

Implementation Of Online Learning During The Covid-19 Pandemic At SD Negeri 0405 Hapung In 2021

Seri Husni Artati Hsb
STKIP Rokania
Email : serihusniartatihsb@gmail.com

Abstract, One of the learning alternatives as a result of the Covid-19 pandemic in various sectors is education through the application of online learning. This study aims to describe the implementation of eLearning at SD Negeri 0405 Hapung. The research method uses phenomenological qualitative methods. The subjects of this study were teachers and students of SD Negeri 0405 Hapung. Data collection techniques using interviews and documents. Data analysis was carried out through the stages of data collection, data reduction, data presentation, and drawing conclusions. The results of this study indicate that the implementation of online learning in Indonesia is running well. The teacher carries out all stages of learning, starting from planning, implementing, and evaluating. Teachers are asked to be more creative in teaching so that students do not get bored quickly.

Keywords : Implementation, Online learning, Covid-19 Pandemic

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I. INTRODUCTION

Corona virus disease or Covid-19 has affected all areas of life. In the field of education, the government has taken a policy by issuing Circular Letter Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Covid-19. The notice explains that the learning process takes place at home through distance learning, which is designed to provide students with a meaningful learning experience. Learning from home can focus

on life skills education, including about the Covid-19 pandemic. This shift from face-to-face to online learning requires all parties to find ways they can take so that learning can continue. The choice lies in using technology as an online learning medium.

Online learning is a learning process that takes place using various digital technology capabilities such as smartphones, laptops, applications or web-based internet networks (Juliya & Herlambang, 2021).

Online learning is an innovation and the right way to replace face-to-face

learning methods. Teachers and students can still use various features in digital technology for learning activities such as Zoom, video conferencing, google classroom, whatsapp, google meet, live chat and various other digital features (Juliya & Herlambang, 2021) providing easy access to the Internet network, a network that is wide area, can be accessed anytime, anywhere, and the ability to call various learning interactions, it is very possible to be used as an online learning tool (Sadikin, 2020).

There are several other names for e-learning, including e-learning, e-learning, and e-learning. Even though they have different names, they are basically the same. This learning model is characterized by the use of internet networks and electronic devices to access textbooks on demand (Cahyani et.al., 2020). According to Moore, Dickson-Deane, and Galyen, "Online learning is a learning process that utilizes internet network services that provide flexibility, connectivity, and accessibility to provide various forms of learning interactions" (Sadikin, 2020)

By utilizing the internet network, educators can provide learning videos or provide links to download learning materials or send material files or assessment questions. There are many online learning applications to choose from,

depending on the situation and condition of educators and students. Have facilities available to conduct or not to conduct selected online courses. Mastery of teacher technology and online class coordination skills are also very decisive. The ability of a student to operate a smartphone or computer as a means of online learning also determines how this online learning works. Implementing online learning has several positive effects. Online learning forms student learning independence, and also increases students' awareness and mastery of online learning supporting technologies. Currently, there are many application functions that can be used for online learning.

However, that does not mean online learning is without problems. According to (Cahyani dkk., 2020), there are several obstacles in this online learning, such as reduced intensity of teacher and student meetings, less effective learning, reduced teacher interpretation of the material, reduced skills, and few lessons. could not be done. Implemented online, website overloaded.

In order for online learning to run well, it is still necessary to use existing and commonly used learning metrics, namely through the planning, implementation and assessment stages as well as learning that takes place in the classroom (Syarifudin,

2020). According to (Magdalena dkk., 2020), in order for learning to run smoothly, four online learning indicators need to be passed, namely learning planning, learning management, learning implementation and assessment.

SD Negeri 0405 Hapung is one of the basic educational institutions that organizes online learning at once. The author is interested in studying how online learning has been implemented in this school during the Covid-19 pandemic. In the preliminary study, the author interviewed a teacher about the implementation of online learning in schools. Initial information from the answer, online learning is carried out using the WhatsApp Group (WAG) application at SD Negeri 0405 Hapung. Online learning uses WhatsApp Group facilities from Grades 1 to 6. Especially in grade six, teachers usually prepare lesson plans before continuing learning, such as by downloading learning media from the internet as learning media. At the implementation stage, the teacher uses the WhatsApp Group (WAG) application and the Voice Note service on the WhatsApp application to explain the learning material.

The teacher greets students, asks students to pray before learning, greets students about their health, and continues to practice health protocols by reminding them to wear masks, keep their distance, and

wash their hands frequently with soap and water. The teacher senses questions and distributes learning materials through WhatsApp Groups and gives homework. However, the teacher felt less than ideal when explaining the topic. Some students do not have their own smartphones and have to share them with their parents. When parents bring smartphones to work, students have to wait until parents get home from work to receive materials and complete the assigned tasks. Families of students without smartphones and expensive internet quotas as well as the lack of student motivation to learn also hinder the achievement of learning objectives.

This research is supported by research conducted by (Nita dkk., 2020) which shows that “Online learning through WhatsApp groups for 4th grade students of SD 3 Negeri Kebonagung Malang is important for giving homework and requires additional video, text, and text. audio and images to provide material. Most students understand online learning materials well through WhatsApp groups. The material that students understand is in the form of video, text, audio and images or photos. Students are said to be successful. The material is provided in this online learning system. Students can also use the WhatsApp feature to do assignments or download materials. Grade 4 students of SD

3 Negeri Kebonagung can operate Android while using video, images and video calls. Sometimes students are still in the technological process. There will be parental assistance. The obstacles that arise in the online learning process are internet signals. These obstacles can be in the form of delays in submitting assignments and the download process, so that sometimes it is still an obstacle.” The purpose of this study was to describe the implementation of online learning during the pandemic at SD Negeri 0405 Hapung.

II. RESEARCH METHODS

The researcher uses phenomenological research and qualitative research methods. According to Moleong, (2007), "qualitative research is a procedure that produces descriptive data in the form of written words, spoken words, or observed behavior. According to Littlejohn, "phenomenology is the study of the study of awareness or knowledge of how to understand an object or event by consciously experiencing (Hasbiansyah, 2008).

Hasbiansyah also said that phenomenology tries to express experiences about what happens through language. The subjects of this study were the class teacher of SD Negeri 0405 Hapung and class II students at SD Negeri 0405

Hapung totaling 17. The research location was located at SD Negeri 0405 Hapung. Data collection techniques were a data collection tool to support research. relevant to research data There are two methods of data collection, namely interviews and documents. Data analysis techniques are divided into several stages, (1) data collection. Data obtained through interviews and documents are still raw. The stages of data collection in this study include: recording the results of interviews and documentation collection activities in the form of photographs during the interview, (2) presenting data, by compiling a set of information that can be concluded and followed up, (3) conclusion/validation, in research. conclusions also need to be validated by: rethinking during the writing process, reviewing field notes, reviewing and brainstorming among colleagues to reach intersubjective agreement, working to place a copy of the findings in someone else's dataset (Rijali, 2019).

III. RESEARCH RESULTS AND DISCUSSION

Based on the results of the interviews, information was obtained that in online learning, the teacher paid attention to several stages, namely the planning stage, the implementation stage and the evaluation stage.

Before teaching, the teacher prepares an online lesson plan. The lesson plan used is a one-page online lesson plan. The teacher also prepares learning materials and learning media. Another thing that teachers need to pay attention to during this planning stage is to ensure that students have access to an Android phone as a learning tool, have an Android phone and have internet access or have internet quota. According to interviews with teachers, I learned that prior to online learning, the online lesson plans prepared by the teacher had been prepared. The preparation of the RPP is based on the Circular of the Minister of Education and Culture Number 14 of 2019 concerning Simplification of the Learning Implementation Plan, the RPP only consists of three core components, namely (1) learning objectives, (2) learning activities, and (3) learning assessment. Furthermore, the authors explore and obtain data by interviewing teachers. Here is the answer to the author's question about the eLearning implementation plan, saying:

"In carrying out this online learning, I prepared my own RPP according to the main learning points that day. The lesson plans consist of learning objectives, learning steps and assessment techniques. I complete my online lesson plan with complementary attachments. I arrange my own learning steps according to what I will

convey and determine the learning media myself. For the learning media, I usually download it from the internet."

Online learning uses different techniques and methods from classical learning that was carried out before the pandemic. In online learning, a technology application is needed to implement it. One of the applications used is the WhatsApp application. From the interview, information was obtained that the WhatsApp application used as an online learning tool at this school is WhatsApp Group. Here are the answers to the questions the author asked about the mastery of technology by students as follows:

"I see that the average second grader has not been able to operate the WhatsApp application by himself. However, I think there is good cooperation between students and parents. Parents assist students in operating cell phones so that the provision of learning materials and collection of assignments can be carried out properly."

The purpose of the implementation of learning is to achieve the learning objectives that have been set in the lesson plan. Learning objectives can be achieved if the learning material can be completely delivered and understood by students. The implementation of learning begins with the teacher greeting students with greetings,

making attendance, and reminding students to maintain health and comply with health protocols. The teacher continued with apperception, distributing learning materials and videos, and giving assignments. In carrying out online learning, teachers stick to the main source books, namely student books and integrated thematic teacher books for the 2013 curriculum.

The teacher evaluates the realm of student knowledge and the realm of student skills. For assessing attitudes, the teacher observes the value of students' attitudes during the learning process. The realm of knowledge obtained the following results.

Table 1. Knowledge Value for Class II Theme 6 Sub-theme 3 Learning 4

Student's Name	B. Ind KD	C/I	Mtk KD	C/I	Sbdp KD	C/I
	3.7		3.6		3.1	
Student 1	80	T	85	T	80	T
Student 2	75	T	80	T	78	T
Student 3	100	T	75	T	100	T
Student 4	90	T	86	T	90	T
Student 5	100	T	90	T	100	T
Student 6	100	T	86	T	90	T
Student 7	76	T	90	T	90	T
Student 8	100	T	85	T	100	T
Student 9	100	T	87	T	100	T
Student 10	100	T	78	T	100	T
Student 11	100	T	80	T	100	T
Student 12	78	T	78	T	75	T
Student 13	100	T	88	T	100	T
Student 14	79	T	80	T	100	T
Student 15	100	T	85	T	75	T
Student 16	100	T	89	T	100	T
Student 17	90	T	86	T	100	T

Description:
C: Complete
I: Incomplete

From the table data above, it can be seen that the knowledge value of class II students for Theme 6 Sub-theme 3 learning

4 can reach the criteria for complete scores. The teacher believes that this achievement is widely supported by conditions where students work on evaluation questions at home so that it is possible for students to see answers from various sources and be accompanied by parents in doing them. The teacher has difficulty in determining whether the score represents the student's real competence.

Another area that teachers should assess is the area of skills (psychomotor). In assessing student skills, teachers must follow the assessment techniques contained in the 2013 Integrated Thematic BOOK Curriculum, in addition to observing student performance (practice), teachers can also assess student performance from the results of products, projects or portfolios. The author interviewed the research subject teacher D to dig deeper into the data on the online learning skills assessment of second graders, he said:

“The results for the student skills assignment are quite good. Students are more free to be creative and creative as can be seen from various references such as youtube. For product assignments, projects, or portfolios, I can only judge the end result because students do it at home. At the same time, the task performance tasks are collected in the form of videos, and I can assess the process skills”

The following is the skill score of class II students. Theme 6 Sub-theme 3 learning 4 SBdP content. The skills assessed are making three-dimensional works.

Table 2. Grade II SBdP Skill Score

Student's Name	Score	Value
Student 1	3	75
Student 2	3	75
Student 3	3	75
Student 4	3	75
Student 5	4	100
Student 6	4	100
Student 7	3	75
Student 8	4	100
Student 9	3	75
Student 10	3	75
Student 11	4	100
Student 12	3	75
Student 13	4	100
Student 14	3	75
Student 15	4	100
Student 16	4	100
Student 17	4	100

From the table data above, it can be seen that there are students who are able to form three-dimensional works correctly according to the planned model and there are also students who are not. Although this three-dimensional work was done at home and most likely assisted by parents in the process, the teacher still judged it from an artistic and aesthetic point of view.

The implementation of WhatsApp Group-based online learning during the Covid 19 pandemic at SD Negeri 0405 Hapung began with teacher activities in preparing lesson plans. The teacher also

prepares learning materials and also prepares learning media, usually in the form of learning videos. Majid in (Suryapermana, 2017) states that planning is an arrangement of steps that will be carried out to achieve goals. Teachers try to make lesson plans that can be easily implemented according to the situation and conditions of the pandemic and are easy to implement to achieve goals.

Teachers also ensure mastery of technology by students. The WhatsApp application was chosen as a learning tool because all students know this application and are able to operate it. WhatsApp is the most actively used by internet users in Indonesia. The teachers of SD Negeri 0405 Hapung utilize WhatsApp Groups in carrying out online learning. By taking advantage of the various convenience features in this application, it is expected to facilitate the learning process. Teachers can provide learning materials either through text messages, videos, or voicemail services. Students can also ask questions about things related to learning materials with teachers in groups and can be accessed by all students.

Student residences with a good internet network make it easier to study online. Some parents of students provide a wifi network. However, obstacles sometimes arise when a student runs out of internet

quota. According to (Sari, et.al., 2021), one of the impacts of online learning is the problem of internet quota. The relatively high price of internet allowances has forced parents to pay extra for purchases. Although the Ministry of Education and Culture already has a place to study, sometimes it is still lacking. According to (Saragih & Ansi, 2020), one of the obstacles to online learning is the purchase of internet quota, and an unstable internet network makes students late to receive information and learn from teachers.

When studying online, students cannot meet with friends to study together. Students study at home alone. This makes students bored quickly. To overcome so that students do not get bored quickly, teachers need to be creative. According to (Suciati, 2020), there are two signs of the learning process, namely the active participation of students in learning and giving assignments, and changes in student behavior according to the learning being carried out.

So that students can learn actively, interestingly, challenging and not boring accompanied by their parents, teachers are required to be innovative and creative. According to research conducted by (Untari dkk., 2020), only 8% of respondents were able to develop online learning technical tools, 7% were able to create a pleasant

learning atmosphere in the online system, 10% of respondents were able to make learning videos and 5 % able to use the online system to write teaching materials. In online learning, students are required to learn independently. The independence of students is needed to carry out organizational responsibilities to carry out their own duties. Students' independence in learning is reflected in their ability to manage their own learning without depending on others (Hidayat et.al., 2020).

The teacher-student interaction that took place was very good. All students have joined WhatsApp groups to ensure students can follow the lessons organized by their teachers. Teachers and students actively communicate in groups and actively ask all questions related to learning materials and homework. WhatsApp groups are also used as a way to share information about school events. The learning process will be more effective if there is a dynamic interaction between teachers and students in achieving learning objectives (Saragih & Ansi, 2020). At the evaluation stage, the value of knowledge obtained by students online has reached completeness. Good grades do not fully represent the level of student ability. The next assessment is the assessment of the psychomotor area (skills). According to Kunandar in (Yusuf, 2021), skill assessment is related to students' physical

activity when presenting certain works. Students use their knowledge to present their work. So by looking at the students' work, the skills assessment techniques are performance (practice), project, product and portfolio.

IV. CONCLUSION

The implementation of online learning at SD Negeri 0405 Hapung is going well during the Covid 19 pandemic. At the implementation stage, e-learning allows complete learning. Teachers instill positive characters in students. Students' motivation to learn online is increasing while others tend to decrease. The results of learning in the field of knowledge of students have been able to achieve complete learning, and students have shown enthusiasm in learning skills.

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