
DISTANCE LEARNING EVALUATION DURING COVID-19 PANDEMIC IN PALEMBANG: *LEARNING, INTERACTION AND TECHNOLOGY*

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Abstract

Online learning at every level of education is still being carried out as an effort to prevent the transmission of Covid-19 in Indonesia. The government provided alternative learning through TVRI for elementary schools, junior high schools and senior high schools. In July 2020, online learning continued even though not all students have smartphones, laptops and notebooks to take part in the online classes. There are a lot of struggles encountered by both teachers and students. Schools and teachers have given students the option to take the online or offline classes. The purpose of this study was to evaluate online learning that has been carried out for one year at the secondary education in Palembang during the Covid-19 pandemic. This research used descriptive analysis method. The research data was taken using google form. The result shows that the platforms used as online learning media were easy to use and beneficial for junior high school students in Palembang, but the implementation of online learning was considered less optimal, especially to measure cognitive, affective and psychomotor aspects. Most teachers only use the whatsapp as the main platform of the learning process and learning evaluation, some students have no smartphone or laptop to access classes, worksheets given by teachers without teaching the materials, students cheat during online classes and exams, lack of internet access in rural areas, lack of interaction between students and teachers, and lack of student motivation.

Keywords:

Evaluation, Online Learning, Pandemic, Covid-19

Introduction

The 4.0 industrial revolution is the on going automation of traditional manufacturing and industrial practices, using modern smart technology. Large scale machine to machine communication and the internet of things (IoT) are integrated for increased automation, improved communication and self-monitoring, and production of smart machines that can analyze and diagnose issues without the need for human intervention. These changes can certainly have an impact in education (Riskey, 2020). Therefore, the most important task of a teacher is to know the principles and factors of technology effectiveness for learning (Putrawangsa and Hasanah, 2018). At school, learning is carried out face-to-face between teachers and students, so that teachers can directly transfer their knowledge with the learning methods used by each teacher. Online learning in Indonesia has not been fully implemented at all levels of education and regions, only a few schools and universities have made use of distance learning technology. Online learning is carried out by several teachers and lecturers who cannot teach face-to-face for a full semester or cannot attend classrooms at certain times. According to Sadikin & Hamidah (2020), online learning is learning that is carried out by utilizing internet networks with connectivity, flexibility, and as an effort to develop teaching methods. In the National Education System Law, Republic of Indonesia, it is stated that distance education functions to provide educational services for community groups who cannot attend face-to-face education. Teacher creativity and innovation is needed so that students understand the learning materials and feel comfortable learning online at home.

The Ministry of Education and Culture, Republic of Indonesia has issued a policy regarding the implementation of emergency education for the spread of Corona Virus Disease 2019 (Covid-19) so that teachers and students could work and learn from home. Online learning policies have an effect on the educational process for students, teachers and parents (Purwanto et al., 2020; Siahaan, 2020), and one of the problems is the unpreparedness of facilities (Arifa, 2020), and lack of knowledge (Ahmad et al. , 2020), as well as the lack of teacher experience (Syah, 2020; Indrawati, 2020). Therefore, it takes time to adapt which causes delays in the learning process, as well as differences in regional conditions, which are not entirely accessible to the internet (Mustafa, 2020; Sari et al., 2020).

According to UNICEF (2020), over 60 million students in Indonesia are temporarily out of school due to Covid-19, impacting their education in unprecedented ways. The biggest obstacles that students face while learning at home is a lack of internet access and electronic devices. Parents also have to focus on other obligations to support their family, which leaves them with less time to help their children to study. To support students to continue their studies offline, the Government of Indonesia is broadcasting an educational TV programme called Belajar dari Rumah (Learning from Home) through the TVRI network to help children learn from home. The programme, which is organised by the Ministry of Education, Republic of Indonesia, broadcasts shows from Monday to Friday for school-aged children from preschool to high school that cover a range of areas.

For more than one year, online learning has been implemented in almost all education levels, from early childhood education to higher education. There are various platforms that teachers can choose for the online classes, such as Google Classroom, Zoom, WhatsApp (Abidah et al., 2020) and which can send messages in the form of text, images, videos and files in the form of word and pdf (Firman et al., 2020). al., 2020; Yulianto, 2020).

In early 2020, many studies have been conducted by researchers in Indonesia on online learning during the Covid-19 pandemic, such as; implementation of online learning (Mustakim, 2020; Putria et al., 2020; Nurdin & Anhusadar, 2020; Dwi et al., 2020; Sadikin & Hamidah, 2020; Nurhayati, 2020; Malyana, 2020), the impact of online learning implementation policies (Mansyur, 2020; Dewi, 2020; Wiresti, 2020; Mustafa, 2020; Owusu-Fordjour et al., 2020; Napitupulu, 2020) and conditions that require teachers to be more innovative (Ahmed et al., 2020; Arifa, 2020).

The obstacles faced during the implementation of distance learning in terms of infrastructure include; some areas do not have access to electricity and communication networks, most students do not have devices and do not have the ability to purchase data services. The Ministry of Education and Culture, Republic of Indonesia has conducted a survey to assess the effectiveness of implementing distance learning during the Covid-19 last year. The survey findings:

1. According to the principals, the main obstacle for teachers in online learning is the teachers's skills using digital devices.

Cara Guru Melakukan Pembelajaran dari Rumah	3T	Non 3T	Nasional
Memberikan tugas berupa soal kepada siswa	90,4%	76,5%	80,7%
Meminta siswa belajar menggunakan berbagai sumber belajar elektronik	46,8%	67,1%	61,0%
Memberikan materi secara interaktif melalui media daring	44,2%	66,0%	59,5%
Meminta siswa belajar dengan menggunakan buku teks pelajaran	63,1%	48,8%	53,1%
Meminta siswa membaca buku pengayaan (di luar buku teks pelajaran)	21,1%	25,5%	24,2%
Meminta siswa membuat proyek penelitian sederhana atau kreativitas	16,0%	25,0%	22,3%
Meminta siswa menyalin ulang materi pelajaran	17,9%	23,0%	21,5%
Lainnya	8,0%	4,1%	5,3%

2. Interactive learning is only implemented by some teachers, most of the teachers do the learning by giving the worksheets

Platform/Aplikasi Pembelajaran Daring	3T	Non 3T	Negeri	Swasta	Nasional
Rumah Belajar	19,6%	49,9%	43,7%	36,7%	40,8%
Ruangguru	19,9%	37,3%	30,9%	33,7%	32,1%
Platform mandiri yang dikembangkan sekolah/dinas pendidikan	5,4%	23,8%	15,9%	21,6%	18,3%
Quipper	6,1%	10,4%	9,7%	8,3%	9,1%
Zenius	3,5%	8,7%	7,5%	6,7%	7,1%
Mejakita	0%	1,7%	1,2%	1,1%	1,2%
Lainnya	0,3%	1,5%	0,3%	2,3%	1,2%
Tidak pernah memberi rekomendasi	65,7%	22,0%	34,4%	36,2%	35,2%

3. Online learning platform that teachers recommend to students



In the National Education Webinar on July 21, 2020, regarding the evaluation of distance learning that has been carried out in Indonesia during April to June 2020, Member of the Indonesian Parliament, Hetifah (2020) concluded that the Ministry of Education and Culture, Republic of Indonesia has not published an adaptive curriculum for distance learning during the Covid-19 pandemic which comprehensively considers; (1) the ability of teachers to use creative, innovative and fun learning methods for students in online learning; (2) content that is easy to use for all students, including persons with disabilities with a design science approach and paying attention to local cultural values; (3) content that shows achievements for character building students. The Ministry of Education and Culture, Republic of Indonesia only provides learning materials or content to achieve the target of knowledge transfer only; (4) the needs of the students' psychological and physical well-being, related to the learning process, learning difficulties, boredom, and the need to socialize; (5) ability, knowledge and skills of parents / guardians to assist the learning process from home. There are no technical arrangements related to intensive communication between the school or teachers and parents.

Most of the teachers in the 3T area have never recommended online learning platforms. Not all teachers can easily and quickly use technology in the learning process. Usually, younger teachers are fast learner in adapting technological developments (Simanihuruk, 2019). Although there are still obstacles in online learning that have been carried out over the past year, online learning also has advantages, including: increase the ability of teachers and students to use

technology for learning, teachers and students can use various learning sources on the internet, assessment and exams is easier with technology.

There are several new phenomena in the implementation of the learning from home during the Covid-19 pandemic in Indonesia, such as; (1) rampant sharing sessions between teachers and the education community, (2) high enthusiasm from education stakeholders to attend online seminars, (3) high awareness from parents that being a teacher is not easy, (4) a more multiliterate educational process, (5) increased teacher understanding of the condition of students and their families, (6) increased digital literacy of teachers, parents and students (Hetifah, 2020).

Online learning during the Covid-19 pandemic for one year made several academics in Palembang think that teachers and students must adapt to distance learning methods. The challenges faced when learning online are that sometimes students have difficulty accessing the applications, complaining about the poor internet access, and what is most disturbing is the uncertainty of whether students can receive learning materials and do assignments given by the teacher or not. Some teachers have shifted learning to zoom meetings, Google Classroom and other types of platforms or e-learning. This condition is very unfavorable for students because there is no inner bond between students and teachers, there are even some teachers who only use the Whatsapp application as an online learning platform and just give the students worksheets to do without teaching the learning materials first. The parents also complained that some students could not be controlled in an online learning, some parents want their kids to back to school.

Some schools hold training on online learning methods and strategies for teachers before continuing the new semester. The school also prepares blended learning for students in an alternative learning. Schools and teachers have provided solutions and options for students to learn online or offline. The offline learning policy in the midst of the Covid-19 pandemic was taken by schools and teachers to anticipate the limitations students who do not have smartphones, computers / laptops, and internet access for online classes.

In early July 2020, Palembang was still in the red zone, Head of Palembang City Education Office, Ahmad Zulinto said that they continued online learning in Palembang. Schools whose territories are still in the yellow, orange and red zones are required to continue online learning until the end of September 2020. During the online learning period, he asked schools and teachers to continue to refer to the applicable curriculum with guidance and monitoring by teachers and parents of students. He said that all aspects relating to lesson planning, learning activities and assessment of learning outcomes will be adjusted to the conditions of the Covid-19 pandemic in each school. In September 2020, online learning in Palembang continued until the end of 2020. During distance learning, school principals at the early childhood education, primary education, and secondary education always supervise teachers in providing learning.

The problem of online learning which is considered ineffective for education in Palembang has made the General Secretary of PGRI South Sumatra said that everyone must accept the situation and adapt during the Covid-19 pandemic in order to improve the quality of education even though it is carried out online.

At the beginning of 2021, the Indonesian Pediatric Association (IDAI) Palembang consistently recommends that learning be carried out online, seeing the condition of Covid-19 that has not been resolved and can affect children's health. In the results of a joint meeting with the Indonesian Pediatric Association, the Palembang city education office paid attention to what was conveyed and suggested by IDAI as a recommendation for education policy making. IDAI asked teachers to get the Covid-19 vaccine first.

Learning during the Covid19 Pandemic made the local government with PT. Sudasa develop "e-ampera", an online learning program to make it easier for teachers to carry out online learning whenever and wherever teachers and students are. This online learning application makes it easier for the Education Office, Principals, Teachers, Students and parents to monitor the on going learning process. E-ampera allows teachers to create attendance lists for students, create and compile learning materials, and even online exams. E-ampera can be accessed and reached anywhere through the website <https://e-ampera.com>.

Evaluation is a process of describing and providing information that is very useful for decision making to determine alternative decisions. One of the studies on the evaluation of the implementation of online learning has been conducted by Asiah (2016), which aims to evaluate the implementation of online learning with e-learning at SMA Budaya Bandar Lampung in terms of the ability of teachers to apply e-learning. The results show that the teacher's lack of ability to apply e-learning, a lack of independent learning culture, and an inaccessible internet network system. In addition, research carried out related to evaluation of online learning system programs is focused on explaining learning system programs (Rahman, 2020). The results show that overall online learning is good so that it can be continued, but the obstacles have not been studied and there are solutions to the implementation of online learning.

The results of Ali's research (2020) which aims to obtain an overview of the implementation of online learning as an effort to suppress the spread of Covid-19, the results show that the

implementation of online learning has flexibility in its implementation and is able to encourage the emergence of independent learning and motivation to be more active in learning. The same thing was done by Purwandari (2016), the results showed the implementation of research aimed at obtaining an overview of the readiness of e-learning knowledge, the preparation of human resources and infrastructure to support the use of e-learning, as well as factors that hinder the use of e-learning and achievement of the use of e-learning in the learning process.

The purpose of this study was to evaluate online learning at the secondary education in Palembang which had been implemented for more than one year during the Covid-19 pandemic. The research sample consisted of 100 middle school students in Palembang. The primary data was obtained by the researcher directly from the research source; students in grades 7, 8 and 9 in Palembang. The data collection technique in this study used a google form-based questionnaire which was distributed to the students. This study used a qualitative exploratory method. Qualitative research in general is to promote scientific narratives as a form of exploration of research results (Muh Fitrah, 2017).

Results and Discussions

Questionnaire was developed using google form to collect data from the respondents. 100 questionnaires were randomly distributed to middle school students in Palembang. After collating all the data from the database of google form, it was analysed and interpreted according to the given results.

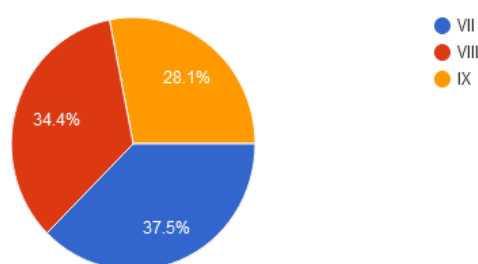


Figure 1. There are 37.5% of students in 7th grade who had answered the questionnaire survey using google form, there are 34.4% of students in 8th grade who had answered the questionnaire survey using google form, there are 28.1% of students in 9th grade who had answered the survey questionnaire using google form represent all secondary education in Palembang.

Learning during Covid-19 Pandemic in Palembang (Online / Offline Classes)

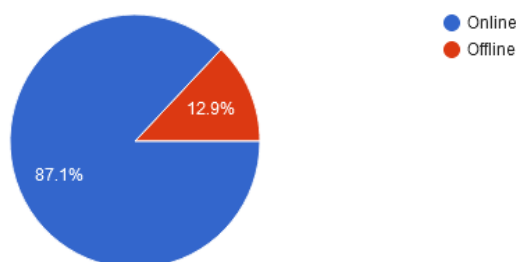


Figure 2. There are 87.1% of students taking online classes during the Covid-19 Pandemic, the remaining 12.9% of students taking offline classes.

What types of Platforms do you usually use in online classes?

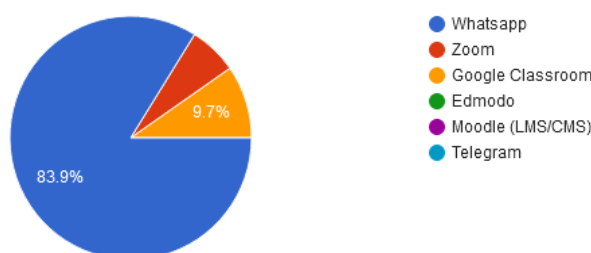


Figure 3. The platforms most used are Whatsapp (83.9%), Zoom, and Google Classroom (9.7%). Teachers and students interact more on Whatsapp during online learning.

Online learning is useful for avoiding the spread of the corona virus

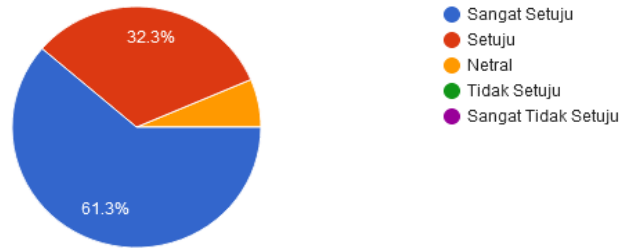


Figure 4. There are 61.3% of students stated that online learning is very useful to avoid the spread of the corona virus, there are 32.3% of students stated that online learning is useful for avoiding the spread of the corona virus, while the rest are neutral.

Online learning is fun and flexible

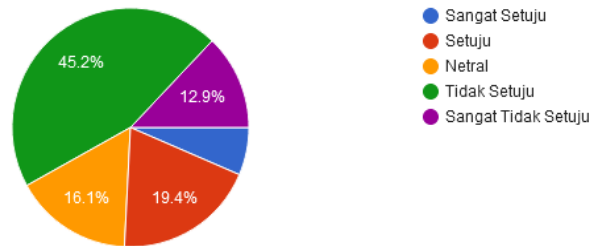


Figure 5. There are 45.2% of students who disagreed that online learning is fun and flexible, 19.4% of students stated that online learning is fun and flexible, 12.9% of students strongly disagreed that online learning is fun and flexible, the rest are neutral and strongly agreed that online learning is fun and flexible.

The platforms are easy to use.

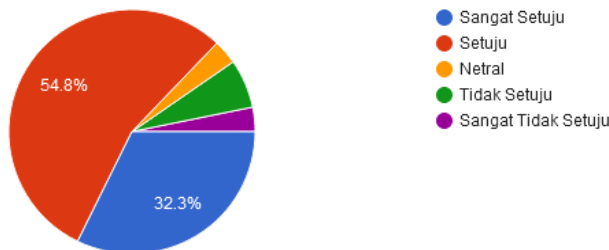


Figure 6. There are 54.8% of students agree that the applications used by teachers in online learning are easy to use, 32.3% of students strongly agree that the applications used by teachers in online learning are easy to use, while the rest are neutral, disagree and strongly disagree that the applications used by teachers in online learning are easy to use.

Platforms can facilitate learning activities during the online classes.

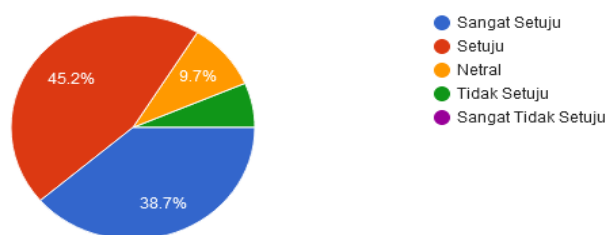


Figure 7. There are 45.2% of students agree that applications used in online learning can facilitate learning activities during the Covid-19 pandemic, 38.7% of students strongly agree that applications used in online learning can simplify learning activities, the rest students are neutral

and disagree that online learning applications can facilitate learning activities during the Covid-19 pandemic.

Online learning is carried out interactively by the teacher

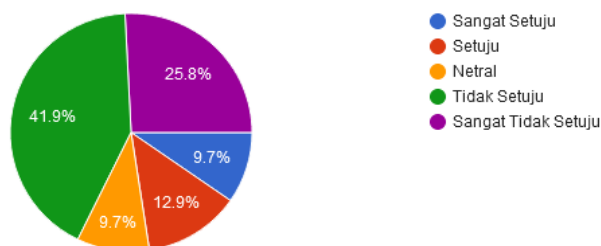


Figure 8. There are 41.9% of students stated that online learning is not carried out interactively by the teacher, 25.8% of students strongly disagree that online learning is carried out interactively by the teacher, 12.9% of students stated that online learning is carried out interactively by the teacher, 9.7% of students very agree that online learning is carried out interactively by the teacher, the rest are neutral.

Students understand the learning materials provided by the teacher in online classes

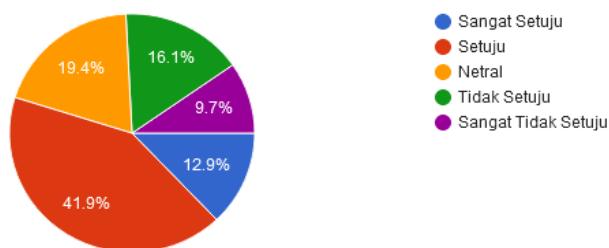


Figure 9. There are 41.9% students agree that they understand the learning materials provided by the teacher in online classes, there are 16.1% students do not understand the learning materials provided by the teacher in online classes, there are 12.9% students strongly agree that they understand the learning materials provided by the teacher in online classes, there are 9.7% students strongly disagree that they understand the learning materials provided by the teacher in online classes, while the rest are neutral.

Most Teachers only give worksheets or homeworks to do without teaching the learning materials first

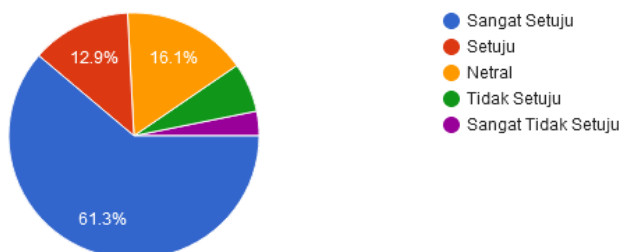


Figure 10. There are 61.3% of students strongly agree and 12.9% of students agree that most teachers only give worksheets or homeworks to do without teaching the learning materials first, 16.1% of students are neutral

Online learning is boring because teachers do not have innovation in learning

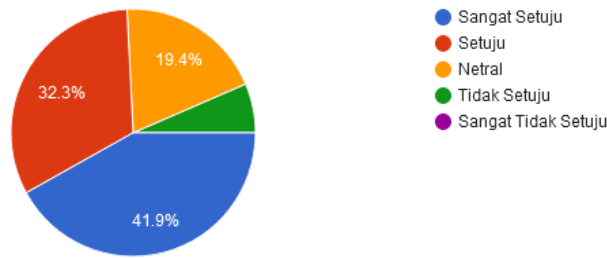


Figure 11. There are 41.9% of students very agree that online learning is boring because teachers do not have innovation in learning, 32.3% of students agree that online learning is boring because teachers do not have innovation in learning, the rest are neutral and disagree that online learning is boring because teachers do not have innovation in learning

Students can do their homework provided by the teacher in online classes.

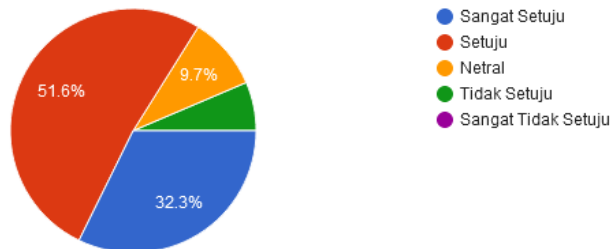


Figure 12. There are 51.6% of students agree that students can do their homework provided by the teacher in online classes, 32.3% of students strongly agree that students can do their homework provided by the teacher in online classes, the rest are neutral.

Students can do their exam during online learning

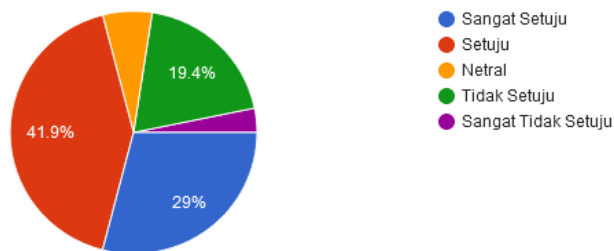


Figure 13. There are 41.9% students agree that they can do their exam during online learning, 29% of students strongly agree that they can do their exam during online learning, 19.4% of students disagree that they can do their exam during online learning, the rest are neutral.

Students ask others for help and cheat on exams.

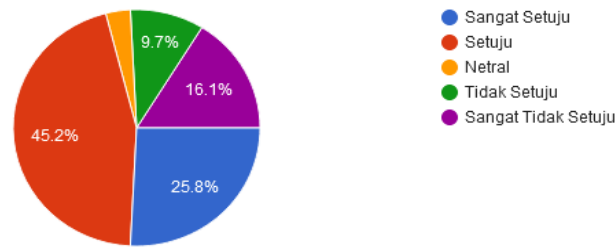


Figure 14. There are 45.2% of students agree that they ask others for help and cheat on exams, 25.8% of students strongly agree that they ask others for help and cheat on exams, 16.1% of students strongly disagree that they ask others for help and cheat on exams, 9.7% of students disagree that they ask others for help and cheat on exams, the rest are neutral.

Students are motivated to learn and excited in online learning.

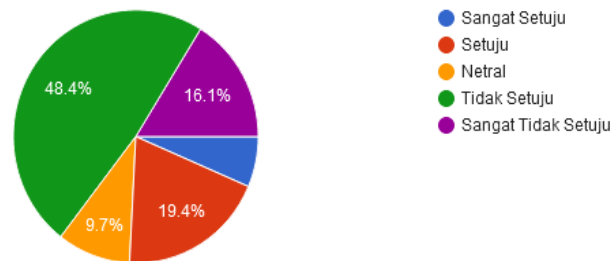


Figure 15. There are 48.4% of students disagree that they are motivated to learn and excited in online learning, 19.4% of students agree that they are motivated to learn and excited in online learning, 16.1% of students strongly disagree that they are motivated to learn and excited in online learning, 9.7% of students neutral and the rest are strongly agreed that they are motivated to learn and excited in online learning.

Students prefer face-to-face learning than online learning

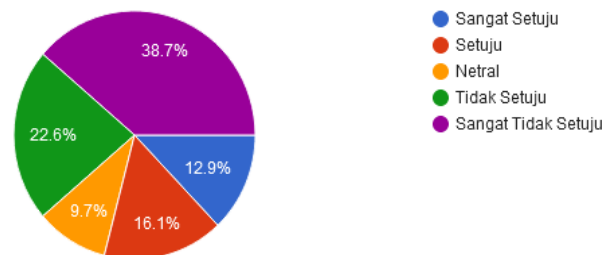


Figure 16. There are 38.7% of students strongly disagree that they prefer face-to-face learning than online learning, 22.6% of students disagree that they prefer face-to-face learning than online learning, 16.1% students agree that they prefer face-to-face learning than online learning, 12.9% students strongly agree that they prefer face-to-face learning than online learning, the rest are neutral

Online learning makes students lazy and lack of motivation

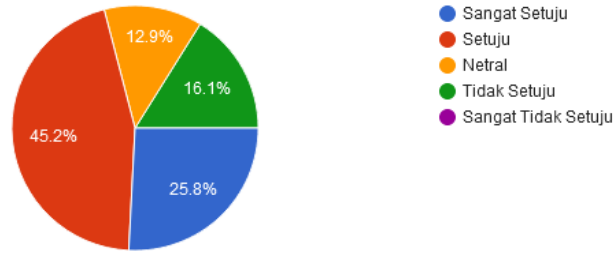


Figure 17. There are 45.2% of students agree that online learning makes students lazy and lack of motivation, 25.8% of students strongly agree that online learning makes students lazy and lack of motivation, 16.1% of students disagree that online learning makes students lazy and lack of motivation, the rest are neutral.

Online learning is effective and efficient

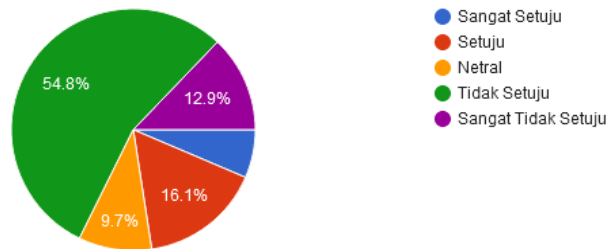


Figure 18. There are 54.8% of students disagree that online learning is effective and efficient, 16.1% of students agree that online learning is effective and efficient, 12.9% of students strongly disagree that online learning is effective and efficient, the rest are neutral and strongly agree that online learning is effective and efficient.

Students in secondary education in Palembang have to use the e-ampera program to improve the quality of online learning

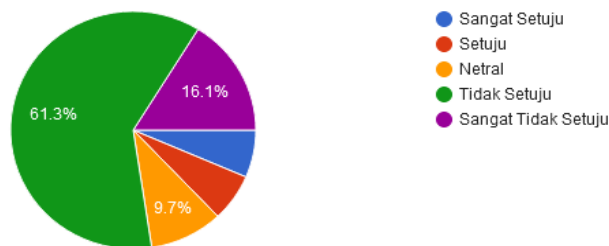


Figure 19. There are 61.3% of students disagree that students in secondary education in Palembang have use the e-ampera program to improve the quality of online learning, 16.1% of students strongly disagree that students in secondary education in Palembang have use the e-ampera program to improve the quality of online learning, the rest are neutral.

In general, the implementation of learning during the Covid-19 pandemic was carried out in three ways; 1) online; 2) offline, and 3) blended learning. Based on the data from the research results, it can be concluded that schools at the secondary education in Palembang have implemented the online learning during Covid-19 pandemic. Most of the teachers carry out online learning by using the WhatsApp application as the main platform for learning and evaluating their classes. There are also some teachers who use the Zoom Meeting and Google Classroom for learning. Rosali et al., (2020) stated that WhatsApp is the most practical and cheaper than other applications. Online learning needs a collaboration between teachers, students, and parents (Ali & Murdiana, 2020; Rasmitadila et al., 2020; Dewi, 2020), so that these activities will make parents and students even more solid (MS Dewi, 2019).

Conclusions and Recommendations

Online learning makes it difficult for teachers to assess students from cognitive, affective, and psychomotor aspects. As for the obstacles to implementing online learning and evaluating student learning outcomes during the Covid-19 pandemic; students are not interested in participating in online learning; students' participation in the learning process is decreasing because some teachers only give worksheets to do without teaching the learning materials first; learning hours are reduced; the ability of parents, teachers, and students in technology is very lacking; poor internet connection, many students still do not have cellphones, teachers are not directly involved in ensuring students do their tasks or exams without cheating, teachers are confused choosing the right online learning strategies and methods so that students are motivated to take part in online learning, students tend to use search engines on google rather than books in finding information or doing homework.

Only some teachers prepare a lot of learning tools and media, such as preparing instructional videos on each material to be explained. Sometimes the students do not show up or do not respond during online learning. Teachers are able to complete online learning materials on time and students are responsible for submitting assignments, although sometimes not on time for various reasons. Student's worksheets had many similar answers because on average the assignments were collected in a Whatsapp group created by the teacher, allowing students to copy each other's worksheets. Students do the exams together, making it even more difficult for teachers to give assessments cognitively, affective and psychomotor to their students. The implementation of online learning during the Covid-19 pandemic has advantages and disadvantages. Online learning during the Covid-19 pandemic was carried out in accordance with the readiness and abilities of teachers in the technological era. Teachers mostly only use the WhatsApp application, they give student worksheets to do, and exams. .

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