

ONLINE LEARNING CLASSROOM MANAGEMENT DURING THE COVID-19 PERIOD AT PGMI IAIN BATUSANGKAR

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Abstract

This research was motivated by the Covid-19 pandemic which was designated a national epidemic so that it began in mid-March 2020 the face-to-face lecture process between lecturers and students can no longer be carried out normally as usual. To respond to this, the lecturers of PGMI IAIN Batusangkar carry out online lecture activities. Based on these facts, this research was conducted with the aim of describing the forms of classroom management carried out by lecturers in online learning during the Covid-19 period at PGMI IAIN Batusangkar. The research method used in this research is descriptive qualitative method. The results illustrate that there are several stages carried out by researchers in managing online learning classes at PGMI IAIN Batusangkar, namely: 1) the planning stage, 2) the implementation stage, and 3) the control stage.

Keywords: *Class Management, Online Learning, Covid-19 Period.*

Abstrak

Penelitian ini dilatarbelakangi oleh pandemi Covid-19 yang ditetapkan sebagai wabah nasional sehingga mulai pertengahan Maret 2020 proses perkuliahan tatap muka antara dosen dan mahasiswa sudah tidak bisa lagi berjalan normal seperti biasanya. Menyikapi hal tersebut, para dosen PGMI IAIN Batusangkar melaksanakan kegiatan kuliah *online*. Berdasarkan fakta tersebut maka penelitian ini dilakukan dengan tujuan untuk mendeskripsikan bentuk-bentuk pengelolaan kelas yang dilakukan oleh dosen dalam pembelajaran *online* selama periode Covid-19 di PGMI IAIN Batusangkar. Metode penelitian yang digunakan dalam penelitian ini adalah metode kualitatif deskriptif. Hasil penelitian menggambarkan bahwa ada beberapa tahapan yang dilakukan peneliti dalam mengelola kelas pembelajaran *online* di PGMI IAIN Batusangkar, yaitu: 1) tahap perencanaan, 2) tahap pelaksanaan, dan 3) tahap pengendalian.

Kata kunci: Manajemen Kelas, Pembelajaran *Online*, Masa Covid-19.

BACKGROUND

The educational transformation of the 4.0 era is a flow of change where lecturers and students both play an important role in learning activities. The role of lecturers is not only as a transfer of knowledge, but rather as a lecturer as an active mediator and facilitator to develop the potential that exists in students. An important problem of learning in the 4.0 era is the integration of information and communication technology in learning activities. Where information technology has colored the industrial revolution 4.0 so as to encourage changing needs marked by the acceleration of the development of science, technology

and art. Especially in the field of information technology, whose development has spread rapidly in various fields of life, including education. This is in line with the opinion of Budiman (2017: 76) which states that "the development of information technology is increasingly rapid in the era of globalization, it cannot be avoided that its impact on the world of education, which requires the world of education to always adjust the development of information technology in the learning process".

This indicates that lecturers need to keep up with the times as well as students need to study according to their times.

With technology, it can make learning more active, creative, innovative and fun, so that it creates multi-interaction, both between lecturers and students, students and lecturers, students with media and learning resources, as well as students and other students. The multi-interaction that is created is not only done face-to-face, but can be created through long-distance interaction or communication by utilizing various technologies such as video conferencing. According to Nurdiansyah, Dahlan and Purnomo (2013: 2) "video conferencing is a multimedia application that allows duplex and real time data, voice, image communication. The form of this application is via video and audio between users directly and is expected to be able to communicate. replaces the face-to-face function".

Video conferencing is an application that can be used to support learning activities. According to the Law of the Republic of Indonesia No. 20 of 2003 said that learning is "the process of interaction between students and educators and learning resources in a learning environment that includes educators and students who exchange information. Based on the explanation of the definition of learning above, it can be concluded that learning activities can be carried out using video conferencing applications, although the interaction process that occurs is not done face-to-face between lecturers and students, but through video and audio without reducing the purpose of learning activities, where the lecturer and students exchange information.

The development of information technology, which is increasingly rapid in the era of 4.0, can: (1) Change the model used in the learning process, which usually applies face-to-face learning to a blended learning model. According to Wardani (2018: 14) blended learning is a learning model that combines face-to-face learning with e-learning. (2) Creating online and offline learning patterns. According to

Yolandasari (2020: 27) "online learning is a learning system carried out with the help of the internet or network". Meanwhile, according to Malyana (2020: 71) "offline learning is a learning system that requires face to face without using the help of the internet or network".

Early 2020, Indonesia was shocked by the outbreak of the coronavirus disease (Covid-19). According to Safrizal et al (2020: 3) "coronavirus is a large family of viruses that cause disease in humans, usually causing respiratory infections, ranging from the common cold to serious illnesses such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). and severe acute respiratory syndrome ". The Covid-19 outbreak originated in Wuhan Province, China in December 2019. Since the World Health Organization (WHO) established the status of Covid-19 as a global pandemic, it has had a profound impact on many fields, one of which is education.

According to Waspodo (2020: 2) "the Covid-19 pandemic has changed lifestyles, conditions of daily living, including studying and working". This is in line with the opinion of Anggraini and Hasibuan (2020: 23) "The Covid-19 pandemic has changed people's daily behavior or habits". In response to this, the learning process at all levels of education, including tertiary institutions, cannot run normally as usual. This is because pandemic conditions make it impossible to carry out face-to-face learning. Starting from these problems, where this condition requires educational institutions to innovate in the learning process. One form of innovation is by implementing online learning. Online learning is the main choice and the only learning strategy in its current state.

In this regard, IAIN Batusangkar followed up by issuing a circular number: B-691 / In.27 / R / HM.00 / 03/2020 dated March 16, 2020 concerning Measures to Prevent and Prevent the Spread of Novel Coronavirus Infection (2019-nCov) at The

IAIN Batusangkar environment, which states that:

1. All lecture activities that are face-to-face in the classroom / room are changed to online lecture activities (online) or e-learning by utilizing various existing online learning applications (e-campus, Google Classroom, etc.).
2. All PPL activities, KKN, Internships, Practices, Seminars, Exams, as well as other academic and non-academic activities that involve interaction with many people are eliminated.

Responding to this policy, lecturers and students of the PGMI department of IAIN Batusangkar are obliged to follow the instructions from the circular by carrying out lecture activities online, as a first step in preventing and breaking the chain of the spread of Covid-19. Where online learning carried out by PGMI IAIN Batusangkar students in the even semester of the 2019/2020 school year utilizes various platforms, such as:

1. *WhatsApp* (WA)

According to Suryadi, Ginanjar and Priyatna (2018: 5) "whatsapp is a social media that is used as a means of chat communication by sending text messages, pictures, videos and even telephone calls".

2. *Google Classroom*

According to Mulatsih (2020: 18-19) "Google classroom is an application that allows classrooms to occur in cyberspace. Google classroom is a means of distributing assignments, submitting assignments and even assessing submitted assignments".

3. *Google Meet*

According to LPM IAIN Syaikh Abdurrahman Siddik Bangka Belitung (2020: 23) "Google Meet is one of the video teleconferencing applications from Google that can be used online". This Google meet allows lecturers and students to interact online to deliver

lecture material directly to students via video.

4. *Zoom Meeting*

According to Haqien and Aqilah (2020: 52) "zoom meeting is a learning medium that uses video". The zoom meeting application aims to communicate directly with anyone via video.

5. *Google Form*

According to LPM IAIN Syaikh Abdurrahman Siddik Bangka Belitung (2020: 32-33) "google form is an application used by lecturers to make student attendance lists and quizzes".

6. *Youtube*

According to David, Sondakh and Herilama (2017: 7) "YouTube is a medium used to search, view and share original videos to and from all over the world via a web.

All PGMI students at IAIN Batusangkar must carry out online or online lectures as a solution and alternative that can overcome these problems, so that lecture activities continue to run as usual on a daily basis. In the first week of implementing this lecture system, however, lecture activities have not been able to run smoothly and optimally. Not all students feel comfortable with this condition, and neither do the lecturers. Many students complain that because of the online lecture system, they find it difficult to understand the lecture material delivered by the lecturer. The problem of networking is a big challenge faced by students, especially those who live in remote areas. Not all students get a good network to follow the lecture process. There are students who appear only at the beginning of the lecture, in the middle of the lecture, at the end of the lecture, and some even don't appear during the lecture. What is a challenge in itself from online learning, namely the weak supervision carried out by lecturers towards students and the availability of internet services that are less supportive, so that the scores of

PGMI IAIN Batusangkar students in the even semester of 2019/2020 decreased. This can be seen from the average UTS score obtained by students only 76.8 with the predicate B + and the average UAS 73.6 with the predicate B +.

By looking at this, it can be said that class management has not been implemented properly and optimally, so lecturers and students must be able to adapt to the online learning system. For this reason, researchers try to be optimistic. Optimism here means changing the weaknesses of the online learning system into a strength and opportunity in building teaching creativity in lectures. Therefore, researchers overcome these problems by maximizing online classroom management. According to Syaiful Bahri Djamarah in (Erwinsyah, 2017: 90) "Class management is an effort to optimize the potential of existing classes to support the educational interaction process to achieve learning objectives". Meanwhile, according to Mursalin et al (in Lasari and Annisa, 2020: 130) "class management is the skill of teachers to create and maintain optimal learning conditions so that learning activities can be carried out as expected". So it can be concluded that online learning class management is an effort made by lecturers in managing students in virtual classes that are carried out to create and maintain an atmosphere or virtual classroom conditions to support the lecture program by creating and maintaining student motivation to always be involved and participate. in the ongoing lecture process.

According to Erwinsyah (2017: 92) there are 3 objectives of class management, namely:

1. So that teaching can be done optimally, so that teaching objectives can be achieved effectively and efficiently.
2. To provide convenience in efforts to monitor student progress in their lessons. With classroom management, it is easy for teachers to see and observe

any progress or development achieved by students, especially students who are classified as slow.

3. To make it easier to raise important issues to be discussed in class for the improvement of teaching in the future.

So, it can be concluded that the purpose of online learning classroom management is to organize student activities so that these activities can support the online learning process, so that it can run smoothly, orderly and regularly even though the lecture process is not carried out face-to-face.

The management of online learning classes during the Covid-19 period was closely related to how online learning planning during the Covid-19 period at PGMI IAIN Batusangkar (planning), how was the implementation of online learning during the Covid-19 period at PGMI IAIN Batusangkar (actuating), and how to monitor online learning during the Covid-19 period at PGMI IAIN Batusangkar (controlling). According to Asmendri (2012: 15) "planning (planning) is an activity that must be carried out at the beginning and during management activities take place". Meanwhile, "actuating is an action or activity that is determined by the planning element so that the goals can be achieved" (Awaluddin and Hendra, 2018: 7). Meanwhile, "controlling (controlling) is an administrative function to ensure that what is done is in accordance with the plan that has been made previously" (Satori and Suryadi in Awaluddin and Hendra, 2018: 3).

Based on the background explanation above, the researcher raised the title of research on "Management of Online Learning Classrooms during the Covid-19 Period at PGMI IAIN Batusangkar". The goal is to describe the form of online learning classroom management during the Covid-19 period at PGMI IAIN Batusangkar.

RESEARCH METHODS

The research method used in this research is a qualitative method. According to Strauss and Corbin (in Rahmat, 2009: 2) "qualitative research is a type of research that produces findings that cannot be achieved (obtained) using statistical procedures or other means of quantification (measurement)". This research is classified as a descriptive qualitative research. According to Lasari and Annisa (2020: 130) "descriptive qualitative research is research that intends to make a description of a situation or event that aims to describe or describe something"

This research was conducted in the PGMI IAIN Batusangkar department. Then the research subjects were students of PGMI IAIN Batusangkar. The tools used in collecting this research data are:

1. Interview guidelines

According to Moleong (in Lasari and Annisa, 2020: 5) "an interview is a conversation with a specific purpose. The conversation was carried out by two parties, namely the interviewer (interviewer) who asked the question and the interviewee (interviewee) who gave the answer to the question.

2. Observation sheet

According to Sumakdinata (in Lasari and Annisa, 2020: 5) observation is a technique or way of collecting data by observing ongoing activities".

RESULTS AND DISCUSSION

1. Online Learning Planning Stage at PGMI IAIN Batusangkar

According to Awaluddin and Hendra (2018: 6) "planning is the whole process of thinking and determining carefully about things that will be done in the future in order to achieve predetermined goals". Some of the plans carried out by researchers in carrying out online lecture activities, namely:

a. Designing a Semester Learning Plan (RPS)

RPS must be designed, determined and developed by researchers. This is in accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 49 of 2014 Article 12 paragraph 2 concerning "Semester learning plans (RPS) or other terms as referred to in paragraph (1) are determined and developed by lecturers independently or together in an expertise group. the field of science and / or technology in the study program".

The purpose of designing the RPS is as a guide for lecturers in implementing and evaluating lectures, as well as a guide for students to study in order to achieve graduate learning outcomes (CPL) which emphasizes the achievement of course learning outcomes (CPMK).

Several steps were taken by researchers in designing the RPS, namely:

1) Analysis stage

Several things were done at the analysis stage, namely:

- a) Identifying the CPL that is charged for each course. This is in accordance with the Regulation of the Minister of Education and Culture Number 49 of 2014 Article 12 paragraph 3 point b concerning "Semester learning plans (RPS) or other terms at least contain; the learning outcomes of graduates that are borne by the courses".
- b) Formulating a CPMK based on the CPL that is charged for each course.

- c) Formulating the sub-CPMK formulated based on the CPMK.
- 2) Design stage
At this design stage, what is done is to determine the achievement indicators of the sub-CPMK as the final ability of students in each learning material studied in order to achieve CPL.
- 3) Development stage
At this stage of development the researcher develops learning material in the form of teaching materials and power points, selecting and developing student assignments as a learning experience for students.
- 4) Implementation stage
In this implementation stage, researchers carry out lecture activities based on the planned RPS and the predetermined time allocation. Lecture activities are carried out for 16 x meetings with an allocation of time, namely, 1 credit and 50 minutes. This is in accordance with the Regulation of the Minister of Education and Culture Number 49 of 2014 Article 16 paragraph 1 point a concerning "Face-to-face learning activities of 50 (fifty) minutes per week per semester".
- 5) Evaluation stage
In this evaluation stage, the researcher evaluates students' understanding of the material that has been studied during online learning. Whether it's an assessment (evaluation) of student learning outcomes and processes. This is in accordance with the Regulation of the Minister of Education and Culture Number 49 of 2014

Article 18 paragraph 1 concerning "Learning assessment standards are the minimum criteria for assessing student learning processes and outcomes in order to fulfill graduate learning outcomes".

- b. Determine the method to be used in online lectures

Online lectures at PGMI IAIN Batusangkar use various methods. Some of the methods used by researchers in online learning are:

- 1) Synchronous method

According to Purnama (2020: 112) "the synchronous method is a learning process that involves educators and students to take part in the same learning at the same time but in different locations". For this method researchers and students are networked (online) simultaneously, aiming to interact, discuss and directly ask and answer questions in the lecture process, such as using the zoom application and google meet.

- 2) Asynchronous method

According to Purnama (2020: 113) "the asynchronous method is a process of online teaching and learning activities carried out individually, where students can learn anytime, anywhere, and based on their respective perceptive powers". This asynchronous method does not require researchers and students to be networked (online) at the same time, aiming to explain learning material through learning videos which will later be uploaded via the YouTube platform and can be seen by students anytime and anywhere.

- c. Determine the learning media to be used in online lectures

According to Umar (2014: 134) "instructional media are tools, methods and techniques used as a means of communication between a teacher and students in order to more effectively communicate and interact between teachers and students in the process of education and teaching in schools". The online learning media used by researchers are:

- 1) WhatsApp (WA)

WhatsApp (WA) is used by researchers in online learning to carry out light discussions with students such as: providing information about lecture materials to be discussed, providing information about adding or replacing lecture schedules and providing information about student assignments.

- 2) Youtube

Youtube researchers use in online learning aims to display the learning videos that have been made. The learning video contains a detailed explanation of the learning material that students will study.

- 3) Zoom meeting

Zoom meetings are used by researchers in online learning to carry out interactions, discussions and questions and answers via video conferencing between researchers and students regarding learning materials that have been presented and uploaded on YouTube.

- 4) Google classroom

Google classroom is used by researchers in online learning to provide assignments to students such as: giving

assignments to students, collecting student assignments, and commenting on student assignments if there is a lack of assignments that have been submitted.

- 5) Google form

Google form used by researchers in online learning aims to recap the student attendance list. Students are asked to fill in the attendance list via the given google form link.

- d. Determine the type of evaluation to be used in online learning

Several types of evaluations used by researchers in evaluating student abilities are:

- 1) Formative evaluation

According to Selegi (2017: 189) "formative evaluation is carried out at the end of each learning program. Formative evaluation is equated with daily tests (quizzes) which are carried out periodically to measure the achievement of student competencies after completing one or more competencies that are targets for achievement of the learning program.

Formative evaluation is conducted to determine student mastery of the material being studied. This formative evaluation is carried out by researchers by giving a quiz at the end of the lesson to students.

- 2) Summative evaluation

According to Selegi (2017: 190) "summative evaluation is carried out after the end of giving a group of programs or a larger program. Summative evaluation can be carried out with the final semester exam (UAS), which is used to obtain evidence about the success rate

of the teaching and learning process.

Summative evaluation is carried out with the aim of knowing the students' mastery and ability of the learning material that has been studied in the middle of the semester and one semester of lecture. Summative evaluation is carried out by carrying out midterm exams (UTS) and final semester exams (UAS). UTS was held at the 8th meeting, while UAS was held at the last meeting, namely the 16th meeting.

e. Designing a lecture contract or online lecture rules

According to Handoko, Asyik and Nurtjahyani (2018: 3) "a lecture contract is a lecture design that is mutually agreed upon between lecturers and students regarding how the learning process is carried out". Lecture contracts or online lecture rules are designed to explain the role of students and lecturers in lecture activities so that the implementation of the online lecture process can be carried out properly. Some of the online lecture rules designed by researchers are:

- 1) Before carrying out lectures, students should look for a stable signal.
- 2) Lectures are held on time according to the predetermined schedule (if there are obstacles or changes to the schedule will be informed later).
- 3) Students must attend and attend lectures from the beginning to the end of the lecture schedule.
- 4) Please use the full name when using the online application (Zoom / Cloud-X).
- 5) Tolerance for joining the online application (Zoom / Cloud-X) is a maximum of 15 minutes.

- 6) During lectures, students are required to maintain ethics, dress aesthetics, room and turn on video conferencing.
- 7) Fill out the attendance list (via e-campus and google form).
- 8) The maximum limit of absences during lecture is 75% or a maximum of 4 meetings. If you exceed the maximum limit, then you are not allowed to take the exam.
- 9) Not allowed to do other activities during lectures.
- 10) Exams are carried out online and collected according to the lecturer's instructions.
- 11) Final assessment:
 - a) Assignment: 30% consisting of:
 - First attendance: 10%
 - Second participation or activeness: 10%
 - Third task: 10%
 - b) UTS: 30%
 - c) UAS: 40%
- 12) Other matters that have not been discussed in this RPS will be discussed and adjusted to the next situation and conditions.

2. Implementation Stage (Actuating) Online Learning at PGMI IAIN Batusangkar

According to Nurcholiq (2017: 138) "actuating is an effort made to achieve goals guided by planning". Several things were done by researchers in carrying out online lecture activities, namely:

a. Demonstrating RPS to students

At the beginning of the meeting, lecture activities were preceded by demonstrating the RPS to students which aims to provide an overview of lecture activities to be carried out by students in 1 semester. Some of the things conveyed in demonstrating the RPS were:

- 1) Delivering CPL and CPMK related to the course.
 - 2) Deliver learning materials to be discussed in 1 semester.
 - 3) Delivering the learning methods to be used, namely synchronous and asynchronous methods.
 - 4) Delivering the platforms to be used, namely the WhatsApp platform, YouTube, zoom meeting, google classroom and google form.
 - 5) Deliver assignments to students in the form of resumes and videos. For theoretical courses, assignments are given in the form of resumes, while practical courses are given in the form of videos or simulations.
 - 6) Delivering lecture rules, aims to be understood and implemented by all students. That lectures are conducted online using a platform in the form of a zoom meeting, emphasizes students looking for a stable signal during lectures, turning on video and using a microphone when not speaking and vice versa.
- b. Make a power point

According to Tambunan and Sinuraya (2014: 6) "power point is a software created and developed by a Microsoft company, and is a multimedia-based program. Researchers make power points containing learning material that will be conveyed to students through learning videos. This is in line with the opinion of Maryatun (2015: 5) "Power point aims to increase student learning activities in the school environment because the presentation of learning material is very interesting so that the attention of students is focused

when the teacher delivers learning material".

c. Making learning videos

Researchers explain the learning material in detail, detail and complete by making learning videos. The learning material described in the video is adjusted to the power points that have been made. According to Yudianto (2017: 235) the advantage of using video in learning activities is that students can play back the video according to their needs and needs.

d. Carry out lecture activities

Lecture activities are carried out effectively for 16 meetings or 16 weeks. This is in accordance with the Regulation of the Minister of Education and Culture Number 49 of 2014 Article 15 paragraph 4 which states that "Semester is a unit of time for effective learning activities for 16 (sixteen) weeks".

Online lecture activities for PGMI IAIN Batusangkar students begin with:

- 1) The 1st meeting was held by demonstrating the RPS.
- 2) The 2nd to 7th meetings and 9th to 15th meetings are held by discussing the learning material that has been designed.

At this meeting the researcher explained the learning material through learning videos that were made and uploaded on YouTube and provided a link to the learning video 2 days before the lecture schedule to all students. Then students are asked to see and understand the

learning videos that have been uploaded on YouTube before lecture activities begin. Furthermore, students are asked to resume about the material to be studied, then the results of the resume can be added from various other supporting references.

When lectures begin, students are asked to fill in the attendance list via the provided google form. Lecture activities are carried out through zoom meetings, when the lecture process is in progress students can interact, ask and answer questions and discuss the material described in the learning video. Students are given the opportunity to ask researchers as lecturers or friends about material that has not been understood. At the end of the lecture, students are asked to submit assignments through the provided google classroom.

- 3) The 8th meeting and the 16th meeting were held by UTS and UAS

e. Carry out exams

UTS was held at the 8th meeting and UAS at the 16th meeting. Mid-Term Exam and Final Exam are conducted online from the respective student homes using the zoom meeting platform.

3. The Online Learning Controlling Stage at PGMI IAIN Batusangkar

According to Awaluddin and Hendra (2018: 3) "supervision is an administrative function to ensure that what is done is in accordance with the

plan that has been made previously". Several things are done by researchers in carrying out supervision of online lecture activities, namely:

a. Perform classroom management

According to Erwinsyah (2017: 90) "class management is an effort to manage students in the classroom which is done to create and maintain a classroom atmosphere or conditions that support the teaching program by creating and maintaining student motivation to always be involved and participate in the educational process at school.

Several ways that researchers have applied in managing online learning classes, namely:

- 1) Ask students to look for a stable signal during the lecture process, so that students can take part in lecture activities from beginning to end, so that there are no problems such as students that appear at the beginning of the lecture, in the middle of lecture, at the end of the lecture, and some even don't. appears during the lecture and avoids students not going in and out of zoom.
- 2) Asking students to turn on the video during the lecture process so that the lecturer can see the activities carried out by students while attending lectures. If there are students who carry out activities that have nothing to do with lecture activities, the lecturer can directly reprimand the student concerned. UTS and UAS are carried out online from home by students using zoom meetings. At the time of UTS and UAS, lecturers carry out strict supervision, such as students being prohibited from leaving the exam site, turning

off videos and doing other activities. Students are asked to focus on answering questions given by the lecturer.

- 3) Asking students to use the microphone during the lecture process so that lecture activities are not disturbed. If you want to ask a question, students can raise their hand or turn on their microphone.
- b. Do time management

According to Sandra and Djalali (2013: 219) "time management is planning, organizing, tightening and controlling time productivity which aims to allocate time and resources to achieve goals". Time management that is done by researchers does not only refer to time management, but rather to how students can make the best use of their time. Time management aims to:

- 1) Set lecture hours

Lecture activities are carried out in a timely manner according to a predetermined schedule. Researchers tolerate delays for students to join the zoom meeting application for a maximum of 15 minutes. If a student is late joining for more than 15 minutes, then the student is allowed to join but on condition that he / she cannot fill in the attendance list.

- 2) Set a schedule for collecting assignments

The given student assignments are collected through the google classroom application. Students are asked to submit assignments after lecture hours are over. If the student is late for 1 day submitting the assignment, the

value is deducted by 10 points from the points obtained.

4. Online Learning Classroom Management for PGMI IAIN Batusangkar Students

The implementation of online learning class management for PGMI IAIN Batusangkar students can improve student learning outcomes. This can be seen from the results of the UTS and UAS student evaluations.

- a. Student UTS results

Table 1. Average Student UTS Value

No	Learning Methods	Number of Students	Student UTS Average Score	Prediccate
1	Online Semester Even 2019/2020	160	76,8	B+
2	Online Semester Odd 2020/2021	160	83,6	A-

Based on table 1, it can be seen that the average UTS score in online learning for the 2020/2021 odd semester of students has increased more than online learning for the even semester 2019/2020.

- b. Student UAS result

Table 2. Average Student UAS Value

No	Learning Methods	Number of Students	Student UTS Average Score	Prediccate
1	Online Semester	160	73,6	B+

	Even			
	2019/2020			
2	Online	160	84,3	A-
	Odd			
	Semester			
	2020/2021			

Based on table 2 it can be seen that the average UAS score in online learning in the 2020/2021 odd semester of students has increased more than online learning for the even semester 2019/2020.

Thus, it can be concluded that by implementing structured online classroom management, starting from planning, implementing by combining various online media platforms, and controlling it, it can increase enthusiasm and learning outcomes of IAIN Batusangkar PGMI students.

CONCLUSION

Based on the research results that have been described above, it can be concluded that the PGMI IAIN Batusangkar lecturers have implemented and implemented classroom management in online learning. There are 3 stages carried out by the lecturers of PGMI IAIN Batusangkar in implementing class management, namely:

1) The planning stage (planning)

Some of the plans carried out by researchers in carrying out online lecture activities, namely designing RPS, determining the methods to be used in online lectures, determining the learning media (platform) to be used in online lectures, determining the type of evaluation to be used in online learning, and designing contracts lectures or online lecture rules.

2) The actuating stage

Several things were done by researchers in carrying out online lecture activities, namely demonstrating RPS to students, making power points, making learning videos, carrying out lecture activities, and carrying out exams.

3) The supervision stage (controlling)

Several things are done by researchers in carrying out supervision of online lecture activities, namely conducting class management and carrying out time management.

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