

## EVALUATION OF THE TEACHING AND LEARNING PROCESS DURING THE COVID-19 PANDEMIC (CASE STUDY AT SD NEGERI 111 PEKANBARU)

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### ABSTRACT

*Evaluation is a very important part of the learning process. Evaluation is a process carried out to obtain information about success, effectiveness in the learning process. The purpose of this study is to find out how the teaching and learning process at SD Negeri 111 Pekanbaru during the Covid-19 pandemic. The transition of changes in the teaching and learning process carried out online (in the network) to face-to-face is limited to the main reason researchers see how the success and impact of the policy is realized. The implementation of this limited face-to-face learning process is an alternative step taken by the government in responding to the ineffective implementation of the online learning process, especially in the field of basic education. This research is descriptive with a case study approach and the necessary data is primary and secondary data derived from observations, interviews, documentation analyzed by researchers so as to get accurate and clear data about the evaluation of the teaching and learning process during the Covid-19 pandemic. The results of this study show that this limited face-to-face teaching and learning process is better than the teaching and learning process carried out online which is measured from input indicators (resources, infrastructure), processes, outputs (results), and outcomes (impact).*

**Keywords:** *Evaluation, Teaching and Learning Process, Covid-19*

### ABSTRAK

Evaluasi merupakan bagian yang sangat penting dalam proses pembelajaran. Evaluasi merupakan proses yang dilakukan untuk memperoleh informasi tentang keberhasilan, efektivitas dalam proses pembelajaran. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana proses belajar mengajar di SD Negeri 111 Pekanbaru selama pandemi covid 19. Adanya transisi perubahan proses belajar mengajar yang dilakukan secara daring (dalam jaringan) ke tatap muka terbatas menjadi alasan utama peneliti melihat bagaimana keberhasilan dan dampak dari kebijakan tersebut terwujud. Penyelenggaraan proses belajar tatap muka terbatas ini merupakan langkah alternatif yang diambil pemerintah dalam menanggapi tidak efektifnya pelaksanaan proses pembelajaran daring terkhususnya pada jejang pendidikan dasar. Penelitian ini bersifat deskriptif dengan pendekatan studi kasus serta data yang diperlukan ialah data primer dan sekunder yang berasal dari observasi, wawancara, dokumentasi yang dianalisis oleh peneliti sehingga mendapatkan data yang akurat dan jelas mengenai evaluasi proses belajar mengajar di masa pandemi covid-19. Hasil dari penelitian ini menunjukkan bahwa proses belajar mengajar secara tatap muka terbatas ini lebih baik dibandingkan dengan proses belajar mengajar yang dilakukan secara daring yang di ukur dari indikator input (sumber daya, infrastruktur), proses, output (hasil), dan outcome (dampak).

**Kata Kunci:** Evaluasi, Proses Belajar Mengajar, Covid-19

## **INTRODUCTION**

The presence of COVID-19 at the end of 2019 until now is a big phenomenon that has not only infected one country but almost all corners of the world. The virus, which until now has not received proper treatment, requires the government to give a decision in carrying out community activities. Previously, WHO (World Health Organization) had announced various policies to be able to prevent the outbreak of this virus. One of them is by implementing health protocols to the community in carrying out daily activities and maintaining distance (Social Distancing). This policy is believed to be one of the efforts in breaking the chain of the pandemic by limiting community activities in interacting directly.

Restrictions on activities such as interacting directly are carried out with the aim of avoiding direct physical contact because the spread of the virus can develop rapidly if physical contact occurs. However, this policy has a major impact in various fields such as: economic, social, political, educational and so on in various countries, including Indonesia. The Indonesian government responded to this policy by issuing a Large-Scale Social Restrictions (PSBB) instruction regulated in PP No. 21 of 2020 concerning Large-Scale Social Restrictions in the Context of Accelerating the Handling of Corona Virus Disease 2019 (COVID-19) which caused a halt in community activities in carrying out daily activities such as work and study carried out from their respective homes.

The Large-Scale Social Restrictions (PSBB) policy has a considerable impact, especially in the field of education in Indonesia. The implementation of the teaching and learning process was dismissed for a period of time that was not able to be ascertained. This has caused the right to education of the younger generation of the Indonesian nation to be not fulfilled. In fact, as mandated in Law No. 20 of 2003 concerning the National Education System, every citizen is responsible for the sustainability of the implementation of education. The Government, especially the Ministry of Education and Culture, took steps by issuing Circular Letter No.4 of 2020 concerning the Implementation of Education in the COVID-19 Emergency Period which explains the process of implementing the teaching and learning process from home or known as the Learn From Home (BDR) policy.

The teaching and learning process has changed like the implementation of learning is usually carried out face-to-face, which is transferred to the teaching and learning process online (online) by utilizing technology such as the Whatsapp, Zoom and Google Meeting platforms. In

reality, what is faced in the process of implementing the Learning From Home (BDR) policy has experienced several obstacles. As reported from the website of the Ministry of Education and Culture states that:

1. Lack of ability of students and educators to respond to technology
2. Parents' perception decreases due to not seeing the role of schools in carrying out the teaching and learning process if it is not carried out face-to-face
3. There are additional education costs such as internet quota
4. The learning process that is not effective enough is seen based on the achievement of decreased student achievement (learning loss).

Seeing the movement of the learning from home (BDR) policy which is still unable to realize the implementation of an effective teaching and learning process, the government must reconsider the policy of providing education in the teaching and learning process during the pandemic by adjusting the circumstances of the region, schools, and students. The Ministry of Education and Culture explained that the implementation of the teaching and learning process carried out from home using an online learning system (online) during the Covid-19 pandemic did not provide optimal results, especially at the basic education level.

The decrease in student learning achievement reached 40% occurred within 1 school year. So that in organizing an optimal teaching and learning process even in the midst of the Covid-19 pandemic, the face-to-face learning system is still very much expected to be implemented again. So taking into account the state of the region and the number of covid-19 spread, the government decided in the 4 Ministerial Decree, namely the Joint Decree (SKB) made by the Minister of Education and Culture, Minister of Religion, Minister of Health, Minister of Home Affairs Number 03 / KB / 2021, Number 384 of 2021, Number HK.01.08 / MENKDSI4242 / 2021, Number 440-717 of 2021 concerning Guidelines for The Implementation of Learning During the Corona Virus Disease 2019 (COVID-19) Pandemic.

The current change in education policy in the form of the implementation of the online teaching and learning process switched to face-to-face provides a breath of fresh air for students (students) in carrying out the teaching and learning process during the Covid-19 pandemic. The Pekanbaru City Education Office said that there are 194 Public Elementary Schools (SDN) with 104 Private Elementary Schools (SDS), as well as 40 State Junior High Schools (SMPN) and 30 Private Junior High Schools (SMPS) and 15 State High Schools (SMAN), as well as 23 Private High Schools, as well as 7 State Vocational High Schools (SMKN) with 15 Private Vocational High Schools. The data shows that many educational institutions starting from the primary to

secondary levels will carry out a limited face-to-face teaching and learning process during the Covid-19 pandemic. This is a challenge for Pekanbaru City to be able to organize a limited face-to-face teaching and learning process during the Covid-19 pandemic by adjusting the movement of covid-19 suspects.

Researchers chose elementary school as the locus of research by considering the ability of students and the age starting from 7-12 years is the age where it requires special attention or guidance from 8 educators (teachers) in receiving the process of transferring knowledge faced by various subjects that will affect academic achievement in continuing education at the secondary level (Pamungkas and Sukarman 2020). So the researcher chose one of the elementary schools in Pekanbaru City, namely SD Negeri 111 Pekanbaru by considering the geographical location of the school which is between regional boundaries or directly intersects between Pekanbaru City and Kampar Regency.

The geographical situation of the school that directly intersects with the regional boundaries of Pekanbaru City and Kampar Regency which have a high Covid-19 Suspect is the reason why researchers chose the school as a case study in this study. The policy transition of the teaching and learning process is a challenge for the school as well as in organizing the teaching and learning process during the Covid-19 pandemic. Researchers want to see how schools carry out inputs (resources, infrastructure), processes (effectiveness and efficiency), Outputs (Results), Outcomes (impacts), from the implementation of the teaching and learning process during the Covid-19 pandemic. So the researcher raised this research with the title "Evaluation of the Teaching and Learning Process During the COVID-19 Pandemic with a Case Study at SD Negeri 111 Pekanbaru".

## **LITERATURE REVIEW**

According to the sense of language, Echols and Shadly (Thoha, 2003:1) posit that "the word evaluation comes from the English word evaluation which means judgment or estimation." According to the meaning of the term, Thoha (2003:1 ) says that "evaluation is a planned activity to find out the state of an object using instruments and the results are compared with benchmarks for obtaining conclusions." In general, Cross (in Sukardi, 2005:1) argues that "evaluation is a process that determines the conditions, under which a goal has been achieved." This is explained again by Sukardi (2015: 1), that the definition explains directly that evaluation is the process of obtaining information and understanding and communicating the results of the information to decision makers.

In the field of education Sukardi (2015) mentioned that evaluation can be grouped into three groups, namely learning evaluation, program evaluation, and system evaluation. This refers to article 57 paragraph 2 of Law No.20 of 2003 concerning the National Education System, which states that evaluations are carried out on students, institutions, and educational programs on formal and non-formal pathways for all levels and types of education). Worten and Sanders (in Joseph 2008:2-3) stated that in the realm of evaluation education has an important role, including providing information that is used as a basis for:

1. Make wisdom and decisions.
2. Assess the results achieved by students
3. Assess the curriculum.
4. Give confidence to the school
5. Monitor the funds that have been given
6. Improve educational materials and programs

This is in line with Paryanto (2008) mentioning that evaluation in education aims to:

1. To find out the progress and development and success of students after carrying out activities within a certain period of time.
2. To know the success rate of the program.
3. For the purposes of guidance and counseling
4. For development and improvement purposes

Policy can be interpreted as the implementation of planning, programming, management, monitoring, reporting and evaluation activities. Which suggests that this activity should be in line with the acceleration of goals that are efficient, effective, and productive or in other words as part of inputs, processes, outputs, outcomes, and benefits. Then the notion of policy can be interpreted as the results achieved by the individual in carrying out the duties carried out to him.

Whereas according to Lester and Stewart (Winarno, 2008:166) policy evaluation can be distinguished into two different tasks, the first task is to determine the consequences caused by a policy by describing its impact. While the second task is to assess the success or failure of a policy based on predetermined standards or criteria. Policy evaluation is a matter of fact in the form of measurement and assessment both of the stage of policy implementation and of the outcomes or impacts of the work of a certain policy or program, thus determining the steps that can be taken in the future.

So to be able to see how the teaching and learning process during the pandemic is in accordance with the special curriculum implemented by SD Negeri 111 Pekanbaru, the researcher

raised the theory According to Bridgman & Davis (2000: 130) Measurement of public policy evaluation refers to four main indicators namely:

1. Input indicators focus on assessing whether supporting resources and basic materials are needed to implement the policy. These indicators may include human resources, money or other supporting infrastructure.
2. Process indicators (effectiveness and efficiency) focus on assessing how a policy is transformed in the form of direct service to the community. These indicators include aspects of the effectiveness and efficiency of the methods or methods used to implement certain public policies. This is in line with William N. Dunn (2003: 609) positing Effectiveness is a matter of whether an alternative achieves the expected result (effect), or achieves the purpose of the action.
3. Indicator outputs (results) focus assessments on the results or products that can be produced from public policy systems or processes. Indicators of these results are for example how many people successfully participated in a particular program.
4. Outcomes indicators focus on the question of impact received by the wider community or policy-affected parties.

According to the basic conception of modern education, the teaching and learning process has a goal to be achieved, namely building and developing the potential of students. Educators as leaders in the teaching and learning process are expected to be able to design learning well. Packaged learning (instructional) design should refer to the systems approach and be more geared towards the application of instructional technology. Instructional technology is sources that are compiled in advance in the process of design or selection and utilization of teaching materials combined into a complete instructional system 16 to realize the implementation of a purposeful and controlled learning process (Maswan and Khoirul Muslimin, 2017: 224).

The conclusion of the nature of teaching and learning above is that teaching and learning is a process carried out between educators and students, where these activities are of educational value that aims to build and develop the potential of students, therefore educators are expected to be able to design innovative learning for their students.

## **RESEARCH METHODS**

The type of research that the author conducted in the research "Evaluation of the Teaching and Learning Process During the Covid-19 Pandemic (Case Study: SD Negeri 111 Pekanbaru)

Case Study of SD Negeri 111 Pekanbaru uses qualitative research through a case study approach that is descriptive analysis. Qualitative research in the process is carried out by collecting various information that will be processed through asking questions and procedures and finally collecting clear data from participants, analyzing data from certain topics to general topics and explaining the results of these data. The research uses a qualitative method with a case study approach so that researchers can see more deeply and analyze the evaluation of the teaching and learning process during the Covid pandemic at SD Negeri 111 Pekanbaru.

## **RESULTS AND DISCUSSION**

The presence of Covid-19 at the end of 2019, caused the Indonesian government to take actions like changes in the teaching and learning system. Starting with the teaching and learning process which is carried out online (online) which utilizes technology such as Whatsapp, Zoom, Google Classrom as a medium of interaction in the teaching and learning process, then introduced with a hybrid system method, to become a face-to-face learning system that is carried out alternately (shifts). In the evaluation that the researcher conducted, the researcher found that input indicators (resources) greatly influenced the achievement of 3 other indicators in the teaching and learning process during the Covid-19 pandemic. As the researcher summarized the results of the evaluation of the learning process carried out at SD Negeri 111 Pekanbaru during the Covid-19 pandemic as follows:

### **a. Input (SDM and infrastructure)**

In the teaching and learning process carried out during the Covid-19 pandemic at SD Negeri 111, it is known that in the input indicators, the implementation of human resource and infrastructure management in the implementation of the teaching and learning process during this pandemic, SD Negeri 111 Pekanbaru has not been able to manage human resources (human resources properly, especially in the implementation of the teaching and learning process which is carried out online (online). This is because the majority of teachers and students or guardians of students have not been able to master the use of technology, with the implementation of new policies, namely the process of implementing the face-to-face teaching and learning process is limited to being carried out, this causes a return to the quality of human resources (Human Resources), especially students, and a reduction in the level of stress that occurs in teachers and guardians of students.

Meanwhile, in the infrastructure section, there are no problems in the implementation of the learning process which is carried out online (online), because the implementation of the teaching and learning process does not require a special room to be able to interact. Meanwhile, the implementation of the limited face-to-face learning process is a special challenge for SD Negeri 111 Pekanbaru in adjusting the capacity of the room to the number of students, as well as adjusting the teaching hours that must be applied to teachers.

**b. Process (Effective and Efficiency)**

In the process indicators which include effective and efficient, the implementation of the teaching and learning process carried out online (online) is not effectively implemented because in the input indicators there are problems related to the lack of mastery of the use of technology by teachers and parents or guardians of students. So that the achievement of learning success in students also depends on the parents or guardians of the students. In terms of efficiency, the implementation of the teaching and learning process online (online) is fairly efficient, because the use of operational funds can be reduced and allocated to basic needs such as school building maintenance costs, while the use of internet quota has also been assisted by the Ministry of Education and Culture.

The uniformity of problems that occur in the implementation of the teaching and learning process which is carried out online (online) causes the government to stop the implementation of the teaching and learning process which is carried out online (online) by issuing a new policy on the implementation of the teaching and learning process which is held face-to-face limited during this pandemic while still paying attention to regional zones, as well as implementation guidelines that have been issued in SKB 4 Minister. In its implementation, SD Negeri 111 Pekanbaru has followed standardization in accordance with the guidelines for the implementation of the teaching and learning process which is carried out face-to-face, however, the efficiency factor in the process indicators in the implementation of the teaching and learning process has not been able to be achieved.

This is due to the government's new policy that allocates boss funds without additional funds to meet health protocol standards, including the provision of hand washing stations, hand sanitizers and so on. Meanwhile, the cost of maintaining school buildings is also one of the important supporting factors in organizing this



teaching and learning process. So that efficiency in the management of school funds is not achieved for the school.

**c. Output (Result)**

To be able to see the success of the implementation of the teaching and learning process during the Covid-19 Pandemic at SD Negeri 111 Pekanbaru on the output indicators, the researcher concluded that in organizing the teaching and learning process which was carried out online (online) Student understanding of the subject matter delivered by the teacher could not be fully understood by the majority of students because of the limitations of the interaction space, especially for students in grades 1 to 4 basic. The lack of mastery of the use of technology and the limited space for interaction determine the success of the teaching and learning process carried out online (online). This has an impact on the achievement of the student's academic achievement. Meanwhile, in the implementation of the teaching and learning process which is carried out face-to-face limited to the Covid-19 pandemic, it is more able to be applied to all levels of grade 1 to grade 6. This is also measured by the achievement of student academic achievement which is more improved compared to the previous teaching year.

**d. Outcomes (Impact)**

1. The impact received by the school, in the implementation of the teaching and learning process carried out online, the school experienced a crisis of trust from parents or guardians of students because there was a decrease in academic achievement in students, so that it would affect the image of the school later. However, the implementation of the teaching and learning process which is carried out face-to-face is limited, it is able to restore the trust of parents of students again in entrusting their children's education to the school.
2. The impact received by students, the implementation of the teaching and learning process which is carried out online causes a decrease in students' interest in learning, especially at the grade 1-4 level. This also causes a reduction in the quality of learning in students which affects the achievement of learning preatasi in students. Meanwhile, the implementation of the teaching and learning process which is carried out face-to-face is limited, it triggers interest and enthusiasm for learning in students to be able to increase student academic achievement received from the evaluation carried out by the school.

3. The impact received by parents or guardians of students, on the online learning process (online) parents or guardians of students experience stress and a crisis of trust in the school because there is a need for parental involvement in the teaching and learning process, while they are also faced by demands in dividing time to be able to earn a living. However, the existence of this limited face-to-face teaching and learning process reduces the level of stress that occurs in parents of students, and is able to restore their child's educational trust to the school.

## **CONCLUSION**

Evaluation of the teaching and learning process at SD Negeri 111 Pekanbaru During this Pandemic Period can be concluded in its effective implementation and provides an impact and response from both actors or human resources who are affected in this Ministerial SKB 4 policy, namely teachers, students, and parents of students or guardians of students.

1. There is a need for socialization carried out by the Pekanbaru City Education Office in urging the school regarding guidelines for the implementation of the teaching and learning process during a pandemic with the aim that the school is able to know what kind of mastery of the technology is more needed to be applied, especially at the basic education level which still requires special guidance in the process.
2. Schools should make SOPs in the use of BOS funds in schools, this is done so that schools have written instructions as work guidelines and provide clear direction on resources in managing school BOS funds, especially in allocating funds for the use of health protocols.
3. In organizing schools, they should also make special innovations in order to maintain students' interest in learning during the Covid-19 pandemic. The enthusiasm that students raise occurs in a temporary form that cannot be maintained without innovation in the teaching and learning process.
4. There needs to be awareness of parents to be able to participate in the implementation of the teaching and learning process during the Covid-19 pandemic.

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Surat Edaran Mendikbud RI N omor 4 tahun 2020 tentang pelaksanaan kebijakan pendidikan dalam masa darurat penyebaran covid 19

Surat Edaran Sekjend Kementrian Pendidikan dan kebudayaan nomor 15 tahun 2020 tentang pedoman penyelenggaraan belajar dari rumah dalam masa darurat penyebaran corona virus disease (covid 19)

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