

## Evaluation for Learning Development During The Covid-19 Pandemic in Pasangkayu

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### ABSTRACT

This research aims to analyse the evaluation for learning development during the Covid-19 Pandemic in Pasangkayu. The dynamics of learning in schools during a pandemic needs to be described so that the right program can be designed. Given the many problems found in the field, it is very important to examine the learning process that occurred during the Covid-19 pandemic in Pasangkayu. The results of the study show that the application that is widely used by teachers in the Pasangkayu WhatsApp. Most teachers do not use online learning applications. This shows that teachers in the Pasangkayu do not have the skills to use digital applications in learning. However, some teachers have used Google for Education, teacher rooms and learning houses as a means of interacting with students online. The recommendations that can be used as alternative policies are make sure students return to school with communicating with parents and the community, complete proper school infrastructure, place a strong emphasis on learning recovery, restore student learning discipline, supporting the independent curriculum, provide training on the use of learning technology to teachers, development of interests and talents in the form of art, holding competitions between districts/schools such as competitions, expand access to distance learning by expanding internet connections, encourage schools to participate in the driving school program, involve parents in school development, ensure that these low-income students receive additional support, cooperate with the private sector, and conducting a technology skilled installation and literacy movement campaign.

**Keywords:** *Learning Development, Online Learning, Covid-19 Pandemic*

### INTRODUCTION

Corona Virus Disease 2019 (Covid-19) is an infectious disease caused by a type of coronavirus. This virus was originally discovered in the city of Wuhan, China at the end of December 2019. This virus spread very quickly and has spread to all countries in just a few months, finally WHO declared this outbreak a global pandemic. Diseases caused by Covid-19 can affect anyone, from infants, children to adults. This virus can cause disorders of the respiratory system, lung infections, which can cause death. This has made several countries establish lockdown policies to prevent the spread of the corona virus. In Indonesia, a Large-Scale Social Restrictions (PSBB) policy has been implemented to suppress the spread of this virus.

The Indonesian government issued policies regulating learning from home, canceling national exams, accepting new students and reallocating BOS funds (Circular Letter of the Minister of Education and Culture Number 4 of 2020). This policy was issued taking into account the health of students, teachers, principals and all school members. All school members are asked to reduce physical interaction as an effort to prevent transmission of the new type of corona virus or Covid-19. The Minister of Education and Culture hopes that by implementing distance learning students will also gain new experiences in the learning process (Fitrah, 2020). Various learning methods are used by schools so that the teaching and learning process can be carried out, while still complying with health protocols. The method is utilizing information technology, the method of giving assignments and traveling teachers. All methods have their advantages and limitations, but they are the school's choice in the midst of the Covid-19 pandemic. The government's policy in dealing with this pandemic is to eliminate face-to-face learning by implementing online learning (Puji Lestari, 2020). Various other problems that arise such as the lack of communication facilities and infrastructure in the network, not all students have electronic devices, so that technological literacy becomes a problem in its implementation.

The impact of the emergence of a pandemic, schools are required to carry out distance learning. However, problems arise at school, the economic condition of students' parents, different geographical conditions. Problems that arise include lack of technological literacy, limited budget, lack of communication service providers, parents are not optimal in accompanying children, teachers' working hours are not limited to communicate and coordinate with parents, fellow teachers, and leaders school (Purwanto et al., 2020). Various studies regarding learning during a pandemic have been carried out by several researchers. Starting from the scenario of closing activities in schools until a vaccine is found, which is based on mathematical calculations of the impact of the pandemic (Fung et al., 2015). The school closure was carried out because there were no proper sanitation facilities and infrastructure, and school-age children had difficulty understanding health protocols (Lofgren, Rogers, Senese, & Fefferman, 2008). Schools are a place to control the spread of disease, because schools are areas that are connected to activities or the health sector. School leaders and teachers must be able to devise a strategy to disseminate information about the protocol for tackling a pandemic, especially for school members (World Bank Group Education, 2020). However, not only closing schools, policies need to be made to provide alternative learning activities that can be implemented by considering various problems, such as costs and human resources. In addition, it is hoped that the post-pandemic education model can be implemented according to health protocols (Viner et al., 2020).

The method of learning with an online system that is widely practiced in Indonesia, namely teachers using the WhatsApp application, Google class room, zoom and various other applications. Some of the problems that arise include the availability of cellphone media, laptops, limited networks, teachers' unpreparedness to use applications and the need for data pulses by teachers and parents of students. Overcoming problems that exist in schools by applying several methods, namely the assignment system, and traveling

teachers. The assignment method is carried out by giving assignments to students every week. This is very burdensome for parents because they have to help their children do the assignments given. Itinerant teacher system, namely the teacher visits a predetermined group of students at home (Umar, 2020).

The dynamics of learning in schools during a pandemic needs to be described so that the right program can be designed. Learning that occurs in schools involves elements of school leadership, teachers, students and parents. In addition, schools are multi-layered and related institutions both intra- and cross-sectoral, which also include people with cultural capital and knowledge. Therefore, studying the learning process in schools as an organization is very important to realize policies that can be implemented properly. Given the many problems found in the field, it is very important to review the learning process that occurred during the Covid-19 pandemic in Pasangkayu. The expected output will be a learning model that can be applied during a pandemic and after a pandemic while still prioritizing health protocols.

## **METHOD**

Evaluation for learning development during the Covid-19 pandemic in Pasangkayu was based on the learning methods used by schools. This study uses a descriptive research method, by describing the learning problems experienced during the pandemic. The subjects that are the source of data are school elements consisting of principals, teachers, students and parents of students. Data analysis was carried out using a quantitative analysis approach and qualitative analysis. Data processing is done using a data processing program (SPSS and Excel) using a computer.

## **DISCUSSION**

Implementation of learning during the Covid-19 pandemic requires a lot of money, both for investment, operations and quality improvement. More than one year into the Covid-19 pandemic, 80 million children and youth in Indonesia are facing widespread impacts on learning, health, nutrition and the economy (United Nations Children's Fund, 2020). UNICEF report on Covid-19 response and recovery found that the pandemic affected the education of millions of students. According to the report, three out of four households in Indonesia have experienced a decline in income during the pandemic, with urban families being more significantly affected. At the same time, nearly a quarter of households are experiencing rising costs, increasing the risk of vulnerability food (United Nations Children's Fund, 2021). To control the spread of the Covid-19 pandemic, the government is making various efforts by temporarily stopping learning activities in schools (Rizqo, 2022). The government considers schools as one of the media that has the potential to expand the spread of Covid-19 because there is direct interaction between students, teachers and parents in close proximity. The policy for closing schools in early March 2020 is in accordance with the Circular of the Minister of Education Number 15 of 2020 concerning guidelines for implementing learning from home during the emergency period of the spread

of Covid-19. The transmission of the pandemic in various regions which continues to increase is forcing schools to implement learning activities from home until January 2022.

### **Results of Centralized Discussions**

This research is a descriptive research using quantitative and qualitative approaches. This study aims to describe the conditions of learning during the Covid-19 pandemic in Pasangkayu. This type of ex-post facto research was chosen with the aim of describing the ongoing condition of the variables as they were in their original state without providing any action (Lodico, Spaulding, & Voegtler, 2010). This research explores various information to describe the learning model implemented in schools during the Covid-19 pandemic (Farmita, 2022).

This research was carried out in two stages, which consisted of the first stage by presenting instruments to explore the implementation of learning during the Covid-19 pandemic. The instruments were presented in front of the relevant officials, namely the head of the Education Office, the heads of elementary and junior high schools, sub-district supervisors, representatives of school principals and teachers, and heads of the regional development planning, research and development agencies of Pasangkayu.

The second stage is by distributing the instruments that have been prepared and agreed upon in group discussions. The instrument results were then analyzed to develop recommendations for learning development in Pasangkayu. The recommendations that have been prepared are then presented in front of the relevant officials in the Pasangkayu. The forms of implementation of learning have been put forward by group discussion participants as follows:

1. Online learning cannot be done because there is no internet network.
2. Some regions do not carry out online learning because the conditions in their regions do not have Covid-19 cases.
3. Some schools group students close together, and some school principals even pick up students to attend school.
4. The assessment score is still below the minimum limit, but the character index is developing, there are still junior high school students who don't know how to read.
5. The experience of the teacher by giving assignments with a duration of work of 2 hours. This is actually a problem because the cellphones used by children belong to their parents, so that it does not allow students to work when their parents go to work. When giving assignments with a longer duration (up to 3 days) the teacher found some of the assignments were not written by the students concerned.
6. The quality of learning is disoriented, because teachers are confused about implementing learning.
7. The teacher must be creative, carrying out mobile learning actually adds to the teacher's burden.
8. In the future, teachers must be prepared for online learning

9. The implementation of online learning is constrained by the availability of data packages.
10. Online learning is not optimal, so it is necessary to carry out offline learning.

This prolonged implementation of learning from home has made some teachers experience difficulties. This is because some teachers do not have adequate preparation, the implementation of learning activities at home varies widely, several studies show (i) the ability of teachers to teach and the methods used in learning, (ii) each school is in financial support, and (iii) variations home environment related to parents' socioeconomic conditions and the availability of supporting facilities (Arsendy, Sukoco, & Purba, 2020; Ministry of Education and Culture, 2020).

**Table 1.** The Lattice of Instruments for Implementing Online Learning

No.	Indicators	Number of Questions
1	Implementation of learning during the Covid-19 outbreak	3
2	Frequency of learning activities from home in one week	2
3	Average hours of studying from home in one day	1
4	How to study from home	2
5	How to interact with teachers	1
6	The online learning application used and the reasons	2
7	Barriers to learning from home	2
8	The support provided by the school while studying from home	1
9	Choice of studying at home or at school	2
10	Mathematical literacy skills	5
11	Scientific literacy skills	5
12	Reading literacy skills	5

Based on the formulation of the problem that has been put forward, data collection is done through several methods, such as: questionnaires and tests. The questionnaire is in the form of a list containing a series of questions regarding the implementation of learning during the Covid-19 pandemic. This questionnaire contains a number of written statements that are used to obtain information from the respondent about his personality, or the things he does. Tests are given to students and teachers. Tests for students are used to explore mathematical literacy skills and reading literacy.

#### **Results of Research Data Analysis**

Knowing the impact of learning activities at home, a study was carried out in the Pasangkayu district in June-August 2022. The population for this study were teachers, students and parents at the elementary and junior high school education levels in the Pasangkayu district. The sample was selected according to the criteria sampling technique, namely sampling based on consideration of population criteria or certain characteristics (Patton, 2014). Table 2 showed the distribution of data in each district. Amount

respondents who filled out the questionnaire were 705 with details of the number of teachers 181 people, students 406 people and parents 118 people.

**Table 2.** Distribution of Respondents by District and Gender

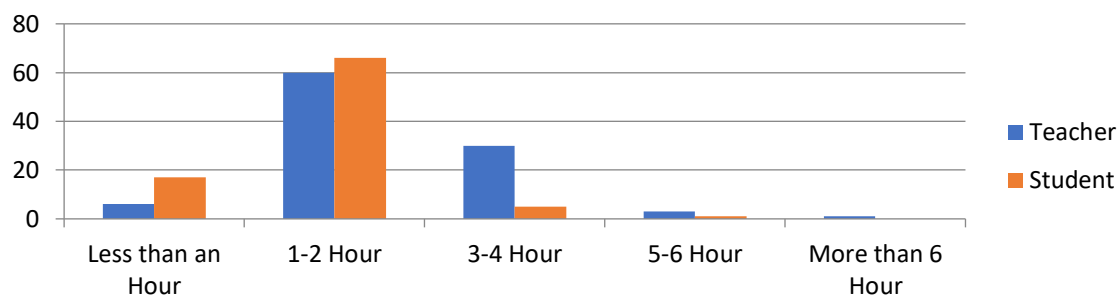
No.	District	Teacher		Student		Parent		Total
		M	W	M	W	M	W	
1	Bambaira	4	12	12	22	2	8	60
2	Bambalamotu	5	18	14	20	2	4	63
3	Baras	7	14	11	24	6	6	68
4	Bulutaba	5	8	11	21	5	5	55
5	Dapurang	2	13	14	21	5	5	60
6	Duripoko	2	10	7	25	2	4	50
7	Lariang	2	13	15	19	5	5	59
8	Pasangkayu	1	5	10	22	6	10	54
9	Pedongga	4	11	9	25	4	4	57
10	Sarjo	7	8	5	29	1	8	58
11	Sarudu	7	8	13	22	7	6	63
12	Tikke Raya	2	13	15	20	4	4	58
	<b>Total</b>	48	133	136	270	49	69	705

### Implementation of learning

During the Covid-19 pandemic, learning activities were carried out by schools in Pasangkayu Regency, namely entirely at home, some at home and some at school. A small number of schools carry out learning as usual. Some of the main reasons for carrying out learning partly at school and partly at home during Covid-19 which were stated by respondents were the lack of an adequate internet network, the absence of adequate digital devices (cellphones, smartphones, laptops, tablets, etc.). Some other reasons are that there are no learning materials/media (textbooks, worksheets, learning videos, etc.), worry that students cannot absorb the material, follow school directions and are not areas affected by the Covid-19 outbreak. In addition to carrying out learning in two places, namely at school and at home during the Covid-19 outbreak, teachers and students also fully carry out learning at school. Based on Figure 5, it can be seen that the main reason for teachers and students is that there is no adequate internet network (teachers = 50% students = 39%) and there are no adequate digital devices (teachers = 28% students = 25%).

Since the Covid-19 pandemic hit, the world of education has been forced to move the teaching and learning process from school to home to break the chain of transmission of the corona virus. There are many obstacles faced, education units are getting used to organizing learning from home or partly at school. In learning activities in one week only 2-4 days per week (teachers = 61% and students = 59%). The Ministry of Education and Culture (Kemdikbud) has conducted a survey to evaluate learning activities from home with respondents ranging from students, parents, teachers, to school principals. The survey

results show that 95% of students study from home (Bona, 2020). This system did not run smoothly, because there were several obstacles from home so there was the potential for lost learning experiences, especially because learning activities were only 2-4 days per week and 1-2 hours per day. This fact makes it difficult for students to understand material from books even though parents accompany students. They still need the help of the teacher. This is because there are still many teachers who give assignments in the form of questions so that children lose the addition of the core curriculum.



**Figure 1.** The average hour of learning in one day

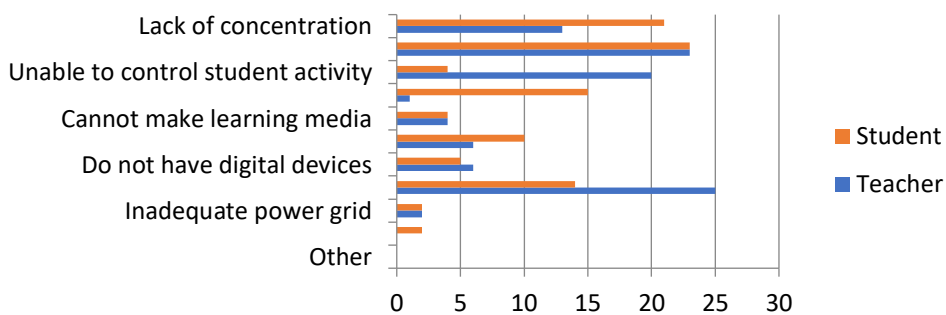
Teachers carry out learning in various forms, while the most widely used learning method is by asking students to work on questions (teachers = 27% and students = 34%) and asking students to learn from textbooks (teachers = 27% and students = 24%). This shows that the online mode of learning is not optimally carried out by teachers in Pasangkayu District. Teachers have not utilized the module by providing student activities in the form of projects. The method that can be used is project based learning, which is online based which will be prepared digitally, as well as offline which is given to students (Durk, Davies, Hughes, & Jardine-Wright, 2020; Putri, Pursitasari\*, & Rubini, 2020; Shavinina, 2013). The interactions carried out by teachers and students when studying from home are carried out by visiting students' homes or students coming to the teacher's house. Another form is to communicate through social media in the form of WhatsApp. This is what schools do to provide learning experiences and evaluate learning outcomes for students.

Before the Covid-19 pandemic, learning was carried out face-to-face in class and related to in-class activities. When the situation does not allow for in-class or online learning, the teacher must innovate so that the learning process can run effectively and efficiently (Herliandry, Nurhasanah, Suban, & Kuswanto, 2020). The use of digital media used in learning during Covid-19 in the Pasangkayu district is unavoidable in line with developments in information and technology. Exploration by teachers and students using various digital media that can be used to support learning activities. This is very important for educators to do. The results of the study show that the application that is widely used by teachers in the Pasangkayu district is WhatsApp. Most teachers do not use online learning applications. This shows that teachers in the Pasangkayu district do not have the skills to use digital applications in learning. However, some teachers have used Google for

Education, teacher rooms and learning houses as a means of interacting with students online.

Several online learning applications were introduced by the government to facilitate the learning process while at home. But teachers need a lot of time to learn the application. Considering the situation of parents of students with various difficult conditions problems arose when teachers in Pasangkayu district wanted to use the applications offered by the government. Don't have much time to study everything together. Decisions made by teachers using chat applications that students and teachers are familiar with. The main consideration that is used as the basis is the ease of using the application. Even though several applications are offered by schools such as teacher rooms and learning houses, teachers still choose one that is easy to use, namely the WhatsApp chat application. WhatsApp is a popular application among parents and students. This application can be run using a smart phone that can be used as a learning medium.

After implementing several alternatives so that learning remains ongoing, obstacles during the learning process from home still occur. Some of the obstacles experienced by teachers are difficulties in providing understanding to students, unable to control activities and inadequate internet networks. Several studies have shown that the obstacles experienced by teachers are the use of mobile phones, internet connections, finances, material understanding, communication, and learning convenience (Allen, Rowan, & Singh, 2020; Damayanti Fajrin et al., 2021). The results of the meeting during which the discussion focused on several supervisors and teachers in the Pasangkayu district stated that the online learning process was considered to still not be fully and permanently implemented. Online learning can only be carried out on certain days using the WhatsApp application which is easy for students to understand. The offline or face-to-face learning process is used to collect all the assignments given by the teacher while doing learning at home.



**Figure 2.** Barriers to Implementing Online Learning

### Teacher Ability to Implement Online Learning

Teacher competence will show their ability to carry out their duties professionally. The Indonesian government has paid special attention to improving teacher competence. Fulfilling the competencies required in Law Number 14 of 2005 concerning

Teachers and Lecturers, is one of the efforts to improve teachers' abilities in learning. The competencies required are pedagogic, personality, social, and professional competencies (Aji, Dewi, Kristen, & Wacana, 2020). The Covid-19 pandemic requires people to carry out online learning in all elements of education. Teachers are the most important element in the course of teaching and learning activities, so teachers are required to adapt quickly to changes in the learning system. Teachers need to develop competency in managing learning after the Covid-19 pandemic (Linda, Linda, & Ngazizah, 2021). Online learning or also known as the learning process that is carried out in a network means online. Learning related to electronic media. Going online also requires a number of things that are included in electronic media such as cellphones, laptops, internet quota. No less important is knowledge in using and operating the media as a learning tool. The ability of the teacher to be the main actor in carrying out the learning process (Sunaryo, 2021).

Online learning during the Covid-19 pandemic became viral in the world of education on all social media with a variety of teachers trying to make learning interesting and liked by students. Learning videos are one example that is currently in demand by students. The results of the study in Table 3 show that the teacher's ability to understand online learning is still very low with an average score of 44 (scale 100). Based on the age range, teachers who are still young are more adept at online learning than those who are older. This is the task of the teacher to develop himself in mastering the making of interesting learning media. The low ability of teachers to master and understand the operation of electronic media is one of the obstacles to online learning that has not been implemented optimally.

**Table 3.** Teacher's Understanding of Online Learning

<b>Age Range</b>	<b>Score</b>
<b>&lt;30</b>	47,65
<b>31-40</b>	44,18
<b>41-50</b>	43,37
<b>&gt;50</b>	43,04

The lowest teacher understanding is making a quiz application in the middle of the video (average score 4.40) and the essence of blended learning (average score 9.34). Responding to the low ability of teachers to use online learning applications, training can be carried out to improve teachers' abilities to utilize information technology. Methods that can be used are in the form of training, discussions, and simulations through webinars using the Zoom Meeting application (Nurhayati, Wicaksono, Lubis, Rahmatya, & Hidayat, 2020). The Pasangkayu district education office has tried to provide training on implementing online learning. However, based on this study, only a few teachers had been given training, namely only 12% of respondents stated that they had been given training. The decline in Covid-19 cases as it is today is a challenge for the Pasangkayu district Education Office so that in the future all teachers are better prepared to face shocks, because of the possibility

that similar conditions may occur at any time. In addition, the challenge that needs to be prepared is the growing trend of using digital media.

### **Literacy and Numeracy Ability of Students**

Starting from the explosion of problems related to the Covid-19 pandemic which brought new nuances to the world of education, it has now become a big problem. Education is no longer carried out face-to-face and face-to-face but through the media, be it cellphones, computers or other technological devices. This kind of learning model is hereinafter called online learning. In practice, online learning, which should have an impact on increasing numeracy literacy skills, has not been achieved. This failure occurred due to many deficiencies, one of which is considered important, namely the lack of clear understanding regarding numeracy literacy skills and their use and application. In order to improve literacy and numeracy in education units, the Directorate of Elementary Schools, Ministry of Education and Culture, held another webinar on Monday, October 25, 2021. The theme raised was Increasing Literacy and Numeracy through the Mobilizing School Program (Directorate of Elementary Schools, 2021). Literacy and numeracy are basic abilities that must be possessed by students, especially at the elementary school level, so that they can adapt to various life contexts, both personal, social and professional. The Ministry of Education and Culture encourages increased literacy and numeracy in various ways, one of which is through the Teaching Campus program which has entered Batch 4 (Kurniawan, 2022). The program carried out by the Ministry of Education and Culture sends selected students to elementary schools with the aim of helping four things, namely literacy, numeracy, technology adaptation and administration. Students placed in elementary schools become collaborative partners for teachers at the school. The criteria for elementary schools chosen as places to teach students are schools that are accredited C or B with a small number of students or are located in the 3T area (frontier, outermost, disadvantaged) (Directorate of Elementary Schools, 2021).

The condition of learning loss allows it to affect the literacy of students in Indonesia, especially mathematics and reading literacy. Mathematical literacy can help to understand the role and use of mathematics in everyday life. The Minimum Competency Assessment (AKM) measures the literacy and numeracy abilities of students at every level of education in elementary and junior high school students. The role of students in the teaching campus program includes collaborating with teachers, assisting teachers in implementing face-to-face learning at schools and distance learning, especially in literacy and numeracy learning. Student activities help teach AKM classes to strengthen literacy, especially mathematical literacy, increasing students' motivation to attend AKM classes as indicated by the increasing number of students joining AKM classes (Hastari, 2022). The literacy level of children during online learning during the Covid-19 pandemic showed (1) students read textbooks outside of class hours; (2) on average they spend 1 to 2 hours each day reading, outside of class hours; (3) the type of reading according to subject matter and (4) gadgets are children's main tool when they want to get reading material on the internet (Rosdiana, Sunendar, & Damaianti, 2021).

## Policy Analysis

Education policy is a conceptual idea (idea) as a guideline for activities for individuals, educators, participation of students, parents, and the general public in order to carry out the learning process under current conditions. A good policy is a policy that can be felt by many people, both in terms of benefits, rights and obligations for each individual (citizen). The government through the Ministry of Learning and Culture has made efforts to distribute the best educational services in the form of educational policies including, namely abolishing national exams, technical school examinations, class increases and new student admissions, distribution of BOS funds, instructing study from home, provision of free internet quota, compensation payment of semester fees, and wages for educators (GTK, 2020; Wajdi & Arif, 2020). The research approach used to determine policy is the SWOT matrix analysis method (Results et al., 2021). Respondents in this study were teachers, students, and parents. The data obtained was then processed and analyzed using the SWOT matrix approach. Processing begins with identifying respondents' answers and grouping them into each SWOT aspect, namely strengths, weaknesses, opportunities and threats. Then the identification results are entered into the SWOT Matrix for analysis. Some of the impacts of the Covid-19 pandemic on students are the declining quality of graduates. As for some of the impacts, namely learning that is quite short, namely only 2-4 days/week and only 1-2 hours/day. This can lead to a decrease in reading literacy and numeracy for students due to learning loss (Fitriyani, Fauzi, & Sari, 2020). Based on the data, a SWOT analysis (Strengths, Weakness, Opportunity and Threats) was carried out on the strengths, weaknesses, opportunities and challenges faced for the development of education in the Pasangkayu district.

### Strengths Analysis:

1. Strong motivation from teachers and parents
2. Support the Education Office by providing training using online learning
3. The teacher's willingness to follow the rules of the education office
4. Communication between parents and teachers
5. The teacher's concern is to continue to do face-to-face meetings by visiting students at home
6. The teacher's understanding of the learning needs of students is quite large
7. High student learning motivation

### Weaknesses Analysis:

1. Learning support facilities are still low (laptop, internet access)
2. The level of discipline of students is not optimal
3. Lack of interaction time between students and teachers
4. Teachers' IT skills are low
5. Saturation of students with activities at home
6. Lack of supervision from parents in online learning
7. Low level of digital literacy

8. Decreased parental income

Opportunity Analysis:

1. Development of insights, knowledge and skills for teachers and students that are easy to obtain
2. The opening of collaboration with campuses with the existence of an Independent Campus (Teaching Campus, Thematic KKN, Village Development, etc.)
3. Maximize the use of smart Indonesian cards
4. Government programs with the existence of driving teachers

Threats Analysis:

1. Provision of Internet Quota and online learning costs are increasing
2. Unstable internet network
3. Demands of students who have 21st century skills
4. Implementation of independent curriculum
5. Health and well-being
6. Global crisis with limited energy sources
7. The digital era with the growing use of AI
8. Demands for higher school accreditation scores

## CONCLUSION

The conclusion that can be used as alternative policies are make sure students return to school with communicating with parents and the community, complete proper school infrastructure, place a strong emphasis on learning recovery, restore student learning discipline, supporting the independent curriculum, provide training on the use of learning technology to teachers, development of interests and talents in the form of art, holding competitions between districts/schools such as competitions, expand access to distance learning by expanding internet connections, encourage schools to participate in the driving school program, involve parents in school development, ensure that these low-income students receive additional support, cooperate with the private sector, and conducting a technology skilled installation and literacy movement campaign.

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