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Learning approaches and strategies in online learning

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ABSTRACT

The existence of a policy of limiting activities by the government during the Covid-19 pandemic resulted in limited educational activities in schools. Online learning is an alternative for students and educators to be able to carry out learning even though they do not meet face to face in carrying out the Teaching and Learning Activities (KBM) process. This research was conducted with the aim of knowing learning approaches and strategies that can be implemented in online learning. The literature review method shows that online learning strategies can be implemented: control, organizing, and motivation. Meanwhile, the approaches that can be adapted to online learning are Student-Centered, individual, educative, and emotional approaches. This type of strategy and approach can be adjusted by the teacher depending on the conditions faced by students and teachers. With learning strategies and approaches, teaching and learning activities can be carried out properly and in a structured manner even though they are carried out online. Therefore, it is important for educators to develop learning strategies and approaches that suit the conditions and needs of students.

ABSTRAK

Adanya kebijakan pembatasan aktivitas oleh pemerintah ketika pandemi Covid-19 mengakibatkan terbatasnya aktivitas pendidikan di sekolah. Pembelajaran daring menjadi alternatif bagi peserta didik dan pendidik agar dapat melakukan pembelajaran meskipun tidak bertemu secara langsung dalam menjalankan proses Kegiatan Belajar Mengajar (KBM). Penelitian ini dilakukan dengan tujuan untuk mengetahui pendekatan dan strategi pembelajaran yang dapat diimplementasikan pada pembelajaran daring. Melalui metode literature review, diperoleh hasil bahwa strategi pembelajaran daring yang dapat dilaksanakan adalah strategi pengontrolan, strategi pengorganisasian, dan strategi pemberian motivasi. Sedangkan jenis pendekatan yang dapat disesuaikan dengan pembelajaran daring terdapat Student Centered Approaches, pendekatan individu, pendekatan edukatif, dan pendekatan emosional. Jenis strategi dan pendekatan ini dapat disesuaikan oleh guru tergantung dari kondisi yang dihadapi oleh peserta didik dan guru. Dengan strategi dan pendekatan pembelajaran, kegiatan KBM dapat dilakukan dengan baik dan terstruktur meskipun dilakukan secara daring. Oleh karena itu, penting bagi pendidik dalam mengembangkan strategi dan pendekatan pembelajaran yang sesuai dengan kondisi dan kebutuhan bagi para peserta didik.

Kata Kunci: Pembelajaran daring; pendekatan pembelajaran; strategi pembelajaran.

INTRODUCTION

The teaching and learning process will actually grow with the times. The existence of technological developments greatly affects the learning process. One of the developments in the current education system is the emergence of an online education system that can be accessed via the internet. The importance of education, which still needs to be implemented, is in line with the opinion of Juliya and Herlambang (2021) that education is an important sector that influences the development of the nation and state, so education must continue to be carried out and become a right for everyone.

An illustration of the importance of education can be seen in the conditions of the COVID-19 pandemic that occurred in 2019-2023. Education must still be carried out even amid a pandemic. Therefore, online learning later emerged as a solution to this problem, as a form of follow-up from the Ministry of Education and Culture (Kemendikbud), which conveyed through *Surat Edaran Nomor 4 tahun 2020* concerning *Pelaksanaan Kebijakan Pendidikan* during the emergency spread of COVID-19. In the circular letter, it was stated that the implementation of learning would still be carried out but remotely (online) from their respective homes. This online learning is known as Pembelajaran Jarak Jauh (PJJ) system.

In Undang-Undang Nomor 20 Tahun 2003 concerning Sistem Pendidikan Nasional, precisely in pasal 1, ayat 15, it is stated that "education where students are separated from educators and learning uses various learning resources through communication technology, information and other media". The solution to implementing the PJJ system initially required a lot of adjustments and adaptations for both students and teachers. However, as time has gone on and WHO has revoked the pandemic emergency status, the PJJ system is familiar and is even still used as an alternative for conducting learning until now, when the pandemic has been declared over.

The learning process is referred to as a form of interaction that involves teachers, students, and their environment in the hope that there will be a change in behavior toward a better direction (Fitriya et al., 2021). In *Undang-Undang Nomor 20 Tahun 2003* concerning *Sistem Pendidikan Nasional*, states that the definition of learning is "the process of interaction of students with educators and learning resources in a learning environment". Learning is an aspect of education, so it is included in the education regulations. Meanwhile, online learning, according to Asmuni, quoted in Dewi and Sadjiarto (2021), is a part of distance learning whose process combines the use of information and communication technology and internet networks. This online learning includes media learning because there is an emphasis that the media has a role as a source of information in learning activities. This learning pattern also emphasizes the teacher's role as a facilitator for students in obtaining information (Yuliani et al., 2022). The results of Nurrita's research (2018) state that using instructional media effectively improves student learning outcomes in the cognitive aspect of understanding. Thus, online learning encourages students to be more independent in learning that is carried out remotely. For the process to run optimally, online learning requires interactive communication between students and teachers through information and communication technology, such as the

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examples that are widely used today, namely WhatsApp Group, Google Meet, Zoom Meeting, Google Classroom, and other platforms. The use of various kinds of media to communicate, both in terms of devices and applications, creates an environment that has come to be known as a virtual learning environment (Lonsdale et al., 2022).

The transition of this learning system certainly greatly influences learning aspects. Both students and teachers must adjust many things. Students need to prepare themselves by providing devices that can support the online learning process. Meanwhile, teachers need to prepare several things, such as learning content, practical learning systems, communication with students and parents to monitor the continuity of learning, evaluation processes, etc. Schools, especially teachers, must consider an effective online learning system carefully. This is in line with the opinion (Anggraeni, 2019) which states that the main problems in the learning process are determining approaches, models, methods, and learning strategies.

Research on online learning has been carried out by several previous researchers. The research conducted by Yunitasari and Hanifah (2020) regarding the effect of online learning on students' learning interests shows that online learning causes students not to have a high interest in learning because they feel bored and cannot meet teachers and friends face-to-face. This illustrates that it is essential for a teacher to develop learning strategies so that students do not feel bored. Another research was conducted by Baety and Munandar (2021), who examined the effectiveness of online learning. The results of this study describe the factors that influence the effectiveness of learning, including economic, social, health, and personality. The research also stated how students provided input for teachers regarding increasing the effectiveness of online learning. This is a good thing because it means that the teacher can receive input from students and adapt learning to the needs and conditions of the students. The two studies examined the implementation of online learning.

To be able to improve the quality of online learning, an in-depth study can be carried out regarding learning components that can be developed, such as approaches, strategies, models, and learning methods for online learning. Therefore, from the previous elaboration, it can be determined that the purpose of this research is to describe learning approaches and strategies as well as analyze the implementation its online learning.

LITERATURE REVIEW

Learning Approaches

The approach is one component of learning. The concept of this approach can be a philosophy, belief, or perspective on something that is believed to be accurate. Hermanto (2022) reveals that the meaning of the approach can be interpreted as a point of view or starting point for the learning process. As a starting point, the learning approach. This is supported by the opinion of Ahmad Sudrajat, who stated that the approach is the basis for a mutually sustainable process, namely inspiring, accommodating, and strengthening learning (Fatimah et al., 2022). Suprayekti conveyed another opinion in the Teaching and Learning Interaction Book (2004), which defines the learning approach as a depiction of the model applied to develop the desired achievement of curriculum objectives and

provides guidance for teachers in achieving these goals through a series of processes. This definition is in line with the opinion expressed by Khoerunnisa and Aqwal (2020), which states that the learning approach is a way through which learning can carry out learning activities effectively.

Quoting Asmara's opinion (2019), it was revealed that the learning approach is one of the most essential aspects in achieving the goals of a learning process. Then complemented by the opinion of Marselina and Kristiantari (2019), who argue that "the learning approach is the starting point or point of view towards the learning process which is still very general and philosophical, in which it accommodates, inspires, strengthens, and underlies learning methods with a particular theoretical scope to achieve the learning objectives that have been set. From the many descriptions regarding the understanding of the learning approach, it can be concluded that the learning approach is an important aspect that underlies the learning process, especially in designing learning activities oriented toward achieving predetermined curriculum objectives.

Learning Strategies

In addition to the approach, the strategy becomes the second important component in learning. Determining learning strategies is another crucial thing that needs to be understood by educators, this is because strategies are useful in managing learning as well as possible so that it has a good effect on the communication process that exists between educators, students, and the learning environment. Determination of strategies to be used in learning generally refers to (1) predetermined learning objectives, (2) results of analysis of the characteristics and needs of students, and (3) learning materials that will be delivered to students (Khoerunnisa and Aqwal, 2020). While the scope of the learning strategy includes all efforts made to achieve learning goals and objectives, this includes approaches, methods, and all components related to the process of achieving goals (Siswondo and Agustina, 2021).

There are various understandings regarding the definition of learning strategies. Khasanah (2019) states that a learning strategy as a basic idea means it is a crucial curriculum component, and acts as a liaison between competencies—things that must be learned by schools in developing competencies in the curriculum, and processes—things that must be passed. by the school to achieve the desired result. Dewi et al. in the "Learning Strategy and Approach Book in the Millennial Era" also reveals four main points in learning strategies, namely: (1) students have the right to receive learning strategies designed by teachers in each different subject, (2) discovery of strategies proper learning in accordance with the times and the needs of students needs to be carried out by the teacher, (3) additional assignments need to be given by the teacher as a driving force for implementing effective learning strategies, (4) a strategic approach needs to be applied as part of class discourse through communication that is built to create an interaction pattern.

Another opinion regarding learning strategies was also conveyed by Djamarah in Putri (2019) who stated that learning strategies are a general pattern that describes activities between teachers and students which are embodied in teaching and learning activities to achieve predetermined goals. Another opinion was conveyed by Reksiana (2019) who stated that learning strategies are a general pattern or in the form of procedures that exist in a series of learning activities, have special characteristics, and specific stages. From several opinions regarding learning strategies, it can be concluded that learning strategies are a series of steps that must be carried out by educators in achieving learning objectives and forming a certain pattern.

Online Learning (Daring)

Daring is an acronym for within the network, which means connected to the internet or computer network. Online learning emerged during the development of information and communication technology and can be seen as a form of developing the learning process because teaching and learning activities can be carried out remotely. Therefore, online learning, in simple terms, can be interpreted as learning that is carried out remotely by utilizing the network (internet and gadgets). In line with the statement of Dewi and Sadjiarto (2021), online learning is a learning process carried out remotely by utilizing technological devices and internet networks to reach and/or connect teachers and students.

In online learning, teachers and students who are connected in a network do not meet face-to-face (Anggraini et al., 2021). Thus, online learning utilizes internet networks with accessibility, connectivity, flexibility, and the ability of teachers and students to interact virtually (Haryadi and Selviani, 2021). Online learning is increasingly being used as a teaching and learning method for schools since the Government imposed activity restrictions in an effort to prevent the spread of COVID-19 (Wulandari and Agustika, 2020).

According to Munawar in Mubin (2021), there are at least three main principles in carrying out online learning (1) the learning system must be designed as simple as possible so that it is easy to learn; (2) the learning system must be personalized so that the system does not depend on other systems; (3) the system must be fast and precise in order to make it easier for students to find material or answer questions. Online learning can help students even if they don't meet in person. One of the benefits of online learning itself is being able to access learning anywhere and anytime, and it can increase student interaction with teachers (Mubin, 2021).
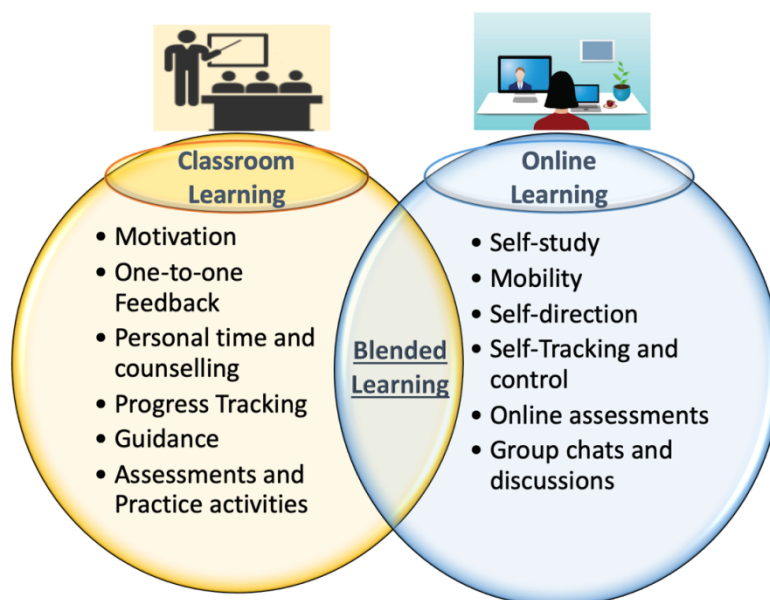
Gambar 1. Blended Learning
Source: designinginstructionwithk.com

Gambar 1 shows the concept of Blended learning, which is a combination of Classroom learning and Online learning.

The advantages of online learning, according to Santika (2020), are (1) the teaching and learning process does not require a classroom, because learning can be done anywhere by utilizing internet facilities; (2) there is no direct face-to-face contact, both for teachers and students. This is because the main requirement for learning activities to run is a computer connected to the internet; (3) unlimited time, where online learning can be carried out at any time as long as supporting facilities are available, especially the internet. On the other hand, according to Tuncay in Maulah et al., (2020) online learning does not necessarily meet all students' learning needs. Communication that occurs in online learning tends to be one-way, or the teacher does not get feedback from students. Another obstacle in the online learning process is the absence of learning discussions, both among fellow students and with teachers, due to application limitations or learning time, which is sometimes shortened (Yahzanun et al., 2022).

METHODS

In the process of obtaining data, this research was conducted using a descriptive qualitative approach. Qualitative research is a research method based on the philosophy of postpositivism, used in research on the condition of an object naturally, with inductive data analysis (Adlini et al., 2022). The results obtained from qualitative research are in the form of descriptive descriptions of the topics studied. Data collection was obtained through literature studies or reviews from various sources relevant to the subject of this research study. This technique aims to put forward multiple theories relevant to the problem being studied and determined as a reference in discussing research results (Fadhilah et al., 2021).

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The source of the literature used was obtained through a search via Google Scholar of national and international journals. The research begins by examining the problem to be discussed, then a search is made for reference sources in the form of journal articles through Google Scholar. The search results are then analyzed as supporting theories in analyzing research problems.

RESULT AND DISCUSSION

Daring Learning Approach to Online Learning

Online learning in implementation does not always run smoothly. There are various kinds of obstacles that hinder the learning process and make learning less than optimal, both for students and for teachers. Some of the problems that are often encountered are teachers and students who have limited ability to master information technology, there are inadequate facilities and infrastructure, limited internet access for some students and teachers, and the available budget are not well prepared (Syah, 2020). Apart from technical factors such as the use of technology, social and emotional factors also have a considerable influence on the effectiveness of implementing online learning. Quoted by Kusuma and Sutapa (2020), specific social problems students face are difficulty cooperative with teacher directions, students become less tolerant due to limited socialization with friends, and students tend to have boredom and sad emotions. Due to the emergence of these problems, it is necessary to design and create a learning system that can overcome them. Starting from the learning approach. As previously described regarding the definition of the learning approach, which is considered an important aspect that underlies the learning process, especially in the design of learning activities oriented towards achieving predetermined curriculum goals.

Various types of approaches can be applied in learning. These various approaches are used according to the conditions of the learning environment, both from the conditions of the students and the environmental conditions that support the learning process. The use of this type of approach greatly influences the way teachers teach and also the responses given by students. Therefore, the determination of the learning approach needs to be considered as well as possible. Quoted from Fauzi et al., (2021), the type of learning approach proposed by Kellen and Roy in their book entitled "Effective Teaching Strategies" consists of two types of approaches, namely: (a) Teacher Centered Approaches, a teacher-oriented learning approach emphasizing activity learning that places the teacher as the only all-knowing source of learning, while students are placed as objects in traditional teaching and learning activities; and (b) Student-Centered Approaches, a student-oriented learning approach emphasizing learning activities by placing students as learning objects and learning activities that are modern. In this approach, the management and management of learning is determined by students, where students can develop their potential and creativity through activities that suit their interests.

As for other opinions that divide the types of learning approaches, as stated by Basir in the Learning Approach Book (2017) that the kinds of learning approaches are divided into ten types, namely: (1) **Individual Approach**, namely an approach that is oriented to specific characteristics owned by students. These differences in characteristics can provide information for teachers to design learning that pays more attention to aspects of individual differences owned by students; (2) **Group Approach**, namely an approach that aims to develop experience in behaving in the social environment belonging to students. The hope of this approach is the growth of a high social sense in students, for example, being able to control emotions and build solidarity; (3) **Varied Approach**, namely an approach based on the problems experienced by various students. This can trigger teachers to use different solving techniques so that the learning approach applied will also follow the variations of the problem; (4) **Educative Approach**, namely an approach based on teacher motivation in education, namely to educate and not because of other motives (prestige, revenge, superiority, and others); (5) **Experience Approach**, which is an approach that utilizes the importance of experience in the growth and development of students' souls; (6) **Habituation Approach**, namely an approach that utilizes habituation as an educational tool. Through habituation education, it is hoped that students can get used to doing good deeds that have been taught in the educational process. (7) **Emotional Approach**, which is an approach based on emotions or feelings that become responses to stimuli that come from outside a person's self. The important role that emotions have in the formation of the personality of students makes this approach applicable in learning; (8) **Rational Approach**, an approach that directs the development of students' way of thinking in a better direction; (9) **Functional Approach**, namely an approach that emphasizes learning activities that aim not only to teach material theoretically but also practice so that it can be beneficial to the lives of students; (10) **Religious Approach**, namely an approach based on religious knowledge so that learning activities contain religious elements to grow the faith of students.

Learning Strategies

The learning process must be accompanied by a strategy so that learning can run well to achieve the learning objectives. Learning strategy, according to Asyafah (2019), is a technique, process, method, and steps in implementing learning determined by educators so that learning can run optimally, effectively, and efficiently. Strategy plays a vital role in achieving the success of the learning process itself (Sangid and Muhib, 2018). Therefore, the developed strategies are excellent and clear, the learning process will run well and be structured.

Mandl and Friedrich, in the book "Learning Strategies and Approaches in the Millennial Era" written by Dewi et al., explained that, in general, there are six basic concepts of learning strategies, namely (1) **Cooperative learning strategies**, this method emphasizes student activity by integrating learners; (2) **Elaborative Strategy**, this method will encourage students to understand new knowledge by associating new ideas; (3) **Strategies for providing motivation and emotion**, emphasizing how educators can provide or increase student learning motivation; (4) **Provision of Revisions**, this is useful so that students

can find out what needs to be corrected; (5) **Organizational strategy**, relating to matters that students can highlight and how the material is grouped, so that students can more easily understand it; (6) **Control Strategy**, namely monitoring each learning activity, especially the results of the learning process itself.

Online learning utilizes technology, especially computer devices and internet networks. So that online learning does not feel monotonous or boring, educators must try to make the best use of these facilities so that learning is more effective and efficient. The challenges in online learning are not just supporting facilities, but also how educators design learning strategies to meet learning objectives (Fahmi, 2020).

Discussion

After knowing the definitions and types of approaches and learning strategies, how do you implement these approaches and strategies for online learning? As previously mentioned, in the practice of online learning that has been carried out, several obstacles hinder the effectiveness of learning. Therefore, online learning approaches and strategies are needed to create an effective and efficient learning environment without direct interaction between educators and students.

Before determining learning approaches and strategies for online learning, it is necessary to understand first that in the learning process, there are four crucial components that need to be applied, according to Laurillard in Oktavian and Aldya (2020) these four components, namely: (1) Discursive, providing opportunities for holding discussions between teachers and students discussing aspects discussed based on their respective conceptions (teachers and students); (2) Adaptive, the teacher needs to adjust the interactions that are carried out with the environmental conditions that are felt by students; (3) Interactive, providing opportunities for students to be able to interact through increasing their experience; and (4) Reflective, providing opportunities for students to reflect on the experiences they have gained and adapting them to the conceptions they understand.

It becomes a challenge for educators in developing learning approaches and strategies implemented in the network. The main obstacles faced by students in implementing online learning, according to Firdaus (2020), are financially related to the completeness of online learning support facilities and psychological barriers related to the pressure students feel when carrying out the learning process. Therefore, educators must determine approaches and develop learning strategies to minimize obstacles students may experience.

It has been described previously that there are types of approaches that can be applied to learning activities. The application of these approaches will differ between the implementation of ordinary learning and online learning. In online learning, adjustments will refer to the conditions of teachers, students, and the environment. Several types of approaches that can be adapted and applied to online learning, namely:

1. Student-Centered Approaches, the approach initiated by Kellen and Roy, namely a student-oriented approach, can be applied to online learning because of the distance learning system, which allows the absence of a teacher beside students. This makes students need to carry out learning activities independently by utilizing the material provided by the teacher. This also provides an opportunity for students to expand their knowledge through searching activities by using the technology they have (devices). However, this approach cannot fully be applied to online learning systems for elementary schools. This is because elementary students still need to get parental guidance.

2. Individual Approach, an approach based on each student's characteristics, allows teachers to design online learning systems closer to their students. This approach allows teachers to be close to their students even though they are hindered by distance. This approach can be carried out by starting with the teacher by personally contacting the students to get to know the character of the students more closely. After knowing the characteristics of students, a teacher can determine a lesson plan that suits these conditions.

3. Educative Approach, an approach emphasizing inculcating good values in students. Teachers can apply it to online learning, namely integrating device technology and the internet to do good things and avoid bad things.

4. The Emotional Approach, is an important approach for teachers, especially in online learning. This is considering that one of the obstacles in previous online learning was the lack of interest in learning by students. Teachers can try to get closer to students through an emotional approach so that students are always enthusiastic and motivated to continue participating in online learning.

These types of approaches can be adapted to the learning needs and situations that are owned by teachers and students. The application of this approach, of course, cannot be immediately successful in one trial, teachers must always be willing to trial and error with new approaches that will be applied to online learning. In addition to approach, strategy is also essential to plan. These two things are very closely related to each other.

As previously explained, there are six general concepts of learning strategies. Online learning will have a different application from the learning process in general so that the idea of online learning can be adapted to the needs of it. So that the concept of an appropriate learning strategy can be applied in online learning as follows.

1. Strategies for providing motivation and emotion, in this case, educators provide treatment that can provide motivation and emotional support for students. As previously mentioned, one of the obstacles to online learning is the psychological pressure students feel, so it becomes an obligation for educators to support students. Online learning strategies using motivation and emotions will provide emotional support to students to minimize the psychological pressure they may feel.

2. Organizational strategy, where the learning materials will be organized and highlight the important elements. This strategy can be applied to online learning, where the implementation will generally be shorter than offline learning. With this strategy, students can easily discover the learning material's essence.

3. Control strategy. During online learning, the level of direct interaction between students and educators will be less than in offline learning. Therefore, it is important for educators to always monitor the learning process of students so that students get good learning outcomes.

CONCLUSION

The implementation of online learning will be different from offline learning. Online learning utilizes electronic media and internet networks without having to meet directly between teachers and students in the teaching and learning process. So that the implementation of online learning will tend to be more effective and efficient, but the implementers will face their own challenges. Therefore, educational strategies and approaches are needed in the online learning process. The online learning strategies that can be implemented are control, organizing, and motivational. Meanwhile, the types of approaches that can be adapted to online learning are Student-Centered Approaches, individual approaches, educative approaches, and emotional approaches.

AUTHOR'S NOTE

The author declares that there is no conflict of interest regarding the publication of this article. The author confirms that the data and content of the article are free from plagiarism.

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