



Learning Management During the COVID-19 Pandemic in Elementary Schools

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ABSTRAK

Kegiatan pembelajaran jarak jauh juga menghadirkan permasalahan seperti siswa dan guru yang tidak memiliki akses yang memadai ke perangkat dan koneksi internet yang stabil. Berdasarkan hal tersebut maka tujuan penelitian ini yaitu menganalisis efektivitas manajemen pembelajaran pada masa pandemi covid-19 sekolah dasar. Jenis penelitian ini yaitu penelitian kualitatif. Data yang dikumpulkan adalah data primer dan sekunder. Subjek penelitian ini adalah semua guru kelas VI sekolah dasar yang terdiri dari 25 sekolah negeri dan 2 sekolah swasta. Metode yang digunakan untuk mengumpulkan data yaitu wawancara, observasi dan dokumentasi. Instrumen penelitian adalah pedoman wawancara, pedoman observasi, pedoman dokumentasi, kamera serta buku catatan. Teknik yang digunakan untuk menganalisis data yaitu analisis deskriptif kualitatif. Hasil penelitian yaitu pertama, para guru di masa pandemi Covid-19 pembelajarannya menggunakan pendekatan daring, luring dan kombinasi daring dan luring. Kedua, manajemen pembelajaran kategori baik. Ketiga, kendala pembelajaran berupa ketersediaan gawai, gangguan jaringan, ketersediaan paket internet, kedisiplinan siswa dan kompetensi teknologi dan informasi guru yang belum memadai, kendala diatasi guru dengan memperhatikan penyebab kendala itu muncul. Disimpulkan bahwa efektivitas pembelajaran yang dilakukan guru-guru adalah efektif sehingga tujuan pembelajaran dapat tercapai maksimal.

ABSTRACT

Distance learning activities also present problems, such as students and teachers needing adequate device access and a stable internet connection. Based on this, this research aims to analyze the effectiveness of learning management in elementary schools during the COVID-19 pandemic. This type of research is qualitative research. The data collected is primary and secondary. The subjects of this research were all sixth-grade elementary school teachers from 25 state schools and two private schools. The methods used to collect data are interviews, observation, and documentation. The research instruments were interview guidelines, observation guidelines, documentation guidelines, cameras, and notebooks. The technique used to analyze data is qualitative descriptive analysis. The research results show first that during the COVID-19 pandemic, teachers used online, offline, and a combination of online and offline approaches. Second, learning management is in a suitable category. Third, learning obstacles include device availability, network disruption, internet package availability, student discipline, and inadequate teacher information and technology competence. Teachers overcome obstacles by paying attention to the causes of these obstacles. It was concluded that the effectiveness of learning carried out by teachers was adequate so that learning objectives could be achieved optimally.

1. INTRODUCTION

Since the outbreak of the pandemic caused by the Corona virus in Indonesia, the government has taken many steps to prevent its spread. One of them is through a Circular Letter from the Ministry of Education and Culture implementing education policies during the emergency period to prevent the spread of Corona Virus Disease (Covid-19) in schools (Arizona et al., 2020; Fadhilah et al., 2021; Shodiq & Zainiyati, 2020). Education units are required to organize distance learning online and advise students to study from their homes (Hanik, 2020; Nurkolis & Muhdi, 2020; Simanjuntak et al., 2020). Conventional learning carried out in one room needs to be reviewed in its implementation. Learning must be carried out in scenarios that are able to minimize physical contact between students and students, or between students and teachers. The use of digital technology allows teachers and students to be in different places during the learning process (Mastoah & Zulaela, 2020; Muhdi & Yuliejantingsih, 2020). Through technology, learning can be carried out remotely, teachers and students do not need to be in the same place (Eryadini et al., 2020; Sit & Assingky, 2020).

One form of alternative learning that can be implemented during the Covid-19 emergency is distance learning. Distance learning is a learning method that provides students with the opportunity to

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learn separately from teacher activities with the help of media (Cucus et al., 2016; Sadikin & Hamidah, 2020). Distance learning emphasizes independent learning. Online learning requires the support of mobile devices such as smartphones, tablets and laptops which can be used to access information anywhere and anytime (Hamidaturrohman & Mulyani, 2020; Sadikin & Hamidah, 2020). The use of mobile technology has made a major contribution to the world of education, including achieving distance learning goals. Various media can also be used to support the implementation of online learning, for example virtual classes using Google Classroom services, Edmodo, Schoology, and instant messaging applications such as WhatsApp (Abroto et al., 2021; Batubara et al., 2021; Mulyono et al., 2021; Resty et al., 2019). Online learning can also be done via social media such as Facebook, Twitter and Instagram.

However, in reality, distance learning activities also present problems. This is reinforced by previous research findings which state that there are several obstacles when distance learning is carried out, such as students and teachers not having adequate access to devices and a stable internet connection (Hutauruk & Sidabutar, 2020; Pratama & Mulyati, 2020; Rigianti, 2020a). This causes difficulties in accessing learning materials and communicating with teachers and classmates. Other findings also confirm that distance learning can reduce the social interactions and learning experiences that students gain in class (Rigianti, 2020b; Rosnaeni & Prastowo, 2021; Taradi et al., 2020). In addition, lack of supervision and guidance from teachers can reduce the quality of learning. Distance learning that is not managed well can exacerbate inequalities in education. Students from underprivileged families or who live in remote areas may experience difficulties in accessing adequate devices and internet connections, so they cannot (Fikri et al., 2021; Latifa et al., 2021; Ulinsa et al., 2021). In addition, evaluating learning during distance learning can be more difficult due to a lack of supervision and guidance from teachers.

Based on these problems, one solution offered is to carry out good learning management. In accordance with the Minister of Education and Culture's policy regarding preventing the transmission of Covid-19, schools implement a learning from home policy, while teachers carry out learning partly from home and partly from school (Hanik, 2020; Nurkolis & Muhdi, 2020; Simanjuntak et al., 2020). The BDR and WFH policies are policies that have never been imagined before, but due to the emergency of the Covid-19 pandemic, they must be implemented. Good distance learning management during the COVID-19 pandemic can help overcome several problems that occur during distance learning (Iptian, 2019; Saifulloh & Darwis, 2020). Distance learning planning must take into account the needs of students and teachers, including access to devices and adequate internet connections (Ardini et al., 2020; Yodha et al., 2019). Apart from that, it is necessary to prepare learning materials that suit students' needs and can be accessed online. Distance learning management must pay attention to the quality of learning. Teachers must ensure that students can access learning materials easily and provide sufficient guidance during learning (Albab, 2019; Supriadi, 2017).

Previous research findings also confirm that online learning activities must be well designed so that learning objectives can be achieved optimally (Gillett-Swan, 2017; Thiagraj et al., 2021; Wong et al., 2021). Other findings also confirm that online learning that is well designed and adapted to student and learning characteristics can help improve student learning outcomes (Siahaan et al., 2023; Suma et al., 2020). Other research also states that well-developed e-learning can help students learn independently (Abbasi et al., 2020; Rahma & Pujiastuti, 2021; Supratman & Purwaningtiyas, 2018). The online learning process using the Google Classroom application and the use of WhatsApp is believed to have different learning effectiveness, so it is very interesting to carry out research and analyze the effectiveness of learning during the Covid-19 pandemic. Based on this, it can be concluded that good elementary school learning management during the Covid-19 pandemic can help students independently. However, there has been no study regarding the effectiveness of learning management during the Covid-19 pandemic in elementary schools. Based on this, the aim of this research is to analyze the effectiveness of learning management during the Covid-19 pandemic in elementary schools. It is hoped that the results of this research can provide input to teachers in implementing quality online learning so that learning effectiveness can be well maintained.

2. METHODS

This type of research is qualitative research. This research uses a qualitative approach by describing, explaining and illustrating the effectiveness of learning used by teachers during the Covid-19 pandemic, learning management, obstacles that arise in the learning process and how to overcome these obstacles and the effectiveness of learning. The data collected is primary and secondary data. Primary data was collected by interviewing the class teacher and observing the learning process. Secondary data was obtained by searching documents for planning, implementing and evaluating learning. Qualitative research does not emphasize generalization efforts through obtaining random samples, but rather seeks to understand the viewpoints and context of research informants in depth (Sugiyono, 2016).

This research was conducted in 27 elementary schools in Korwilcam Bidik, Adimulyo District, Kebumen Regency. The subjects of this research were all sixth grade elementary school teachers in Korwilcam Bidik, Adimulyo District, consisting of 25 state schools and 2 private schools, schools where the sixth grade teachers had more than one research subject were represented by one of the teachers at the school. The methods used to collect data are interviews, observation and documentation. Interviews were conducted to dig up as much information as possible related to learning approaches, learning management, learning obstacles and how to overcome them, as well as the effectiveness of learning during the Covid-19 pandemic. Interviews were conducted with class VI teachers at each school. Observations were made regarding the readiness of learning facilities, learning management and obstacles that emerged. Documentation is carried out to obtain data related to learning management and learning effectiveness. Documentation through learning plans, learning portfolios and evaluation and supervision of the learning process. The research instruments were interview guidelines, observation guidelines, documentation guidelines, cameras and notebooks. The instrument grid is presented in [Table 1](#).

Table 1. The Interview Guideline Instrument Grid

No.	Question
1	During the Covid-19 pandemic, what learning method is used (face-to-face, online, offline or a combination of face-to-face and online) that the teacher chooses?
2	What is behind the choice of learning?
3	Do you and your school have the facilities to support the learning you have chosen?
4	Do students have tools or facilities appropriate to the chosen learning?
5	How is the learning/pre-learning preparation?
6	How is the learning process?
7	What are the final learning activities?
8	How do you manage your class with this learning? In this way, students can participate in learning well?
9	Is there communication to accompany pandemic learning, for example via WhatsApp groups?
10	Are there any obstacles or obstacles in carrying out the learning you have chosen?
11	What have you done to overcome these obstacles?
12	Has this method succeeded in overcoming obstacles or obstacles in your learning?
13	Do students feel comfortable with the learning process being carried out? Are there any complaints? Name it!
14	Can the assignments given be submitted within the submission deadline?
15	Can students still carry out daily activities such as: getting up early, showering and eating like before the pandemic?
16	Does this learning play a role in achieving the learning objectives that have been set?
17	What about the students' learning outcomes, do they meet the specified Minimum Crietria of Mastery Learning (KKM) limits?
18	What percentage of students' absorption of learning material?

The technique used to analyze data is qualitative descriptive analysis. Data analysis was carried out using the Miles and Huberman model which includes three stages. In stage one, the researcher conducts interviews with research subjects followed by observation, so the researcher can describe what he saw, heard and asked. The data obtained is quite large, varied and not clearly structured. In the second stage the researcher reduces all the information that has been obtained to focus on a particular problem. The third stage, namely the selection stage, the researcher breaks down the predetermined focus into more detail. Then an in-depth analysis of the data and information obtained is carried out, so that researchers can draw conclusions into research themes, then construct the data into knowledge ([Sugiyono, 2016](#)).

3. RESULT AND DISCUSSION

Results

The research results obtained through interviews, observation and documentation are related to learning approaches. The term approach refers to a view of the occurrence of processes that is still very general in nature. The approaches chosen by teachers for learning during the Covid-19 pandemic are online, offline and a combination of online and offline approaches. The approach chosen by the teacher is in accordance with the Circular Letter of the Secretary General of the Ministry of Education and Culture Number: 15 of 2020 concerning Guidelines for Organizing Learning from Home in the Emergency Period of

Corona Virus Disease (Covid-19) that BDR is carried out using Distance Learning (PJJ) which is divided into 2 (two) approaches, namely online and offline, and in its implementation you can choose one of these approaches, either online or offline, or a combination of the two approaches. Of the 27 schools studied, the results obtained were that 12 schools used an offline approach, 7 schools used an online approach and 8 schools used a combination of online and offline approaches.

Management is generally associated with planning, organizing, controlling, placing, directing, motivating, communicating and decision-making activities carried out by each organization with the aim of organizing various resources. Management is also related to planning, implementing and monitoring organizational resources to achieve goals effectively. Management is a typical process consisting of planning, organizing, mobilizing and controlling actions carried out to determine and achieve predetermined targets through the use of human resources and other resources. The final results of learning management during the Covid-19 pandemic in elementary schools in Korwilcam Bidik, Adimulyo District, consisting of learning planning, organizing learning, implementing learning and supervising learning are presented in [Table 2](#).

Table 2. The Results of Learning Management Assessment during the Covid-19 Pandemic

Criteria	Number of Schools	Score
Very Good	9	45
Good	18	72
Enough	-	-
Not Good	-	-
Not Good	-	-
Total score		117
Maximum Score		135

The results of data analysis show that learning management during the Covid-19 pandemic at Korwilcam Bidik Adimulyo was 86.7 so it got a Good qualification. Some learning obstacles also come from students, namely (1) There are students who do not have an Android cellphone, (2). Having an Android cellphone that they share with their brother or sister, (3) Having an Android cellphone but being used for work by their parents. (4). Difficult internet network. (5) Limited internet quota. (6) Low discipline and activeness. The way to overcome the problem of not having your own Android cellphone is by having students participate in learning by joining friends or in groups that have devices connected to the internet network. This method also applies if you have your own device but your internet network is disrupted or your internet package has run out. In terms of collecting assignments, if there are problems related to devices and the internet network, the assignments can be submitted using the paper or assignment book that has been provided. The sheets of paper or assignment books are delivered to the school individually or in groups within a time limit agreed between the teacher and students. Obstacles that arise from teachers due to inadequate IT competence are overcome by increasing IT competence through self-development activities in Teacher's Work Group (KKG) activities.

Effectiveness emphasizes something that is correctly related to results. Effectiveness describes the meaningfulness of managing resources in achieving predetermined goals. Effective learning is characterized by a learning process for students. Research on learning effectiveness using 10 indicators, namely: (1) Schools have facilities to support learning readiness, both online and offline. (2) The school clearly determines the learning method, whether it is carried out online, offline, a combination of online and offline or with a visiting teacher. (3) Learning support readiness, which is owned by students, so that students really have high readiness. (4) There is a clear activity schedule that is easy for students to follow, can understand the learning plan and is ready to accept new learning material. (5) Students can participate in learning well, can receive the information presented optimally. (6) Students join social media groups as companion communication during learning during the pandemic. (7) Students feel comfortable in participating in learning. (8) Students submit assignments according to the specified time limit. (9) Students can still carry out daily activities, such as getting up in the morning, bathing and eating. (10) Learning outcomes meet the minimum completeness criteria that have been determined ([NoHayati, 2020](#)). The research results related to learning effectiveness are presented in [Table 3](#).

Table 3. The Results of Learning Effectiveness Assessment

Indicator	Effectiveness Level	Score
Learning readiness support facilities	Very Effective	5
Determination in choosing a learning approach	Very Effective	5
Readiness to support learning, which students have	Effective	4
Learning activity schedule	Very Effective	5
Student participation in the learning process	Effective	4
Social media groups as companion communication during learning during the pandemic	Very Effective	5
Comfort in participating in learning	Effective	4
Submit assignments according to the specified time limit	Effective	4
Students' daily activities, such as waking up in the morning, bathing and eating	Effective	4
Learning outcomes	Effective	4

From the results of interviews and observations regarding the availability of learning support facilities, it was concluded that all the facilities owned by schools in Korwilcam Bidik, Adimulyo District are in accordance with the chosen learning approach, so that based on effectiveness indicators they are very effective. From the results of interviews and research documentation according to [Table 4](#) of the attachment, it was found that all class VI teachers in Korwilcam Bidik, Adimulyo District have established learning methods as stated in the Learning Program Plan document, thus in accordance with the indicators of learner effectiveness during the Covid-19 pandemic, they are very effective. In accordance with research results related to readiness to support learning during the Covid-19 pandemic in terms of availability of devices, it was concluded that of the 27 schools studied there were 7 schools where students did not have devices, the availability of students' devices was met by more than 90 percent of the average. and all students have thematic package books so that they really support the learning carried out by the teacher. Based on this data, it can be concluded that the availability of supporting facilities for students based on indicators of learning effectiveness during the Covid-19 pandemic is effective.

Based on the research results, all teachers during the Covid-19 pandemic have prepared clear learning schedules so that based on indicators of learning effectiveness it can be concluded that learning is very effective. According to the summarized research results, it can be concluded that students at schools in Korwilcam Bidik, Adimulyo District were able to follow the learning process during the Covid-19 pandemic well so that based on indicators of learning effectiveness it can be concluded that their learning was effective. According to the research results, it can be concluded that all teachers in schools in Korwilcam Bidik, Adimulyo District have a social media group which is used as a means of communication to accompany learning during the Covid-19 pandemic, so that based on indicators of learning effectiveness it can be concluded that learning is very effective.

Based on the average percentage of students who felt comfortable implementing learning during the Covid-19 pandemic, it was 78.4%, so it can be concluded that learning is effective. The average number of students who returned assignments to the teacher was 81.2%, so it can be concluded that according to the learning indicator criteria, it is categorized as effective. Based on the indicator criteria that have been determined, in accordance with the average achievement of students who can still carry out daily activities such as the habit of waking up in the morning, bathing and eating breakfast, then based on the indicator criteria for learning effectiveness during the Covid-19 pandemic, it can be concluded that learning is in progress. in effective criteria. Based on the research results obtained through interviews and documentation, the data obtained are: (1) The average percentage of learning objectives that can be achieved is 74.4%, (2) Students who meet the minimum completeness criteria (KKM) are 78.4%, (3) The percentage of students' absorption of learning material is 74.1%. Based on the average of the 3 sub-indicators, the data on learning outcomes was 76%, so it can be concluded that the learning outcomes were effective. The final learning effectiveness score of 88 was categorized as learning at the Bidik Regional Coordinating Committee for Adimulyo District during the Covid-19 pandemic was effective. The results of data analysis show that the average learning effectiveness assessment score is 88, thus obtaining an effective level of effectiveness.

Discussion

The results of data analysis show that implementation of learning during the Covid-19 pandemic at the Korwilcam Bidik elementary school in Adimulyo District was effective. Learning management is very important during the Covid-19 pandemic because it helps in carrying out the distance learning process

effectively (Lestari et al., 2021; Safitri et al., 2020; Sanoto, 2021). Several important aspects of learning management during the pandemic include innovation in all aspects of the learning process, managing learning time, increasing students' motivation and interest in learning, implementing and evaluating learning, as well as learning planning based on vision, mission and goals. Learning management also has a positive impact on teaching and learning activities even during the Covid-19 pandemic (Ansar, 2019; Sasongko et al., 2022; Wardhana & Supriyoko, 2019). Apart from that, by integrating technology into learning management strategies, the distance learning process can run more effectively and efficiently. Integrating technology into learning management strategies during the Covid-19 pandemic can be done through several steps, such as developing a platform for online learning (Erawati et al., 2021; Muhdi & Yuliejantiningasih, 2020; Putra et al., 2020).

The results of data analysis show that the learning approach used by teachers in learning is carried out by teachers using primary communication via the WhatsApp Group. WhatsApp is used by teachers as an introduction to initial communication with students, and as a means for delivering material and assignments (Abroto et al., 2021; Kusuma & Hamidah, 2020; Oktario et al., 2019). Students feel comfortable with online learning, although there are some students who are less comfortable because they don't have supporting facilities, an internet network that doesn't support it and quota limitations. The learning process with an online approach in the form of providing learning materials via WhatsApp groups makes it easier for students to study anywhere (Djamdjuri et al., 2020; Mu'minah & Sugandi, 2021; Mulyono et al., 2021). The material is adapted to thematic books that are available, material in the form of photos, video recordings, learning video links or assignment messages in the chat room. Assignments that have been completed are collected to the teacher in several ways, namely collected via WhatsApp groups in the form of photos or video recordings, collected in the form of assignment reports using paper that the teacher submits to the school.

Previous research findings state that learning is basically an effort to direct students into the learning process so that they can obtain learning goals in accordance with what is expected (Cindrakarsih, 2020; Suardika, 2020; Wargadinata et al., 2020). Learning is the process of student interaction with educators and learning resources in a learning environment (Hanik, 2020; Nurkolis & Muhdi, 2020; Simanjuntak et al., 2020). Implementation of learning during the Covid-19 pandemic using online, offline approaches or a combination of both. The approach chosen by the teacher adapts to the conditions of supporting facilities and students' readiness to receive learning. Teachers try to choose an approach that is able to make learning more effective, even though it cannot be maximized due to obstacles encountered in the learning process. Other research also states that in online learning, teachers must choose learning activities that are interesting and tailored to student characteristics so that online learning can be effective (Albashtaw et al., 2020; Erawati et al., 2021; Kurniawati et al., 2019). This allows students to participate in learning well, to receive information that is presented clearly.

Previous research states that effectiveness is implementation of learning in accordance with the objectives of instruction and in accordance with previously established objectives and proven by increased student performance (Abidin et al., 2020; Putri et al., 2018; Santosa et al., 2020). Other research also states that effective learning is learning that succeeds in improving students' abilities and skills (Muhajir et al., 2019; Yerizon et al., 2020). The smaller the error rate, the more effective the learning. The learning process using the approach chosen by the teacher, whether online, offline or a combination of both, should be implemented as well as possible. Teachers should understand the characteristics of each approach and strive to improve information technology competence, so that they can apply the chosen approach appropriately. Learning management during the Covid-19 pandemic in elementary schools. Teachers must be able to overcome these obstacles so that the learning process can continue. Students must continue to receive optimal educational services in accordance with the conditions of the school and students. To achieve learning effectiveness during the Covid-19 pandemic, teachers should be able to improve the quality of the learning process according to the 10 indicators that serve as references.

4. CONCLUSION

The results of this research are: first, teachers at Korwilcam Bidik, Adimulyo District, Kebumen Regency, during the COVID-19 pandemic, used an online approach, an offline approach, and a combination of online and offline approaches. Second, learning management is carried out by teachers through planning by making lesson plans, organizing classes, implementing, and supervising. Based on the indicators developed, learning management is well implemented. Third, several obstacles to implementing learning during the COVID-19 pandemic were overcome by teachers, according to the cause. Teachers' obstacles are overcome by efforts to increase IT competency through teacher self-development activities in the form of

training through Teacher's Work Group (KKG). It was concluded that the implementation of learning during the COVID-19 pandemic at the Korwilcam Bidik elementary school in Adimulyo District was effective.

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