

Online Learning In Elementary School During The Covid-19 Pandemic

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Abstract

Education is a conscious and planned effort made to create a learning atmosphere and learning process to provide a learning experience for students. This experience consists of 3 aspects, namely cognitive, affective and psychomotor. This research was motivated by the impact of the COVID-19 pandemic, which impacted the health and economic sectors and the education sector. Therefore, the learning process for primary school education is currently carried out remotely or online by utilizing learning media. This research is qualitative research with a case study type. The data sources were obtained from 2 research samples: the Sidorejo State Elementary School (village) and the Tempurejo 1 State Primary School (urban) from the Magelang area, which learned in the epidemic era. The technique used is the interview. The results showed that elementary schools located in cities were easier to carry out bold learning. In contrast, in village schools, the practical learning process was carried out offline, which could help students in the learning process. There were several obstacles such as unstable internet networks or even the unavailability of mobile phones to implement teaching-learning boldly.

Keywords: Covid-19 Pandemic; Primary School; Online Learning

1. Preliminary

This research is motivated by the impact of the covid-19 pandemic, which has an impact on the health and economy and has an impact on the education sector, where the learning process is carried out online or online by the circular of the ministry of education and culture regarding the implementation of learning during the covid-19 emergency.

The research was conducted to describe and compare the reality of implementing the COVID-19 emergency learning process in elementary schools in urban and disadvantaged areas. From the positive side, of course, we can break the chain of transmission from covid-19 itself and the transformation of education with online learning. From the negative side, especially in disadvantaged areas where there are problems with the internet network, and not all guardians of students have cellphones that their children use to study online. Online learning teachers use several digital platforms that make it easier for students to continue to carry out learning.

The influence of covid-19 has changed digital technology's transformation in the education world in elementary schools. There was a shift in habits where previously the learning process was carried out face-to-face, and now because of the pandemic period, there is a shift in habits where during this pandemic schools use new technology, namely cellphones, laptops, and others and which are connected to the internet network that allows accessing quickly and widely (Astini, N., 2020).

2. Method

This study uses qualitative research with the subject of research, namely teachers in elementary schools. Data sources were obtained from 2 research samples, namely the Sidorejo State Elementary School (village) and the Tempurejo 1 State Primary School (urban) from the Magelang area, which carried out learning in the future. The technique used is by interviewing teachers and students related to learning during the pandemic. The interview was conducted online. Data analysis was carried out in 4 stages: 1) data reduction, 2) data management and grouping, 3) interpretation and 4) concluding.

3. Results and Discussion

The results of the research conducted at the Sidorejo State Elementary School (village) and the Tempurejo 1 State Primary School (urban) can be seen from the data in the table 1.

No	Aspect	Primary school	
		Tempurejo State Elementary School 1 (urban)	Elementary School Sidorejo (village)
1.	Environment	The urban environment supports the learning process because internet access supports it. Therefore, in the implementation of online learning, it can be carried out properly, such as using google documents for online discussions, making unique websites used for learning, using wa groups, youtube, Instagram.	In rural areas, the environment is not friendly because many students experience difficulties with the internet network in the implementation of the learning process. Not only that, but some do not have cellphones; because of that, children have difficulty participating in online learning. The solution to this problem is that children can do online learning by joining their friends who have cell phones. Therefore, the implementation of learning carried out online is limited, such as being able only to use wa groups and learning videos shared by the teacher. However, because of the limitations of using technology, elementary schools in rural areas also conduct offline learning. This offline activity is held once a week.
2.	Learning Resources	Complete learning resources are in the form of teacher and student handbooks. Learners	Complete learning resources are in the form of teacher and student handbooks. Learners

		are also given worksheets and textbooks that have been determined.	are also given worksheets and textbooks that have been determined.
3.	Instructional Media	Learning Media uses media such as laptops, power points, and learning videos and uses several digital platforms such as WhatsApp Group, Google Classroom, and Google Meet.	Learning Media is still simple, namely using textbooks for offline learning, and WhatsApp Groups are thought to be constrained by signals.
4.	Study time	At 07-00 – 14.00 WIB, learning is implemented on a full-day basis.	In the learning process during a pandemic, an explanation is usually given and then continued with assignments. The collection of assignments is given flexible time according to the teacher's provisions. Usually given one day or given a benchmark time.

From the results of these interviews, it can be concluded that in the learning process during the COVID-19 pandemic at elementary schools located in urban areas, learning has been effective by using several digital platforms such as WhatsApp Group, Google Classroom, Google Meet, and accessible learning videos. On Instagram and YouTube platforms. Furthermore, in elementary schools in disadvantaged areas, the implementation of learning uses WhatsApp Groups and offline learning by creating study groups for students.

Discussion

At the beginning of 2020, Indonesia was in an uproar with the coronavirus (COVID-19). The virus that shocked Indonesia is known to have originated from Wuhan, China. This virus has a vast impact on the economic, social, health, and education fields. With these impacts, especially health and safety, and to prevent the transmission of the virus, the government has decided to change the education process in Indonesia, including elementary schools. All primary school education is currently carried out remotely or online by using learning media.

From the reality that I encountered in the field that in online learning, teachers use several digital platforms in teaching and learning activities so that learning continues even though they are not facing to face. In elementary schools located in villages, teachers usually use the WhatsApp Group, Google Classroom, and YouTube platforms in learning. There is still a reality in disadvantaged areas that the average student's parents' economy is at the middle and lower levels. Not all guardians of students have sophisticated mobile phones to be used to learn for their children, so with this application, WhatsApp Group, Google Classroom, and YouTube are considered suitable for carrying out learning activities (Aminullah, A., 2021).

With the economic condition of students' parents at the middle and lower levels, some parents do not have mobile phones for their children's online learning process, and teachers also apply offline learning while still complying with health protocols. Learning is carried out

so that students who do not have electronic devices can still carry out learning and gain the same knowledge as their other friends. (Rosita, N., 2020)

Furthermore, in advanced schools, teachers carry out innovations in overhauling the conventional learning process to be via online by using several web and digital platforms in the learning process, for example, by using various platforms such as Google Documents as a medium in conducting online discussion forums, submitting exams through Google forms, and providing quizzes through websites or applications. Com, wolframalpha.com, slide share, inspire, and many more (Hanifah, U., 2020). educators can innovate in the delivery of learning materials by utilizing various social media sites such as Facebook, Instagram, YouTube, etc.

With the shift in habits where previously schools were face-to-face, and now because of the pandemic period, there has been a shift in habits where during this pandemic schools use new technology, namely cellphones, laptops, and others and which are connected to the internet network that allows easy and comprehensive access. Moreover, in this pandemic, virtual meetings are one of the interactive classroom tools to make it easier to learn remotely; with this application, remote learning will be more accessible.

4. Conclusion

In online learning, teachers use several digital platforms in teaching and learning activities to continue even though they are not facing to face. The teachers make innovations in overhauling the conventional learning process to be online by using several web and digital platforms in the learning process, for example, by utilizing various platforms such as Google Documents as a medium in conducting online discussion forums, submitting exams via Google Forms, and procurement of quizzes through websites or applications. In its implementation, teachers also use various websites and applications such as edutafsi.com, wolframalpha.com, slide share, inspire, and many more. Educators can innovate in the delivery of learning materials by utilizing various social media sites such as Facebook, Instagram, YouTube, etc.

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