



Analysis of Teacher's Capability in Implementing Limited Face to Face Learning Evaluation At SDN 106790 Sei Mencirim Deli Serdang

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Abstract

This study aims to analyze the ability of teachers in the implementation of limited face-to-face learning evaluation at SDN 106790 Sei Mencirim. With the research subject, the teachers of SDN 106790 Sei Mencirim. This study uses a quantitative approach. With the number of teachers as respondents as many as 12 people. The determination of the school sample was carried out randomly and purposively. The number of respondents is 12 people who have varying ages and lengths of teaching. Data collection was carried out by filling out questionnaires conducted by respondents and interviews. The results obtained are that only 15% of teachers can carry out learning evaluations by combining evaluation with online learning and face-to-face evaluation as a solution for implementing learning evaluations during the limited face-to-face learning period so that sufficient training is needed for teachers so that they can improve the ability of teachers in the implementation of limited face-to-face learning evaluations.

Keywords: *Limited face-to-face learning, Learning Evaluation, Teacher's Ability*

Introduction

Education is one aspect that is often highlighted during the Corona Virus Disease 19 (Covid-19) pandemic. All countries reported that education was one of the sectors most severely affected by Covid 19. Online learning platforms later became a panacea during the Covid-19 crisis (Dhawan, 2020). Online learning before the pandemic was a strategic choice (even still reluctant to use) is now a necessity and a necessity. Now it has become a necessity when the "distance" instruction is mandatory for all parties. With online learning, education can still be "saved" from paralysis, although it does not replace the pedagogical role of educators (Meriana et al., 2021).

The COVID-19 pandemic is a time when the Covid-19 virus outbreak has spread from March 2020 until now. Many impacts have been caused by the COVID-19 virus outbreak, where many have been confirmed to have resulted in deaths worldwide due to the outbreak, in the education sector, there has been a change in the learning system. Online learning is done as a way to carry out education amid pandemics. The change from face-to-face learning to online where students learn from home and teachers teach from home. Changes in the education system are felt all over the world very quickly but face obstacles in the learning process, which are mainly felt by teachers and students. There is no good interaction so it has an impact on the quality of education. The government in responding to this problem provides leeway for education units to conduct face-to-face meetings while still implementing health protocols through learning policies through four ministerial decrees regarding guidelines for implementing face-to-face learning during a pandemic which is in the green zone area.

In limited face-to-face learning during the pandemic, the obstacle faced was the lack of teacher ability in planning evaluations within a short duration of time, especially in the selection of appropriate objectives, methods, techniques, and learning media, resulting in students not understanding the lessons received in the learning process at face-to-face is limited during the covid-19 pandemic. Teachers and educators as important elements in teaching are required to make an unprecedented large-scale migration from traditional face-to-face education to online education or distance education (Al Ifitah and Syamsudin, 2022). So it is hoped that the ability of a teacher in making lesson plans according to the conditions of the covid-19 pandemic.

Learning is a core activity in the educational process because through this learning activity it is hoped that educational goals can be achieved in the form of behavioral changes in students, it is also the hope of all parties that each student achieves the best learning outcomes according to their respective abilities.



Online learning has become a "basic" need for all educational institutions, no matter the readiness of these educational institutions. According to Teddy and Swatman, the readiness referred to by Jamal (2020) includes six factors, namely student readiness, teacher readiness, infrastructure readiness, management support, school culture, and the tendency of face-to-face learning. These readiness factors influence educational institutions in making policies for implementing online learning and the application of (online) media used, the type of evaluation used to measure student learning outcomes (Husna, 2022). These choices affect the effectiveness and efficiency of implementing the learning process and evaluating student learning.

Thus, it can be assumed that every school can implement online learning models and strategies in various forms (Masnur, 2021). For example (1) using online and digital media applications such as Whatsapp Facebook, Edmodo google classroom, moodle, zoom, google meet, etc., and (2) using manual learning, namely by sharing or giving modules/teaching materials to participants to educate and do the deepening tasks manually; and (3) carry out learning by conducting home visits. The Covid-19 pandemic presents a double face in the field of education. It brings not only problems and challenges to education, but also opportunities (Dwi et al., 2021). On the one hand, the Covid-19 pandemic can result in the loss of the best learning opportunities for students (Asmuni, 2020). Even after the pandemic, it is predicted that there will be a ten-year setback in the development of the nation as a further impact of the pandemic (Apriyanti, 2020). However, on the other hand, the COVID-19 pandemic has become a trigger for the emergence of learning innovations in educational institutions. Every institution feels compelled to create learning scenarios that are adaptive to Covid conditions to protect the educational rights of students (Dwi et al., 2021), especially educational institutions (which were previously) reluctant to try limited face-to-face learning strategies. In conditions, where everyone has to keep their distance as a strategy to stop the spread of the coronavirus the internet plays a very important role in overcoming learning problems and challenges (Dewi, 2020). Favale and his colleagues in their analysis emphasized that if there was no coronavirus the practice of mass online learning would be realized in quite a long time, but with the coronavirus, the process will accelerate (Ngafifah, 2020).

At the lowest level of education, such as Kindergarten (TK) and Elementary School (SD), the implementation of online learning using online media applications is certainly not easy. For them, parental involvement is very necessary, both in the learning process and in the implementation of exams.

This study aims to analyze the readiness of elementary school teachers in the implementation of limited face-to-face learning evaluations in elementary schools, especially at SDN Sei Mencirem Deli Serdang. This elementary school is one of the primary schools that has implemented limited face-to-face learning, so the teachers at this school have to adapt to the limited face-to-face learning conditions which only allow 50% of the total number of students who can take lessons. So the learning evaluation process is certainly very different.

Literature Study

According to AAamer (2010: 103). At first, learning was only done face-to-face. Teaching occurs face-to-face because at first there was no administrative support for distance teaching (Ahamer, 2010:103) explaining that "Face-to-face learning is the occurrence of learning interactions carried out by educators and students at the same time and place. Face-to-face learning is also known as traditional learning. Covid-19 Pandemic According to the KBBI explaining that "A pandemic is defined as an epidemic that spreads simultaneously everywhere covering a wide geographical area" the Covid-19 virus is a biological weapon made by humans in a lab and (certain) pharmaceutical companies have tried to block various treatments. traditional ways to promote dangerous drugs and vaccines."

Online learning is a learning activity that uses the help of internet technology and electronic media or a combination of network technology and multimedia in educational activities (Jamal, 2020). In online learning, teachers do not only upload learning materials that can be accessed online by students but also try to teach students to conduct educational interactions and carry out virtual exams (Surjono, 2013). In detail, Sutopo (2012) explains that in online learning there is a multi-directional



educational interaction: between fellow students, students with educator and student content, and below educators.

Thus, online learning is referred to as an innovative, flexible, and student-centered learning strategy, both synchronous (direct and simultaneous interaction) and asynchronous (indirect or delayed interaction) using communication media, modern devices, such as smartphones, laptops, computers, etc. (Singh & Thurman, 2019). The effectiveness of the implementation of online learning, as described above, is largely determined by the readiness factors of educational institutions. Quoting Saekow and Samson, Jamal (2020) mentions the components or factors of readiness learning, namely business readiness, technology readiness, training readiness, cultural readiness, human readiness, and financial readiness. Furthermore, Chapnick (quoted by Jamal, 2020) mentions eight aspects in the assessment of learning readiness. First, psychological readiness, related to considering people's perspectives on the influence of online learning initiatives. Second, sociological readiness, related to the interpersonal aspects of the environment with the program to be implemented. Third, environmental readiness, related to the consideration of the operation of large powers on stakeholders, both inside and outside the organization. Fourth, the readiness of human resources, related to consideration of the availability and plans of human resource support systems. Fifth, financial readiness, related to considerations of the ability or financial condition (owned by the institution/school owner) to finance the implementation of online learning. Sixth, the readiness of technology skills, related to the technical competencies possessed by users of online learning. Seventh, is the readiness of equipment, namely the equipment needed for the implementation of online learning. Eighth, content readiness, is related to the learning content used and the learning objectives to be achieved. Jamal (2020) examined six readiness factors found by Teddy and Swatman that underlie the effectiveness of the implementation of online learning at the SMAK level. The research looks at the extent to which the implementation of online learning has been prepared. He saw/researched six factors, namely student readiness, educator readiness, facilities and infrastructure (infrastructure), institutional management support (management support), school culture (institutional culture), and the tendency of traditional or face-to-face learning. The results of his research found that of the six factors, four factors namely the readiness of educators, readiness for management support, readiness for school culture, and the tendency of traditional learning were relatively good.

However, two factors that must receive attention for further improvement are the readiness of students and the readiness of facilities and infrastructure (infrastructure). However, Jamal's research did not measure the impact of readiness on the effectiveness of learning implementation and evaluation of student learning outcomes. Whereas learning activities and student learning outcomes are the main targets of each learning strategy used, including online learning strategies. Irawati and Jonatan (2020) who conducted research at the university level, concluded that there was a gap between the expectations/perceptions of students (students) in online learning. It seems that in the Covid-19 situation, institutional readiness has not been optimal so that it has an impact on the ineffectiveness of implementing learning and evaluating student learning outcomes. This research was conducted at the elementary school level (SD) which focuses on the readiness of elementary level educational institutions, especially in the city of Ruteng, Mangarai Regency, NTT Province, which has mature readiness in designing, implementing, and evaluating learning. Furthermore, whether these readiness conditions have an impact on the implementation of the online learning process and the evaluation or assessment of student learning outcomes. The readiness factors that will be studied are taken from the readiness factors found by Teddy and Swatman and have been used by Jamal (2020), namely student readiness, educator readiness, infrastructure readiness, management support, school culture, and traditional learning tendencies.

In addition to the positive impact that has a good influence on students where students become more diligent in carrying out the tasks given by the teacher and the dissemination of information is fast and easy, online learning also has a negative impact. This negative impact appears over time online learning is carried out for a long time. The negative impact of online learning is that an inadequate network can hinder the implementation of online learning so that online learning cannot be carried out optimally, students do not understand the learning material, students are not enthusiastic in participating in learning activities carried out online, and limited facilities make students have to spend



more funds to participate in learning activities because the internet quota is relatively expensive (Badriyah et al., 2021).

Seeing the negative and positive impacts, online learning has more negative impacts. Especially in the aspect of students who do not understand the subject matter. This is very fatal because the main purpose of learning is to gain new knowledge or understanding. Students who do not understand the subject matter will also make the learning objectives that have been set not achieved. Seeing the magnitude of the negative impact caused by online learning activities that have been carried out for a long time, it encourages the government to make new policies while taking into account the current conditions of the Covid-19 pandemic. The new policy taken by the government is to allow students to go back to school with limited face-to-face learning as stated in the Joint Decree of the Minister of Education and Culture, Minister of Religion, Minister of Health, and Minister of Home Affairs Number 384 of 2021 (Wahyuni, 2021:473)

Before carrying out limited face-to-face learning, the school must meet several requirements issued by the Minister of Education and Culture. The requirements that must be met include all students, teachers, and school staff must have received the vaccine, increase the immunity and body resistance of students, teachers, and school staff, and prepare facilities and infrastructure by supporting health protocols (Fadly, 2020). If the school has met all the requirements, then the school can hold limited face-to-face learning. This limited face-to-face learning is different from the usual face-to-face learning before the Covid-19 pandemic. During face-to-face learning, the number of students who can attend school is limited, not all in one class, so students take turns doing limited face-to-face learning so that they can keep their distance to prevent the spread of Covid-19. The time available to carry out learning activities is also shorter compared to the learning time before the Covid-19 pandemic.

In face-to-face learning, only 50% of the total number of students in a school who can take part in face-to-face learning is limited to certain days so that careful preparation is needed, especially in planning and evaluating learning.

Research Methods

This study used a quantitative approach. The research population is elementary school teachers at SDN 106790 Sei Mencirem, Deli Serdang district. With the number of teachers as respondents as many as 12 people. The determination of the school sample was carried out randomly and purposively. The number of respondents is 12 people who have varying ages and length of teaching. Data collection was carried out through filling out questionnaires conducted by respondents and interviews.

The data analysis technique used descriptive quantitative. By using this analytical technique, this study seeks to describe four aspects: (1) the level of readiness of elementary school educational institutions, (2) the implementation of PJJ during the Covid-19 pandemic, (3) the form of the valuation carried out by teachers to measure the effectiveness of learning, and (4) necessary recommendations for improving the quality of learning and similar research in the future.

Results And Discussion

The results of this study describe three points, namely limited face-to-face readiness, implementation of online learning, and evaluation of limited face-to-face learning during the Covid-19 pandemic.

Limited Face-to-Face Learning Readiness

Data on online learning readiness were obtained with six statements/questionnaires, namely the readiness of students to carry out face-to-face learning is limited, teacher readiness in online learning, completeness of infrastructure (internet network and other equipment), readiness of online learning management systems, online work culture, and traditional learning/teaching tendencies. following results were obtained:

Table 1. Readiness of face-to-face learning is limited

No	indicator	Percentage
1	Readiness of students in face-to-face learning	85%
2	Readiness of teachers in face-to-face learning	65%
3	Readiness of school facilities and infrastructure	100%
4	Readiness of PTM by fulfilling health protocols	100 %

From the results of the research above, it is known that as many as 85% of students are ready to take limited face-to-face learning, supported by 100% adequate school facilities and PTM readiness by meeting the protocol that is 100% adequate, but in this study only 65% of teachers were ready to carry out learning evaluations. This of course needs to be an important concern.

Based on the results of interviews, it was found that some teachers felt they were not ready for limited face-to-face learning:

"Recently, I'm used to online learning, what's left to do, it feels like we still need more preparation, especially since face-to-face meetings are limited to using online learning and it's a bit difficult right away"

Another teacher said:

"Limited face-to-face learning may be more difficult than traditional online and face-to-face learning because we need to adjust the time for children in waves A and B to study"

So from some of the opinions above it is known that teachers are still not fully ready for limited face-to-face learning, so they still need preparation, both training and workshops or directions.

Readiness to Conduct Face-to-Face Learning Evaluation

Data on the implementation of limited face-to-face learning evaluation/assessment is obtained with ten statements/questionnaires, namely limited face-to-face exams, multiple-choice assignments, essays assignments, essays, and multiple-choice assignments exam questions in the form of essays, exam questions in the form of multiple-choice exam questions in the form of essays and multiple-choice the results of assignments and exams have reached the basic competencies (KD) specified in the curriculum, the results of assignments obtained by students describe their actual abilities, and The test results obtained by students describe their actual abilities. The description of the percentage of evaluations carried out during the pandemic is shown in.

Table 2. Description of Limited Face-to-Face Learning Evaluation

No	Indicators	Percentage
1	Exams are conducted online	50%
2	Exams are conducted face-to-face and online	15%
3	Exams are only conducted face-to-face	80%
4	Test implementation system with 2 waves	65%
5	Teacher readiness in making questions	70%
6	Readiness to manage evaluation results	68%
7	Determining exercises, and assignments at home	100%
8	Carrying out practical exams	50%



From the results of the research above, it is found that teachers are ready to carry out learning evaluations and are competent in implementing learning evaluations, even if the examination is carried out in a combined face-to-face and online manner only 15% of teachers are competent, so in this case it is necessary to increase the ability of teachers in implementing learning evaluations. but in general, with the examination conducted face-to-face, 80% of teachers have competence and are able to make questions, carry out exams and process test results.

The results of the study reveal that schools, teachers and students have not maximally prepared themselves to carry out limited face-to-face learning and teachers tend to carry out traditional, face-to-face learning as usual even though there have been many changes due to online learning and in this limited face-to-face learning only 50% of students allowed to follow it. This unpreparedness can be caused by many factors. For example, from the aspect of students, Handayani, et al (2020) found that: (1) Students do not yet have technological aids (smartphones), physical readiness (healthy bodies) and learning resources; (2) Students do not yet have the readiness to access the internet and operate media and online learning applications such as Google Classroom and Padlet; (3) Students do not understand the procedures for conducting online learning and (4) Students do not have the skills to manage study time effectively. Furthermore, Handayani, et al (2020) explained that the lack of parental contributions of students in online learning also contributed to the non-optimal implementation of online learning during the Covid-19 pandemic. Inadequate readiness of schools, teachers, and students of SD Sei Mencirem certainly has a negative impact on the quality of learning implementation. Many students do not experience optimal interaction between educators and students during the pandemic. This condition many people call it learning loss (lost learning opportunities). According to Kaffenberger (2021), learning loss has an impact on learning difficulties experienced by students. Learning loss occurs because the components of education (especially schools, teachers, and students) are not ready to transform educational strategies from offline to online.

Conclusion

Based on the results of research and discussion, two points can be concluded. First, the Covid-19 pandemic situation has affected the preparation, implementation, and evaluation of online learning at Sei Mencirem Elementary School. Second, the level of readiness of schools, teachers, and students at Sei Mencirem Elementary School in carrying out limited face-to-face learning evaluations during the pandemic period is still low. More than 80% of teachers answered very often and often tended to carry out traditional or face-to-face learning without considering the condition of students after online learning. As well as the form of learning evaluation during the Covid-19 pandemic at Sei Mencirem Elementary School, it was considered that the teachers were not effective in measuring the actual abilities of students. Teachers still doubt that the assignments and test scores obtained by students reflect their true abilities.

Suggestions

Based on these conclusions, several recommendations can be formulated: First, for the implementation of education. Empowerment of schools, teachers, and students needs to be done, both in the form of skills training using online media as well as the preparation of systems and facilities that support the implementation of limited face-to-face learning.

Second, further research. There are two recommendations for further research: (1) It is necessary to increase the research population and sample; One of the drawbacks of this study is the relatively limited number of population and samples, so the results of this study certainly cannot generalize to all schools and teachers at SDN Sei Mencirem. (2) Further research needs to dig deeper into the real difficulties experienced by schools, teachers, and students in implementing

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