

STUDENTS' RESPONSES ON THE EFFECTIVENESS OF THE ODD AND EVEN NUMBER SYSTEMS DURING COVID-19 OUTBREAK

Karnida¹⁾, Armilia Riza²⁾, Elmiati³⁾

¹Fakultas Ilmu Sosial dan Humaniora , Universitas PGRI Sumatera Barat
email: karnida911@gmail.com

²Fakultas Ilmu Sosial dan Humaniora , Universitas PGRI Sumatera Barat
email: rizadwan23@gmail.com

³Fakultas Ilmu Sosial dan Humaniora, Universitas PGRI Sumatera Barat
email: elmiatisofiana@gmail.com

Abstract

Penelitian ini dilatarbelakangi oleh perubahan sistem pembelajaran yang dilakukan dikarenakan pandemi covid-19. Penelitian ini berkaitan dengan keefektifan pembelajaran menggunakan system ganjil genap yang dirasakan guru dan siswa. Penelitian ini bertujuan untuk mengetahui apakah efektif pembelajaran system ganjil genap atau tidak yang dirasakan guru dan siswa di SMP Negeri 1 Luhak Nan Duo. Jenis Penelitian ini adalah deskripsi kualitatif. Partisipan dari penelitian ini adalah guru yang mengajar di kelas VIII dan Siswa kelas VIII di SMP Negeri 1 Luhak Nan Duo. Penelitian ini menggunakan total sampling 2 orang guru yang mengajar di kelas VIII dan siswa kelas VIII sebanyak 230 siswa. Instrumen yang digunakan dalam penelitian ini adalah questionnaires dan interview. Pada penelitian ini, peneliti mengumpulkan data dengan cara membagikan angket melalui google form dan membagikan angket ke sekolah ke 230 Siswa. Dari hasil analisis data ini menunjukkan bahwa quality of instruction, Appropriate levels of instruction, Incentive, and time yang tidak efektif yang dirasakan siswa. Dari hasil analisis diatas dapat disimpulkan bahwa system ganjil genap ini masih bisa dilakukan jika pandemic masih berlanjut dengan catatan guru meminimalisirkan kendala yang dihadapi siswa selama pembelajaran system ganjil genap di berlakukan.

Keywords: *Effectiveness, Odd-Even System*

INTRODUCTION

At the beginning of 2020, the Corona Virus Disease (Covid-19) pandemic has spread all over the world including Indonesia, making the learning system change the education system which was originally face-to-face to be online or called learning from home and the learning system uses an odd-even system According to (Kemendikbud RI 2021) Starting January 2022, all education units at level 1, 2 and 3 PPKM are required to implement limited PTM, local governments may not prohibit limited PTM for those who meet the criteria

and may not add more severe criteria. regulation of student capacity, and duration of learning in the implementation of limited PTM is regulated based on the coverage of vaccination doses of 2 educators and personnel from each education unit as well as vaccination of the elderly at the district/city level, except for education units in special areas due to geographical conditions according to the Ministry of Education and Culture 160 /p/2021. It is effective if learning is carried out in this way the current system, especially in English subjects for students. According to (Hidayat

2020) Odd-Even learning is the number of students in one class is only 50 percent of the normal number. For example, the number of students who previously were 30 people in one class, was divided into two classrooms, so one class of 15 people. In addition to implementing the odd-even system in the face to face learning process, school also refers to health protocols. The odd-even learning program carried out during a pandemic in which students were initially in one class divided into two shifts in face to face learning. some divide students with odd-even absentee numbers, and some divide children in one class into two shifts, for example there are 30 students from absent numbers 1 to 15 to shift A and 16 to 30 to shift B. Learning uses this odd-even system if the odd shift student or shift A goes to school, student B learns from home with the same material sent by teacher to the WhatsApp study group for student B, and vice versa. And now the odd-even system of learning has changed, if on Monday a student's get odd shift or shift A goes to school, then shift even or shift B does not go to school, students even or shift B goes to school Tuesday, if there are assignments, students have enough time to do chores on her day off, which is different from before.

The effectiveness of a system that shows the success or achievement of a goal. according to (Bernadetha Nadeak 2020). Effectiveness, that is, if an organization achieves its goals, the organization has been running effectively. The achievement of the effectiveness of the teacher's ability to manage learning, and student responses to learning positive. Based on (Henmonand Nelson in Slavin 1995b:214), learning effectiveness can be measured using the following four indicators:

1). The quality of learning (nature of protection), which is how much information is presented so that students can easily learn it or the error rate is getting smaller.

The appropriateness of the level of learning (proper degree of instruction) is the extent to which the teachers ensures the level of readiness of students in receiving new material.

3). Incentives, namely how much the teachers effort motivates students to complete or do assignments and learn the material provided.

4). Time, namely the time needed to complete the learning activities.

Researchers want to see responses from students about the odd-even system during the covid-19. Do students feel that the odd-even system learning is effective or not and contributes to the government. If it is effective, this odd-even learning system can be used if it is still in a pandemic period, and if the odd-even system is not effective, then if it is still in an area that is still Covid-19, it cannot be done. used.

RESEARCH METHOD

In this research, the researcher used descriptive research with a qualitative approach. Qualitative research is a type of educational research in which research is based on the views of participants, described and analyzed those words for themes, and conducted investigations in a subject based manner according to (Creswell 2012). The participants in this study were an English eighth grade students. The researcher used a questionnaire and interview as instruments to measure the effectiveness of the odd-even system learning with effectiveness indicators using the Slavin' theory, the questionnaires were distributed using google forms and distributed questionnaires to schools because many people did not fill in the google forms they do not have an internet package after getting a questionnaire and being analyzed then conduct interviews to strengthen the data.

instrument is important tool use to collect data. After collecting data, the researcher analyzed the data in several ways. In analyzing the questionnaire data, the data is made easy to be understood. Researchers chose this method to analyze and explain data on the effectiveness of learning the odd-even system during covid-19. The researchers have several steps to analyze the data from the questionnaire. First, the researcher checked the questionnaire sheet via google form from all respondents. Second, the researcher has calculated the score for each item using the Guttman's scale because it is firm and consistent by giving an unequivocal answer with answers from yes and no questions to describe the effectiveness of learning the odd-even system during covid-19. The assessment is given with a score of 1 for correct answer and 0 for wrong answer. After scoring then the answer is calculated by means of the percentage (%) of answers questions, to determine the effectiveness of the respondents then by using absolute criteria:

$$P = a/b \times 100\%$$

Description :

P : Percentage

a : Number of correct questions

b : Total of all questions

With the following percentage criteria (Arikunto 2006)

a. Categorized as good, if 76-100% correct answer

b. Categorized enough, if the answer is 60-75% correct answer

c. Categorized as less, if the answer < 74 % of the correct answer

After obtaining the results by means of calculations as describe above then the final value is assumed into the effectiveness criteria as follows :

a. If the value of effectiveness $\geq 75\%$: effective

b. If the value of effectiveness $\leq 74\%$: less effective

FINDINGS AND DISCUSSION

The researchers analyzed data based on the instruments given to respondents who took English subjects in learning the odd-even system of covid-19. Data were collected from filling out questionnaires and interview results. This study consists of four indicators of learning effectiveness in the questionnaire. The four indicators of learning effectiveness consist of 20 questions. Then the researchers conducted interviews to get more information after getting the results of the questionnaire. Below will be explained:

Questionnaires were distributed to 230 eighth grade students and the number of questions was 20 out of four indicators from Slavin, namely learning quality (protective nature), appropriateness of learning level (appropriate level of teaching) learning effectiveness of learning, Assessment was given by a score of 1 for a yes answer and a score of 0 for a no answer. After being scored, the question is calculated by means of a percentage (%). students who answered yes (a) there were 2993 students from all eighth graders. the total number of questions (b) there are 20 questions and there are 230 students, then (b) the number of questions multiplied by the number of students 20×230 is 4600

$$\begin{aligned} P &= a/b \times 100\% \\ &= 2993 / 4600 \times 100 \\ &= 65.06\% \end{aligned}$$

It can be concluded that the learning effectiveness of the odd-even system during covid-19 with the percentage criteria 74% less effectiveness, thus 65.06% less effectiveness felt by students. According to students the odd-even/shift learning system is less effective because of the lack of time to understand learning, in the odd-even system learning a day at school a day does not make students lazy and bored, when studying at home students don't like it because they don't study directly with the

teacher, and many students which makes students a little bored. According to (Bernadetha Nadeak 2020), the effectiveness of learning is if an organization has achieved its learning objectives, then learning is effective. Here the students explain that through interviews with several

students, students are bored in learning if they use the odd-even/shift system and the child becomes lazy, then the purpose of the learning made is not achieved. Seen from the percentage of students 65.06% with percentage criteria <75% that learning is not effective.

CONCLUSION

The Odd Even System is a learning program carried out during the pandemic where students who were originally in one class became two shifts in face-to-face learning due to the Covid-19 virus to prevent transmission. is it effective felt by students during learning the odd-even system. According to students learning the odd-even system lacks time to understand learning and it is boring and makes students lazy because students are less interested in learning, especially when studying at home because they do not meet directly with the teacher so that students neglect the odd-even/shift system learning at SMP Negeri 1 Luhak Nan Duo is not effective for students, if there is a spread of covid-19 which requires learning the odd-even system again, it can be a reference for the government, that learning can still be done on condition that students pay attention to what students complain about and find the best solution.

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