ANALYSIS OF STUDENT LEARNING OUTCOMES IN SDN KALIKUNING 05 DURING ONLINE LEARNING

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Abstract: This study aimed to find out the learning outcomes of SDN Kalikuning 05 students, especially fourth grade students during online learning. This research is qualitative research using a descriptive approach. The subjects in this study were 10 students and 1 teacher. Data collection was taken through observation, questionnaires, and direct interviews. The results of this study indicate that when viewed from learning outcomes the average value of grade IV students in online learning for the even semester 2020/2021 obtained an average value of 78.3. While compared with the learning outcomes of class students in the odd semester is 74,6. So the acquisition of student learning outcomes in this even semester has increased. Based on the research results above, it can be said that if it is seen that the average value of student learning outcomes in even semesters, online learning can be said to have been effective. However, when viewed from the various problems faced by online learning, it is still less effective and still needs to be improved and considered again, both by teachers and students.

Keywords: Learning Outcomes, Online Learning, Elementary School

PRELIMINARY

The state of the Covid-19 pandemic has caused extraordinary changes, including in learning. It is as if all levels of learning are required to transform to adapt in an extreme instant to carry out education from home through online media. This is not an easy thing, because not all are ready. The problem with learning is that the educational process is not yet uniform, either the standard or the quality of the desired educational achievement.

Since the outbreak of pandemic caused by the corona virus in Indonesia, many methods have been taken by the government to avoid its spread. One of them is through a circular message from the Ministry of Learning and Culture (Kemendikbud) of the Directorate of Large Learning Number 1 of 2020 regarding the prevention of the Corona Virus Disease (Covid-19) in the learning area. Through this message, the Ministry of Education and Culture provides instructions for conducting distance education and encourages students to study at home.

The Ministry of Learning and Culture enacted circular message Number 4 of 2020 concerning the Implementation of Learning Policies in the Emergency Period for the Spread of Corona Virus Disease (Covid-19). Based on the circular message, the learning unit decided to work from home so that the educational process was tried online or distance education. Online education is expected to be able to improve the abilities, knowledge, and abilities of students as well as classroom education. Online learning is made to support this, it is necessary to use educational media that are dynamic and able to explain concept modules and apply them to reality.

The implementation of online learning will be very efficient if it fulfills the essential components in education, namely discursive, adaptive, interactive, and reflective with elements that will be very good if integrated with the learning area so that online learning can be integrated with the area or fulfill the digital learning ecosystem component because it can accommodate learning styles, flexibility and the learning experience of students so that they can generate positive feelings (Oktavian & Aldya, 2020).

Online learning is education that uses internet networks with accessibility, connectivity, flexibility, and expertise to create various types of educational interactions. Research conducted by Zhang et al. (2004) showed that the use of internet and multimedia technology can change the method of delivery of knowledge and can be an alternative to education carried out in traditional classrooms. The learning process carried out by lower schools also uses an online learning process with parental tutorials. With online education, students have the flexibility of learning time and can study anytime and anywhere. Students can talk to educators through some applications *like google classroom, google meet, zoom*, or Whatsapp groups. This kind of learning

process can share learning updates in responding to the challenges of the readiness of varied learning resources. The success of a model or educational media depends on the characteristics of the student.

Based on the results of observations made at SDN Kalikuning 05, the real conditions that occurred in the field during the pandemic were that most parents complained about several problems faced by students during the implementation of learning from home, including the number of assignments given were not a little and teachers who have not optimized the technology. Besides the many complaints from parents about online learning, in fact this learning also has several advantages. Some of the advantages of online learning are the freedom of time and place to study, for example, learning can be done in the room, living room, and so on as well as adjusted times such as morning, afternoon, evening, or night. The COVID-19 pandemic has had a huge impact on the learning process, lessons that are usually carried out directly are now being turned into online learning. Students feel fed up and bored during the learning process. Online learning conducted for elementary school age is considered less effective.

Various kinds of problems that accompany online learning narrow down to one core problem related to learning objectives, namely student learning outcomes. Students who study online are sometimes not able to interpret the learning concepts conveyed by the teacher, because not all students can construct the concepts they are learning on their own. As a result, students do not master the concept so their learning outcomes decrease, sometimes students do assignments by looking for answers on google without understanding it and some students are assisted by family members in doing assignments regardless of whether the student understands or not the subject matter.

The purpose of this study was to describe the learning outcomes of SDN Kalikuning 05 students, especially fourth grade students during online learning. In addition, the results of this study are expected to provide several benefits, which are theoretical benefits and practical benefits. The theoretical benefit is being able to provide participation and contribution of thoughts to increase knowledge, especially regarding the effectiveness of learning outcomes in online learning. While the practical benefits include; providing references to the use of applications that can help in online

learning, one of which is Whatsapp. It is hoped that with the use of WhatsApp, learning materials will be more easily conveyed to students so that the learning process can run optimally. The Benefits for teachers where the results of this research can be used as information material that helps educators in developing online learning methods and media in maximizing student learning outcomes. In addition, for schools where schools can provide varied and innovative learning processes to improve the quality of online

METHOD

This study is intended to analyze student learning outcomes during online learning. The research method used is a research method with a descriptive qualitative approach. The purpose of this study was to analyze students' errors in using capital letters in writing narrative essays. According to Moleong (2016), qualitative research produced descriptive data in the form of written words, pictures, and not numbers, where data is obtained from people who can be observed. Descriptive research allows a comprehensive description of what is being studied. This approach allows the author to collect data and adapt it to the context being studied. The context of the research being researched and described in this study is the analysis results of student learning outcomes at SDN Kalikuning 05 in online learning. This research was conducted from September to December. The subjects of this study were fourth grade students and fourth grade teachers.

A sentence and movement, and also various documents are one of the main data sources in qualitative research (Lofland in Moleong, 2016). To obtain data, this study used several sources including primary data sources and secondary data sources. Data obtained directly from the field through observation and interviews with informants is the primary data source. Primary data were obtained from observations, questionnaires of fourth grade students at SDN Kalikuning 05, and direct interviews with key informants, who are grade IV teachers at SDN Kalikuning 05.

While the supporting informants are fourth grade students of SDN Kalikuning 05 and their guardians. Furthermore, secondary data sources were obtained from test documents on learning outcomes during online learning at SDN Kalikuning 05. In qualitative research, the researcher is the main instrument. When the problems in the research are clear, the next step is to develop research instruments in a simple form. The

development of research instruments is one way to complete the data that must be collected (Sugiyono, 2015). Data collection is a source of information and support in research. According to Sugiyono (2015) the data collected can be done using various settings, methods, and sources. The method for collecting data can be done by using an instrument as a tool. This research used instruments in the form of observations, interviews, questionnaires, and documentation studies.

RESULTS

Based on research data that has been collected by researchers related to student learning outcomes, it is shown by the teacher that the data on student report cards have accumulated the value of students' cognitive, affective and psychomotor aspects. The table about student learning outcomes in thematic subjects is as follows.

Table 1. Grade IV student report cards before online learning.

No.	Class	Total students	Average value		
			KKM	Knowledge	Skills
1.	IV Academic year 2020/2021 odd semester	10	70	74.6	81
2.	IV Academic year 2020/2021 even semester	10	70	67.5	73.5

The distribution of questionnaire links is carried out when the students' online learning process is complete. The first step that must be done is to ask the teacher for help to share the link that has been prepared. After all students get the link, the next step is that students are asked to fill out the questionnaire in the google form. The results table for student questionnaires was responded to via google form.

Table 2. Student Questionnaire

NO	STATEMENT	STUDENT RESPONSE		PERCENTAGE	
		YES	NO	YES	NO
1	Do you like online learning during a pandemic?	7	3	70	30

2	Can you understand the material lesson through learningonline?	7	3	70	30
3	Are you having trouble when using the app for online learning?	7	3	70	30
4	What is the material presented by the teacher through online already delivered well?	8	2	80	20
5	What are online lessons pleasant?	7	3	70	30
6	Are you having trouble doing the task at the time online learning?	8	2	80	20
7	Do you do it yourself the task given by the teacher during online learning?	7	3	70	30
8	What is the assignment given by the teacher? in online learning finished on the same day?	8	2	80	20
9	Have you ever not carry out a task during online learning?	7	3	70	30
10	Does the teacher give an example about assigned during online learning?	6	4	60	40
	Amount	72	28	720	280
	Average	7.2	2.8	7.20	2.8

DISCUSSION

The learning process applied at SDN Kalikuning 05 is currently an online learning process that is following government policy. The online learning process at SDN Kalikuning 05 used Whatsapp and google meeting applications as media aids in the learning process. The use of WhatsApp media also has benefits, including the ease of exchanging information between individuals in the form of writing, sound, images, and videos. This is in line with Dewi (2020); Ministry of Education and Culture (2020); Bhagaskara et al (2021) that Whatsapp is one of the applications used by teachers for mentoring and monitoring student learning with parents. Bhagaskara et al (2021) added that WhatsApp is used as a medium for sharing materials, attendance, and collecting assignments, due to the complete features of WA, which are chat, audio, voice notes,

sharing documents, photos, and videos. Daily evaluations and exams in online learning are carried out by giving assignments to students and submitting them to school.

The data obtained by researchers regarding student learning outcomes at SDN Kalikuning 05 in the form of all tasks given to students during online learning activities are carried out. In the even semester, data on student learning outcomes at SDN Kalikuning 05 is known to have increased. At the beginning of the odd semester, the average score for knowledge aspect was 74.6 and the average score for skill aspect was 81. Meanwhile, in the even semester the average value of the students in knowledge aspect was 78.3 and the students' average score in skill aspect of 79.3. The increase in the average score of students in the odd semester and even semester was due to the online-based learning activities carried out at SDN Kalikuning 05. However, if it is further investigated, there are still some students who get an average score below the KKM standard in the even semester than the average value obtained by students in the odd semester. In a sense, some students score above the KKM in the odd semester but in the even semester they get a score below the KKM. Thus, the value obtained by students experiences an imbalance caused by situations and conditions that do not support online learning activities. This is in line with Nurmaulia (2020) that in online learning, 36.1% of students do not reach the KKM. There are several obstacles faced by students and teachers in the online learning process. These obstacles include the first that some areas are difficult to reach the internet network. Second, sometimes interference from the PLN such as power outages. Thus, the online learning process will be hampered.

Third, when the online learning process takes place, the quota must be sufficient so that the online learning process runs smoothly. Fourth, the online learning process must use technology such as mobile phones or computers/laptops. The problem is that parents who have minimal income will have difficulty buying this technology. Online learning currently requires students to be more active and more initiative in obtaining all information. If students are left behind in obtaining information, they will be left behind in the learning process. In addition, with the implementation of the online learning process, teachers are asked to be more creative and innovative in the learning process. Teachers are asked to use any learning media with the aim that the online learning process is achieved and runs smoothly even though some areas are less possible.

The current application of online learning makes teachers anxious about problems that may arise when the online learning process will take place because teachers and students are not familiar with the learning process. So far, students are used to and comfortable with the face-to-face learning process. In addition, the face-to-face learning process can make it easier for students to understand the material presented by the teacher. These events need to be addressed and find solutions to resolve them. One solution that can be taken is by way of the school to give freedom to teachers in carrying out the online learning process. Among them by giving freedom to use any media to support the achievement of the online learning process.

The interview results regarding the media used in the online learning process, teachers and students agreed to use WhatsApp and google meeting media. WhatsApp media is used as a substitute when deliberation in class. Students can communicate or consult with fellow friends and teachers using this application. When in deliberation students communicate through class groups. While asking the teacher or friends can be through private messages. This application is used when the teacher will deliver learning material. The material can be in the form of main ideas or the form of videos.

In addition, this application is also used when the teacher wants to give assignments to students. In this process, students are allowed to ask questions if they have difficulty understanding the material or understanding the tasks that have been given. The result of the assignment is that students are asked to collect answers from assignments that have been given by the teacher. The results of the assignment can be in the form of files, images, sounds, or videos. Currently, the Whatsapp application is an application that is considered the easiest to use by parents and students in carrying out online learning. The WhatsApp application is also considered to be very easy for teachers and students in carrying out online learning and is useful for providing information related to learning and assignments to students (Nurjanah, 2021).

In addition to the Whatsapp application, other applications are also used to help online learning, one of which is the google meeting application which is used when teachers take attendance and evaluations. Google Meet is a Web course, which in its use requires an internet connection, between students and the teacher is separate as a whole because there is no need for direct learning. Google Meet allows students and teachers to carry out learning as usual face-to-face because in carrying out its activities students

do not need to come to school, they only need to use devices that are connected to the internet so they can learn. The advantages of this program include 1) free use; 2) HD quality videos; 3) equipped with a White Board feature; 4) easy to use; 5) many attractive displays are available; and 6) Video Encryption service (Aisyah and Sari, 2021). This media can foster independence and self-confidence in students, making it possible for introverted students to interact more freely, and providing opportunities for learning activities. The use of e-learning is expected to create a positive learning atmosphere for students to further improve their learning outcomes (Ritonga, Azmi and Sunarno, 2020). The Google Meet program makes it easy for users to be able to meet virtually whenever and wherever they are, so they don't have to worry about being left behind in learning material during this online learning. With Google Meet, it is a solution for distance learning activities to reduce the spread of Covid-19(Rahayu and Pahlavi, 2021). In addition, Google Meeting is also used when carrying out religious learning, that is rote memorization.

This application is easily accessible and is common among students and in the community so the application is used in online learning process at SDN Kalikuning 05. However, there are also some students and teachers who do not understand how to operate this application. Thus, students and teachers also experience a little difficulty when using this application. When using this application, all students and teachers are required to have a sufficient quota and an adequate internet network. If one of them does not support it, the online learning process will be hampered and not run smoothly. This makes most students complain because they are not using this application in previous lessons. Indirectly students are asked to learn how to operate the application. This incident made students not enthusiastic about learning because according to students the online learning process was too complicated. In addition, it also requires a monthly fee to buy an internet quota.

Online learning carried out during the Covid-19 pandemic is a new thing for teachers and students, it also provides new challenges in the world of education to provide learning that continues to prioritize quality through innovations that have never been done before. In this case, the support of technology, learning media, and also the internet network in the implementation of online learning needs to be considered so that the use of technology and media has an effective impact on learning rather than making

it difficult to implement online learning. It same with the research conducted by (Goddess, 2020) which stated that several impacts are most felt on online learning, including the absence of a distance learning culture previously experienced by students, thus providing new changes that will indirectly affect their learning absorption.

The impact on parents is that the obstacles faced by parents are the increase in cost of buying internet quotas, online technology requires a network connection to the internet and quotas, therefore the level of use of internet quotas will increase and will increase the burden of spending on parents. In addition, according to one parent, online learning is very influential on students' interest in learning because the learning process is different. There is a big possibility that students are lazy or don't want to take part in online lessons that have been scheduled by the school, because they want to play. Children also often get boredom because they only meet their friends and teachers through virtual media or usually use Zoom or Google Meet not to meet directly (Yunitasari and Hanifah, 2020). Remembering the age of students in elementary schools who still need parental guidance and supervision in learning, the role of parents is very necessary for the successful implementation of online learning. Parents are expected to always provide new information about the development of their children in online learning to teachers so that teachers can also monitor student learning progress while studying at home. In online learning, the motivation of teacher is very needed by students to keep their enthusiasm for learning.

The impact felt by teachers is that not all are proficient in using internet technology or social media as a learning tool, some senior teachers are not yet fully able to use devices or facilities to support online learning activities and need assistance and training first. So, the support and cooperation of parents for the success of learning are very needed. Communication between teachers and schools with parents must be established smoothly. One way that teachers can do in motivating students is to give interesting and fun assignments and all teachers make a video to encourage students even though they have to carry out learning from home. (Putria, Maula and Uswatun, 2020).

The data on online-based student learning outcomes at SDN Kalikuning 05 in even semesters is known that the scores obtained by students have increased. However, as explained earlier that in the face-to-face learning process some students get scores

above the KKM while in the online learning process these students get scores below the KKM. The results of this study are in line with Nuriansyah's research (2020) which explained that student learning outcomes have increased when implementing the online learning process compared to before implementing online learning. This also agrees with the research of Nugraha et al (2020) which proved that the application of online learning has a positive impact on student learning outcomes. The online learning process makes students more active so that student learning outcomes obtained have increased as evidenced by the average value of students who achieve classical mastery.

However, the success of students in learning will be supported by teachers in their readiness to participate in the online learning process. This is in line with the results of research conducted by (Zain, Sayekti and Eryani, 2021) that the results of the online learning field survey limit the material received by students. The habit of learning in education which is carried out face-to-face makes teachers and students need time to adapt to carry out online learning. In addition, learning methods implemented online require teachers to be able to master various applications and technologies to carry out diverse learning so that students feel uncomfortable, boredom is the biggest problem that teachers have to face. The average age of teachers in Indonesia is not productive so it takes a long time to learn applications, for that teachers in elementary schools only take advantage of WhatsApp group discussions, videos from YouTube, and sending assignments in discussion media.

The achievement of the online learning process begins with a carefully prepared plan by the teacher. Starting by setting learning objectives, preparing teaching materials, compiling learning activities to preparing all media that can support the online learning process. Even though the learning process is currently carried out in a network, every final stage of learning or the teacher evaluation stage uses the Google Meeting application to keep feeling the face-to-face learning process even though it is virtual and makes it easier for teachers to communicate with students and students can easily understand the material presented by the teacher.

CONCLUSION

Based on the research results and discussion described above, it can be concluded that student learning outcomes at SDN Kalikuning 05 are in the form of all

tasks given to students during online learning activities. In the even semester, data on student learning outcomes at SDN Kalikuning 05 is known to have increased. At beginning of the odd semester, the average score in the knowledge aspect was 74.6 and the average score in the skill aspect was 81. Meanwhile, in the even semester the average value of the students in the knowledge aspect was 78.3 and the student's average score in the skill aspect of 79.3. The increase in the average score of students in the odd semester and even semester was due to the online-based learning activities carried out at SDN Kalikuning 05. However, if it is further investigated, there are still some students who get an average score below the KKM standard in the even semester than the average value obtained by students in the odd semester. In a sense, some students score above the KKM in the odd semester but in the even semester they get a score below the KKM. Thus, the value obtained by students runs into an imbalance caused by situations and conditions that do not support online learning activities. There are several obstacles faced by students and teachers in the online learning process. These obstacles include the first that some areas are difficult to reach the internet network. Second, sometimes interference from the PLN such as a power outage. Thus, the online learning process will be hampered. Third, when the online learning process takes place, the quota must be sufficient so that the online learning process runs smoothly. Fourth, the online learning process must use technology such as mobile phones or computers/laptops. The problem is that parents who have minimal income will have difficulty buying this technology. Online learning currently requires students to be more active and more initiative in obtaining all information. If students are left behind in obtaining information, they will be left behind in the learning process. In addition, with the implementation of the online learning process, teachers are asked to be more creative and innovative in the learning process.

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