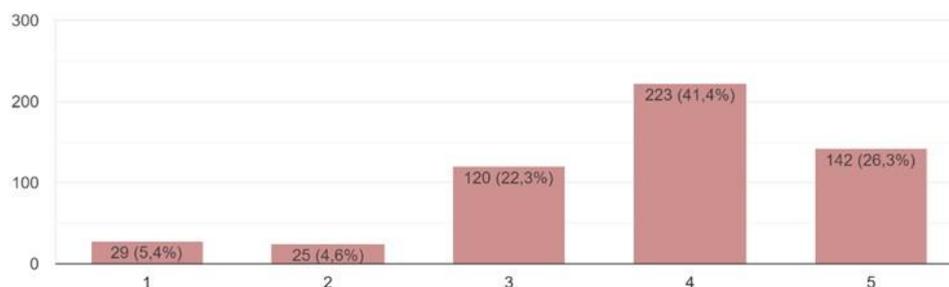
guru menggunakan sarana dan prasarana yang di bawah ini:
543 jawaban



Based on the data above, 454 students stated that the teacher used a smartphone in teaching English, 204 students stated that the teacher used a laptop when teaching, the rest said that there were teachers who used television and books as well as radio in learning English. The use of technology is an attraction and sharpens the creativity of students and educators in an interactive learning process (Meliyani et al., 2022). Facilities and infrastructure such as laptops and smartphones are technologies used by teachers and students during the Covid-19 pandemic. Although this is also an obstacle for some students, namely not having laptops and smartphones.

11. The teacher evaluates the learning material presented

guru melakukan evaluasi pembelajaran Materi yang disampaikan
539 jawaban

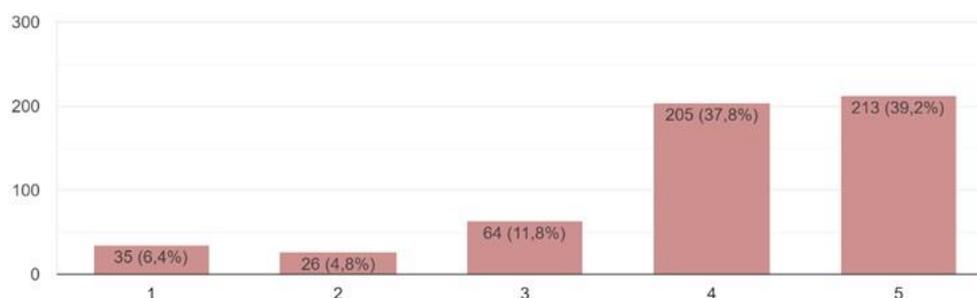


Based on the graph above, 223 students agreed with the teacher's statement in evaluating the learning material presented. 142 students stated that they agreed, 120 students stated that they were neutral, 29 students stated that they almost agreed, and 25 students stated that they did not agree.

Evaluation is very important in the learning process. This includes measuring and assessing. Students' ability to understand material varies from fast, moderate, even slow. Before the teacher evaluates students, it is necessary to pay attention to the principles, objectives, requirements and benefits of evaluation (Magdalena et al., 2020). This is done so that the material presented is well understood or not by students. The graph above shows that most of the English teachers at Pangkalpinang junior high school carry out evaluations after delivering the material.

12. The teacher uses easy language for students to understand in explaining the material

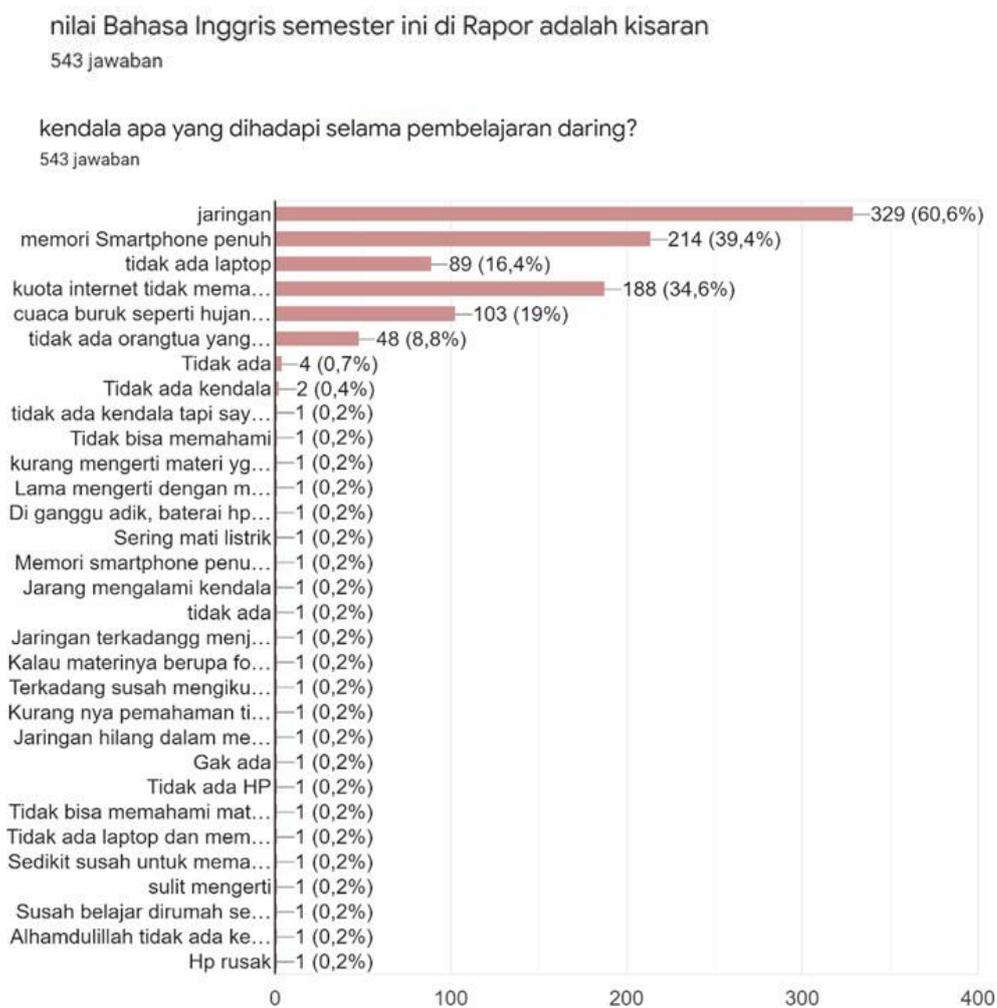
dalam menerangkan, guru menggunakan bahasa yang mudah dipahami siswa
543 jawaban



Based on the data above, 213 students stated that they strongly agreed that the teacher used language that was easily understood by students in the online learning process during the Covid-19 period. 206 students stated that they agreed, 64 students stated that they were neutral, 35 students stated that they almost agreed, and 28 students stated that they did not agree. To create a conducive class, the teacher uses language that students can easily understand. Most students stated that the teacher used language that was easy for them to understand. Moreover, the language is supported by adequate communication and information technology facilities. As stated by Septiana Dwi Puspita Sari, there are four benefits of ICT (Information and Communication Technology) media, including making

learning fun, attracting students' attention, learning becomes easier, providing more knowledge to students, and facilitating communication (S. D. P. Sari, 2016)

B. The Implementation of Online Learning in English Subjects is Effective for Learning Outcomes or Achievements in Pangkalpinang Public Middle School during the Covid Pandemic Period



Based on the diagram above, student scores are in the 70-80 range of 32.2%, namely 175 students, in the 60-70 range of 25.6%, namely 139 students, are in the 30-40 range of 70 students, and are in the range 80-90 as much as 12%, namely 65 students, the rest there are students whose scores are in the range 90-100, 30-40, and 40-50. The standard values are not always as expected, there are some children who score below the KKM. In general, the KKM for English subjects is 70. If seen from the diagram above, children who have KKM scores below the standard are 49%, while those who are above the KKM are 51%. Bastari revealed that learning outcomes are abilities that students get after completing the learning process which includes cognitive, affective, and psychomotor abilities (Bistari, 2017). The diagram above is the result of learning students' cognitive abilities. It is necessary to find the reason why student scores up to 49% are below the KKM standard score. Problems of Online Learning in English Subjects at Pangkalpinang State Junior High School during the Covid-19 Pandemic

Based on the data above, 329 people stated that the network was the biggest problem, followed by full smartphone memory which was stated by 214 students, 188 students stated that the internet quota was inadequate, and 103 students stated that bad weather was one of problems in online learning, and 89 students stated that have no laptops. Some of the

next problems that have a small percentage are that there are no parents who can guide them in online learning, frequent power outages, unfocused because of being disturbed by family members, and broken smartphones.

This was also expressed by Lestari and Dinar Pratama who had researched online learning in Central Bangka Regency. Some of the problems encountered are limited knowledge and internet facilities, difficulty finding an internet network, busy parents, delays in information to parents, parents who do not understand technology and limited internet quota and smartphone facilities and student boredom with online learning activities. (Lestari & Pratama, 2021) while in Bangka Regency, there are several problems found by Sari and Zonalisa Patri, namely children get bored easily, are lazy, and are not serious about learning, unstable signal, parents who are busy working so they cannot accompany their child in learning online (A. P. Sari, 2022).

In some cases in Bangka, the network is not available when the power is off. Power outages are related to bad weather such as heavy rain accompanied by strong winds and lightning. Lightning is one of the natural phenomena to be feared in Bangka. Many residents do not use their smartphones or turn on their laptops and televisions when it rains heavily accompanied by lightning. It happened in West Bangka Regency, one angler died (a civil servant) after using a cell phone when it rained accompanied by lightning while on a boat in the middle of the Jebu sea. Even though the lightning struck it was not because I was playing on a cellphone, as revealed by an Electrical Engineering Lecturer from the University of Bangka Belitung (Ir. Wahri Sunanda). However, there are three causes of lightning striking, namely height, pointed shape and isolation which are the dominant factors. He also said to take shelter in a closed place because lightning usually strikes a wide area, to avoid towering objects and objects that conduct heat. For example: if you have to go outside, try to keep your distance so that no heat energy is created (Sunanda, 2022). However, lightning remains a frightening specter in Bangka Belitung Province.

| No | Online Learning Indicators | Information |
|----|--|---|
| 1 | the implementation of learning Management <input type="checkbox"/> Students can follow the lesson smoothly <input type="checkbox"/> Students can understand the material given by the teacher <input type="checkbox"/> The teacher gives time to students to ask questions if they do not understand the learning material <input type="checkbox"/> The teacher gives the material on time | A good classroom management can create a conducive learning atmosphere that makes it easier for students to absorb knowledge and develop it and then relate it to everyday life. |
| 2 | Communicative Process <input type="checkbox"/> Teachers know how to make children enthusiastic <input type="checkbox"/> The teacher uses language that is easily understood by students | Language is an important factor in communication. The selection of English words that are easy for students to understand is a process capable of creating a communicative or two-way learning environment. |

| No | Online Learning Indicators | Information |
|----|--|---|
| 3 | Student Response <input type="checkbox"/> Students are satisfied with online learning in English subjects | The importance of measuring student satisfaction is so that learning is better and more effective in the future |
| 4 | Learning activity <input type="checkbox"/> Students can do the assignments given and submit them on time | The learning activity creates students to be responsible in addition to seeking knowledge |
| 5 | Learning outcomes <input type="checkbox"/> Student learning outcomes above KKM <input type="checkbox"/> The teacher evaluates the learning that has been delivered | There are three domains of evaluation in learning, namely the affective, cognitive, and psychomotor domains. 51% of students get grades above the standard set by the school. |

Based on the table above, online learning in English subjects is quite effective. Indicators of effective online learning are not yet fully effective because when viewed from learning outcomes, there are still 49% of students whose grades are below the KKM standard. According to the headmaster of state junior high school 4 Pangkalpinang, many aspects can influence the effectiveness of Online Learning, such as the presence of students, parental assistance when online learning is carried out, and climate change factor. This statement should be considered for future research.

Conclusion

Online learning is quite effectively implemented at the Pangkalpinang State Junior High School. This is evident from the fulfillment of 5 indicators of effective learning according to Bastari (management of learning implementation, communicative processes, student responses, learning activities, and learning outcomes). Researchers found the fact that students can follow the learning smoothly, are able to understand the material provided by the teacher, the teacher conveys material that is easily understood by students with the right choice of language, students can submit assignments on time, and students are satisfied with online learning. In addition, the teacher gives time for students to ask questions, knows how students are enthusiastic about learning, provides material on time, and evaluates learning. Although the results of learning English have a percentage of 51% who get 70 points out of 543 students. This research has many weaknesses, especially in the number of research instruments, so it is highly recommended for future researchers to add research instruments and other quantitative methods to measure the effectiveness of other online learning.

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