

Pengembangan Manajemen Pembelajaran Online (*Daring*) Berbasis Website & Offline (*Luring*) Berbasis Model Investasi Kelompok untuk Meningkatkan Kemandirian Belajar dan Prestasi Belajar Pak pada Masa Pandemi Covid 19 (Studi Pada SMA Negeri 7 Saparua, Kabupaten Maluku Tengah)

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Abstract

This study aims to determine the validity, practicality, and effectiveness of the development of online (web-based) and offline (group-based) learning management based on the investment model while simultaneously enhancing students' learning independence and academic achievement in Religious Education (PAK) during the COVID-19 pandemic (Study at SMA Negeri 7 Saparua, Central Maluku Regency) through R&D research using the Four D (4D) model. Based on the research results, the following is indicated: (1) The validation results for several instruments include: Teaching Material with a score of 4.00, participant responses 4.65, teacher responses 4.73, teacher's ability to manage learning 4.80, student activity 4.73, lesson plans 4.68, achievement tests 4.80, and learning website 4.79. These instruments fall into the valid and very valid categories, meaning that the learning tools and supporting instruments meet the validity criteria. (2) Practicality test: Online learning management based on a website and offline group investigation model, through data analysis of practicality components, shows an average percentage of teacher responses at 91.01%, categorized as very positive, and an average percentage of student responses at 80.55%, categorized as positive. (3) The effectiveness of the learning tools can be seen from the average score of teachers' ability to manage learning, which is 4.72, categorized as very good, the average percentage of student activity is 76.16%, categorized as good, and the average percentage of test results is 90.86%, categorized as high, with a classical completion rate of 100% of students achieving completeness.

Keywords: Development, Website, Group Investigation Model, Learning Independence, Learning Achievement

Abstract

Penelitian ini bertujuan untuk mengetahui kevalidan, kepraktisan, dan keefektifan pengembangan manajemen pembelajaran online (*daring*) berbasis website & offline (*luring*) berbasis model investasi Kelompok sekaligus meningkatkan kemandirian belajar dan prestasi belajar PAK pada masa pandemi covid 19 (Studi Pada SMA Negeri 7 Saparua, Kabupaten Maluku Tengah) melalui penelitian R & D dengan model Four D (4D). Berdasarkan hasil penelitian ditunjukkan sebagai berikut : (1) hasil validasi pada beberapa instrumen antara lain: Materi Ajar dengan nilai 4,00, respon peserta 4,65, respon guru 4,73, kemampuan guru mengelola pembelajaran 4,80, aktivitas peserta didik 4,73, RPP 4,68, tes prestasi belajar 4,80, serta website pembelajaran 4,79. Instrumen tersebut berada pada kategori valid dan sangat valid, sehingga demikian perangkat pembelajaran dan instrumen pendukungnya memenuhi kriteria kevalidan. (2) Uji kepraktisan, Manajemen pembelajaran online berbasis website dan offline berbasis model investigasi kelompok, melalui tahapan pengujian hasil analisis data dari komponen-komponen kepraktisan tersebut adalah presentase rata-rata untuk respon guru 91,01 % berada pada kategori sangat positif dan presentase rata-rata respon peserta didik 80,55% dan berada pada kategori positif, (3) Keefektifan perangkat pembelajaran dapat dilihat dari rata-rata kemampuan guru mengelola pembelajaran adalah 4,72 berada pada kategori sangat baik, presentase rata-rata aktivitas peserta didik adalah 76,16% berada pada kategori baik, dan presentase rata-rata tes adalah 90,86% dan berada pada kategori tinggi serta mencapai ketuntasan klasikal yaitu 100 % peserta didik tuntas secara klasikal.

Kata Kunci: Pengembangan, Website, Model Investigasi Kelompok, Kemandirian Belajar, Prestasi Belajar

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INTRODUCTION

A rapid survey conducted by the Ministry of Education and Culture found that currently, 20 percent of teachers and 40 percent of students are experiencing difficulties in the distance learning process. According to Golda Eva Grace Simatupang, a Training Specialist for the PINTAR Program at the Tanoto Foundation, learning can still take place during the COVID-19 pandemic. She emphasized that teachers must employ two methods: online and offline learning. No student should be left out due to lack of access to technology. There are two scenarios: online and offline. The above statement provides some insight into the challenges of student learning during the COVID-19 pandemic. However, an equally important and unanswered question in the education world is how to foster creativity amidst learning that takes place either offline or online. This question places teachers in a position where they need to be adept at managing learning, both online and offline, so that students can engage effectively in the learning process. Schools and teachers have undoubtedly made various efforts to drive the educational process for their students. One such effort involves teachers reaching out directly to students at their homes for face-to-face interactions or organizing study groups in specific areas.

Strategic steps and solutions for Indonesian education in handling the impact of COVID-19 have been proposed, emphasizing that all stakeholders must work together. This situation must be addressed in conjunction with government policies and their operational implementation. The mandatory actions for all education stakeholders include: 1) The government's role is crucial and fundamental. The budget allocation decided by Presidential Instruction No. 4 of 2020, regarding the refocusing of activities, budget relocation, and procurement of goods and services for the accelerated handling of COVID-19, must be promptly executed. 2) Parents, as primary educators at home, must fulfill their role. Nevertheless, teacher support at school is still necessary, including door-to-door visits to all students. This should broaden parents' perspectives and responsibilities, emphasizing that children's education depends on parental efforts in developing their mental, attitude, and knowledge. 3) Schools' online learning management must be as effective as possible. Teachers should not burden students with excessive tasks for home learning. If necessary, teachers should be present with ideas in door-to-door visits to students. Teachers should not only transfer knowledge but also embody the principles of leadership: setting an example, fostering initiative, and providing guidance. 4) Schools, as educational institutions, must skillfully manage any changes related to students' education. Innovative educational management should develop various potentials to address technological advancements and the accelerating flow of information while striving to overcome the threat of the COVID-19 pandemic. Educational programs implemented by schools must be appropriately targeted at students, so online and offline learning should be managed effectively according to educational policies. Special attention must be given to online learning from home to ensure that teachers using online media remain smooth and effective in delivering essential lessons.

The refinement of the 2013 curriculum in improving the quality of education emphasizes the importance of problem-solving skills, reasoning, communication, and valuing differences in harmonious living as objectives, in addition to the goals related to conceptual understanding and spiritual reinforcement that teachers are already familiar with. This aligns with the essence of Religious Education (PAK) that focuses on character building and good knowledge, in response to the challenges of modernization, an era characterized by intense competition, particularly in the realm of high-quality human resources (HR) with positive character and moral integrity. The quality of a nation's human resources is determined by its level of education. Improving the quality of PAK education starts with enhancing the quality of PAK teaching. Enhancing the quality of PAK teaching requires support from competent teachers who can build and develop effective learning processes, resulting in intelligent students and quality education. PAK and Moral Education materials are crucial and highly beneficial in students' real lives.

Even during the COVID-19 pandemic, it is crucial to ensure that PAK education remains of high quality and produces students with strong academic and practical skills. Students are expected to adapt well to challenging situations presented by the pandemic. Additionally, skills such as learning initiative, monitoring, managing, controlling learning, and evaluating the learning process and outcomes are indicators of students' learning independence. This enables them to address problems they encounter, including positioning themselves effectively during the current COVID-19 challenges. With such an attitude, students are expected to continue developing their spirituality and use it to solve problems they face in their lives.

Recognizing the importance of students' learning independence, teachers must ensure that online (virtual) and offline (face-to-face) learning, in line with government policies during the pandemic, are effectively utilized by students. Various challenges and issues related to managing online and offline learning during the COVID-19 pandemic require attention. One key area that needs continuous effort is the development of existing online and offline learning management systems. Specifically, at SMA Negeri 7 Saparua and several other high schools in the Saparua-Saparua Timur subdistrict, which have faced limited ability to address learning challenges over the past year, the learning approach primarily involves directing students to complete assignments in their textbooks and, subsequently, submit them along with test questions for home completion. This situation does not reflect innovation and creativity in managing PAK (Religious Education) learning by schools and teachers.

Therefore, in this research plan, the author aims to develop a website-based online learning management system to provide a platform for teachers and students to interact online for learning and test-taking. Concurrently, offline learning management using the group investigation model can be managed by teachers, where small learning groups can be formed to conduct offline learning sessions. This approach should include a learning phase that encourages students to develop their abilities and learning independence. Group investigation can also foster active learning conditions, enabling students

to actively solve problems or issues posed by teachers. The group investigation model can train students to cultivate independent thinking skills.

METHOD

This research is a research and development (R&D) study, focusing on the development of online (web-based) and offline (offline) learning management systems based on the group investigation model to enhance learning independence and academic achievement in PAK (Religious Education) and Moral Education for Class X at SMA Negeri 7 Saparua. The development of the online learning management system includes: a website (e-learning). Meanwhile, the development of the offline learning management system includes: the group investigation learning model. Research instruments include validation sheets for teaching materials, which encompass: syllabus, lesson plans (RPP), student books, validation sheets for student worksheets (LKPD), validation sheets for achievement tests, observation sheets for teachers' ability to manage learning, and student questionnaires on learning independence.

RESULTS AND DISCUSSION

Development Results

In this phase, Prototype 1 that has been created is then validated by experts before being tested.

Expert Validation

Validator

At this stage, validation is performed by an expert on the teaching materials created in the realization phase. The expert who validated the teaching materials and research instruments is a lecturer with expertise in the field. Data on the expert's assessment of the teaching materials and other instruments can be seen in the following Table 1

Table 1. Description of Expert Assessment Results for Teaching Materials, Website, and Research Instruments

Validation Sheet	Aspect Indicator	Average Score	Description
Teaching Material	1. Accuracy of Material	3.85	Valid
	2. Characteristics of Group Investigation	3.50	
	3. Presentation Techniques	3.82	
	4. Completeness of Presentation	3.63	
	5. Language Suitability	4.28	
Lesson Plans (RPP)	1. Identity	4.64	Very Valid
	2. Core Competencies	4.89	
	3. Basic Competencies and Indicators	4.76	
	4. Learning Materials	4.77	
	5. Approaches, Methods, and Models	4.80	
	6. Media, Tools, and Learning Resources	4.95	
	7. Learning Activities	4.78	
	8. Language	4.70	

	9. Time	4.55	
	10. Evaluation	4.90	
Learning Website	1. E-Learning Login Page	4.81	Very Valid
	2. E-Learning Cover	4.90	
	3. E-Learning Course	4.65	
	4. Learning Materials	4.80	
Student Activities	1. Instruction Aspect	4.80	Very Valid
	2. Language Aspect	4.90	
	3. Content Aspect	4.85	
Teacher's Ability to Manage Learning	1. Instruction Aspect	4.75	Very Valid
	2. Language Aspect	4.85	
	3. Content Aspect	4.88	
Student Responses	1. Instruction Aspect	4.65	Very Valid
	2. Language Aspect	4.70	
	3. Content Aspect	4.75	
Teacher Responses	1. Instruction Aspect	4.65	Very Valid
	2. Language Aspect	4.68	
	3. Content Aspect	4.70	
Achievement Tests	1. Content Validation	4.75	Very Valid
	2. Language	4.85	

Table 1 above shows that the Teaching Materials, Lesson Plans (RPP), Achievement Tests, observation sheets, and questionnaires for teacher and student responses all fall into the categories of Valid and Very Valid.

Table 2. Average Scores of Expert Evaluations on Teaching Materials, Learning Website, and Research Instruments

Validation Sheet	Average Score	Description
Teaching Material	4.00	Valid
Lesson Plans (RPP)	4.68	Very Valid
Learning Website	4.79	Very Valid
Student Activities	4.73	Very Valid
Teacher's Ability to Manage Learning	4.80	Very Valid
Student Responses	4.65	Very Valid
Teacher Responses	4.73	Very Valid
Achievement Tests	4.80	Very Valid

Table 2 above shows that the Teaching Materials, Lesson Plans (RPP), Website, Achievement Tests, observation sheets, and questionnaires for teacher and student responses have average scores that fall into the Valid and Very Valid categories, as each aspect of the validation sheets falls within the range of $4 \leq M \leq 5$. Additionally, the validator concluded that the developed teaching materials can be used with minor revisions.

Revisions to Teaching Materials and Instruments

The validated teaching materials were then revised based on feedback and suggestions from the validation team. The average assessment scores from the experts were in the "Valid and Very Valid" category, indicating that the Teaching Materials, RPP, Website, Achievement Tests, questionnaires, and observation sheets are suitable for trials.

Limited Trial

In this limited trial, the RPP, Website, and Achievement Tests, which had been validated by experts, were tested with a small group by soliciting evaluations from teachers and students. The trial was conducted by one of the teachers who provided the RPP, Website, and Achievement Tests to be read and understood by the students, who then took the tests. Feedback and suggestions were collected from teachers regarding the developed teaching materials. This limited trial involved all students present in Class X1, with varying levels of academic ability: high, medium, and low. Students then provided feedback on sections where they had difficulty understanding the tasks or accessing the Learning Website for Class X PAK. The data from this limited trial were analyzed to determine if the RPP, Website, and Achievement Tests developed were suitable for further testing.

Field Trial

The Lesson Plans (RPP), Website, and Achievement Tests were then trialed with students from Class X2 at SMA Negeri 7 Saparua. This trial aimed to assess the practicality and effectiveness of the development process. During the trial, the focus was on observing student activities and the teacher's ability to manage online learning using the website and offline learning based on the group investigation model. After all learning activities were completed, students took the achievement test and then filled out a questionnaire to provide feedback on the developed teaching materials.

Results of the Product Trial

The data from the field trial were analyzed to determine the practicality and effectiveness of the developed teaching materials and to guide revisions of the prototype into a final product. The following is an overview of the data obtained from the trial, including practicality data from teacher and student questionnaires, and effectiveness data covering the teacher's ability to manage learning, student activity, and achievement tests.

Practicality Data Analysis

The practicality data for the developed teaching materials were obtained from questionnaires completed by students and teachers. The responses from students and teachers were analyzed to determine the level of practicality of the developed teaching materials. The analysis of the data from the student and teacher questionnaires showed that the average score of teachers' responses regarding the use of the teaching materials was 91.01%. This score falls within the interval of $85\% \leq R S \leq 100$, which is categorized as very positive, indicating that the practicality criteria for teacher responses have been met. Based on these two components of practicality—the student and teacher questionnaires—the results showed positive feedback on the teaching materials used. Therefore, the developed teaching materials meet the practicality criteria, and no further improvements or revisions to the materials are necessary.

Effectiveness Data Analysis

The components assessed for effectiveness in this study are (1) Teacher's ability to manage learning, (2) Student activity, and (3) Achievement tests. The description of these effectiveness components is detailed below:

Teacher's Ability to Manage Learning

The purpose of evaluating the teacher's ability to manage learning is to determine how effectively the teacher can handle both online learning based on the website and offline learning based on the group investigation model in the classes formed. Based on the analysis of the data on the teacher's ability to manage learning, the average score for the teacher's ability across all aspects is 4.72, which falls within the criteria of $4.5 \leq K G \leq 5$. This indicates that the teacher's ability to manage both online and offline learning using the group investigation model is in the very high category and meets one of the effectiveness components.

Student Activity

Student activity during the learning process is observed based on four criteria: 1) Paying attention to information (teacher's explanations and other groups) and taking notes as needed, 2) Asking questions to peers or the teacher, 3) Answering or responding to questions from peers/teachers during discussions, and 4) Completing tasks assigned by the teacher. The analysis of student activity during the learning process is shown in Table 3 below:

Table 3. Description of Student Activity Results

No	Aspect of Student Activity Observation	Percentage (%) of Student Activity, annually		
		1	2	3
1	Paying attention to information (teacher's explanation and other groups) and taking notes as needed	84.61	95.13	99.87
2	Asking questions to peers or the teacher	48.56	57.77	68.45
3	Answering or responding to questions from peers/teacher during discussions	44.45	61.98	65.15
4	Completing assignments given by the teacher	89.99	98.44	99.64
Average Percentage (%)		66.90	78.33	83.27
Average Percentage (%) (All meetings)				76.16

From the analysis results in Table 3 above, it is evident that during the learning process using the group investigation model-based teaching materials, students were actively engaged, which reduced the teacher's dominance in the classroom. The percentage of student activity during the learning process is 76.16%. This figure falls within the range of $60\% \leq P < 80\%$, categorized as good. Thus, the observed student activity using the group investigation-based teaching materials has been successfully met.

Achievement Test

The analysis of the test scores for student learning after using online website-based and offline group investigation model-based teaching can be seen in Table 4 below

Table 4. Achievement Test Percentage

No	Achievement Test Indicator	Percentage (%)	Description
1	Analyzing the meaning of growing into a faithful and hopeful adult	81.35	High
2	Analyzing characteristics of personal growth into adulthood	88.10	High
3	Analyzing the impact of growing into adulthood	85.43	High
Average Percentage (%)		84.96	High

Based on the data in Table 4 above, the average percentage of all indicators for the Religious Education (PAK) achievement test obtained by students in one class is 84.96%. This figure falls into the high category. The results of the classical completeness can be seen in Table 5 below:

Table 5 Description of Classical Completeness in Religious Education Achievement for Class X Students

Score	Category	Frequency	Percentage
<75	Not Completed	0	0 %
≥ 75	Completed	32	100 %

Based on the classical completeness, there are 32 students who scored 75 or above. Therefore, according to the criteria in Chapter III regarding classical completeness, the students' learning outcomes meet the standard, with 100% of students achieving classical completeness. Thus, it can be concluded that the achievement test, which is one of the effectiveness components, has been fulfilled. Based on the three criteria for effectiveness—namely, the teacher's ability to manage online and offline learning, student activity, and achievement tests—it can be concluded that: 1) The teacher's ability to manage online and offline learning is in the very good category, with an interval of $4.5 \leq K_G \leq 5$. 2) The analysis of student activity falls within the interval of $60\% \leq P < 80$, which is categorized as good. 3) The achievement test analysis is categorized as high, with an interval of 61% - 80.99%, and meets the classical completeness requirement of 100% of students achieving classical completeness.

Thus, the developed learning materials meet the criteria for effectiveness. The implementation of the validated materials and the results achieved in the Religious Education (PAK) performance for Class X students provide an overall view of the stages in this research. This includes the teaching material packaged in a YouTube video available at: <https://www.youtube.com/watch?v=ismvmGGQcqw&t=441s>, which covers various topics according to the Basic Competencies that students are expected to acquire.

The teaching materials for Class X, presented in the YouTube video created by several Christian Religious Education teachers, are beneficial for students engaging in online learning. When students watch this YouTube video, they are expected to thoroughly understand the content of Class X PAK lessons. During the COVID-19 pandemic, teachers are required to be innovative in maximizing online learning, using synchronous methods (such as Zoom Meeting, Google Classroom, Jitsi Meet, etc.) as well as asynchronous methods (like using Edmodo or the Learning Management System (LMS) website developed in this research).

Here is an example of the Lesson Plan (RPP) that has been validated and standardized for use in the research according to the educational materials policy. In online learning, teachers are encouraged to continuously maximize students' learning potential, even during the COVID-19 situation. Although learning is online, face-to-face limited classes in schools or offline, teachers apply synchronous learning methods using Zoom Meeting, Google Classroom, or Jitsi Meet, and for asynchronous learning, they use the developed LMS website.

Below is an example of an LMS that can be developed for synchronous or online face-to-face learning via the website: <http://www.e-learning-pak.my.id>. Through the online learning provided above, students have engaged in online face-to-face interactions by following the teacher's instructions and lessons. However, due to unstable internet connections, the online learning has not been fully utilized by students and teachers. Initially, both teachers and students could log in successfully, but intermittent internet issues during face-to-face sessions led to the use of Zoom Meeting or Google Classroom and WhatsApp for Protestant Christian education.

The evaluation of the learning implementation related to achievement tests involved developing a set of test questions (instruments) based on the achievement test indicators. These indicators include: Indicator 1 - Analyzing the meaning of growing into a faithful and hopeful adult; Indicator 2 - Analyzing personal characteristics that continue to grow into adulthood; and Indicator 3 - Analyzing the impact of growing into adulthood. The average scores for these indicators were: Indicator 1 - 81.35%, Indicator 2 - 88.10%, and Indicator 3 - 85.43%. The overall average score for the achievement test indicators was 84.96%, indicating an improvement in students' academic performance.

During the development process, quality criteria for the developed learning materials were established to evaluate the success of the product. The product is considered successful if it meets three criteria: validity, practicality, and effectiveness. The development of the learning materials followed a series of phases based on the Four D (4-D) model by Semmel and Semmel, including the definition, design, development, and dissemination phases, along with testing, evaluation, and revision. This process resulted in group investigation-based learning materials and a website, with content aligned with the steps of the group investigation model. Group investigation, as one of the learning models in this research, not only addresses the problems encountered in the field but also highlights its advantages. One of these advantages is that it provides students with opportunities to be actively involved in the learning process. Students are better able to understand concepts because they are guided to discover the concepts from the material they are studying through experimentation.

Research and development of online (e-learning) management based on websites and offline (face-to-face) learning based on the group investigation model aimed at improving self-directed learning and achievement in Christian Religious Education (CRE) during the COVID-19 pandemic began by analyzing students at SMP Negeri 7 Saparua. This analysis addressed the challenges of learning during the COVID-19 pandemic and the realities faced by teachers, students, and schools in general. From the analysis during the pandemic, it was found that online and offline learning

management faced significant challenges affecting the improvement and quality of learning for both students and teachers. Teachers, faced with the COVID-19 challenge, had to shift from their routine face-to-face classroom sessions to home-based learning to break the chain of COVID-19 transmission. This new habit required teachers and students to engage in distance learning (online), necessitating skills from both teachers and students for effective learning.

However, during the pandemic, learning activities were not maximized as many teachers only provided learning materials and assignments (worksheets) for students to complete without opportunities for face-to-face interactions or home visits to help students master the material. Additionally, learning did not encourage students to conduct experiments or discover concepts independently as taught by the teacher. Consequently, students generally lacked opportunities for observation and effective learning activities, resulting in insufficient skills for learning during the pandemic.

Therefore, teachers with digital skills and the ability to use e-learning websites are needed, along with those who can effectively utilize the group investigation learning model to encourage students to discover knowledge through collaborative investigation activities. One solution to this problem is developing online (e-learning) management based on websites and offline (face-to-face) management based on the group investigation model to enhance self-directed learning and achievement in CRE during the COVID-19 pandemic. Before development commenced, quality criteria for the teaching materials were established to assess the success of the resulting product. The product is considered successful if it meets three criteria: validity, practicality, and effectiveness.

The group investigation learning model was chosen not only based on the issues identified in the field but also due to several advantages. These advantages include providing students with opportunities to engage directly in learning, which makes it easier for them to understand concepts. In this model, students are guided to discover the concepts from the material they are learning through experimentation. Based on the validity testing results, which include evaluations by validators, it was concluded that the group investigation-based teaching materials and website, as well as other validation instruments, have met the validity criteria as outlined in Chapter III. This conclusion holds even after several revisions were made based on the validators' suggestions. According to the validation analysis results, the average scores for various instruments were as follows: Teaching Materials with an average of 4.00, Student Response with an average of 4.65, Teacher Response with an average of 4.73, Teacher's Ability to Manage Learning with an average of 4.80, Student Activity with an average of 4.73, Lesson Plan (RPP) with an average of 4.68, Achievement Test with an average of 4.80, and Learning Website with an average of 4.79. Each of these instruments falls into the valid and very valid categories, indicating that the teaching materials and supporting instruments meet the validity criteria.

The online and offline teaching materials, along with the observation sheets and test sheets that have been validated, were then tested with students to assess the practicality and effectiveness of the teaching materials using data obtained from the trial activities. Based on the previous discussion on

practicality testing, the questionnaires for teacher and student responses, which were analyzed, showed positive responses towards the teaching materials used. The data analysis from these practicality components revealed an average teacher response percentage of 91.01%, categorized as very positive, and an average student response percentage of 80.55%, categorized as positive. Therefore, according to the criteria in Chapter III, the developed teaching materials meet the practical criteria. The effectiveness of the teaching materials can be evaluated based on: 1) the teacher's ability to manage learning, 2) student activity, and 3) achievement tests. The data analysis results for these effectiveness components show that the average teacher's ability to manage learning is 4.72, categorized as very good; the average student activity percentage is 76.16%, categorized as good; and the average test percentage is 90.86%, categorized as high, achieving classical completeness with 100% of students meeting the criteria.

CONCLUSSION

The conclusion of this study is as follows: Practicality Testing, The online learning management system based on a website and the offline group investigation model, through the stages of testing teaching materials, teacher response questionnaires, and student response questionnaires, has shown positive feedback towards the teaching materials used. The data analysis from these practicality components indicates that the average percentage for teacher responses is 91.01%, categorized as very positive, and the average percentage for student responses is 80.55%, categorized as positive. Effectiveness of the Teaching Materials: 1)The effectiveness can be assessed based on: (1) the teacher's ability to manage online and offline learning, 2) Student activity, and 3) Achievement tests. The data analysis results for these effectiveness components are as follows: the average teacher's ability to manage learning is 4.72, categorized as very good; the average student activity percentage is 76.16%, categorized as good; and the average test percentage is 90.86%, categorized as high, with classical completeness achieved at 100% of students meeting the criteria.

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