



JURNAL BASICEDU

Volume 6 Nomor 2 Tahun 2022 Halaman 2105 - 2117

Research & Learning in Elementary Education

<https://jbasic.org/index.php/basicedu>



An Analysis of Teachers' Capability in Implementing Online Learning During the Covid-19 Pandemic

Fauziah Nur^{1✉}, Syaukani², Salminawati³

State Islamic University of North Sumatra Medan, Indonesia^{1,2,3}

E-mail: fauziahnur@gmail.com¹, syaukani@uinsu.ac.id², salminawati@uinsu.ac.id³

Abstrak

Penelitian ini bertujuan untuk menganalisa kemampuan guru dalam melaksanakan pembelajaran daring di masa pandemi Covid-19. Adapun latar penelitian bertempat di SD IT Khairul Imam Medan, dilakukan secara kualitatif dengan metode deskriptif analitis. Pemerolehan data menggunakan teknik wawancara, observasi, dan studi dokumentasi. Analisis data menggunakan teknik reduksi, *display data*, dan verifikasi. Data dinyatakan absah usai melalui uji teknik triangulasi. Hasil penelitian ini menunjukkan bahwa guru SD IT Khairul Imam Medan berkompeten (mampu) dalam melaksanakan pembelajaran daring masa pandemi Covid. Hal ini ditandai dengan (1) upaya pihak sekolah memberikan *workshop*, pelatihan, dan webinar tentang pembuatan rencana pembelajaran (RPP) secara virtual; dan (2) pelatihan bagi guru dalam pemanfaatan aplikasi *online* sebagai media pembelajaran daring. Selanjutnya, terdapat faktor pendukung pelaksanaan pembelajaran daring di sekolah tersebut, yaitu penyediaan fasilitas wifi gratis di sekolah dan pemanfaatan paket data gratis dari pemerintah untuk proses pelaksanaan pembelajaran daring. Meskipun begitu, terdapat pula faktor penghambat, yaitu kendala akses (sinyal) jaringan yang tidak stabil, RPP Moda daring yang belum sesuai dengan realita pelaksanaannya, serta kurangnya kedisiplinan dan kejujuran siswa dalam pengerjaan tugas.

Kata Kunci: Kemampuan Guru, Pandemi Covid-19, Pembelajaran Daring.

Abstract

This study aims to analyze the ability of teachers to carry out online learning during the Covid-19 pandemic. The background of the research is at SD IT Khairul Imam Medan, conducted qualitatively with analytical descriptive method. Obtaining data used interview, observation, and documentation studies. Data analysis uses reduction, data display, and verification techniques. The data was declared valid after going through the triangulation technique test. The results of this study indicate that the teacher of SD IT Khairul Imam Medan is competent (capable) in carrying out online learning during the Covid pandemic. This is indicated by (1) the school's efforts to provide virtual workshops, training, and webinars on making lesson plans (RPP); and (2) training for teachers in the use of online applications as online learning media. Furthermore, some factors support the implementation of online learning at the school, namely the provision of free wifi facilities in schools and the use of free data packages from the government for the process of implementing online learning. Even so, there are also inhibiting factors, namely unstable network access (signal) constraints, online RPP Mode that is not in accordance with the reality of its implementation, and the lack of discipline and honesty of students in carrying out assignments.

Keywords: Teacher Ability, Covid-19 Pandemi, Online Learning.

Copyright (c) 2022 Fauziah Nur, Syaukani, Salminawati

✉ Corresponding author :

Email : fauziahnur@gmail.com

DOI : <https://doi.org/10.31004/basicedu.v6i2.2291>

ISSN 2580-3735 (Media Cetak)

ISSN 2580-1147 (Media Online)

Jurnal Basicedu Vol 6 No 2 Tahun 2022
p-ISSN 2580-3735 e-ISSN 2580-1147

INTRODUCTION

The teacher is a figure who plays an important role in the implementation of education and learning to create students who have good attitudes, knowledge, and skills in developing their potential so that the desired educational goals are achieved (Karuru & Tangkeallo, 2017; Fauzi, 2018). For this reason, teachers must have professional, pedagogic, personality, and social competencies as well as basic skills in teaching so that learning can take place well. So, the role of the teacher is very necessary to educate, encourage, guide, and facilitate students to learn.

Learning as an interaction between students and educators must be carried out, as a complementary collaboration, students have a number of potentials, and educators guide, direct, and foster the potential, talents, and interests of students. In addition, educators must also have expertise and skills in the field of technology. Educators must master learning applications and advance the development of digital-based learning (Mulyasa, 2017).

In the digital era like today, technological advances have offered many conveniences for humans. Among them is the development of the online industry, including various types of services. Over time, this could negate human power. Humans must be able to keep up with the change in order to compete and survive. Therefore, the Industrial Revolution 4.0 has two sides, in addition to offering convenience, of course, there are many big challenges. Likewise in the field of education, the world of education plays an important role in preparing a generation that is ready to compete and answer the challenges of the times (Retnaningsih, 2019:24).

Entering 2020, the world is being shaken by a virus called Corona Virus 19. An unusual disease is present in human life. Everyone seems to be facing a very terrible and life-threatening outbreak in humans who have been exposed to the corona-19 virus. COVID-19 (Coronavirus Diseases-19) is a new type of disease that has never been previously identified in humans. Common signs and symptoms of COVID-19 infection include symptoms of acute respiratory distress, such as fever, cough, and shortness of breath. The average incubation period is 5-6 days with the longest incubation period being 14 days. The virus, which allegedly began to endemic on December 31, 2019, in Wuhan City, China's Hubei Province, is currently spreading to almost all corners of the world very quickly. On January 30, 2020, WHO has declared this outbreak a public health emergency of concern to the world (Astini, 2020:14). So indirectly, this virus has had a lot of influence on the field of community movement, which makes an unusual activity a thing that must be accustomed at this time.

The Covid-19 pandemic has had a lot of influence in the field of education, forcing a new policy, social distancing or known as physical distancing (maintaining physical distance) to be established, to minimize the spread of covid 19. This is done to slow down the spread of the coronavirus in the community. So, the Ministry of Education and Culture responded and issued a new policy to study from home, through online media learning and abolishing the National Examination for 2020 (Alfiansyah, *et.al.*, 2020:52-67).

On March 24, 2020, the Minister of Education and Culture of the Republic of Indonesia issued Circular Letter Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of COVID-19, in the Circular it was explained that the learning process was carried out at home through online/distance learning carried out for providing meaningful learning experiences for students (Astini, 2020:14).

The massive spread of the coronavirus in various countries is forcing people to see the fact that the world is changing. These changes require each individual to be prepared, respond with attitudes and actions while always learning new things. Indonesia is not alone in finding solutions for students to continue to learn and fulfill their educational rights. Until April 1, 2020, UNESCO recorded at least 1.5 billion school-age children affected by Covid 19 in 188 countries including 60 million of them in Indonesia. All affected countries have tried to make their best policies in maintaining the sustainability of education services. Indonesia also faces several real challenges that must be immediately resolved: (1) technological disparities between schools in big

cities and regions, (2) limited teacher competence in the use of learning applications, (3) limited resources for the use of educational technology such as the internet and quotas, (4) relations between teachers, students, and parents in online learning that are not yet integral.

This is what requires educational institutions to carry out learning innovations that require all educators to carry out teaching tasks from home through online or online learning. Online learning is a learning system whose implementation is not carried out directly in the same place but is carried out by utilizing a platform that can help the learning process even though it is carried out remotely (Salsabila, *et.al.*, 2020:194). Terms such as work from home, study at home, and teach from home are becoming familiar, because the government has provided rules and regulations that all educational activities are no longer carried out in school buildings but from home online (Marbun, 2020:129). So, all components of education must be able to adapt to the conditions of the new normal era and always obey the rules of the government.

Solviana (2020:3) stated that the Covid-19 pandemic period can be regarded as an opportunity in the world of education, both the use of technology in line with industry 4.0. The development of technology is quite rapid as if it can no longer be separated from human daily life. Almost everyone carries a mobile phone with them wherever they go. In line with this, many places now provide free internet facilities. This makes it easier to access information anytime and anywhere.

In other words, the world is at hand. Moreover, in the era of the internet of things (IoT) in the industrial era 4.0, gadgets are an integral part of everyday life. Life is now so connected and entering an era of increasingly sophisticated usage. Society is fed with an abundance of information that is only a fingertip away. However, the development of this technology can have a negative impact if it is not used wisely. Therefore, there is an emphasis on the need to start creating good habits in the use of technology for everyday life, which can lead all education practitioners including teachers and students to use technology as an online learning medium.

But on the other hand, Rigianti (2020) stated that teachers experienced a number of obstacles in implementing distance learning. First, readiness to use learning applications. In the early stages of the spread of Covid-19, teachers were judged not to be ready to determine learning instruments quickly and precisely as a substitute for face-to-face meetings. Second, access to the internet and gadgets. The high demand for internet quotas in distance learning is another obstacle for both teachers and students. In addition, not all areas have good internet network quality. Third, difficulties in learning management. Teachers must be able to find the right learning method so that the desired basic competencies of a subject can be achieved through distance learning. Fourth, is the difficulty in establishing an objective scoring system.

Based on initial observations made by researchers on January 20, 2021, the Khairul Imam Integrated Islamic Elementary School Medan has also implemented online learning activities to date, including learning PAI, Tahfidz, Tahsin, and Arabic. Therefore, the Principal of SD IT Khairul Imam is required to make quick decisions in response to a circular from the Minister of Education and Culture. This triggers the teacher to quickly change the system, syllabus, lesson plans, and teaching-learning process.

Based on interviews conducted with the principal, Mrs. Nurul Khoiriyah, S.Pd. I that the initial step taken by schools in responding to government policies regarding online learning is to train teachers how to design online lesson plans so that they can apply them to their respective classes and use several online applications that will be used in distance learning such as WhatsApp Group, Zoom, google classroom, google forms, meetings, making learning videos to upload to YouTube and so on. Utilization can be done according to the needs of each which aims to distribute teaching materials to students.

However, the facts on the ground show that there are problems that arise when researchers make observations, namely teachers still have difficulty in providing online lessons that are in accordance with online learning steps. Some teachers still have difficulty using online applications that are used as learning platforms such as zoom, google meet, and google classroom for students, and are still having difficulties in making the latest lesson plans during online learning.

In addition, teachers also still rely on the WhatsApp Group (WAG) application in delivering learning in the form of photos of material or videos sent to students, then students record teaching materials and do assignments and are given time to send assignments back to the teacher, which this continues takes place during online learning, so that the implementation of online learning has not been maximized. It was obtained information that some students were also less enthusiastic about participating in online learning. Even the tasks given by the teacher are only partially done.

However, the results of the assignments done by students show that almost all students who do assignments get maximum marks when given a question. This becomes a question, of whether students understand the material or students get help from parents when doing assignments. So what happens is that the teacher cannot objectively assess the learning achievement according to the students' abilities.

In addition, information was obtained from students that online learning made them bored, dizzy, and tired with the material in the form of photos and videos to take notes and assignments given by the teacher only through WhatsApp Group, rarely using zoom or google meet. Learning also takes place as usual (full day). They also find it difficult to understand the material given by the teacher. In addition, problems with the internet network often hinder learning activities, as well as cellphones/gadgets that are still used by working parents.

Therefore, it is necessary to make changes in the implementation of online learning, by triggering more enthusiasm and enthusiasm from students to be active and involved in the online learning experience, so that applying online learning still influences students' attention even though they do not meet in person (face to face) using a variety of learning applications. Even so, teachers must be more responsive and ready to face the current situation. By entering this new era, it is hoped that teachers can build creativity, hone students' skills, and improve self-quality by changing the existing system, as well as perspectives and patterns of interaction with technology. Teachers must also be able to work with parents during the learning process.

From these problems, the author concludes that the cause of the problem is due to several factors, namely, first, the teacher has not mastered the ability/competence in carrying out online learning, including mastering several online applications for learning, online classroom management skills, steps in learning online, as well as obstacles to providing an objective assessment. Second, the teacher does not trigger the enthusiasm and enthusiasm of students during online learning; and third, because of internet network problems that hinder the online learning process from taking place.

Indeed, research on the competence or ability of teachers in carrying out online learning during the pandemic has been studied from various aspects, including research by Siagian, *et.al.* (2020) shows that through community service activities, teachers gain knowledge about distance learning (PJJ) from obstacles or solutions. Teachers also have creativity in designing teaching materials using Microsoft Word applications and online media such as WhatsApp and Google Classroom.

Other relevant research conducted by Astini (2020) shows that the use of information technology is very helpful for teachers in the learning process during the COVID-19 pandemic through e-learning pages, WhatsApp groups, google classes, google doc or google forms, and zoom. At the elementary school level, the most effective application used in the online learning process is the Google Classroom application and the Zoom application, while for the lower class the application that can be used very effectively is the WhatsApp Group application. Of course, this cannot be separated from the supervision of teachers and parents with varied learning processes.

Furthermore, research by Elfahmi (2020) which was carried out through 2 cycles showed that in Cycle I, the understanding of teachers in online learning was 1,260. The average value is 37, with a percentage of 77.20%. and Cycle II obtained the number of 1,339. The average value is 39, with a percentage of 82.04%. Thus, the understanding of the teachers at SMA Negeri 3 Seunagan is in a Good category. Teachers use several applications during online learning with a variety of online learning applications such as WhatsApp, Google Classroom, Video conferencing, Quizizz, and Microsoft Teams.

Based on the description of the problem and the literature review above, information on the gap analysis of this research was obtained, which was based on the consideration that SD IT Khairul Imam had implemented an online learning system to date, then the study of teacher competence in the implementation of online learning had not been studied at the school. So, the author is interested in researching the ability of teachers to carry out online learning during the Covid-19 pandemic at the Khairul Imam Integrated Islamic Elementary School Medan.

METHOD

This research took place at SD IT Khairul Imam Medan. Learning activities are carried out with a full-day system, starting at 07.15 WIB - 16.30 WIB. This type of research is a qualitative category with a case study method. This is intended as an effort to study methodologically natural objects and learning phenomena in schools (Assingily, 2021). A case study is a study that describes a phenomenon that occurs by explaining a case that occurs in a group so that it can provide important information for attention (Hodgetts & Stolte, 2012). Meanwhile, Gerring (2007:20) explains that case study research connotes spatially restricted phenomena (units) that are observed for some time in order to get conclusions. Case studies are usually focused on a number of case variations that need to be studied intensively and in-depth to obtain evidence from the case. So that the descriptive data obtained from interviews, observations, and documentation, the researchers will describe in the form of written or oral words from the principal, teachers, and students of SD IT Khairul Imam, which researchers use to answer the problems posed in the formulation of the problem.

The case study research used by the researchers, among others, is to describe systematically, to provide a complete picture of the ability of PAI, Tahfidz, Tahsin, and Arabic teachers at SD IT Khairul Imam Medan in carrying out online learning during the COVID-19 pandemic, so that it can be explained in detail. into the form of a research report. Sources of data are obtained by researchers, namely people who can provide information to researchers such as principals, teachers, and students as well as data related to research, either primary or secondary. The primary data sources include religious teachers at SD IT Khairul Imam, class teachers, principals, school supervisors, deputy principals, and several students (students). Meanwhile, secondary research data includes curriculum archive documents, lesson plans, and other relevant documents.

RESULTS AND DISCUSSION

Teacher's Ability in Designing Online Learning during the Covid-19 Pandemic

The ability/competence of the teacher is the main capital in the success of implementing online learning, namely in designing online learning. Learning design involves several things such as the formulation of objectives or competencies, selection and organization of materials, selection of learning resources/media, learning scenarios, and assessment of learning processes and outcomes. The evidence in this learning design is in the form of lesson plans which contain plans or targets that will be implemented by teachers in learning programs and training on the use of online learning applications. This aims to raise the spirit and motivation of students, so the task of the teacher, in this case, must be able to determine the things that students need related to the background and abilities/competencies of the students themselves (Handarini & Wulandari, 2020:496-503).

Planning carefully before learning activities take place is very important before starting learning, including:

1. **Teacher's ability and understanding of learning theory and learning principles**

Based on the findings that researchers did at the Khairul Imam Integrated Islamic School Medan, learning during the Covid-19 pandemic was still carried out online and students took lessons from home. This is seen based on a circular from the Minister of Education and Culture and the spread of Covid-19 in the Medan Johor

District, the location of the school is in the red zone. So, face-to-face learning cannot be carried out in this red zone.

During this covid-19 pandemic, the teacher of SD IT Khairul Imam Medan carried out online learning strategies such as through class WhatsApp groups or subject teacher groups. The strategy that can be done is to carry out learning by providing materials and assignments and monitoring students in the preparation of the learning process. The material provided is in the form of learning videos, pdf ebooks, and powerpoints which are shared through class groups. In addition, the presentation of the material is done by live zoom/meeting. It is hoped that students will continue to be enthusiastic about participating in online learning. Communication with parents is also maintained (Dewi, 2020). Because parental support is currently very much needed as long as students participate in online learning at home.

2. Teacher's ability in developing an online mass learning curriculum

The curriculum development carried out by teachers in the field of religion at SDIT Khairul Imam Medan was seen through the planning carried out before the learning activities took place. The things that prepare the teachers are First, the annual program, semester program, syllabus, teaching materials, KKM, and questions prepared for daily and monthly assignments.

Second, the RPP design which is usually used by teachers when face-to-face cannot be used, then the teachers of SD IT Khairul Imam Medan must make an online mode RPP that is applied in carrying out online learning. Therefore, teachers were given workshops/training through webinars and direct directions from the Medan Johor school supervisor regarding the making of emergency lesson plans. Teachers are also always informed about changes to this emergency lesson plan.

In addition, the design carried out by the teacher in addition to making lesson plans and attending workshops related to the use of online learning applications, teachers also have to simulate the use of learning applications that will be used in learning to students. So that the data can be applied directly to students during the current pandemic.

Teacher's Ability in Implementing Online Learning During the Covid-19 Pandemic Presentation/Implementation Stage

The implementation of learning is the teacher's steps in realizing learning in the form of actions, which take place on an ongoing basis. The evidence of the results in the implementation of this learning is in the form of a document of the results of the assessment of the principal or supervisor on the performance of the teacher during the process of implementing this online learning. This can be seen from the monthly report on the implementation of distance learning (Putri & Suyadi, 2021). How far has the teacher's performance been in carrying out online learning to students.

In the implementation of online learning conducted by SD IT Khairul Imam Medan teachers, including:

1. The ability of teachers to carry out educational learning

Based on the findings that researchers did at SDIT Khairul Imam Medan, the implementation of online learning carried out by teachers was not only conveying material but how the material presented could be understood by students. Teachers take advantage of the wifi facilities provided by the school as well as data packages from the government so that they can deliver teaching materials online. Teachers start online learning through WhatsApp Groups by encouraging them first through learning videos. In carrying out online learning, teachers continue to collaborate with students, homeroom teachers, and parents so that online learning runs smoothly. In addition, the use of media used by teachers in the religious field at SDIT Khairul Imam Medan is quite varied. Although there are still things that need to be evaluated in increasing the use of online learning applications to be implemented properly so that students do not feel bored with varied learning media.

Teachers continue to develop/innovate in using online learning media such as features in Google Workspace for education (google classroom, meet, form), WhatsApp application, learning video screen

recorder, and pdf application. The implementation of online learning carried out by teachers of course continues to be monitored by the principal directly from the online learning media used at that time by each of these teachers and the principal is always involved in it directly through live zoom/meet or indirectly through the application. other online learning. In addition, teachers in the field of religion at SDIT Khairul Imam Medan still have to collect evidence in the form of monthly reports that must be submitted to the supervisor. To see if the school has teachers running distance learning or not. This is how supervisors monitor and assess the performance of these teachers.

2. The ability of teachers to communicate effectively and politely to students

The teachers of SD IT Khairul Imam Medan convey material in polite language, don't forget to continue to set good examples for their students, including in giving the advice to motivate students either through WhatsApp group chats or virtual directly on Zoom, as well as reminding them to use technology wisely. independently. In addition, the teacher maintains good communication with parents regarding the implementation of online learning that students participate in during the online period, both in terms of student activity and ability to understand the material.

3. Utilizing Information and Communication Technology as Self Development

The provisions that require the online learning process have an influence not only on students' desire to continue learning, but also on the ability of teachers to carry out online learning, and most importantly on the methods and learning tools/online media that will be applied. The selection of teaching methods must be appropriate to the current situation and condition of students (Andiarna & Kusumawati, 2020).

Based on the findings that researchers did at the Khairul Imam Integrated Islamic Elementary School Medan in utilizing technology, the principal has issued a policy so that teachers including teachers in the religious field must be able to make the best use of technology, teachers must be alert to learn and learn from each other. about the use of online learning applications that they will apply during this pandemic. Teachers are also still given training/webinars that must be followed to introduce and apply it to students. Although in practice there are still those who do not fully master this online learning application, the school continues to provide direct and indirect directions and training (webinars) related to the implementation of online learning, they even learn together.

Teachers at SD IT Khairul Imam Medan are still enthusiastic about following it. Because, before this pandemic, teachers still had to be able to keep up with the challenges of an increasingly advanced era so as not to be left behind with increasingly sophisticated technology. Because the students who are faced today are also creative and critical students. This is a challenge for teachers, so teachers must continue to improve their quality. Furthermore, the teachers conducted socialization and simulation of the use of this online learning application to students and parents so that they were ready to carry out their respective roles.

The effective online learning media used today is WhatsApp, because most teachers prefer this online learning feature, students are also easy to access (Rahayu, *et.al.*, 2021). Because the WhatsApp application according to the teacher is faster in sending materials and assignments in the form of pdfs, learning videos, power points, word files, voice notes, and so on. Applications for quizzes and evaluators that are quite effective are google forms because automatic direct assessments are visible which makes it very easy for teachers to evaluate. However, some teachers in elementary schools still find it difficult to implement it even though they have been given training.

In addition, SDIT Khairul Imam has also developed several other learning applications such as live zoom/meet in delivering material that needs to be discussed directly between teachers and students to achieve maximum understanding and google classroom for sending assignments and exercises. Because variations in learning media must be used during this online, so as not to cause boredom for students in learning.

Based on the data obtained by the researchers, PAI and Arabic teachers at SDIT Khairul Imam Medan use the WhatsApp application in delivering material, in addition to using live zoom/meet to make it more leverage. Then for sending assignments, students send writings in the form of photos and pdfs via WhatsApp and Google Classroom. For oral assignments, sent in the form of voice recordings with voice notes and video recordings via WhatsApp and also google classroom. Meanwhile, for making questions in the form of multiple choices, the teacher uses the Google Form feature because it is easier and the automatic assessment can be seen immediately.

Meanwhile, Tahfidz, Tajwid and Tahsin teachers in elementary schools more often use the WhatsApp application in delivering material in the form of voice and video recordings, because students can listen to the reading of the Koran directly. For sending student assignments, it is also in the form of memorizing deposits and reading the Koran in the form of voice and video recordings so that teachers can also assess the fluency and makhraj of the pronunciation. However, sometimes teachers also use live zoom/meeting to provide and listen to students' memorization and reading of the Koran directly to the maximum.

The use of online learning applications has been maximally carried out by teachers, it's just that some teachers still don't master some of these applications, but they continue to learn so that the implementation of online learning gets better and smoother (Putria, *et.al.*, 2020). Therefore, through online learning, teachers continue to learn in improving their ability to use technology. Learning technology must continue to be developed and teachers are increasingly innovating to seek breakthroughs in learning in an emergency.

One of the learning models that need to be developed at this time through the use of information and communication technology is the blended learning model (a combination of online and offline learning), which will increase student interest in learning during the Covid-19 pandemic. From the findings obtained by researchers on the ability of SD IT Khairul Imam Medan teachers in carrying out online learning through technology, it can be seen from several aspects, including:

The first is the psychological aspect, the ability of teachers to use technology is still limited, some teachers aged 35 years and over still have difficulty using technology as an applied learning medium, even though they have been teaching for a long time. Especially during this pandemic, technology is a solution for carrying out online learning. Several in-person training, webinars, and teacher study groups have been carried out, but still, some of them only apply some applications that are considered easy to implement and the material can still be conveyed to students. So that this is also felt by students during online learning there are no innovations in interesting online learning media. In addition to the boredom of students in the implementation of online learning, because they cannot meet in-person to study with teachers and friends, students also feel that online learning media are the same as material from photos, learning videos, and power points for them to write in books. Some teachers still do not understand how to implement this online learning in accordance with the online lesson plans made, because they have to shorten the teaching material.

In both sociological aspects, the content of the material delivered online is still not understood by all students. This is because this content is only delivered through learning videos with a delivery that has been previously designed by the teacher. This is evidenced by the findings, many students asked for further explanation of the material delivered through the learning video via private WhatsApp. Because the language of delivery that is delivered directly as usual face-to-face is very different from online delivery. This causes misunderstandings in understanding the material presented by the teacher. In addition, some teachers do not communicate to parents how active students are in participating in online learning.

Evaluation Stage of Online Learning Implementation

Learning evaluation/assessment is carried out as a continuous process to improve the implementation of learning and guide students. Evaluation is obtained from student responses based on what they get from online learning outcomes. Based on the findings that researchers did at the Khairul Imam Integrated Islamic

Elementary School in Medan in evaluating learning, the teachers in the religious field still refer to the KKM standards that have been determined in the planning and design that have been determined.

Teachers also have special notes to determine student learning completeness. However, during the current pandemic, to determine student learning completeness, teachers can only see from student responses in doing assignments, exercises, and test results sent by students to teachers through applications used in online learning. Then take reflective actions on online learning through learning videos or zoom directly on the linkage of the previous material. So, the concept of independence in learning must be taught to students during the current pandemic. For this reason, the role of the teacher as a motivator and mentor is very necessary.

So, through an assessment conducted by the SD IT Khairul Imam teacher, the teacher can find out whether the learning is carried out according to the plan and whether the students have mastered the material being taught so that the learning objectives go well. The assessment carried out can only be seen by the teacher in terms of mastery of the material (cognitive). In terms of affective (behavior) and psychomotor (skills), it is difficult for the teacher to determine it during online learning, although there are still virtual face-to-face meetings twice a month.

Supporting and Inhibiting Factors in the Implementation of Online Learning During the Covid-19 Pandemic

1. Supporting factors

Supporting factors in online learning at the Khairul Imam Integrated Islamic Elementary School Medan are the availability of free study quotas from the government and wifi in schools. In addition, the readiness of teachers in planning the online learning process, as well as free webinars from the government as lessons for teachers in the use of online learning media. Furthermore, for students, almost all of them have facilities at home such as cellphones, laptops and are given a free internet quota from the government. In addition, students can operate several online applications and easily understand their use, after the teacher provides a simulation of how to use the online learning application media that will be used. The most important aspect is that there is good communication between teachers and parents in monitoring children's development in online learning. Furthermore, support from parents in carrying out online learning optimally as a form of preventing the spread of COVID-19.

2. Obstacle factor

a. Obstacles in Designing Online Learning

During the COVID-19 pandemic, online learning is a solution for schools to keep learning because the most important thing right now is the readiness of teachers and students to be able to interact online. One of the inhibiting factors/obstacles for teachers in designing online learning is the internet network which is less stable and is still unable to use several online learning applications. In addition, the initial design made in the online mode RPP was not in accordance with the conditions of its implementation. In the early days of online learning, the teacher had difficulty making one sheet of online learning lesson plans, because the material that previously had 3 meetings had to be shortened to one meeting. In addition, the use of several online learning application media that must be used is what makes it difficult for teachers to do everything online. However, after training on making RPP 1 sheet of online mode and how to implement online learning using online learning applications, teachers began to understand what strategies they had to do so that children remained enthusiastic and active in online learning even though the material had to be shortened.

Meanwhile, from the students themselves, the obstacle to their readiness to do online learning was learning facilities such as some students, not all of them was provided with cellphones because some were brought by their parents to work, so they had to wait for their parents to come home from work, after that they could see the materials and assignments whatever the teacher gives. This causes students to respond slowly,

sometimes they can also forget their assignments because they are waiting for their parents to come home from work.

b. Obstacles in Implementing Online Learning

The inhibiting factor/obstacle for teachers in carrying out online learning is that not all students actively participate online, because their parents are still using their cellphones. In addition, teachers also have difficulty determining appropriate strategies and methods according to students' abilities, furthermore, the lack of honesty, discipline, and responsibility of students in learning and doing assignments. After the teacher delivered the material via video with explanations, as well as assignments, the teacher did not know specifically whether they understood and the task was done by themselves, assisted by parents, tutors, or even from Google, because the results were satisfactory.

c. Obstacles in Evaluating Online Learning

The inhibiting factor for teachers in evaluating online learning is the response of students who when given assignments do not work, some have cellphones only have parents and working parents so they wait for their parents to come home from work, sometimes forget to see the learning that day and don't know if there is an assignment given, so it must be reminded again. It is difficult to determine students' honesty in working on questions, the teacher cannot see directly whether the task is done alone or not. In addition, teachers also find it difficult to evaluate student work objectively.

d. Policies in the Implementation of Online Learning

The policy taken by the principal in the implementation of online learning is based on the circular letter of the Minister of Education and Culture and the spread of Covid-19 cases in the Medan Johor sub-district which is still in the red zone, the principal supervises teachers to continue learning and participates in webinars/training in the use of online learning applications. to be applied to online learning in progress and must send lessons every day according to the teaching schedule. In addition, teachers are required to make reports on the implementation of online learning from what they have done. Monitoring of teachers is carried out every time they teach through the application they are currently using and the principal also joins all learning applications that are being run, starting from WhatsApp Group, google classroom and live meet/zoom.

Based on the obstacles that researchers found in the field, a solution is needed to overcome this. The solutions to overcome obstacles in the implementation of online learning are as follows, first, for network problems, look for an affordable location for the internet network. In addition, teachers should teach in schools using facilities provided by schools for online learning such as wifi. Second, utilizing various online learning media to be interactive so that students do not feel bored and bored. Because the key to online learning is simple, accessible, and fun.

Third, when using live meet/zoom online media, you should continue to monitor students and keep telling them to keep their cameras open so that student behavior can be monitored at least. Because honesty is very important to be applied during online learning. In fact, during a live meeting/zoom, an ice breaker should be made so that students are enthusiastic about learning online. Fourth, the teacher's disposition when carrying out online learning should be conveyed with a cheerful and enthusiastic teacher. So that students are also infected with the spirit of living it and students also have positive energy in learning.

Fifth, make learning videos that are interesting and not monotonous. Teachers can make it in a short time so that the size is small. So, students don't mind when they download it. Sixth, the material to be delivered in learning should be shared the day before with students so that they are read first. This is very suitable when the next day there will be a live zoom/meeting. So, when the teacher explains at least the students can understand the material. If there is a problem, you can directly ask.

Seventh, students should be warned not to be late in submitting assignments. Then, the student's work should be directly corrected and given a value. The teacher must also judge from the effort he does. Eighth, it

would be even better if online learning and assessment of student learning outcomes should involve parents who can help supervise their children at home.

Ninth, it is better to communicate with parents often to discuss the development of each child through live zoom/meet media, because this learning is what students need most is good cooperation from all parties. Tenth, developing an efficient blended learning model during the current pandemic. Students can study the material previously shared by the teacher in the form of pdf modules, ebooks, or learning videos before going live face-to-face via zoom/meet. So, when meeting/zooming, the teacher just needs to convey important points and interact with each other to ask questions regarding the material presented. Even though learning is carried out remotely, teachers and students can still meet face-to-face via zoom/meet like at school. If students cannot attend the meet/zoom, students can view the recordings shared by the teacher via the zoom/meet and youtube results records, so that students can repeat the lesson.

So, through these several solutions, it is hoped that online learning can run even better, that is, activities can be achieved in accordance with the initial planning to achieve the goals set. Students are also able to absorb the material presented even though it is done online. In line with this, Baety & Munandar (2021) emphasized that online learning is an effective alternative as a substitute for face-to-face learning during the Covid-19 pandemic. This is because the urgency of education must continue (Hamdani & Priatna, 2020:1-9), in order to prepare superior generations in the future through education (Dewantara & Nurgiansah, 2021:367-375).

Furthermore, Daheri, *et.al.* (2020) informs that online learning will be effectively implemented during the Covid-19 pandemic if educators and students can properly utilize the online learning platform application. In addition, there must be support from related parties, so that the learning process is meaningful and beneficial for the growth and development of students (Rahmanto & Bunyamin, 2020:119-135; Assingkily & Hardiyati, 2019). Thus, the implementation of online learning will be meaningful through contextual and professional teaching practices by competent educators, coupled with harmonious collaboration (collaboration) between educators and students' guardians in the child's education process.

CONCLUSION

Based on the findings and explanations above, it can be concluded that the SD IT Khairul Imam Medan teacher is competent (capable) in carrying out online learning during the Covid pandemic. It is characterized by; first, the school's efforts to provide workshops, training, and webinars on making lesson plans (RPP) virtually; and second, training for teachers in the use of online applications as online learning media. Furthermore, some factors support the implementation of online learning at the school, namely the provision of free wifi facilities in schools and the use of free data packages from the government for the process of implementing online learning. Even so, there are also inhibiting factors, namely unstable network access (signal) constraints, online RPP Mode that is not in accordance with the reality of its implementation, and the lack of discipline and honesty of students in carrying out assignments.

BIBLIOGRAPHY

- Alfiansyah, M., Assingkily, M.S., & Prastowo, A. 2020. Kebijakan Internal Madrasah dalam Meningkatkan Mutu Pendidikan di MI Nurul Ummah Kotagede Yogyakarta. *Magistra: Media Pengembangan Ilmu Pendidikan Dasar dan Keislaman*, 11(1), 52-67.
<https://scholar.google.com/scholar?cluster=8182165151259047371&hl=en&oi=scholar>.
- Andiarna, F., & Kusumawati, E. 2020. Pengaruh Pembelajaran Daring Terhadap Stres Akademik Mahasiswa Selama Pandemi Covid-19. *Jurnal Psikologi*, 16(2), 139-149. <http://books.uinsby.ac.id/id/eprint/728/>.
- Assingkily, M.S., & Hardiyati, M. 2019. Analisis Perkembangan Sosial-Emosional Tercapai dan Tidak Tercapai Siswa Usia Dasar. *Al-Aulad: Journal of Islamic Primary Education*, 2(2), 19-31.
<http://journal.uinsgd.ac.id/index.php/al-aulad/article/view/5210>.

- 2116 *An Analysis of Teachers' Capability in Implementing Online Learning During The Covid-19 Pandemic – Fauziah Nur, Syaukani, Salminawati*
DOI: <https://doi.org/10.31004/basicedu.v6i2.2291>
- Assingkily, M.S. 2021. *Metode Penelitian Pendidikan: Panduan Menulis Artikel Ilmiah dan Tugas Akhir*. Yogyakarta: K-Media.
- Astini, N.K.S. 2020. Pemanfaatan Teknologi Informasi dalam Pembelajaran Tingkat Sekolah Dasar Pada Masa Pandemi Covid-19. *Jurnal Lampuhyang*, 11(2), 13-25.
<http://e-journal.stkip-amlapura.ac.id/index.php/jurnallampuhyang/article/view/194>.
- Baety, D.N., & Munandar, D.R. 2021. Analisis Efektivitas Pembelajaran Daring dalam Menghadapi Wabah Pandemi Covid-19. *Edukatif: Jurnal Ilmu Pendidikan*, 3(3), 880-989.
<https://www.edukatif.org/index.php/edukatif/article/view/476>.
- Daheri, M., Juliana, J., Deriwanto, D., & Amda, A.D. 2020. Efektivitas *WhatsApp* Sebagai Media Belajar Daring. *Jurnal Basicedu*, 4(4), 775-783. <http://www.jbasic.org/index.php/basicedu/article/view/445>.
- Dewantara, J.A., & Nurgiansah, T.H. 2021. Efektivitas Pembelajaran Daring di Masa Pandemi COVID-19 Bagi Mahasiswa Universitas PGRI Yogyakarta. *Jurnal Basicedu*, 5(1), 367-375.
<http://www.jbasic.org/index.php/basicedu/article/view/669>.
- Dewi, W.A.F. 2020. Dampak Covid-19 Terhadap Implementasi Pembelajaran Daring di Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 2(1), 55-61.
<https://www.edukatif.org/index.php/edukatif/article/view/89>.
- Elfahmi, R. 2020. Upaya Peningkatan Kompetensi Guru dalam Menerapkan Pembelajaran Daring Masa Pandemi Covid-19 di SMA Negeri 3 Seunagan. *Bionatural: Jurnal Ilmiah Pendidikan Biologi*, 7(2).
<https://ejournal.stkipbbm.ac.id/index.php/bio/article/view/536>.
- Fauzi, I. 2018. *Etika Profesi Keguruan*. Mataram: IAIN Jember Press.
- Gerring, J. 2007. *Case Study Research: Principles and Practices*. New York: Cambridge University Press.
- Hamdani, A.R., & Priatna, A. 2020. Efektivitas Implementasi Pembelajaran Daring (*Full Online*) di Masa Pandemi Covid-19 pada Jenjang Sekolah Dasar di Kabupaten Subang. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 6(1), 1-9. <http://journal.stkipsubang.ac.id/index.php/didaktik/article/view/120>.
- Handarini, O.I., & Wulandari, S.S. 2020. Pembelajaran Daring Sebagai Upaya *Study From Home (SFH)* Selama Pandemi Covid 19. *Jurnal Pendidikan Administrasi Perkantoran (JPAP)*, 8(3), 496-503.
<https://journal.unesa.ac.id/index.php/jpap/article/view/8503>.
- Hodgetts, D.J., & Stolte, O.E.E. 2012. Case Based Research in Community and Social Psychology: Introduction to the Special Issue. *Journal of Community & Applied Social Psychology*, 22(5), 379-389.
<https://onlinelibrary.wiley.com/doi/abs/10.1002/casp.2124>.
- Karuru, K., & Tangkeallo, T. 2017. *Profesi Keguruan*. Toraja: UKI Toraja Press.
- Marbun, P. 2020. Disain Pembelajaran *Online* pada Era dan Pasca Covid-19. *CSRID: Computer Science Research and Its Development Journal*, 12(2), 129-142.
<http://csrid.potensi-utama.ac.id/index.php/CSRID/article/view/408>.
- Mulyasa, E. 2017. *Menjadi Guru Profesional: Menciptakan Pembelajaran Kreatif dan Menyenangkan*. Bandung: PT. Remaja Rosdakarya.
- Putri, R.D.P., & Suyadi, S. 2021. Problematika Pembelajaran Daring dalam Penerapan Kurikulum 2013 Tingkat Sekolah Dasar. *Jurnal Basicedu*, 5(5). <http://jbasic.org/index.php/basicedu/article/view/1442>.
- Putria, H., Maula, L.H., Uswatun, D.A. 2020. Analisis Proses Pembelajaran dalam Jaringan (Daring) Masa Pandemi Covid-19 pada Guru Sekolah Dasar. *Jurnal Basicedu*, 4(4).
<http://jbasic.org/index.php/basicedu/article/view/460>.
- Rahayu, D.P., Lieung, K.W., & Purwanty, R. 2021. Efektivitas *WhatsApp* pada Pembelajaran Daring di Sekolah Dasar. *Jurnal Basicedu*, 5(6). <https://jbasic.org/index.php/basicedu/article/view/1847>.

- 2117 *An Analysis of Teachers' Capability in Implementing Online Learning During The Covid-19 Pandemic – Fauziah Nur, Syaukani, Salminawati*
DOI: <https://doi.org/10.31004/basicedu.v6i2.2291>
- Rahmanto, M.A., & Bunyamin, B. 2020. Efektivitas Media Pembelajaran Daring Melalui *Google Classroom*. *Jurnal Pendidikan Islam*, 11(2), 119-135. <https://journal.uhamka.ac.id/index.php/jpi/article/view/5974>.
- Retnaningsih, D. 2019. Tantangan dan Strategi Guru di Era Revolusi Industri 4.0 dalam Meningkatkan Kualitas Pendidikan. *Prosiding Seminar Nasional: Kebijakan dan Pengembangan Pendidikan di Era Revolusi Industri*. 27-29. <https://jurnal.ustjogja.ac.id/index.php/snpep2019/article/view/5624>.
- Rigianti, H.A. 2020. Kendala Pembelajaran Daring Guru Sekolah Dasar di Banjarnegara. *Elementary School: Jurnal Pendidikan dan Pembelajaran ke-SD-an*, 7(2).
<https://journal.upy.ac.id/index.php/es/article/view/768/0>.
- Salsabila, U.H., Sari, L.I., Lathif, K.H., Lestari, A.P., & Ayuning, A. 2020. Peran Teknologi dalam Pembelajaran di Masa Pandemi Covid-19. *Al-Mutharahah: Jurnal Penelitian dan Kajian Sosial Keagamaan*, 17(2), 188-198. <https://ojs.diniyah.ac.id/index.php/Al-Mutharahah/article/view/138>.
- Siagian, Y., & Sinaga, H.D. 2020. Pengembangan Kemampuan Guru dalam Menjalankan PJJ Menggunakan Teknologi dan Media Pembelajaran Daring. *Jurnal Anadara Pengabdian Kepada Masyarakat*, 2(2).
<http://jurnal.una.ac.id/index.php/anadara/article/viewFile/1802/1489>.
- Solviana, M.D. 2020. Pemanfaatan Teknologi Pendidikan di Masa Pandemi Covid-19: Penggunaan Fitur Gamifikasi Daring di Universitas Muhammadiyah Pringsewu Lampung. *Al-Jahiz: Journal of Biology Education Research*, 1(1), 1-14. <https://e-journal.metrouniv.ac.id/index.php/Al-Jahiz/article/view/2082>.