
**ANALYSIS OF LEARNING EFFECTIVENESS DURING THE
COVID-19 PANDEMIC AT KORWILCAM BIDIK
ELEMENTARY SCHOOL, ADIMULYO DISTRICT, KEBUMEN
REGENCY**

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ABSTRACT

The objectives of this study were (1) to analyze the learning approach in the primary school Korwilcam Bidik, Adimulyo District, Kebumen Regency in the Academic Year 2020/2021 during the Covid-19 pandemic, (2) to analyze learning management at the Korwilcam Bidik primary school, Adimulyo District, Kebumen Regency in Academic Year 2020/2021 during the Covid-19 pandemic (3) to analyze the obstacles that arise and how to overcome them in learning at the Korwilcam Bidik elementary school, Adimulyo District, Kebumen Regency in the 2020/2021 Academic Year during the Covid-19 pandemic (4) to analyze the effectiveness of learning in the primary school Korwilcam Bidik, Adimulyo Subdistrict, Kebumen Regency in the Academic Year 2020/2021 during the Covid-19 pandemic. This research method uses qualitative research, using interview techniques, observation and documentation. In this study the researchers explored and found the teaching approach chosen by the teacher, why the teacher chose that approach, analyzed learning management, the obstacles that arise in learning and how to overcome these obstacles and analyzed qualitatively the effectiveness of learning carried out by teachers at Korwicam Bidik, Adimulyo District, Kebumen Regency. . Analysis using the Miles and Huberman model. Researchers collect data, reduce, present, verify data and draw conclusions. The results of the study (1) teachers at Korwilcam Bidik, Adimulyo District during the Covid-19 pandemic, their learning used online, offline and a combination of online and offline approaches. (2) good category learning management (3) learning constraints in the form of device availability, network disruption, availability internet packages, student discipline and inadequate

competence in technology and teacher information, the constraints are overcome by the teacher by paying attention to the causes of these constraints. (4) based on the analysis of the learning effectiveness indicators, the learning carried out by the teachers at the Korwilcam Bidik, Adimulyo District was effective.

Keywords: *Effectiveness; Learning; Covid-19 Pandemic*



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INTRODUCTION

Since the outbreak of the coronavirus pandemic in Indonesia, the government has taken many steps to prevent its spread. Covid-19 is a disease that spreads relatively quickly. This disease is caused by a corona virus that specifically attacks the human respiratory tract (Kristiawan & Muhaimin, 2019). One of them is the Circular Letter of the Ministry of Education and Culture Number 2020 concerning the Implementation of Education Policy in Emergency Situations to Prevent the Spread of Corona Virus Disease (Covid-19) in Schools. Through the circular, the Ministry of Education and Culture ordered education units to organize online distance learning and encouraged students to study at home.

To prevent the spread of Covid-19, WHO recommends temporarily suspending activities that can cause large crowds, according to (Richard, 2020) one way is to implement social distancing. Therefore, traditional learning that gathers many students in one room must be revised to make it happen. Learning should take place in a setting that minimizes physical contact between student and student or between student and teacher. The use of digital technology allows teachers and students to be in different places during the learning process. With the help of technology learning can be done remotely, teachers and students do not have to be in the same place (Munir et al., 2020)

One form of alternative learning that can be implemented during the Covid-19 emergency is distance learning. According to Moore (Munir et al., 2020), distance learning as a learning method that provides opportunities for learners to learn separately from teacher activities with the help of the media, agrees with Dogmen (Munir et al., 2020) distance learning emphasizes independent learning.

In its implementation, online learning requires the support of mobile devices such as smartphones, tablets, and laptops, which can be used to find information anywhere and anytime. The use of mobile technology has significantly affected the world of education, including the achievement of distance learning goals. The implementation of online learning can also be supported by various media. For example, virtual classrooms use Google Classroom, Edmodo and Schoology (Sicat & Ed, 2015) (Iftakhar, 2016) and instant messaging apps like WhatsApp (Do, 2016). Online learning can even be done through social media such as Facebook, Twitter, WhatsApp and Instagram (Kumar & Nanda, 2018). In accordance with the policy of the Minister of Education and Culture regarding the prevention of the

spread of Covid-19, schools in the Adimulyo Regency Education Coordinator also conducted a study known as Home Policy or BDR, while teachers partly studied at home or work. from Home (WFH) and some learn from school or work from office (WFO). BDR and WFH policies are policies that have never been imagined before, but due to the Covid-19 pandemic crisis, they must be implemented. The online learning process using Google Classroom and WhatsApp is believed to have different learning effectiveness, so it is very interesting to research and analyze the effectiveness of learning during the Covid.19 pandemic. Based on this background, the focus of research on learning effectiveness during the Covid-19 pandemic is (1) learning used by teachers, (2) learning management, (3) learning limitations. and how to overcome the obstacles that arise, () the level of effectiveness of the learning process. The purpose of this study is related to the implementation of learning in elementary schools during the Covid-19 pandemic, namely: analyzing learning methods, analyzing management, analyzing emerging obstacles and overcoming them, analyzing the effectiveness of learning in elementary schools. school. Korwilcam Targets Adimulyo District, Kebumeni Regency for the 2020/2021 academic year. The results of this research should contribute to the implementation of teacher quality teaching during the Covid-19 pandemic in order to maintain teaching effectiveness during the Covid-19 crisis

RESEARCH METHODS

This research uses a qualitative approach, describing, developing and describing the effectiveness of learning, learning management, obstacles in learning used by teachers during the Covid-19 pandemic, and how these obstacles are overcome and effective. . about learning.

Time and Location of Research. The field study was conducted in January-February 2021 in 27 elementary schools located in Korwilcam Bidiku, Adimulyo Regency, Kebumen Administrative Region. **Subject/Object of Research** The subjects of this study were all grade VI elementary school teachers in Korwilcam Bidik, Adimulyo District, consisting of 25 public schools and 2 private schools. Schools with more than one sixth-grade teacher are represented by one of the school's teachers.

Procedure This research is qualitative or naturalistic research because the research is carried out in natural conditions; The data collected are primary and secondary data. Primary data were collected by interviews with class teachers and observation of the learning process by researchers, secondary data were obtained by searching for learning planning, implementation and evaluation documents. The documentation method according to (Arikunto, 2010) is to find information about problems or variables in the form of notes, copies, books, newspapers, magazines, writings, minutes of meetings, ledgers, agendas, etc. Qualitative research does not emphasize generalization efforts with random samples, but seeks to understand deeply the perspective and context of research informants (Sugiyono, 2010)

Research instruments in the form of interview guidelines, observation guidelines, document guidelines, cameras and notebooks. Data, Instruments and

Data Collection Techniques Research data is needed for learning access data, learning management data, limitation data and overcoming them, as well as data related to learning performance. This study used data collection techniques through interviews, observation and documentation. As. The interview was conducted to obtain as much information as possible about learning methods, learning management, learning barriers and overcoming them, as well as learning effectiveness during the 19-year pandemic. An interview is a conversation with a specific purpose. The discussion was led by two parties, the interviewer who asked the question and the resource person who answered the question (Meleong, 2017). In each school an interview was conducted with a grade VI teacher.

The readiness of the educational institution, the management of studies and the emerging constraints are examined. Documentation is carried out to obtain information related to learning management and learning performance. Documentation through lesson plans, study and evaluation maps and learning monitoring.

Data analysis was performed using the Miles and Huberman model, which includes three steps. In the first stage, the researcher interviews the subject and observes the observations so that the researcher can describe what is seen, heard and asked. The information received is quite numerous, diverse and still not clearly structured. In the second step, the researcher reduces all the information obtained to focus on a specific problem. The third stage is the selection stage, where the researcher dismantles the focus set in more detail. Then a comprehensive analysis of the data obtained is carried out so that researchers can draw conclusions such as research topics and build knowledge from the data (Sugiyono, 2010)

RESULTS AND DISCUSSION

The results of the study were obtained from interviews, observations and documentation related to the concept of learning, Sanjaya (Mahmudah, 2021) The approach can be said to be a starting point or our perspective on learning. The term approach refers to a vision of the processes taking place, which however are of a very general nature. The learning approach chosen by teachers during the Covid-19 pandemic is an online and offline approach and a combination of online and offline activities.

Dwiyogo (2019) said that blended learning is a mixture or combination of different learning, namely combining face-to-face learning with traditional learning concepts and computer-based learning (online and offline) which emphasizes the use of technology and combines several learnings (Abdullah, 2018). Blended learning models must be developed with the aim of expanding learning opportunities (Munir et al., 2020), blended learning can be combined with face-to-face learning and computer-based learning (Dwiyogo, 2020)

Uwes A. Chaeruma in (Sulistiety et al., 2022) explains blended learning as learning that effectively combines synchronous and asynchronous learning settings to achieve learning objectives. The approach chosen by teachers follows the Circular Letter of the Rector of the Ministry of Education and Culture Number 15 of 2020 concerning the Implementation of Learning at Home

In an emergency situation of Corona Virus Disease (Covid-19). BDR is carried out through distance learning (PJJ) which is divided into two (two) approaches, namely online and offline and practically you can choose one of these approaches online or offline or a combination of both approaches. Of the 27 schools surveyed, 12 schools use offline access, 7 schools use online access, and 8 schools use online and offline access.

Management usually refers to planning, organizing, controlling, placing, directing, motivating, communicating and decision-making carried out by each organization, with the aim of organizing various resources (Syukur, 2011) Management is also related to planning, implementation. and control of organizational resources to achieve efficient and effective goals (Nur, 2016). George R. Terry in (Tripoli et al., 2013) states that management is a typical process consisting of planning, organizing, implementing and directing activities carried out to determine and achieve predetermined goals using human and other resources.

The Final Results of Learning Management of Korwilcam Bidik Adimulyo Elementary School During the Covid-19 Pandemic, consist of learning planning, learning organization, learning implementation and learning leadership according to the following table:

Table 1. Results of Learning Management Assessment during the Covid-19 Pandemic

Criterion	Number of Schools	Score
Excellent	9	45
Good	18	72
Enough	-	-
Not Good	-	-
Bad	-	-
	Number of Scores	117
	Max Score	135

Thus, the results of research from learning management during the Covid-19 pandemic at Korwilcam Bidik Adimulyo are concluded as follows:

Final Conclusion acquisition score =100

Maximum score

= $117/135 \times 100$

=86.7

=Good

Some learning obstacles also come from students, namely (1) There are students who do not have android phones, (2). Have an android cellphone used together with his brother or sister, (3) Have an android cellphone but used for work by his parents. (4). Difficult internet network. (5) Limited internet quota. (6) Low discipline and activeness.

How to overcome obstacles because they do not have their own Android cellphone is by how these students follow learning to join friends or in groups that

have devices connected to the internet network. This method also applies if you have your own device but are interrupted by the internet network or in the condition that the internet package runs out. In the case of task collection, if there are problems related to devices and internet networks, the assignment can be collected using paper or assignment books that have been provided. The sheet of paper or assignment book is delivered to the school individually or in groups with a time limit that has been agreed between the teacher and students. Obstacles that arise from teachers due to inadequate IT competence are overcome by improving IT competence through self-development activities in KKG activities

Learning is basically an effort to direct students into the learning process so that students can obtain learning goals in accordance with what is expected (Mustakim et al., 2021) in line with (Hayati & Rukhviyanti, 2022) that learning is the process of interaction between students and educators and learning resources in a learning environment.

According to Mullins, L.J (Surachim, 2016) the effectiveness of emphasizing something correctly is related to results. The effectiveness of drawing the meaningfulness of a resource management in achieving predetermined goals, effective learning is characterized by the learning process in learners (Munir et al., 2020) Referring to the opinion of Stringer & Irwing (Ibrahim, 2012), teaching effectiveness is the application of teaching in the classroom in accordance with the objectives of instruction and in accordance with the goals that have been set previously and evidenced by improving student performance, while according to (Firdaus et al., 2019) effective teaching is teaching that successfully realizes teaching by students as desired by teachers. Slavin (Gunawan, 2018) stated that the smaller the error rate made means the more effective learning.

Research on learning effectiveness using 10 indicators from (Hayati & Rukhviyanti, 2022) namely: (1) Schools have supporting facilities for learning readiness both online and offline. (2) The school clearly determines the way of learning, whether it is carried out online, offline, a combination of online and offline or whether the teacher visits. (3) Readiness to support learning, which is owned by students, so that students really have high readiness. (4) There is a clear schedule of activities that are easy for students to follow, can understand the learning plan and are ready to receive new learning materials. (5) Students can follow the learning well, can receive the information presented optimally. (6) Students join social media groups as companion communication during learning during the pandemic. (7) Students feel comfortable in following learning. (8) Students submit assignments in accordance with the specified time limit. (9) Students can still carry out daily activities, such as getting up early, bathing and eating. (10) Learning outcomes meet the minimum completeness criteria that have been set.

The results of the study related to the effectiveness of learning are as follows:

Table 11. Research Results of Learning Effectiveness

Indicators	Effectiveness Rate	Score
Learning readiness support facilities.	Highly effective	5
Determination in the selection of learning approaches.	Highly effective	5
Readiness to support learning, owned by students	Effective	4
Schedule of learning activities.	Highly effective	5
Participation of students in the learning process	Effective	4
Social media groups as a companion communication during learning during a pandemic.	Highly effective	5
Comfortable in following learning.	Effective	4
Collect tasks according to the specified time limit.	Effective	4
Daily activities of students, such as getting up early, bathing and eating.	Effective	4
Learning outcomes.	Effective	4

Final Conclusion acquisition score Learning effectiveness = 100

Maximum score

$$= 44/50 \times 100$$

$$= 88$$

= effective

CONCLUSION

The conclusions of the research on the effectiveness of learning during the Covid-19 pandemic in elementary schools in Korwilcam Bidik, Adimulyo District, Kebumen Regency are as follows:

Teachers in Korwilcam Bidik Adimulyo District, Kebumen Regency during the Covid-19 pandemic learned using an online approach, an offline approach, and a combination of online & offline approaches.

Learning management carried out by teachers through (1) (Planning) planning by making Learning Program Plans (RPP) (2) organizing (organizing) classes. (3) Implementation (actuating) through pre-learning activities, activities during learning and after-learning activities adapted to the chosen approach and media, (4) supervision (controlling) supervision from the principal and school supervisors. Based on the developed indicators, learning management is well implemented.

Several obstacles arose in the implementation of learning during the Covid-19 pandemic. Obstacles can come from teachers and students. The obstacles that

arise in the implementation of learning during the Covid-19 pandemic are overcome by teachers according to the cause. Obstacles from teachers are overcome by efforts to improve IT competence through teacher self-development activities in the form of training through KKG.

Based on ten indicators of learning effectiveness, it can be concluded that the implementation of learning during the Covid-19 pandemic in Korwilcam Bidik elementary school, Adimulyo District, in semester 2 of the 2020/2021 academic year is effective.

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