

THE IMPLEMENTATION OF ONLINE LEARNING IN ELEMENTARY SCHOOL OF SOUTH KALIMANTAN PROVINCE DURING COVID-19

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Abstract: This study aims to describe the implementation of online learning in elementary schools in South Kalimantan which includes planning, implementation, evaluation, and supervision. This research was a descriptive research. The samples of this study were 4 principals, 8 teachers, 180 students in elementary schools in three districts/cities in South Kalimantan. Data collection instruments were documentation and questionnaires and the data were analyzed using quantitative and qualitative data analysis techniques. The results of research on each component studied were as follows. (1) Planning: the preparation in online learning is carried out by the principal by providing directions to teachers, staff, students and parents so that they can prepare applications for teaching and learning activities and other tools that support online learning. (2) Implementation: school principals monitor teacher performance in face-to-face online learning at schools. The teachers make various assessments in each class, at the end of each material for class III and at the end of the month for class V, while students state that they are ready with applications for online learning. Applications that are often used by teachers are WhatsApp and Google Classroom. (3) Assessment: the principals ask for cooperation of teachers, students and parents. Teachers assess online learning outcomes with multiple-choice tests that are carried out every semester through PTS (Middle Semester Assessment) and PAS (Final Semester Assessment). (4) Supervision: the principals carry out teacher performance evaluations so that the implementation of online learning goes well. If there are obstacles, a solution will be arranged to resolve the problem.

Key Words: online learning, elementary school, Covid 19

Introduction

The spread of the coronavirus pandemic, or COVID-19, has presented its challenges for educational institutions in Indonesia (Dewi, 2020). To anticipate the transmission of the virus, the government issued policies such as social distancing, physical distancing, to large-scale social restrictions (PSBB). As a result of this policy, the education sector such as schools and universities stopped the face-to-face learning process. Instead, the learning process is carried out online which can be carried out from each student's home (Amrullah, 2021; Sinaga & Sinaga, 2021). Readiness on the part of service providers and students is a must for the implementation of online learning. The implementation of online learning requires supporting devices such as computers or laptops, gadgets, and other tools as intermediaries, which of course must be connected to an internet connection. The impacts of online learning

activities can be seen from aspects of the learning spirit, literacy of online learning technology, intrapersonal communication activities, collaborative activities, and independent learning independence (Hasanah, Lestari, Rahman, & Daniel, 2020).

Online learning at home has advantages in its implementation; students can access materials and assignments given by the teacher without time and place restrictions. Things that can be done during online learning (online) are communicating with each other and discussing online (Sugiyarto, Wulandari, & Casworo, 2020). Changes in the learning system from face-to-face involving teachers and students in the classroom resulted in teachers changing their learning strategies. The methods, approaches and teaching strategies teachers use must be varied so that students remain motivated to participate in the teaching and learning process. Teachers are still responsible for controlling learning implementation and coordinating well with parents. However, in online learning, the primary control is the parents and requires more parental guidance (Angelia, Kanzunnudin, & Santoso, 2021; Setyorini, 2021).

The results of research conducted by (Sari, Lian, & Khermarinah, 2021) showed that implementing online learning in elementary schools during the COVID-19 period could be carried out well despite experiencing many obstacles and challenges. Thus, it can be said that online learning was effectively used during the COVID-19 pandemic. Furthermore, according to (UStoyo, Sholikhah, & Zuhro, 2020) the advantages of online learning are that learning is more practical and flexible, students are independent in learning, while the weaknesses are limited time and internet networks, and monitoring of students is less than optimal. Constraints from online learning consist of pre-learning, process and post-learning constraints. The response to online learning is divided into positive and negative responses from teachers, students, and parents of students (Khasanah & Muhammad, 2021).

Penelitian terdahulu tentang penerapan pembelajaran daring di sekolah dasar sebagian besar Previous research on online learning applications in elementary schools mostly only took one school as a research sample. This study has a more significant number of samples and spreads from different urban and remote rural areas, so this study can broadly describe the implementation of online learning in elementary schools in South Kalimantan. Therefore, this study describes how online learning implementation in South Kalimantan's elementary schools includes planning, implementation, assessment, and supervision.

Method

The research method used in this research is descriptive research. The data collection techniques chosen are documentation and questionnaires. The documentation is in the form of lesson plans and school data archives. The questionnaire used contained several questions shared online via a *google form*. The samples of this study were four principals, eight teachers, and 180 students at elementary schools in three districts of South Kalimantan Province. These samples are chosen using a random sampling technique. Data obtained from students were analyzed using descriptive quantitative, while data obtained from school principals and teachers were analyzed qualitatively. Data presentation is done through tables and percentages (Sugiyono, 2015). The grid of research instruments can be seen in Table 1 below.

Table 1. Questionnaire Instrument Grid

No.	Component	Indicator	Questions		
			Principal	Teacher	Students
1.	Planning	1) Readiness of Principal 2) Readiness of Teacher 3) Readiness of Student 4) Readiness of School	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6 7
2.	Implementation	1) Use of Online Learning Applications 2) Forms of Training Questions 3) Use of Methods	7 8	7 8 9	8 9 10 11 12 13
3.	Assessment	1) Use of Application in Giving Assessment Questions 2) Giving Daily Assessments, Mid-Semester Assessments, and End Semesters 3) Giving Practice Questions in 1 Semester	9 10 11 12 13	10 11 12 13 14	14 15 16 17
4.	Supervision	Directions and Supervision from the Principal	14 15 16 17 18	15 16 17	18 19 20

Results and Discussion

Based on the questionnaire results about readiness to implement online learning, the school has prepared it optimally. The principal does planning by holding meetings and giving directions in advance to each element in the school before the implementation of online learning takes place and also preparing internet access in schools with good conditions. However, these online learning facilities and infrastructure are still incomplete, and the teacher's abilities, as seen by the principal, is inadequate to carry out this online learning. Furthermore, for teachers' readiness to implement online learning, it looks pretty good that the teacher has planned the subject matter that will be delivered to students before online learning begins. Teachers also have a personal internet network at home, so they do not have problems during the online learning process, and also coupled with the quota and credit assistance from the Minister of Education and Culture received of 3GB which can be used when the teacher is not at home or school.

The results of the questionnaire given to students on online learning planning are shown in Table 2 below.

Table 2. Student Questionnaire Answers to Online Learning Planning

No	Questions	Selected answers	Percentage
1	What are you prepared to do to take online learning from school?	Have an Android phone	20.56%
		Have an Android cellphone and mobile data	76.67%
		Others	2.77%
2	When you take online learning, you use the type of internet network access in the form of...	Personal data package (own quota)	71.11%
		Wi-Fi in public places (village/learning center, etc.)	7.78%
		Indihome	17.78%
		Others	3.33%
3	Did you watch the program "Belajar dari Rumah" on TVRI?	Yes, every day	26.11%
		Yes, not every day	55.56%
		Never	18.33%
4	Where do you usually take online lessons?	At home	98%
		Other	2%
5	How is the quality of the network or network in your place in conducting online learning	Very	6.67%
		42	61.67%
		Fairly smooth	23.33%
		Not smooth	6.67%
6	To participate in online learning, you use network services in the form of...	Data package	73.89%
		Wi-Fi in public places	7.22%
		Indihome / XL Home	18.89%
7	What school support is provided while studying at home...	Borrowing books	68.89%
		Giving internet packages	20.56%
		Providing access to online learning applications for free.	10.55%

The results of the questionnaire given to students on the implementation of online learning are shown in Table 3 below.

Table 3. Student Questionnaire Answers on the Implementation of Online Learning

No	Questions	Selected answers	Percentage
1	Do you agree with the applications used in online learning in schools?	Yes	89.45%
		No	8.33%
		Others	2.22%
2	What difficulties are there in answering the practice questions given by the teacher in online learning?	Network	53.89%
		Do not understand the learning applications used by teachers	23.33%
		Others	22.78%
3	What types of learning applications do teachers often use when teaching online?	<i>Classroom</i>	30.56%
		<i>Whatsapp</i>	69.44%
4		The teacher makes a teaching video	29.45%

No	Questions	Selected answers	Percentage
	Students take part in the delivery of subject matter online through the media...	Youtube	21.11%
		The teacher tells book pages to read	41.11%
		Others	8.33%
5	What online learning apps do you use the most while studying from home....	Learning house Teacher room	8.89%
		Google for Education	30.56%
		Independent application developed by the school	20.55%
		Your school	1.67%
		Other online applications	30.55%
		None	7.78%
6	What type of face-to-face application (video conferencing) do you often use with your teacher to implement online learning?	Google meet	14.44%
		Zoom	21.67
		Online applications (online)	33.89%
		Others	
		Other	30%

The results of the questionnaire given to students on implementing online learning can be seen in Table 4 below.

Table 4. Student Questionnaire Answers to Online Learning Assessment

No	Questions	Selected Answers	Percentage
1	As a student, the correct application in answering questions at your school is?	<i>Email</i>	2.22%
		<i>WhatsApp</i>	65.56%
		<i>Google Drive</i>	23.33%
		<i>Classroom</i>	6.11%
		Other	2.78
2	Do you think the application used for online learning is appropriate for the condition of the school and students is.....?	<i>Zoom</i>	5%
		<i>Whatsapp</i>	64.44%
		<i>Email</i>	1.67%
		<i>Classroom</i>	28.89%
3	In understanding and working on the questions given by the teacher as a student, you are assisted by.....	Brother	26.67%
		Parents	63.89%
		Others	9.44%
4	The form of questions that teachers usually use in class in online learning is....	Multiple choice	79.44%
		Filled	13.89%
		Others	6.67%

The results of the questionnaire given to students on online learning supervision are shown in Table 5 below.

Table 5. Student Questionnaire Answers on Online Learning Supervision

No	Questions	Selected Answers	Percentage
1	As students, the main obstacle in participating in learning is...	Not having an Android	16.67%
		Not having cellular data	35%

No	Questions	Selected Answers	Percentage
		Not having an Android and mobile data	27.78%
		Others	20.55%
2	On your opinion, the implementation of online learning in schools has been successful?	Yes	73.89%
		No	16.67%
		Fairly smooth	3.33%
		Others	6.11%
3	Participating in online learning as a student, you get cellular data facilities from...	School	13.33%
		Government	36.11%
		Parents/guardians	45.56%
		Others	5%

Planning

Based on the results of all students' answers, it can be seen that the average readiness of students in the implementation of online learning is good. Where 20.56% of students answered that they have Android phones but do not have quotas, while 76.67% of other students have Android phones and have quotas. In addition, it can be seen from the smooth internet network at the location of the student's residence that out of 180 students, only 6.67% of students answered that it was not smooth, and 23.33% were smooth enough, while the rest stated that the network was smooth.

Online learning planning carried out by schools is in accordance with the theory, principals, when planning, should work together and encourage teachers, students and parents to hold ongoing training on media and applications used for Distance Learning (PJJ) and preparation for infrastructure *online* (Nadeak & Juwita, 2020). Learning planning is carried out by the teacher by establishing and developing approaches, methods, learning techniques, or lesson plans to guide, assist and direct students to have learning experiences and achieve predetermined learning goals. In addition, the readiness of human resources, including educators, students, and parental support, is essential to implementing online learning (Nurdin, 2021).

Implementation

Based on the results of the answers to the questionnaire, the implementation carried out by the school was quite good. The principal conducts monitoring by holding meetings with all teachers using online devices. The principal also helps the teacher by having discussions about making the right questions to be used in the online learning process. Then, the teacher uses the question and answer method to implement online learning, giving learning assignments and asking questions to students through *WhatsApp*. This question-and-answer method can form a two-way flow of information so that the learning atmosphere becomes livelier and more active.

Students answered that they agreed with the implementation of online learning during this covid-19 period. However, in practice, network problems can also occur where out of 180

students, 53.89% answered that they had experienced network problems. Another obstacle also occurs when students do not understand the teacher's explanation, the teacher does not provide an explanation video about the material being studied. The application that teachers use most often in online learning is *Whatsapp* because it is easy to use. In addition, using *smartphones* as media tools to participate in learning is more effective because all students can use them, especially elementary school level children who still lack knowledge of using electronic (Nurdin, 2021; Yulianti, Fitriya, Agustina, Lestari, & Amelia, 2021).

Assessment

The assessment carried out by the principal is quite good, where the principal conducts an assessment and evaluation of the teacher's performance in conducting this online learning. The teacher monitors the assessment made by fellow teacher to the students, and the teacher rightly does it. Besides that, the principal also sets *WhatsApp* as a medium for giving practice questions to each student to make it easier for teachers and students to access it.

Furthermore, the assessment carried out by the teacher was also quite good, where the teacher used *WhatsApp* as a medium to give practice questions to each student and made a question grid and given to students so that students knew what points they had to learn. In addition, the form of the questions given is also standard with the student's ability, namely multiple choice and stuffing which is often done by students and is also given an assessment every semester in the form of PTS and PAS assessments. As for the student questionnaire answers, the average student answered that all students agreed that the *WhatsApp* application was appropriate in this online learning process, and the form of the questions the teacher gave was indeed multiple choice and filled in.

Supervision

Supervision carried out by the principal is also quite good, where the principal can say that the implementation of online learning activities does not take place optimally and cannot achieve the desired school target. This finding is because many students still do not have Android phones. However, online learning activities are still being carried out, but offline activities are also carried out utilizing teachers visiting students' homes while maintaining health protocols. In online learning, parents play a vital role in guiding and accompanying children while studying at home (Wardhani & Krisnani, 2020). If parents are more attentive in supervising their children during online learning, the students will be diligent in studying together with the guidance of their parents.

Conclusion

Based on the research results, several conclusions were obtained as follows.

1. In planning, readiness for online learning is carried out with the principal providing directions to teachers, staff, students and parents to prepare applications and other facilities that support online learning. The teacher plans the material and uses an application determined by the school and agreed with students and parents. Meanwhile, students need technological readiness, physical readiness, the readiness of learning resources, readiness to access the internet and the ability to manage study time at home.

2. In the implementation process, the principal monitors teachers' performance in face-to-face online learning at schools. The teacher makes various assessment in each class. The students agree with the applications used in online learning, namely *WhatsApp* and *Google Classroom*.
3. In the assessment process, the principal involves teachers, students and parents. The teacher assesses the results of this online learning with a multiple-choice form test carried out every semester through the PTS (Middle Semester Assessment) and PAS (Final Semester Assessment). In this assessment process, students are dominantly assisted by parents in understanding and working on the questions given by the teacher.
4. In the supervision process, the principal carries out teacher performance evaluations so that the implementation of online learning goes well. If there are obstacles, the school together looks for a way out to solve the problem.

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