



EVALUATION OF DISTANCE LEARNING PROGRAM FOR ELEMENTARY SCHOOL STUDENTS IN BANYUDONO VILLAGE, BOYOLALI POST PANDEMIC

Darmanto Minggele¹

¹MAN Kota Kupang, Kupang, Indonesia

Email aminggele@gmail.com

Abstract

Background: During the pandemic, the world of education has undergone significant changes, especially in the educational strategies implemented. One of the strategies in the world of education is the existence of a distance learning model. **Purpose:** This study aims to evaluate the implementation of distance learning at the beginning of the planning process, implementation, learning outcomes and obstacles faced. **Design/methods/approach:** The data sources in this quantitative research are teachers and principals totaling fourteen people. The technique of selecting research subjects used *purposive sampling*. Data collection using interviews and documentation with interview guide instruments. Data analysis techniques in this study are data reduction, data presentation, and drawing conclusions. **Findings:** Interview data and documentation analyzed descriptively show that the evaluation of the implementation of distance learning (PJJ) has generally met the standard criteria set by the government. However, the evaluation of learning outcome measurements is still less effective due to the obstacles faced in measuring students' actual abilities. One of the obstacles faced in implementing this distance learning is that student learning outcomes are not purely what students do. **Research implications/limitations:** Some students get results because of the help of parents or other parties in working on the questions, another deficiency faced in this study is that the learning media used in the form of online applications cannot be an ideal learning tool like face-to-face learning. **Originality/value:** It is hoped that other research that will be conducted in the future will be able to add more complete knowledge related to similar research themes.

Keywords: Distance learning, Evaluation, *Smartphone*, Whatsapp, obstacles

Introduction

Starting from the Covid-19 pandemic that emerged around the end of 2019, it resulted in drastic changes in almost all aspects of life. This did not only happen in the country where the virus was first discovered, but also in all corners of the earth. Indonesia also experienced it in all aspects of government, both social, political, legal, defense and security and especially education (Atang & Minggele, 2020, p. 185). Distance learning was initially carried out in the Jakarta area according to the instructions of Governor Anies Baswedan for two weeks in order to minimize the spread of

the Covid-19 virus. The closure of schools and the implementation of the teaching and learning process remotely to reduce direct contact between students and teachers and other parties who would potentially spread the virus (Paat, 2020) . In line with the steps taken by the Governor of DKI, the Ministry of Education and Culture Nadiem Makarim issued a circular regarding recommendations for learning from home during the Covid-19 pandemic. The distance learning process implemented by schools has the following provisions: *first*, distance learning is carried out with the aim of completing the minimum learning achievement with an emphasis on achieving student learning experiences as the main material expected in accordance with the curriculum and graduation targets. *Second*, Learning from Home can be focused on life skills education, including regarding the corona pandemic; third, Learning from Home learning activities and assignments can vary between students, according to their respective interests and conditions, including considering the gap in access/learning facilities at home; fourth, Evidence or products of Learning from Home activities are given qualitative and useful feedback from teachers, without being required to give quantitative scores/values (Febriani et al., 2020) . In accordance with government policy, learning is carried out at home using distance learning methods, E-learning or online to avoid physical contact and crowds that can cause transmission of the Covid 19 virus.

Previous research on E-Learning was conducted by (Sobron et al., 2019) which examines the effect of online learning with edmodo on elementary school students' science learning outcomes. Following the instruction of the governor of Central Java Ganjar Pranowo, the Regent of Boyolali Seno Samudra issued a circular letter number 450/677/1.2.2020 dated March 17, 2020 regarding the anticipation of the spread of Covid 19 by deciding to close schools from kindergarten, elementary school, to junior high school, both public and private schools.

Literature Review

Planning PJJ activities is one of the efforts that can be made to carry out educational activities in the midst of this corona pandemic, this is supported by research conducted by (Indriani et al., 2018) regarding distance learning planning with the Blended Learning method at the Vocational High School Education Level. Distance learning is technically carried out separately between teachers and students and in the learning process using various learning resources based on information technology (IT). Existing open applications can be a reference for learning media as a substitute for face-to-face meetings according to Unesco's suggestions in dealing with the Covid 19 outbreak (Setiawan, 2020, p. 1) . Communication in the distance learning process as part of what is done by schools and teachers in limiting direct interaction but can still carry out learning. The existence of information and communication technology that is currently developing also makes it easier for teachers to choose the right *platform* (Radino et al., 2021) .

The development of information technology is in accordance with the mandate of PP No. 13 of 2015 concerning the standard of facilities and infrastructure in learning with information and communication technology. One type of use of information technology is by implementing education with the E-learning model at every level of education including in Elementary Schools (SD)

In line with this, a study conducted by (Widowati & Purwanti, 2017, p. 1) stated that teacher skills in the field of ICT must be further improved based on the results of the study it is known that the ability of teachers and private teachers in the field of ICT is only 40.40% and 35.20% which is relatively low. Educational technology that is growing and developing at a cheaper and more affordable cost is E-Learning with facilities that can be downloaded on smartphones (*Smartphones*). (Acosta, 2016, p. 162). Forms of applications that are commonly used in distance learning include zoom, google meet, google classroom, edmodo, schoology and others. (Huda & Faiza, 2019) .

Another application that can be used in PJJ is Whatsapp. This application is a complete application with features for sending messages, videos, images and sound. No less important is the collective or group conversation service for online discussions (Widiasih et al., 2018) . In distance learning, this application is widely used because it is easy, complete and connectivity can be reached by everyone. In it, teachers can provide material information, assignments anytime and anywhere which can then become material for students to learn independently (Ahmad et al., 2020, p. 270) . Teacher competence and teacher creativity in creating educational materials are very important and needed in distance learning (Putri et al., 2023) . Mastery of learning media is also required to attract students' interest in learning (Ariessanti & Aini, 2017) . This creativity is closely related to the competence possessed by teachers. Teachers are strongly emphasized to have competence in teaching or pedagogy, professional competence, personality and social competence (Adi et al., 2019) .

To find out the implementation and achievement of distance learning (PJJ), an evaluation needs to be carried out. (Kesuma et al., 2020) . Evaluation itself is one of a series of learning activities in addition to planning and implementing learning (Kurdi, 2018) . This study tries to answer the form and results of the evaluation of distance learning (PJJ) that has been carried out and the obstacles faced in distance learning at elementary schools in Banyudono Village , Boyolali , Central Java .

Methods

This study uses an evaluative method with a descriptive analysis research design. Descriptive analysis is a description of the results based on data analysis by describing the data and then making generally applicable conclusions . The subjects of this study were fourteen people consisting of teachers and principals. The sampling technique used *purposive sampling. sampling* (Harjali, 2019) . The data collection technique in this study used interview and documentation methods. In-depth

interviews were conducted with respondents consisting of teachers and principals as the main data sources. While documentation is the result of distance education reports carried out by teachers. Data validity is done by triangulation of sources, namely by comparing the information that has been obtained and then cross-checking it with other sources (Moelong, 2013, p. 178) . Data analysis techniques in this study are data reduction, data presentation, and drawing conclusions. The data validity test in this study is through data triangulation .

Results

Overview of the Implementation of Distance Learning at Elementary School Level in Banyudono Village. In accordance with the provisions of the National Education Standards stated in Permendikbud number 119 of 2014 in Chapter IV article 8, it is explained that the distance learning system long distance (PJJ) is implemented in four ways . First , using an indirect learning model between students and teachers . Second, emphasizing the principles of independent, structured and guided learning using various learning resources. Third, making learning media a more dominant learning source than educators. Fourth, direct learning activities are replaced remotely by using online learning using information technology with an adapted platform.

Meanwhile, according to the Minister of Education and Culture Regulation Number 119 of 2014, distance learning (PJJ) in sample schools in its suitability must include the appropriate learning model , namely that students and their education are separate, using various learning resources is appropriate, the principle of independent learning is not yet appropriate because there are still students who are assisted by others in working on it, learning media as a more dominant learning resource is appropriate and replaces face-to-face learning through electronic media is appropriate, distance learning (PJJ) online through the guidelines for implementing PJJ during the Corona pandemic has also been determined.

In accordance with the government policy stated in circular letter number 15 of 2020 Chapter I point B, it is stated that distance learning (PJJ) must meet six criteria. First , learning activities at home (BDR) are carried out to maintain the safety of school residents, both students, teachers and principals and other educational unit residents. Second , learning activities from home are carried out as an effort related to the learning process which is still carried out with the target of providing a more meaningful learning experience for students. Third, BDR can be focused on life skills education, including regarding the corona pandemic. Fourth, Learning materials are inclusive according to the age and level of education, cultural context, character and type of student specialization. The fifth criterion is the existence of policies in each region and area to create learning activities from home in accordance with students' interests and abilities, including the ability to access facilities in the distance learning process. Sixth, the learning outcomes of students during BDR are given qualitative and useful feedback from teachers without having to give

quantitative scores/values. In addition, it also prioritizes positive interaction and communication patterns between teachers and parents/guardians.

Distance learning (PJJ) in sample schools in accordance with the Attachment to Circular Letter Number 15 of 2020 Chapter 1 point B also provides information on several important points of its implementation . First , the health factors of students and teachers are the main considerations in the implementation of distance learning . Second , the condensation of learning materials as an effort in implementing learning so that it continues without being burdened by completing the curriculum. Third, learning materials and assignments regarding corona, such as making corona posters, making videos or photos about preventing corona. Fourth, learning materials according to the level of education, in lower classes, more skills are provided such as making introductory videos, making simple pictures, or taking photos during activities at home (cleaning the environment, healthy gymnastics).

The fifth point explains that distance learning (PJJ) adjusts to the available learning facilities, if students do not have gadgets, teachers form several groups and make visits to deliver learning materials. Sixth, Student learning outcomes are given qualitative feedback without having to provide quantitative scores, this is less in accordance with PJJ in sample schools because the assessment is still in the form of numerical scores. The last point in this provision is the role of parents in PJJ during the pandemic affects the learning process because parents act as companions and monitors for students in PJJ.

Distance learning (PJJ) at the elementary school level is technically carried out online (online) and offline (offline). The online learning system is learning without direct face-to-face between teachers and students but is carried out online using email and internet access. Teachers create groups consisting of parents of students as liaisons in sending information and materials in the form of images, YouTube videos, videos explaining the material by teachers, power points, or Google form links.

Offline distance learning (PJJ) is carried out by forming students into groups of 5-10 students, then on an agreed schedule the teacher will visit one of the students' homes which is where the students gather. Based on the results of the study, it is known that the implementation of distance learning (PJJ) is in accordance with Permendikbud number 119 of 2014 points a to d, while circular letter number 15 of 2020 point f, that teachers still provide quantitative grades. It's just that the media, learning resources provided and assessment methods used by teachers are less varied for several reasons. Teacher competencies are not yet ready for new learning, so that learning seems monotonous and boring and there are still obstacles in measuring learning outcomes.

Stages of Measuring Learning Outcomes with Distance Learning

Before conducting an evaluation, of course, measurements are needed to determine the level of learning outcomes according to student understanding. Measurement is a process or activity to determine the quantity of something (Arifin, 2011, p. 4) . In the learning process, teachers also carry out measurements of the process and the results in the form of figures that reflect the achievements and processes or results Study (Uno & Koni, 2019, p. 2) . Since not all students have gadgets, teachers visit students' homes once a week or a week before the final semester assessment (PAS). Students are grouped according to their respective regions with a total of 5 to 10 students. After that, once a week on a predetermined day, students are grouped in one of the houses to receive materials from the teacher. If there are no more than 5 students who have the facilities to access students, then students are asked to come to school to get materials and other daily assignments. The technical implementation of daily assignments is by working on assignment books which will later be collected every weekend, end of month, or during the implementation of PAS according to the provisions of the class teacher.

The process of implementing the measurement of learning outcomes is in accordance with the results of an interview with an elementary school teacher who stated that "the learning uses WA media, learning videos via the school's YouTube. For student assignments via WA then collected via *voice notes* or photos or videos and every 2 weeks the results of the assignments are collected in the form of *hard* files to the school". Another teacher added that "for student character assessments, it is done with student books and reports can be with photos and videos. For mid-semester assessments, there are schools that are offline with shifts for 3/4 days then continued online , there are also schools that are *fully* online with *Google* There are also *forms* where the questions are sent via WhatsApp chat, then the students' answers are written on *folio paper* and then collected no later than the next day."

The form of the assignment report is in the form of a video presentation, photos of handicraft assignments sent via *WhatsApp*. Students who do not have *gadgets* for video assignments or photo answers can be entrusted to friends to be sent via *WhatsApp* . The assessment of PJJ is written in the Minister of Education and Culture Regulation Number 15 of 2020 that learning outcomes will be assessed based on qualitative and useful feedback from teachers without being required to provide quantitative scores/values. However, teachers at sample schools provide quantitative values .

Discussion

Evaluation is an activity of measuring and assessing which can be quantitative but there are also qualitative ones. According to (Stufflebeam, 2000) Evaluation is the process of describing, obtaining, and presenting useful information to formulate an alternative decision. The results of the evaluation in the

implementation of measuring student learning outcomes are described and explained using the evaluation stages. CIPP model which includes analysis based on *context* , *input* , *process* and *product* .

Contextual Aspects in Program Evaluation and Measurement of Student Learning Outcomes with the PJJ method

The contextual aspects that will be evaluated in the implementation of PJJ and the measurement of achievement of results are based on the background of the PJJ program, PJJ program planning, and the objectives of the PJJ program. The background to the implementation of the PJJ program was due to the corona pandemic since December 2019. After an Indonesian citizen was first infected on March 2, 2020, which was announced directly by the President (Minggale, 2020) , the government issued a circular regarding the recommendation not to gather / *social distancing* . Distance learning is implemented based on the Central Java government circular letter number 420 / 0005956 dated March 15, 2020 concerning the Prevention of the Spread of Corona Virus Disease (Covid-19). For two weeks since March 16, 2020 for schools from kindergarten to high school. In addition, the PJJ program in elementary and secondary education is also listed in the Minister of Education and Culture Regulation number 119 of 2014 (Ministry of Education and Culture, 2014, p. 5) .

The results of the data analysis show that the implementation of distance learning has a clear legal basis, namely the Central Java government circular letter number 420/0005956 in March 2020 concerning the Prevention of the Spread of *Corona. Virus Disease* (Covid-19) which is strengthened by Permendikbud number 119 of 2014. Technically , when viewed from the context evaluation background component, the implementation of distance learning has been fulfilled. The implementation of PJJ is divided into 2 approaches, namely online PJJ and offline PJJ. According to the attachment to the circular letter of the Ministry of Education and Culture number 15 of 2020 CHAPTER I point C, in the implementation of PJJ, educational units can use offline or online approaches or even both (combination) according to the readiness and availability of facilities and infrastructure. Learning media in PJJ are in the form of gadgets *or* laptops through several online learning portals and applications (Husna et al., 2023) . Meanwhile, offline PJJ can be implemented through television broadcasts, radio, independent learning modules and worksheets, and teaching aids or learning media from objects in the surrounding environment.

PJJ planning begins with the formation of groups that are adjusted to the house and adjacent residential areas. After that, make a plan of activities and methods to be used. PJJ is carried out in 2 ways, namely online and offline. Online, schools use gadgets and internet access as their main components (Marzuki et al., 2021). The applications used are also diverse and adaptable, such as quizziz, *google form* or *google document* . While directly or offline, PJJ is implemented through the creation of small groups consisting of 5 to 10 students who then the teacher will visit the home of one of the students who will be the place to deliver the material.

Based on the research results, it can be seen that the basis for planning the PJJ program is the attachment to the circular letter of the Ministry of Education and Culture Number 15 of 2020 CHAPTER I point C. This means that in PJJ planning, the school has a structured and clear basis and guidelines so that when viewed from the context evaluation planning component, it has been fulfilled (Utomo et al., 2021) . Input evaluation is carried out to identify and qualify resources, materials, tools, humans, and costs to implement the program. has selected (Mulyatiningsih & Nuryanto, 2014, p. 129) .

The existence of e-valuation input useful For arrange decisions, determining the use of resources in achieving objectives, choosing the evaluation alternatives taken, the strategies to be used and what procedures are established to achieve them. (Purnama & Kistoro, 2023) . Input components which will be evaluated in this study include implementation of PJJ in elementary schools and plans for measuring student learning outcomes. Implementation of PJJ at the elementary school level in Banyudono Village According to " P " as the principal at Banyudono Elementary School, he explained that " distance learning in elementary schools is carried out in two ways, namely online and offline. Starting with classifying students who have complete facilities for learning (gadgets , smartphones) , making a learning schedule that will be carried out, conducting evaluations and follow-ups. Online learning is carried out through the *Whatsapp application* with learning media in the form of videos sourced from YouTube and educational broadcasts on TVRI television stations. While learning with an offline system, teachers group students based on their home area, one learning group consists of 5 to 10 students who are asked to gather at one student's house and then the teacher makes a visit once a week to deliver the material . "

The implementation of PJJ in elementary schools is almost the same as the answers of the principals and teachers in the sample of public elementary schools that the researcher interviewed, only one of the well-known private elementary schools in Banyudono village called SD BS implements distance learning online by making learning videos made by teachers at the school itself in a mini studio that is deliberately prepared to support the distance learning program. Students at SD BS, the majority of whose parents' economic abilities are middle to upper and almost all students have smartphones, so the school emphasizes more on making interactive learning media such as videos explaining the material, giving questions via *Google document* and *google form* . If students have limited *smartphone facilities* asked to come to school to receive materials and assignments from the class teacher.

Referring to the data that has been obtained, it can be explained that the description of the implementation of PJJ in public and private elementary schools is carried out in 2 ways, namely online and offline. This is in line with the attachment to the circular letter of the Ministry of Education and Culture number 15 of 2020 CHAPTER I point C concerning planning and measuring learning outcomes for the Implementation of Distance Learning (PJJ) at the elementary school level in Banyudono village. Measurement of learning outcomes is the change that occurs after following the teaching and learning process in accordance with learning objectives using tools certain measurements. Learning outcomes are measured to determine the achievement of learning objectives so that learning outcomes must be in accordance with learning objectives.

Measurement of student learning outcomes according to the PJJ implementation guidelines in circular letter number 15 of 2020 in the form of assignments containing materials on skills education during the corona pandemic and an invitation to do sports activities in an effort to maintain students' mental and physical health during the implementation of PJJ. In addition, in the implementation of online PJJ, parents of students are reminded to collect student document assignments in the form of photos and daily monitoring sheets according to the specified time. Assessment by teachers is carried out by considering the completion of all activities and assignments. In addition, the implementation and collection of grades in the End of Semester Assessment of each elementary school are also different. Some schools implement PAS

via *Google documents*, questions sent via *whatsapp*, or question sheets that parents take to school. However, some teachers also implement PAS by giving questions verbally to students to minimize cheating by students.

Based on the results of the study above, the measurement of student learning outcomes is guided by circular letter number 15 of 2020 for both online and offline learning. So it can be concluded that the components of the student learning outcome measurement plan in the input evaluation are appropriate.

Obstacles in implementing PJJ

The obstacles experienced during the implementation of PJJ also vary, ranging from limited gadgets by parents of students, slow internet access networks and students' homes that are far away. The location of Banyudono village which is close to several large garment factories and the background of parents of students who work there results in the majority of students being alone at home in the morning. In addition, difficult and distant access to the area causes teachers to have to group and determine the most easily accessible student homes as places to carry out offline PJJ in groups.

Another obstacle in implementing online PJJ is that *the gadgets* brought by the students' parents work until late at night so that when collecting assignments, they adjust to the students' parents. In addition, in delivering material in the form of learning videos, there are also obstacles such as the video size being too large and video files that have been downloaded but cannot be opened (damaged files). So to overcome this, teachers must lower the video resolution so that the video file capacity is not too high to download, video editing can also be done so that the duration is not too long and does not change the resolution and then send the video twice.

Another obstacle in PJJ is when evaluating student learning outcomes. In the implementation of PJJ, teachers have difficulty in taking student grades, while online PJJ teachers cannot ensure whether the assignments given are students' independent work or vice versa, taking daily grades and PAS is done via *Google form* and *google documents*. The research findings also show that there are students whose grades have increased drastically. This was proven when the PAS answers were corrected, one of the students looked suspicious because when at school the student looked ordinary, but when working on the PAS his grades were very good. To ensure the oddity, the student was called to school to be given questions exactly the same as the questions worked on during the PAS only reduced to five questions. When corrected the results were different from the results on *Google form* even though the questions given were exactly the same. When asked again about the different results, the student admitted that the PAS questions that were *googled the form* was not done by him. To minimize this, the teacher contacted the students' parents via *WhatsApp* personally so that the students would work on the questions honestly and independently. Because this is online learning, according to the agreement, class rankings are eliminated.

Apart from the obstacles that occur, there are other aspects of findings that affect student learning achievement, namely cheating in carrying out assignments or exams made by teachers. This cheating in practice is the completion of questions assisted by parents or other parties. This can also be seen from the results of the scores obtained where students who have had ordinary learning abilities and achievements, during the implementation of distance learning (PJJ) their learning achievements increased drastically, some even had the highest scores.

The existence of obstacles in measuring learning outcomes, it is necessary to conduct an evaluation in measuring student learning outcomes to further minimize existing obstacles from recurring. In addition, it can improve the model and strategy of teachers in implementing learning outcome measurement during PJJ. For example, teachers can apply various learning outcome measurement models such as oral tests, making questions into several types, and offline written tests but students are divided into groups according to attendance and then come to school according to the group and time determined by the teacher. Based on the explanation above, the obstacles experienced by the school are gadgets, internet networks, and student home access. Meanwhile, obstacles in measuring learning outcomes are the attitudes of students and parents who are less honest in online PJJ.

It can be concluded that teachers and schools have other alternatives in overcoming existing obstacles. The implementation of learning must be monitored and evaluated periodically by the quality assurance unit of the school / madrasah concerned (Ministry of Education and Culture, 2014). Monitoring activities by the principal during the implementation of online and offline PJJ, teachers are required to make a written report in the form of a collection of questions given to students during the initial implementation of PJJ until the implementation of PAS and photos during the implementation of online and offline PJJ as physical evidence in the PJJ report. Do not forget also when making visits once a week, teachers attach photos of learning activities as a daily report to the principal via the *WhatsApp application*.

Based on the research results above, it can be seen that monitoring the implementation of PJJ at the elementary school level is carried out by the principal through teacher reports from photo attachments on the *WhatsApp application* for each PJJ activity, both online and offline. In addition, teachers are required to make activity reports as physical evidence during the implementation of PJJ. This is in accordance with the statement in CHAPTER XIV article 21 paragraph (2) of the Minister of Education and Culture Regulation number 119 of 2014.

Based on the results of interviews with principals and teachers at sample elementary schools, it can be concluded that the implementation of the PJJ program has been running well, but teachers at public elementary schools seem monotonous and boring in providing materials. Lack of use of existing technology, only relying on links on YouTube to be distributed to *WhatsApp groups*.

Meanwhile, media creation can use Microsoft Power Point which can be designed into simple educational-based games to be more creative and attract attention and motivate students to study harder during this pandemic. Teacher competence can be improved through school efforts by holding IT-based learning training for teachers and inviting IT experts or teachers who are considered to understand IT learning better to provide simple training to colleagues.

Based on the explanation above, the obstacles experienced by the school are gadgets, internet networks, and student home access. Meanwhile, obstacles in measuring learning outcomes are in the form of students' and parents' attitudes who are less than honest in online PJJ. It can be concluded that teachers and schools have other alternatives in overcoming existing obstacles. The implementation of learning must be monitored and evaluated periodically by the quality assurance unit of the school / madrasah concerned (Kemendikbud, 2014). Monitoring activities by the principal during the implementation of PJJ online and offline, teachers are required to make a written report in the form of a collection of questions that have been given to students during the implementation of PJJ. Evidence of physical reports in the form of photos of the implementation of PJJ is also carried out by teachers during every visit to students' homes.

Based on the research results above, it can be seen that monitoring the implementation of PJJ at the elementary school level is carried out by the principal by the teacher attaching photos to the *WhatsApp application* for each PJJ activity, both online and offline. In addition, teachers are required to make activity reports as physical evidence during the implementation of PJJ. This is in accordance with the statement in CHAPTER XIV article 21 paragraph (2) of the Minister of Education and Culture Regulation number 119 of 2014.

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Conclusion

Based on the research that has been conducted, it was found that the description of the implementation of PJJ at the elementary school level in Banyudono village generally has good results and is in accordance with the criteria and provisions for implementing distance learning. Technically, the implementation of distance learning is carried out in two ways, namely online and

offline. In the implementation of the measurement, student learning outcomes during PJJ are carried out by giving daily assignments that are submitted to the teacher at the end of each week, end of the month, or before the Final School Assessment. Evaluation of the implementation of PJJ and measurement of student learning outcomes that the components that are in accordance with the CIPP evaluation aspects include the background of the implementation, planning, objectives, implementation of PJJ, learning outcome measurement plans, obstacles and how to overcome them, and monitoring. While the components that are not in accordance are the measurement of student learning outcomes during PJJ .

The results of this study can be a basic guideline for further researchers who will conduct research on the same topic so that the results are more in-depth. For schools, this research can be a simple reference in implementing learning strategies by referring to the results that have been obtained. This research can also be a reference for the government in making learning policies.

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