

Conference Paper

The Implementation of Online Learning in Elementary Schools During the COVID-19 Pandemic

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Abstract

The purpose of this study was to determine how online learning was implemented in elementary schools during the COVID-19 pandemic. This research was conducted in elementary schools in the Muara Enim District, in Sumatra Selatan, Indonesia. This was descriptive research and a qualitative approach was used. The research subjects were elementary school teachers. Data were collected through observations, interviews, and documentation analysis. Data were analyzed using the Miles and Huberman model. The results showed that: 1) teachers were not ready in terms of planning and implementing online learning; 2) most elementary school teachers in Muara Enim District used the Whatsapp application in the process of implementing online learning; 3) online learning tended to be less effective because elementary school students still depend on teachers and parents; 4) student learning outcomes tended to increase during online learning; this was indicated by the average score of students which was ≤ 70 before online learning and ≥ 90 after online learning. Teachers were still hesitant in reporting the assessment of student learning outcomes, because during online learning the teacher cannot supervise students' completion of the assignments. For this reason, parent cooperation is needed for educating and guiding their children during online learning and so that teachers can determine the development of student learning outcomes at home.

Keywords: effectiveness, online learning, elementary school, COVID-19 pandemic, Whatsapp

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Published: 29 December 2021

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Selection and Peer-review under
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Conference Committee.

1. Introduction

In 2020 the world is faced with the unexpected virus which reached its peak, namely the outbreak of the COVID-19 virus. The COVID-19 virus is an infectious disease caused by a type of corona virus and this virus was first discovered in the city of Wuhan, China at the end of December 2019. This virus could cause disorders of the respiratory system, severe lung infections, and even death. Consequently, the *World Health Organization* (WHO) on March 11, 2020 officially declared this outbreak as a global pandemic [1].

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The existence of the COVID-19 pandemic certainly has an impact on various sectors of human life, starting from the health, social, religious, economic, and even education sectors. ABC News (2020), reports that at least 22 countries on three continents have closed schools during the pandemic. Then, BBC News (2020) cited UNESCO data which showed that in April 2020, around 1.6 billion students were dismissed from schools and universities to suppress the spread of COVID-19. This figure is about 90% of the total student population in the world [2].

As an anticipation COVID-19 outbreak, the Indonesian Government has recommended to stay at home, maintaining social and physical distancing, shifting in Eid holidays, large-scale social restrictions, until prohibiting of homeland returning [3]. The Indonesian government through the Ministry of Education and Culture and the Ministry of Religion of the Republic of Indonesia implemented a policy of learning and working from home (WFH) [4]. Then, several local governments decided to implement a policy to dismiss students and start applying learning methods with an online system. This government policy was effectively enforced in several provinces in Indonesia on Monday, March 16, 2020 which was also followed by other provincial areas [5].

Based on data from the Ministry of Education and Culture (2020), the results showed that the number of students that is studying at home due to COVID-19, namely: 28.6 million Elementary Schools, 13.1 million Junior High Schools and Equivalents, 11.3 million Senior High Schools and Equivalents, and 6.3 million Higher Education [6]. The large number of students learning from home does not mean that the learning process is stopped or is left alone. Learning must still be done even with online learning systems that may have shortages and limitations. Online learning is an option in order to continue the teaching and learning process.

Muara Enim Regency consists of several Districts, one of which is Muara Enim District. Muara Enim is a sub-district which is also the center of government or capital of Muara Enim Regency which is located in South Sumatra Province. Muara Enim District has a large area and has abundant natural resources with most of its territory is a watershed [7]. Spokesperson for COVID-19 in Muara Enim Regency, Panca Surya Dihartha (2020), said that the number of residents who were confirmed positive for the COVID-19 virus in Muara Enim Regency reached 100 for approximately 3 months since the first case of COVID-19 entered Indonesia. Out of 22 districts in Muara Enim Regency, 2 Districts have been assigned red zone status by the Covid 19 task force team in Muara Enim Regency, namely Lawang Kidul District with 35 cases and Muara Enim District with the most cases with 45 cases [8]. To anticipate the spread of the COVID-19 virus, the Regent of Muara Enim through the Regional Secretary issued a Circular Number 440/638/KES/III/2020,

regarding the prevention of the spread of COVID-19 in Muara Enim Regency. In this circular, the District Education Office Muara Enim appealed to all TK/PAUD, SD and SMP Public/Private schools to do the learning process at each student's home (Home Learning) started from March 23 to April 6 2020 and it can be extended according to the conditions. Also, to the Principal and Teachers Council of Kindergarten Early Childhood, Elementary and Junior High Schools (State and Private) to prepare a curriculum for the learning process at home [9].

In Enim Ekspres (2020), it is stated that the Regent of Muara Enim has again extended the online learning method to PAUD, Kindergarten, Elementary, State and Private Junior High Schools throughout Muara Enim Regency. Head of the Muara Regency Education and Culture Office, Enim Irawan, stated that the application for an online extension at home which previously should have entered school on May 29, but conditions of COVID-19 pandemic is making its impossible, his party submitted a request to the Regent of Muara Enim to extend it until June 13, 2020 and up to now Muara Enim Regency is still implementing online learning [10].

Online learning is face-to-face learning that is carried out online using the internet network [11]. Changes in learning from face-to-face to online that occurs immediately have generated various responses and obstacles to the world of education in Indonesia, including teachers who are the spearheads of education who directly handle students [3]. Changes that occur quickly and suddenly force teachers to be able to use technology as a bridge that can connect teachers and students in the learning process without having to be face to face.

Online learning in Indonesia is carried out by all levels of education, at the elementary school level, online learning is very dependent on the guidance of each student's parents. In order for the implementation of online learning to run smoothly, the teacher will collaborate with students' parents in the process of working on assignments. In order for online learning to run smoothly, at least both teachers and students must have basic facilities such as supporting devices, adequate supply of quotas or internet packages and a stable network. Then, another thing that is no less important to support the success of learning is the use of instructional media, learning methods, and learning approaches that are in accordance with online learning needs [12].

In the midst of the ongoing COVID-19 Pandemic, schools have implemented online learning to reduce the spread of the COVID-19 virus. Learning must continue to be carried out so that students can still get the learning material needed according to their level. Online learning for elementary school students is not yet the best alternative. The results of research by Taradisa, et al. (2020) show that students' lack of understanding

when carrying out the online learning process, because students cannot meet directly with teachers and teachers, find it difficult to monitor student learning development [13]. Then the results of Gustria's research (2021) resulted that Elementary School students were constrained in online learning because they did not have cellphones and students had difficulty understanding the material provided by the teacher in the *whatsapp* group because there were no direct examples [14].

There are several schools that are still constrained in implementing online learning, especially schools in remote areas. For schools that have not been able to organize online learning, they can develop teacher creativity to take advantage of alternative learning media while students study at home [15]. Teachers can use available learning resources, namely worksheets or student books that are in accordance with the taught themes that have been made previously. For Elementary School teachers who are accustomed to face-to-face learning systems, this condition creates unpreparedness in the learning process. A number of teachers experienced obstacles in terms of learning preparation, implementation of learning and learning assessment.

Another obstacle to online learning in elementary schools is students who do not have cellphones. Indeed, in an era like today, having a HP is already "mandatory". Because almost all interactions in people's lives, cannot be separated from cellphones that are able to connect to the internet network. Not to mention the parents who have to pay more for the purchase of quotas and the added problem of poor internet networks in certain areas [16].

The success of learning cannot be separated from the role of teachers who struggle in providing a number of materials to their students. This is a challenge for teachers, especially for elementary school students who basically students still need guidance from the teacher in learning activities. To find out how the learning process is implemented, it is necessary to review the planning and implementation of the learning process. Therefore, the researcher conducted an analysis related to finding out how the implementation of online learning, especially at the elementary school level in Muara Enim District. To explore and get information about the implementation of online learning in elementary schools, several research questions were made as follows:

1. How are teachers prepared for online learning planning in Elementary Schools?
2. What is the process of implementing online learning in Elementary Schools?
3. How is the assessment of Elementary Schools student learning outcomes during online learning?

2. Related Works/Literature Review

Basically, in the learning process there are three components, namely the teacher (teacher), students, and teaching materials. The teacher functions as a provider of teaching materials, and students as recipients. Learning outcomes depend on the teacher who is the provider of the teaching material, for that teachers are required to master the material and learning methods in order to achieve the expected learning outcomes. According to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, it states that learning is a process of interaction between educators and students and learning resources that take place in a learning environment. In essence, learning is the process of delivering knowledge information through teacher-student interactions. Learning is also the process of providing planned guidance to students by conditioning or stimulating students so that students can learn well and understand any knowledge information conveyed.

Online learning is a form of learning that utilizes technology as a means of the learning process. There are many media used for online learning, for example *Google Classroom*, *Learning House*, *Edmodo*, *Teacher Room*, *Zenius*, *Google Suite for Education*, *Microsoft Office 365 for Education*, *Your School*, *Smart Class*. With the progress of information and communication in various sectors, especially in the field of education, it will be able to provide facilities and facilities for teachers and students in the learning process. However, it takes a lot of time to learn these platforms, because not all teachers quickly understand how to use it. In implementing online learning, elementary school teachers use various methods, starting from using the concept of online lectures that are videotaped and then sent using the *Whatsapp* application, there are also those who use YouTube from various sources [17].

During the COVID-19 pandemic, so that the learning process can continue, the learning process should change according to the times, namely by utilizing information and communication technology media. Technological developments provide changes to the implementation of teaching and learning [18]. Information technology can be accepted as a medium in carrying out the educational process, including helping the teaching and learning process, which also involves finding references and sources of information [4]. Information and communication technology media have now become an important part of the online learning process in a pandemic like today. In practice, online learning requires the support of devices such as smartphones or cellphones, laptops, computers, tablets, and iPhones that can be used to access information anytime and anywhere [19].

In the Regulation of the Minister of Education and Culture (PERMENDIKBUD) Number 109 of 2013 states that online learning must be carried out in accordance with distance learning procedures with the following characteristics:

1. Distance education is the teaching and learning process carried out remotely through the use of various communication media.
2. The learning process is carried out with electronic media (e-learning), which utilizes information and communication technology-based information packages for learning purposes that can be accessed anywhere and anytime by students.
3. Learning resources used in the learning process are teaching materials and a variety of information developed and packaged in a form based on information and communication technology.
4. Distance education has the characteristics of being open, independent learning, thorough learning, using information and communication technology, and other educational technologies.
5. Distance education is open, which means learning is organized flexibly in terms of delivery, selection and study programs and program completion times, pathways and types of education without age limit, year of diploma, field of study background, registration period, place and method of learning., as well as the evaluation period of learning outcomes.

From the explanation above, it can be concluded that online learning has characteristics or characteristics, namely learning using electronic media and internet networks that can be done openly, flexibly, anytime and anywhere. However, the results of research conducted by the Ministry of PPPA on students from 29 provinces are as follows: 1) 58% of children have unpleasant feelings while undergoing the policy of studying at home; 2) 38% of children think that the school does not have a good program in implementing learning activities at home [20].

The success of the learning program is not only in terms of the level of learning achievement, but must also be viewed in terms of processes and supporting facilities [21]. A teacher is also required to be able to use the sophistication of information and communication technology. An educator is required to have four competencies in order to be able to use digital technology appropriately, namely 1) an educator must understand and be able to use digital technology and its application, 2) have leadership competencies that are able to direct students to have an understanding of technology, 3) have the ability to predict correctly towards change and strategic steps in facing the

times, and 4) to have the competence in controlling oneself from all changes, and to be able to face it by generating ideas, innovation, and creativity [22].

The distance learning policy that was implemented suddenly became an obstacle that had an impact on the readiness of schools, teachers and students in carrying out inadequate learning [23]. Another challenge for online learning is the availability of internet services. The uneven internet and technology networks in certain areas, and inadequate facilities such as laptops and cellphones. Some students access the internet using cellular services and a small proportion use *Wi-Fi* services [24]. Meanwhile, schools in remote areas where internet service facilities are not available make the burden for teachers even heavier because after all the teachers have to be able to carry out distance learning activities. The implementation of online learning cannot be separated from the advantages and disadvantages that must be managed by the teacher properly so that the objectives of the learning process can be achieved.

3. Material & Methodology

This research is a descriptive study with a qualitative approach to reveal, describe, and explain how to implement online learning in elementary schools. This research was conducted at an Elementary School in Muara Enim District, South Sumatra in July 2020. The research subjects were Elementary School teachers. Collecting data making observation, interviews, and documentation. Observations were made by observing the implementation of online learning activities that had been carried out in the Muara Enim District Elementary School. Interviews were conducted online with elementary school teachers by conducting structured interview questions and answers to obtain information about the implementation of online learning during the COVID-19 Pandemic. Then, researchers also collected data with literature studies by analyzing a number of books, journals, articles, and various news related to the application of online learning. Documentation study by looking at and comparing student learning outcomes before and after implementing the online learning process. To get accurate results, data analysis uses the model of Miles and Huberman with stages, including: data reduction, data presentation, and drawing conclusions [25]. The researcher will reduce the data by carefully recording the data information that has been obtained and then summarized based on the main points. Then present the reduced data into tables to make it easier to understand the results of the data. And finally the researchers verified the data that had been presented based on the results of the research which then concluded.

4. Results and Discussion

4.1. Result

The results showed that online learning activities were used by schools to deal with the ongoing COVID-19 pandemic. Learning must continue to be carried out, because students have the right to get learning material properly when studying at school. Online learning is an alternative for continuing to carry out educational activities. As stated by Syarifudin (2020), learning must continue, even though a pandemic occurs globally. Online learning requires planning for the implementation process, such as the availability of facilities and the readiness of teachers to deliver learning materials online [12].

The results of interviews conducted with State Elementary School teachers in Muara Enim District found that since the implementation of distance learning, teachers have used learning media with the *Whatsapp* application in the online learning process. Almost every day the teacher has to make learning material in the form of text or video which then sends it using the *whatsapp* application. The use of this *Whatsapp* application is because most elementary school students do not yet have cellphones and only rely on their parents' cellphones in the online learning process. The teacher makes group *whatsapp* media in the process of sending student mats and assignments.

In fact, online learning is often identified with the large number of tasks that teachers give students, resulting in an ineffective learning process [26]. At the Elementary School level in Muara Enim District, the teacher assigns a number of assignments to students through the *Whatsapp* group media and the student worksheet books that are already available to each student. The teacher gives an assignment in the form of multiple-choice questions and essays which are sent via *Whatsapp* media. Usually the teacher gives time to collect assignments that day or a maximum of one day after the assignment is given. For students who do not have cellphones, the teacher asks these students to actively ask classmates who have cellphones. The teacher also makes use of the *student worksheet* book that already exists for each student by determining a page on the *student worksheet* so that students can answer questions that have been determined by the teacher.

In this online learning, there are some parents who complain, if their child is given a lot of tasks. However, the teacher hopes that parents can understand the conditions that occur, because if they are not given assignments, students tend to be lazy to learn. Not to mention the problem of uneven internet networks, expensive internet access,

and there are even areas where students' homes have very poor internet access and make teachers confused about delivering learning materials. Online learning that makes no face-to-face interaction makes students less disciplined in the learning process, because the teacher cannot directly supervise the student concerned. For this reason, the teacher hopes that parents of students can supervise their children during the online learning process.

In this study, the results of the interviews were grouped according to three indicators that were used as interview material for analysis, then reduced and looked for sub-indicators. After that, the sub-indicators are linked to get a final conclusion. In this study, three indicators were found regarding how to implement online learning in elementary schools in terms of: (1) Teachers' readiness in planning online learning; (2) The process of implementing online learning; (3) Assessment of student learning outcomes during online learning. Each of the indicators found is presented as follows:

4.1.1. Teacher Readiness in Planning of Online Learning

The government policy to change schools from face-to-face to online learning (distance learning) has made teachers who are accustomed to face-to-face learning not yet prepared to carry out online learning which is considered to be sudden. As Hamdani (2020) said in his research, 1) not all teachers can think quickly to be able to use full online learning, even though the teacher has made an effort, it will not be this fast; and 2) not all teachers have the same digital literacy skills, there are teachers who adapt quickly, but some are not able to adapt, so they have difficulty learning online [27].

The following are some teacher interview statements that support the indicators of teacher readiness in online learning planning, as follows:

“This online learning policy can be said to be very sudden. At first we were confused about how to make online learning materials. Especially for elementary school children who are still young, most of whom do not have cellphones yet..” (W/K/GBI/21-07-2020)

“Online learning is actually making it more complicated, you are busier than before online learning was implemented. In the past, we explained the material face to face and gave assignments that could be completed on the same day, but if this online learning we had to make a video teaching demonstration in giving material, make assignments in the form of essay questions and multiple choice and that was quite time consuming, besides that also not

all teachers are good at using laptops to make videos or questions ...”
(W/D/GM/22-07-2020)

TABLE 1: Reduction Results related to Teacher Readiness in Online Learning

| No. | Indicator | Sub Indicator |
|-----|--|---|
| 1. | Planning for online learning materials | The teacher is confused in planning the making of online learning materials |
| 2. | Making online learning media | The teacher has difficulty in making learning media because the teacher is less capable of using science and technology media, it takes creativity in making instructional videos, and it takes a lot of time in making instructional videos. |

Online learning requires readiness in terms of human resources, both teachers and students. In order for the online learning process to run smoothly, the readiness of the teacher is needed in planning and making learning materials. The results of the interview in the table above concluded that elementary school teachers in Muara Enim District were still not ready to plan and create materials for online learning. This is also reinforced by the results of research by Prabowo, et al. (2020) which resulted that only 14.78% of research respondents were ready to conduct online learning. Meanwhile, 70.42% of respondents felt less ready, and the remaining 14.39% felt that they were not ready to carry out online learning [28]

4.1.2. Online Learning Implementation Process

Learning is one of the essences in implementing the curriculum. Implementation of learning is the realization of the learning design that has been made by the teacher. Teachers have an important role in carrying out the learning process, especially online learning which requires teacher skills and innovation in the use of information technology. In the implementation of online learning at Muara Enim Elementary School, most teachers use the *whatsapp* application in providing a number of materials and assignments. This is because elementary school students are still underage and most of them do not have laptops or cellphones. Teachers are required to be able to use technology and social media in the implementation of online learning.

According to Niken, the Secretary General of the Ministry of Communication and Informatics stated that whatsapp is the most popular application for people to communicate via the internet. “83% of our 171 million internet users are WhatsApp users that connect people [29]. Online learning also requires parents, especially parents of elementary school students, to take an active role during the learning process at home. Parents have an important role in online learning and this forces parents to be able to

use technology so that they can guide them while their children are studying at home. Parents must also prepare online learning facilities for the smooth learning of their children. Because online learning will be carried out well if there is a role of parents who optimally guide it.

The following are some teacher interview statements that support the indicators of online learning implementation, as follows:

“So, indeed most of our students don’t have cellphones, so to study online they borrow their parents’ cellphones. For those who don’t have a cellphone, we provide learning about the Offline system ...We initially collected phone numbers from each student and then we made *whatsapp* class groups, so all the materials, videos, assignments were all of us send via *whatsapp*..” (W/K/GBI/21-07-2020)

“In this online learning, teachers still come to school with a shift-shift system, so if there are students who don’t have cellphones, they can collect assignments and come directly to the school, which is represented by the parents of the students... Online learning is actually the ones that complain a lot about their parents, they say that most of the assignments are given...” (W/D/GM/22-07-2020)

“I want to say it’s effective, so it’s not effective either.. because we can’t look after one child, it’s really not the job done alone or not. Especially for Elementary School children, some of them are not yet fluent in reading, we want to give assignments too, it’s a bit difficult... ” (W/K/GBI/21-07-2020)

“In my opinion, this is not very effective, Ms. first, in terms of providing limited material, if the child does not understand, it is difficult to ask because it is online. Then in terms of the technological and economic abilities of the parents, they are different, if the parents are clueless, it is difficult to teach their children. Same for doing assignments, elementary school children sometimes like to be lazy at home and have a lot of work done with their parents. So the smart ones will not be the children, but the parents..” (W/D/GM/22-07-2020)

The main thing that the teacher must do in learning is planning the material, preparing the material and compiling the material according to the teaching material. The learning material comes from the competency achievement indicators, so that the series of material presented by the teacher is able to apply the content standards in the 2013 curriculum. The learning material provided must be guaranteed to reach the students’ goals according to the expected goals.

TABLE 2: Reduction Results related to the Online Learning Implementation Process

| No. | Indicator | Sub Indicator |
|-----|--------------------------------------|---|
| 1. | Delivery of learning materials | The teacher uses the student worksheet book that has been given to each student, the teacher delivers the learning material by making videos |
| 2. | The use of learning media | The teacher creates groups on the <i>whatsapp</i> application as an online learning media, the teacher sends videos of learning materials through the group <i>whatsapp</i> , the teacher gives assignments via the <i>whatsapp</i> group |
| 3. | Student responses in online learning | There are some students who do not have cellphones and rely on their parents' cellphones, there are students' homes with bad internet networks, online learning requires a quota so that parents complain about having to spend more money, students are not disciplined in doing assignments from some complained because of the large number of assignments given by the teacher. |

The implementation of online learning requires teachers to switch to using the *whatsapp* application as a medium for delivering learning material and giving assignments. In practice, online learning has the advantage that it can simplify the learning process, access material, train students so that they can learn independently and learning can be done anywhere. However, the implementation of online learning also requires a device (cellphone) and internet network as a learning medium and not all elementary school students have it. Online learning that is carried out remotely also has disadvantages, namely the absence of supervision from the teacher, so that students who are unable to learn independently and have low learning motivation will find it difficult to achieve learning goals because they cannot understand the material clearly.

4.1.3. Assessment of Student Learning Outcomes

In Media Indonesia (2020), Syamsir Alam as the Curriculum Development and Assessment Division stated that assessing and filling in report cards during the COVID-19 Pandemic was a serious problem, apart from the learning activities themselves. Particularly related to the principles of justice (*equity*) and inclusivity (*inclusivity*). In normal situations, assessment and grading, as a form of accountability for learning programs held by teachers or schools to education stakeholders (such as parents and government), This is a complicated problem for teachers [30]. Especially during a pandemic, when learning and assessment must be done remotely online, and considering the conditions and backgrounds of students are very diverse both economically, culturally, and in family education.

Elementary School teachers in Muara Enim expressed doubts about the validity of the assessment process carried out in the online learning process. When asked about

the objectivity of values, the teacher was still hesitant to answer it. The teacher reveals that the teacher cannot supervise each student in the process of doing assignments, so that the teacher cannot ensure the objectivity of the value of each student. The teacher does not know whether the task is done alone or with the help of his parents, it could be through *Google* help or cooperation with friends, or maybe even done by his parents.

The following are some teacher interview statements that support indicators of student learning outcomes, as follows:

“We hesitate in assessing students’ learning outcomes, because we cannot monitor each student in the process of working on assignments....”
(W/K/GBI/21-07-2020)

“During this online learning, the students ’scores have actually increased, from the previous average of approximately 70, now it has increased to 90 and some even 100. So I am a little doubtful when I want to analyze the students’ scores. Because we don’t know it’s the child’s own work, whether the parents are working on it because we can’t know or look after the children one by one... But at that time I asked one of the students why the writing was good, then the child answered if the assignment was written the same his parents” (W/D/GM/22-07-2020)

TABLE 3: Reduction Results related to Assessment of Student Learning Outcomes

| No. | Indicator | Sub Indicator |
|-----|-----------------------------|---|
| 1. | Assessment Analysis | Student score taking cannot be effective, the teacher is still hesitant in analyzing student assessments, because during online learning the teacher cannot supervise students in the progress and completion of the assigned tasks |
| 2. | Reporting Learning Outcomes | Outcomes obtained by students with online learning have increased, as indicated by the average score of students before online learning is ≤ 70 , while the average score of students after learning online using <i>whatsapp</i> media is ≥ 90 . |

In the table above, it is concluded that the results of student learning assessments during the COVID-19 Pandemic tended to increase, different from before when face-to-face learning was still carried out, the students ’scores still had an average ≤ 70 , while the students’ average scores after online learning using *whatsapp* media obtained a value of ≥ 90 . The teacher is still hesitant in analyzing learning outcomes and reporting student assessments, because during online learning the teacher cannot supervise students in the progress and completion of the assignments given. Assessment of student learning outcomes can be seen from the success of distance or online education which is measured by how good the product of the system is. For this reason, regular

assessments should be carried out throughout the learning process and at the end of one educational time unit. The assessment in question should be based on criteria (*Criterion Reference Evaluation*) to be fair and not compromise

5. Conclusion

From the results of research and discussion, it can be concluded that Elementary School teachers lack readiness in terms of planning and implementing online learning. Most of the teachers at the Muara Enim District Elementary School also use the *whatsapp* application in online learning, because almost all Elementary School students do not have laptops or cellphones and only rely on the cellphones of each student's parents. Online learning through *whatsapp* for Elementary School students in Muara Enim District tends to be ineffective because basically Elementary School students are still very dependent on teachers in carrying out the learning process and teachers cannot supervise students directly in doing the assigned assignments. Then, the achievement of the assessment of student learning outcomes in online learning tends to increase, this is indicated by the average score of students before online learning is ≤ 70 , while the average score of students after online learning increases to ≥ 90 . However, teachers are still doubtful in analyzing learning outcomes and reporting student assessments, because during online learning the teacher cannot supervise students in the progress and completion of the assigned assignments. In the online learning process carried out by students, it cannot be separated from the supervision of parents and teachers. For this reason, cooperation and the role of parents of students are needed in educating and guiding their children during online learning, so that teachers can find out about the development of student learning outcomes at home.

Acknowledgement

The writing of this article was resolved because of the help of various parties. The author would like to thank the Muara Enim District Elementary Schools Teachers and all those who have helped in the research process, both from the observation process, interviews, and collecting various literature on how effective online learning was during the COVID-19 Pandemic. The author realizes that there are still many shortcomings in the preparation of this article. For that, the writers hope for constructive criticism and suggestions. Thanks.

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