EVALUATION OF LEARNING MODELS
IN ELEMENTARY SCHOOL DURING PANDEMIC COVID-19

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A. Introduction

In early December 2019, Wuhan China was hit by Covid-19 and began to spread throughout the continent, from the European Continent to the American Continent. Since then, countries that Covid-19 hit has been confused and have impacted destroying the nation's life from education to the nation's economy. Seeing the dire situation and conditions, finally, on March 11, 2020, WHO declared Covid-19 a global pandemic.

The Indonesian government has carried out various campaigns to confirm that the coronavirus is very dangerous and deadly. Various policies have been implemented, ranging from lockdown, Large-scale Social Restrictions (LSSC), Work from Home (WFH) to the implementation of Learning From Home (FFH). As in the United States, which first implemented WFH, the results are still running optimally in the midst of the pandemic that hit Mungkasa, O. (2020).

All activities outside the home must be stopped until the Covid-19 pandemic ends. This is by the Minister of Education and Culture of the Republic of Indonesia in Circular Letter Number 4 of 2020 concerning Implementation of Education Policies in an Emergency for the Spread of Virus Disease (COVID-19). All of these policies are intended to break the chain of spreading the coronavirus. With the implementation of this government policy, many changes in daily routines. All activities are carried out in the house, and a new phase must be carried out.

Starting on March 16, 2020, the government issued a policy so that all learning, from kindergarten, elementary, junior high, high school, to tertiary institutions to carry out learning at home using the Online Networking (offline) method through media and learning resources in the form of social media groups such as WhatsApp (WA), telegram, as well as google classroom application media, zoom and so on.

Learning with this method is intended for; 1) ensuring the fulfilment of students' rights to get educational services during the Covid-19 emergency; 2) protect education unit residents from the adverse effects of Covid-19; prevent the spread and transmission of Covid-19 in education units; and 3) ensuring the fulfilment of psychological support for educators, students and parents/guardians.

By Circular Number 4 of 2020 concerning Implementation of Education Policies in an Emergency for the Spread of Virus Disease (COVID-19), the implementation of learning is carried out based on learning to provide a meaningful learning experience, learning is focused on life skills education including regarding the Covid-19 pandemic, learning materials inclusive following the age and level of education, cultural context, character, and the type of specificity of students, and adapted to the interests and conditions of each. The learning that is carried out emphasizes positive interaction patterns and communication between teachers and parents/guardians.

The application of LFH (Learning from Home) has been going on for one year. However, the learning models used in the LFH process need to be evaluated for improvement thereafter. There are three learning models used during the Covid-19 pandemic, namely; 1) online (online/online), 2) offline (offline), and 3) home visits.

B. Discussion

There are three learning models used in elementary schools during this pandemic, namely; 1) online (online/online), 2) offline (offline), and 3) home visits.

1. Online Learning Model (Online / Network)

The online learning model in the KBBI dictionary is an acronym from the network, which means a learning connection with a computer network connected to the internet network. Learning can be in the form of a video call or live chat.

Online learning is one of the learning alternatives in elementary schools during this pandemic. The arrival of this pandemic immediately made schools, teachers, students and parents confused because they had never thought about it before. All learning is carried out online, starting from providing subject matter, attendance, assignments, quizzes, daily tests, and various school activities. With the application of learning with this online method, it is as if everyone is already proficient with anything related to the online system. Not hypocritical. In practice, both teachers and students are often attracted to it.

The unpreparedness of teachers and students for online learning is also a problem in itself. The transfer of conventional learning systems (face to face) to the online system (screen to screen) was very sudden. This inevitably has an impact on the learning outcomes of students. As is the case at SDN 17 Mata Air Padang Selatan, many people have not operated technology, especially parents, teachers, and students Suhery et al. (2020). The impact of the teacher's inability to operate this technology makes teachers tend to be monotonous in choosing learning methods, and eventually, students feel bored and do not understand what they have learned (Fatimah; 2020).

The obstacles experienced by students also colour this online mode of learning. Not all students come from middle and upper-class families (Kompas 13 April 2020 edition). The problem of the availability of a smartphone by each student at home. You can imagine if there are three or four school-age children at home, there must be several children's cell phones because the average learning hours for children are the same in the morning. Cases like this have also occurred in the research results by Pratiwi, et al. (2020) entitled The Gap in the Quality of Education Services in Indonesia during the Covid-19 Emergency: Demographic Analysis of the Implementation of the Learning From Home Policy. Journal of the Indonesian population.

Quotas also contribute to colouring policy issues. Furthermore, as reported by Kompas on the 30 April 2020 edition that the internet network is unstable in some areas (based on data from the Central Statistics Agency in 2019, the network quality is still in the low category, with internet penetration rates in the village averaging 51.91 and in the urban average is still 78.08). This impacts the network's weakness and leads to the low quality of learning using e-learning.

Several years before the Covid-19 pandemic, several studies showed that learning using e-learning had no significant effect on learning outcomes (Khirunnisa, Dewi and Nurwindawati (2018). Sonia's research, Chairun Nissa (2012), learning using e-Learning does not significantly affect. It is just that those who get A, B +, and B scores are more than conventional learning.

In terms of completeness of student competencies, many students do not understand what is being learned, and teachers find it difficult to control student development. Students and teachers also experience this at MIN Banda Aceh (Emelda et al., 2020)

Judging from the psychological impact on children, the Learning From Home (LFH) learning system is a problem in itself, Sonia, Gina (2020). Children become lazy to study independently at home because they feel lonely. After all, usually, children can learn together with their teachers and friends when they are at school. However, these children have to learn to bathe in their own homes. Children become stressed easily because they feel bored if they have to stay at home for long periods of time, so that children become moody and angry more easily. There are more worry and pressure with the tasks given by the teacher for their school Fatimah, S. et al. (2020)

For schools in urban areas, this e-learning learning system is not an obstacle because the infrastructure is supportive and has previously been implemented. However, for schools in rural areas, this is the first experience reaping complex problems, both for schools, teachers, students and people. Old.

Online learning is the only educational and learning solution offered in the midst of a pandemic. There is no other way, and everyone is forced to adapt to this new policy. So thus, how effective is this e learning-based learning method influencing the learning process of students? Based on the experience that has taken place, students' intensity is very low and even creates its own boredom. Students feel missing precious moments with their favourite teachers. This is a spontaneous reaction delivered by students regarding this digital-based learning system.

Also, students' intentions and interests in online learning greatly affect learning outcomes. If students are bored and are no longer interested in learning, the level of student productivity is also greatly reduced, and they will even choose to be absent. It should also be realized that the presence or intensity of students in learning is a milestone that is very helpful in internalizing education in learner activities.

Indeed, Distance Learning (DL) can be the only temporary solution at this time, but it is still seen as less effective. Parents are forced to become mentors when their children learn at home, while not all of them have the capacity of each parent to assist their children in learning. The result is that parents who experience psychological discomfort and children must also accept the impact.

Judging from this position, teachers and students are actually more able to carry out learning more effectively face-to-face (conventional) both inside and outside the classroom than learning with digital-based online modes carried out in the midst of this pandemic. On the other hand, students' character building is challenging to create if not face to face.

2. Offline Learning Model (Offline/Offline)

The offline learning model is an acronym from outside the network which means it is not connected to the internet network. This type of learning activity with an offline model can be presenting learning through television shows, collecting project reports, documents. This learning is considered lighter than learning with the online model, where students and teachers do not have to be online in their learning. However, offline learning also has many obstacles. Some of the obstacles

related to offline learning include; The teacher is very limited in monitoring the development stages of student competence due to limited space and time, student activeness can only be seen from the intensity in answering the questions asked without knowing the facts whether the task is done alone or done by someone else, the mastery of competence is more focused on theory and minimal practice due to limited interaction between students and teachers.

3. Home Visit Learning Model

The visit to the house learning model is very suitable when applied in areas with poor signal. As an alternative so that learning continues, the teacher must replace learning by giving students assignments every week. Indeed, this is not an easy matter that teachers in areas with poor signal problems have to do because they have to deliver assignments to students' homes to do at home.

They can imagine if one teacher is compared to 28 or 30 students in his class, then that teacher has to go to several existing students' houses. If the distance between one another may be close together, then group learning can be carried out, but if there is a house between students, the frequency of teacher attendance on visits will increase.

Through learning with the home visit model, teachers can be closer to students and families, respond quickly and immediately provide solutions to various student learning problems during the pandemic so that learning is more conducive and harmonious (Nurul; 2008).

On the other hand, students are greatly helped by having the teacher at their house, but this brings its own obstacles. The teacher must be physically strong and must move from one house to another, not to mention that the teacher must match the schedule of home visits with the parents of students' schedule of activities.

The spread of the students ' homes' location is also an obstacle in itself, and the teacher is confused about finding student addresses because there are students' home addresses that are not detected by the google map. This experience was experienced by teachers of SD Muhammadiyah Pucanganom Sidoarjo (lailatussyifa; 2020).

Limited learning media facilities and infrastructure are separate obstacles. If usually learning is carried out in a classroom that is complete with learning facilities and infrastructure such as writing paper, tables, chairs and classrooms, it can be fulfilled at school; however, by learning, home visits must be willing to study makeshift equipment. Aisyah and Puteri's research results (2020) also show such results.

The great hope of this nation is that education must continue to receive attention and existence. Education, health and economy all have a big impact on the future welfare of the child. Furthermore, it is necessary to think about the psychological impacts if learning is carried out continuously at home, especially if there are no positive activities that students can do at home.

CONCLUSION

Learning with various models in the midst of the Covid-19 pandemic is often said to be an emergency curriculum. Because it is an emergency, it has not been maximally implemented, and the results are not as expected. Therefore, it is necessary to evaluate for continuous improvement periodically.

Direct (face-to-face) learning is very effective, and the results are beyond doubt. Thus, the conclusion can be drawn that the teacher's direct presence cannot be replaced by any sophisticated equipment its name is. Emotional ties are more organized, and the development of student competencies is more secure.

One more thing that is more important with face-to-face learning is the formation of a strong character due to the teacher's example built every day in the school environment.

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BIOGRAPHY

Alfi Laila is a student who is currently completing her doctoral study at the Yogyakarta State University of Indonesia in the study program. He completed his master's degree in elementary school education at the same university in 2009. Since 2010 he has been a lecturer at Nusantara University PGRI Kediri in the PGSD study program. She often gets research grants from the Ministry of Research, Technology and Higher Education in research and community service.

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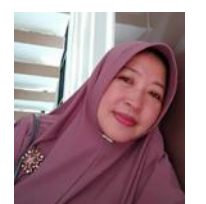
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