

## Application of Distance Learning to Suppress the Spread of COVID-19 in Public Elementary School Grogolbeningsari Kebumen Regency

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### Abstract

Distance learning is not a new alternative in the world of education, but this model is back in popularity due to the Covid-19 pandemic. There is still very little literature on the implementation of learning during the pandemic so that it attracts the attention of researchers to analyze and describe the implementation of distance learning during the Covid-19 pandemic at Public Elementary School Grogolbeningsari to suppress the spread of the Covid-19 outbreak. The method used in this research is descriptive qualitative with data analysis techniques, in the form of triangulation combining the results of observations, interviews, and documentation. The sample in this study was seven respondents at Public Elementary School Grogolbeningsari. The results showed that (1) Planning, schools review and readjust curriculum 2013, improve teacher quality, fulfill facilities and infrastructure, complete documents, and innovate to develop strategies applied during the pandemic. (2) Implementation, although learning is switching to online and offline, teachers must quickly adjust to the pandemic, and they are required to be able to master various platforms such as WhatsApp, Google Form, YouTube, Zoom, and Television Broadcasting which they can use to fulfill students' learning rights and provide meaningful learning experiences. (3) Evaluation, the teacher can give WhatsApp feedback in daily activities, but the school still uses written assessments in the Mid-Semester and End Semester Assessments. Education has faced many challenges during the pandemic. Therefore, a collaboration between school members is very influential on the success of distance learning.

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## INTRODUCTION

Corona Virus Disease (COVID-19) and its rapid spread in Asia, Europe, the United States, and Africa have caused many countries to implement partial and complete lockdowns in their countries as part of many solutions to curb the pandemic (Sintema, 2020). The temporary closure of educational institutions to suppress the spread of the COVID-19 outbreak throughout the world, which impacts millions of students, is no exception in Indonesia. Disturbances indirect learning activities between students and educators and the difficulty of carrying out learning assessment activities make students psychologically disturbed, and the quality of student skills decreases (Aji, 2020). So a solution is needed to answer this problem. Online learning is one alternative that can be taken to overcome learning problems during the pandemic (Sadikin & Hamidah, 2020). The impact of Covid-19 is the responsibility of all elements of education, especially the state, in facilitating the continuity of education to carry out distance learning to reduce losses in the world of education in the future.

Distance education is an educational process held modular teaching within a specific time unit using communication media to expand learning opportunities outside the classroom. Distance learning or learning from home in the context of research is conducted in online and offline learning (Lase et al., 2020). IT advancements also play a role in learning during the pandemic. Students do online learning and interact with teachers using applications such as Google Classroom, Zoom, Google Meet, and Whatsapp Group (Yunitasari & Hanifah, 2020). Latip said technology is the key to the sustainability and success of distance learning in the implementation of distance learning, which can be a liaison between teachers and learners who are separated by distance (Latip, 2020).

Many educators, students, and parents are surprised by the learning methods during the pandemic. As educators, you must adapt appropriately so that the learning process can

still run optimally, even though learning is carried out using an online system (Shodiq & Zainiyati, 2020). Online learning is considered less effective for teachers, especially elementary school children. Teachers are less than optimal in providing learning materials so that the material is incomplete, and the use of media in online learning is also not optimal (Sari et al., 2021). The problem at Public Elementary School Grogolbeningsari is that not all teachers are proficient in using internet technology or social media as a learning tool. Some senior teachers cannot fully use devices or facilities to support online learning activities. They need assistance and training first. Most teachers are not free to monitor learners' cognitive development and skills.

The problems experienced by students while learning during the pandemic also varied. Limited communication and socialization with peers and the environment, more complex challenges, especially for students with special needs, and learning time is felt to be longer and less programmed (Putri et al., 2020). Students feel bored and bored while carrying out learning (Putria et al., 2020). However, online learning at home makes students more independent and creates learning motivation. In addition, online learning is one of the successes in creating social distancing behavior to minimize the emergence of crowds that are considered to have the potential to spread Covid-19 further in the school environment (Handarini & Wulandari, 2020).

The parents of students at Public Elementary School Grogolbeningsari also felt the same way; some welcomed it, some were forced to, and some were confused. Parents' problems during online learning include teachers giving too many assignments. Parents who work in offices and trade cannot accompany their children's online learning process. Children find it difficult to focus on learning because the home atmosphere is not conducive. The limitations of internet quota or internet packages or wifi networks are the link in online learning and interference from several other things.

The researcher's findings are in line with the results of Lase's study in 2020. The lack of parental involvement and support in the children's learning process at home is generally caused by the lack of time and the inability of parents to become teachers for their children at home. However, parents do not have negative perceptions; distance learning has contributed to an economic, psychological, and social burden on parents or families (Lase et al., 2020). Mfoafo, in his research, also said that parents with high socioeconomic status were more prepared to help children with e-learning than parents with low socioeconomic status during the COVID-19 pandemic (Amanor-Mfoafo et al., 2020).

Learning is the process of presenting factual knowledge (hearing, seeing, and reading) in a clear, systematic, and logical language in an aesthetic work. A professional teacher is a well-trained and educated teacher and has rich knowledge in his field to provide optimal service to his students; that is what a teacher holds, especially in learning at school. A teacher must also improve his learning professionalism further so that the desired educational process can be achieved optimally.

The success of online learning in Indonesia during the Covid-19 pandemic is determined by the readiness of technology that is in line with the national humanist curriculum, support, and cooperation from all stakeholders, including the government, schools, teachers, parents, and the community (Rasmitadila et al., 2020). Many schools also develop interactive learning platforms by taking into account the characteristics of their students to make it easier for students to learn online. The school's self-developed e-learning platform can provide real and non-real-time learning resources based on personalized learning properties such as teaching conditions and levels (Dai & Xia, 2020).

Based on various education conditions at Public Elementary School Grogolbeningsari, Petanahan District, Kebumen Regency. It is necessary to evaluate the implementation of distance learning at Public Elementary School

Grogolbeningsari, with some shortcomings. Researchers want to know how far the implementation of distance learning is going, whether it is following the lesson plans designed, and whether students can master the material provided by the teacher and can be used as a benchmark to carry out learning better than before.

Based on the background description, considerations, and facts regarding personal unpreparedness and the not yet optimal implementation of the distance learning process. The objectives of this research are: (1) Analyze and describe the design of distance learning activities during the Covid-19 pandemic at Public Elementary School Grogolbeningsari; (2) Analyze and describe the implementation of distance learning activities during the Covid-19 pandemic at Public Elementary School Grogolbeningsari; (3) Analyze and describe the evaluation of distance learning activities during the Covid-19 pandemic at Public Elementary School Grogolbeningsari.

## METHODS

The research method used in this study is qualitative. The characteristics of qualitative research are researching natural conditions, directly to the data source, the researcher being the key instrument, presenting data in the form of words or pictures and not emphasizing numbers, conducting data analysis. The analytical technique in this study is the interactive analysis of Miles and Huberman. The stages carried out by researchers in data analysis are the period of data collection, data reduction, data presentation, concluding, and verification.

Data sources are the results of interviews with school principals, teachers, and parents of students at Public Elementary School Grogolbeningsari, Grogolbeningsari Village, Petanahan District, Kebumen Regency. Data was obtained from principals, teachers, and parents of students in individual opinions based on answers from interviews with researchers. After that, the data will be collected according to

what the researcher wants. In addition to data sources from interviews with principals, teachers, and parents of students, the data in this study were also strengthened by observations and documentation from various literature, namely books, journals, articles, or those related to research.

The research subjects were school principals, teachers, parents/guardians of students, and students at Public Elementary School Grogolbeningsari who took part in learning during the COVID-19 pandemic. They obtained seven respondents, one principal, three teachers (two class teachers and one subject teacher), three parents of students whose children attend Public Elementary School Grogolbeningsari. Data collection was carried out through direct interviews by paying attention to health protocols. To check the validity of the research, the researcher uses reference techniques obtained during the study, such as research journals, respondents' answers, and data obtained during the research, to test and correct the research results.

**RESULTS AND DISCUSSION**

**Planning for Distance Learning Activities in Elementary Schools During the COVID-19 Pandemic**

During the Covid-19 Pandemic outbreak, learning still must be implemented because every student has the right to receive learning materials properly. Distance learning is also an alternative way to carry out educational activities during the Covid-19 pandemic. This is in accordance with Syarifudin, who stated that learning must continue, even though there was a global pandemic disaster that made the government implement social distancing in the world of education (Syarifudin, 2020).

The most appropriate solution is to use online learning. Distance learning requires a plan for the implementation process due to the Covid-19 pandemic, where learning usually done at school in face-to-face mode but now should be carried out online. The lesson to be learned from the 2020 pandemic force to set new rules, regulations, platforms, and solutions for future cases, when countries, governments, and residents will be more prepared than they are today (Basilaia & Kvavadze, 2020).

Table 1 shows the observations about distance learning planning at Public Elementary School Grogolbeningsari detail in the following table.

**Table 1.** Observation Results from Distance Learning Planning

Preparation	School	Teacher	Parents and students
Document	Adjustment of school curriculum and programs during the pandemic	Annual promissory syllabus, lesson plans, assessment tools, etc	Package books, e-books, school worksheets
Facilities and infrastructure	Information and Communication Technology hardware preparation, Network strengthening	Preparation of computers, laptops, smartphones	Smartphone/Phone cell and television
Strategy	Maintain good communication with all school members	Personal communication with parents and students	Communication with the homeroom teacher
Individual development	Organize training and outreach	Participate in training sharing and webinars	Follow socialization

The learning process must be carried out in a planned manner with various objective and rational thoughts so that all students' potential can be developed optimally. In other words, the quality of learning will be significantly influenced by the quality of the learning plans used. Lesson planning is a systematic procedure by which education and training programs are developed and structured to enhance learning substantially. Based on observations, schools have adjusted the applicable curriculum to the Covid-19 pandemic. Several things have been modified in the curriculum, including time allocation, student learning load, and minimum completeness criteria at the education unit level.

In addition to the curriculum, educational success is also influenced by program planning, syllabus, learning implementation plans, and strategies prepared and planned by teachers. Before teacher carries out learning, it is very important to prepare various learning tools that will support the achievement of learning objectives. The following is the explanation of the Class II-a teacher about preparing for online learning.

“The preparation that I did was not too different from normal learning, including making written plans in the form of lesson plans, syllabus, annual program, promissory notes, preparation of learning methods, learning media, and learning tools.” (W.Gr K1.2/04-01-2021)

A quality lesson plan greatly influences the implementation of quality learning. For this reason, teachers should have adequate teacher competence so that the planning and implementation of learning can be carried out correctly and of quality to achieve the expected competence of students, as formulated in the primary curriculum framework (Mawardi, 2019). Interviews with teachers and documentation strengthened the analysis of completeness and quality in compiling the lesson plan. Based on the results of observations of the lesson plans made by three teachers, it shows that most of the lesson plan components are following Permendikbud Number 37 of 2018,

the feasibility of learning objectives, formulation of learning objectives, selection, and organization of teaching materials, the feasibility of learning activities, and selection of sources study.

One of the things that need to be prepared to carry out distance learning activities is the availability of facilities. Hardware in the form of smartphones and laptops and internet quota can support distance learning activities so that the process can run well and optimally. This is following Purwanto's research which states that facilities are very important to support the smooth teaching and learning process; for online learning, at home, the facilities should have been prepared first, such as laptops, computers, or mobile phones, which can later make it easier for students to listen to the teaching and learning process that is carried out online (Purwanto et al., 2020). Latip also revealed that in the implementation of distance learning, technology is the key to the continuity of distance learning which can be a liaison between teachers and learners who are separated by distance (Latip, 2020). Information and communication technology literacy includes all knowledge and skills in utilizing technology, starting from knowing the device, operating it, processing and communicating information. Based on the statement above, it can be concluded that distance learning activities are considered to run optimally if the facilities are adequate and available. Distance learning at Public Elementary School Grogolbeningsari can be carried out because every student's family has a device to support distance learning activities.

The teacher uses the strategy used in distance learning, and the teacher uses an approach by communicating personally with students and collaborating with parents in conditioning while studying. This is partly following research conducted by Pratiwi, which states that during distance learning, the teacher communicates personally with students to ensure that they can understand the material that has been delivered, submit assignments on time and provide feedback on the subject matter

(Pratiwi, 2020). Communication with parents informs the material and assignments submitted to students.

In planning distance learning, there are problems, namely in adjusting the time of distance learning activities between schools and parents, and not all children have their smartphones. With the help of coordination and supervision from parents, this can help the distance learning planning process to be more optimal. In addition, this statement partly follows Dewi's research which states that with the Covid-19 pandemic, learning activities that were previously carried out in schools are now learning at home online; online learning is adjusted to the conditions of each school's ability (Dewi, 2020). Based on the above opinion, it can be concluded that for distance learning to run optimally, it requires support and supervision from the parents so that the student learning process is constantly monitored and supervised. The relationship between teachers and parents has good communication. Every teacher works from home by communicating with parents, using video calls or photos of children while studying at home to show the interaction between teachers and parents.

During the educator pandemic, parents and students are required to adapt to online, offline, or blended learning. Using technology and understanding the existing conditions significantly affects learning implementation's success. Based on observations at Public Elementary School Grogolbeningsari, the school seeks to facilitate all school members to develop themselves. Several activities are carried out, such as training or socialization for teachers and parents. Individual educators also continue to improve their abilities and broaden their horizons by participating in various webinars.

**The Process of Implementing Distance Learning Activities in Elementary Schools During the COVID-19 Pandemic**

Implementation of learning is an effort to manage effective and efficient learning. Teaching and learning activities during the Covid-19 pandemic have their challenges. Utilizing online and offline media in learning as a learning medium facilitates the delivery of information or teaching materials. The results of observations about the implementation of distance learning at Public Elementary School Grogolbeningsari can be seen in Table 2.

**Table 2.** Observation Results from the Implementation of Distance Learning

Observed aspects	Implementation process
Learning model	Learning is done online, offline, blended learning
Learning platform	WhatsApp, SMS, Zoom, YouTube, Google Form, Google Classroom, Television/Radio Broadcasting
Early learning activities	Asking news, delivery of objectives, and delivery of the scope of learning materials
Learning core activities	The teacher explains the material or describes the activities for one day of learning
Closing activities	Opening a question and answer session, then giving observation assignments, projects, skills, or practice questions
Factors that support learning	Availability of facilities and infrastructure, stable internet network, parental attention, student motivation
Learning inhibiting factors	Boredom in students, less stable internet network, miscommunication, difficulty observing student development

Based on observations about the teacher formulates learning objectives by implementation of distance learning at Public Elementary School Grogolbeningsari. The referring to needs, using active verbs that can be observed and measured, describing the learning

process and results, and describing problem-solving. Then in learning activities, the teacher uploads learning materials and assignments, participants do assignments independently according to the specified time, and teachers and students interact online. Furthermore, in the assessment process, students upload the results of their work, and the teacher provides feedback and assessment. Media/applications used by teachers during distance learning are Zooms, YouTube, WhatsApp, SMS, Teacher's Room, Google Meet, Google Classroom, Television/Radio Broadcasts, Telegram.

The researcher's findings are in line with the research conducted by Saragih. The use of applications during online learning is considered more effective and efficient because it makes it easier for users to access it anywhere (Saragih & Ansi, 2020). Anugrahana said that in her research, more than nine media used by elementary school teachers in Bantul district during the pandemic were offered, namely WhatsApp, WhatsApp web, Google Classroom, Google Group, Team Link, Microsoft Teams, Microsoft Kaizala, Zoom Meetings, and Webinars, YouTube, Google Hangouts. (Anugrahana, 2020).

The success of the implementation of distance learning can be felt based on the quality of learning presented by the teacher. The teacher not only transfers material or gives assignments, but there must be reciprocity between teachers, parents, and students during learning activities. Based on observations of the implementation of distance learning at Public Elementary School Grogolbeningsari, it can be seen that in the preliminary activity, the teacher invites students to pray, conveying the learning objectives. In core activities, the teacher masters the subject matter (the material is presented clearly), the teacher manages the online class well. The teacher acts as a facilitator to help students' difficulties. The teacher uses questioning techniques correctly and adequately, and students play an active role in online learning, learning it appears that there are exploration, elaboration, and confirmation activities, students

actively interact with other students, there is an assessment to determine learning achievement, the implementation of learning is following the objectives. Closing activities, the teacher guides students to reflect, assign tasks to deepen and implement the material.

Based on the findings obtained, implementing distance learning is carried out by the teacher delivering the material first and distributing it using supporting applications such as WhatsApp groups using voice notes, recording material, and sending videos of the learning material to be taught. Teachers don't just give assignments to students. This is as explained by Nindiati. Before providing lessons to students via the internet, educators must deliver the material that has been prepared (Nindiati, 2020). Thus, the delivery of material before giving assignments will maintain the interaction between teachers and students in distance learning activities, maintaining students' enthusiasm for learning online and studying at school.

Teachers must be creative and innovative in presenting various learning models when learning online. Using the Project-Based Learning model, learning to make collage art is carried out online. To help smooth learning activities, teachers use learning videos as one of the media in the learning process (Altaftazani et al., 2020). Then the application of the guided discovery model in improving students' scientific literacy competence during distance learning. Seriousness in preparing to work on problem-solving and actively asking about things that are still difficult are the keys to obtaining high scientific literacy scores (Anggriani et al., 2020).

The learning process becomes a new challenge for teachers when learning online, where the teacher no longer conveys material directly face to face with students but uses online media. The following is the explanation of the class V-a teacher about the use of media during online learning.

“The current learning process uses the assignment method more often through the student's parent WhatsApp group. We provide

learning video links from YouTube as well as assignments to work on the questions contained in the LKS. Sometimes we also use google forms for daily test activities.” (W.Gr K2.5/04-01-2021)

The assignment model carried out at Public Elementary School Negeri Grogolbeningsari also varies. The teacher makes questions and shares them using WhatsApp, Google Drive, and Google Forms. As explained by Purnomo, it is recommended that teachers combine conventional learning with communication media such as WhatsApp, google drive, or social networks that students usually use to communicate (Purnomo et al., 2016). So it can be concluded that learning to use online can make it easier for students in learning activities at home because they can prepare and read material not only from books but can access via the internet and use applications that support distance learning activities.

In implementing distance learning during the Covid-19 pandemic, some obstacles can interfere with the activity itself. The barrier experienced is the use of more internet quotas. Parents who are affected by the economy will feel burdened by increased internet quotas. This is follows research (Purwanto et al., 2020), which states an increase in costs for purchasing internet quotas. Online technology must also use a network connection to the internet because internet quota usage can increase and be an additional burden for parents. So, it can be concluded that doing online learning for several months will require a large internet quota and can directly increase the cost of purchasing the internet quota.

In addition to using the internet quota, the obstacle is that students feel bored because learning during the Covid-19 pandemic does not have face-to-face activities. Students feel bored when listening to the explanation of the material delivered by the teacher through voice notes. Lestari stated that students are still used to the face-to-face learning system directly with the teacher, accustomed to learning with friends

while playing (Lestari & Gunawan, 2020). Based on the statement above, it is concluded that schools need to make efforts to help overcome the obstacles experienced by students when carrying out distance learning activities, namely by giving time for students to communicate with their friends so that they are not too bored when distance learning activities are being carried out.

Schools overcome obstacles in implementing a distance learning through teachers always motivating students by interacting via video calls and providing motivation with voice notes. So that students' enthusiasm for learning is maintained and modifications to the learning model during distance learning activities by sharing and looking for creative ideas between fellow teachers. This statement follows Lestari's research, revealing that teachers are becoming more innovative in packaging materials and being more creative in developing learning methods to attract enthusiasm from students (Lestari & Gunawan, 2020). It can be concluded that teachers can still maximize the learning activities by motivating students through video calls and being more innovative when making teaching materials to get enthusiasm from students.

Rigianti said the obstacles experienced by teachers during online learning were learning applications, internet networks and devices, learning management, assessment, and supervision (Rigianti, 2020). While the research results from Setyorini there are several problems experienced by students, teachers, and parents in online teaching and learning activities such as lack of mastery of technology, additional internet quota costs, additional work for parents in accompanying their children to study, communication, and decreased socialization between students, less interaction between teachers and parents and unlimited working hours for teachers, because they have to communicate and coordinate with parents, other teachers, and school principals all the time (Setyorini, 2020). In line with research conducted by Arwen, parents also feel the



impact of studying at home. They have more burdens because they have to be teachers at home, assist in making assignments, and continuously monitor children. It is conceivable if more than one child still needs help with tasks (Arwen, 2020).

It is the same with the three studies above that there are various problems during distance learning at Public Elementary School Grogolbeningsari during the Covid-19 pandemic. The impact of Distance Learning is not only felt by teachers and students but also parents of students, the most frequently experienced obstacles include the internet network, mastery of technology, and inflated education costs. The workload of teachers is also increasing where the addition of work time is uncertain, as well as parents who have to accompany children to study and take care of other household tasks.

### **Evaluation of Distance Learning Activities in Elementary Schools During the COVID-19 Pandemic**

The role and cooperation of parents during online learning is very important in the process of implementing distance learning.

“I ask for help by telling parents so they can supervise and help their children during the implementation of this online learning.”. (W.Gr K2.7/03-01-2021)

Active collaboration between parents and schools through parenting activities has proven helpful for assessing children's growth and development at school and for children to become more involved in school activities (Juwariyah et al., 2019). This is also following research from Sari, the implementation of online learning will require communication between students, parents, and schools due to long-distance constraints, and students and schools can't meet face-to-face. In contrast, parents and schools are more consulted, discussing and sharing children's learning development during distance learning (Sari et al., 2020). Thus, schools and parents can help each other and work together in the process of distance learning

supervision activities that are still being implemented during the Covid-19 pandemic and improve and maintain communication between schools and parents so that students are well supervised when they are studying.

In implementing distance learning activities, the assessment used at Public Elementary School Grogolbeningsari uses online assessment. Teachers must design learning activities from home in a lighter, creative but effective manner by utilizing the proper devices or media following the material to be delivered. The assignments must also be designed so that students remain enthusiastic about learning online and do not become a psychological burden (Kurniasari et al., 2020). Hastuti and Marzuki said that several assessment models could be applied in the online learning process, including online-based assessment, portfolio assessment, and character assessment (Hastuti & Marzuki, 2021). Maheasy, in his research, said that a portfolio assessment based on parental participation could be applied during distance learning activities during the Covid-19 pandemic. This assessment requires intense communication between teachers, students, and parents (Mahmudah et al., 2021).

All educators at Public Elementary School Grogolbeningsari must be creative and innovative in developing learning assessments that do not become a psychological burden for students during distance learning during the pandemic. The teachers at Public Elementary School Grogolbeningsari collaborate with parents to implement learning and assessment during the Covid-19 pandemic because parents have a critical role in assisting their children's online education, especially for elementary level students.

The online test applied at Public Elementary School Grogolbeningsari is carried out by utilizing internet network information technology. Assessments can be done anywhere as long as you have access to an internet network. Teachers design assessments that are carried out in writing and orally assessment, students send the results of written assessments

in the form of files or photographs, while verbal assessment by sending voice recordings or voice notes or can also use video. This is done by the teacher so that assessing learning outcomes is still carried out even though it is done online. The school also evaluates activities by conducting a home visit program with a grouping system to understand more about the subject matter. The teacher divides the class into four study groups, one group consists of 6-8 students. Learning takes place in the mosque, prayer room, or the house of one of the students, and the school continues to apply health protocols. The school also surveys distance learning activities that parents of students fill out to improve the implementation of distance learning to run even better.

## CONCLUSION

This study concludes that schools strive so that teachers and students still get their right to stay healthy and avoid the dangers of Covid-19, but their obligations as educators and students must still be carried out. Schools review and readjust curriculum 2013, improve teacher quality, fulfill facilities and infrastructure, complete other documents, and innovate to develop strategies that can be implemented during the pandemic. Although learning has shifted to online and offline, the teachers were able to adjust to the learning conditions during the pandemic. They can use various media or platforms such as WhatsApp, Google Form, YouTube, Zoom, and Television Broadcasting to fulfill students' learning rights and provide meaningful learning experiences. However, not all education series can be done online, and schools still use written or offline assessments in Mid-Semester Assessment and Final Semester Assessment activities. Therefore, a collaboration between school members is very influential on the success of distance learning.

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