# An Evaluation of E-Learning Implementation During Covid-19 Pandemic in Elementary School

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**Abstract:** This study aims to evaluate the implementation of online learning at SD 3 Wergu Wetan. This evaluative research uses the Stake model from the planning, implementation stages, and which is then linked to the online learning implementation guide from the Ministry of Education and Culture. Subjects were taken purposively consisting of principals, teachers, and students, as well as parents as measured by interviews, documentation, and observation. Data were analyzed descriptively qualitatively. The results showed that in planning, the teacher emphasized the achievement of the main indicators, reading, writing, and arithmetic skills, using student worksheets. The implementation aspect, learning process uses WhatsApp, YouTube, and study groups. Parents and internet connections are critical success factors for online learning. Teachers need the training to create their own media. In the output aspect, the average score of students is good but students' abilities are not in accordance with the results achieved because the exam is done at home so that an online assessment is needed that students can do independently. Implementation of online learning has been going quite well and is included in the B category.

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## Introduction

The success of student learning outcomes is determined by the process of implementing learning. Learning is a process of teaching students to understand the meaning of something. On social learning theory, John Dewey stated that students can learn well through a natural social environment (Flinders & Thornton, 2013). Important components in learning are the presence of teachers, students, teacher and student interactions, environment, subject matter, and learning infrastructure (Mushtaq & Shabana, 2012), where teacher competence is the most important factor (Jannah, 2020). These components have a reciprocal relationship and influence each other. To get maximum results, it is necessary to organize effective learning. The implementation of learning includes lesson planning, the process of implementing the learning, and learning outcomes. In implementing this learning, it is necessary to pay attention to the material characteristics of environmental conditions and student characteristics. The learning environment, facilities, and infrastructure, parental assistance are factors that determine the effectiveness of student learning (Mupa & Tendeukai, 2015).

The implementation of learning must be adapted to the characteristics of students. Each student has an age level associated with readiness to accept new materials and experiences. Elementary students are in the concrete operational category according to Piaget

(Pidarta, 2007). Cognitive development is the construction of thought processes, problem-solving, decision-making that starts from childhood so teachers need to emphasize learning that leads to thinking skills (Ahmad, et.al 2016; Sidik, 2020). It is known that elementary school students are in concrete operations where students learn through direct experience. Therefore, learning is directed in a concrete and contextual manner.

The implementation of learning that is adapted to the characteristics of students needs to be carefully prepared by the teacher. The direct learning process, context, thinking skills, and skills are carried out by elementary school teachers. An undeniable fact is that the absorption of students from one another is different; there are low, medium, and high abilities. The use of learning media and learning models is expected to maximize the absorption of each student so that they do not experience difficulties in learning and are active in the learning process. Therefore, at the beginning of the lesson the teacher and his community plan the best learning. However, due to the Covid-19 pandemic, based on a circular letter from the Ministry of Education and Culture, it was stated that learning was carried out online. The news seemed to be a new surprise for the teacher because at the beginning the teacher planned the best lesson but in the middle of the semester, in March 2020 learning must be carried out online (Kemendikbud, 2020). Then the teacher must change the learning process, use of media, teaching materials and are obliged to create interesting learning so that students are able to understand the material. Changes in the policy of implementing learning seem to be a problem for teachers around the world who are accustomed to conducting classroom-based learning. Online learning is an alternative to face-to-face learning that must be prepared with good design, instructor support, materials, and student involvement (Crawford-Ferre, et. al 2012).

Basically, the government has provided operational guidelines and technical guidelines for the implementation of learning in the form of learning guides from home for teachers in all lines, including guidelines for the implementation of learning (Kemendikbud, 2020). However, because online learning policies make this an implementation, it seems as if this is a new surprise for elementary school teachers who are quick to change the way learning is carried out. Due to the lack of readiness of schools and teachers, many schools are organizing them using makeshift tools and media. The pandemic situation requires teachers to organize online learning (Dhawan, 2020).

SD 3 Wergu Wetan is model school in the city of Kudus district which is a reference for other schools. The results of the needs analysis at SD 3 Wergu Wetan showed that at the beginning the teachers and principals were confused about organizing learning because before the start of the semester, the teacher planned to learn in one year with a variety of activities and student activities. However, because of this pandemic, learning must be online; teachers think hard about how to organize interesting learning so that basic competencies are achieved by students. The teacher admitted that it was difficult to apply various media. The teacher tries to use interactive media such as learning videos but still refers to the work of others because the teacher has not produced it himself. The use of online learning platforms provided by the government has also not been maximally utilized. However, the results of the learning evaluation show that the average student increases, while the student's ability does not match the value obtained. This makes the material interesting to study because students' grades are good but their abilities are not appropriate. Cooperation and communication between teachers and parents are important things that must be evaluated in this learning. Online learning is a problem and challenge for teachers and parents and 84.6% of children do not implement online learning effectively in China (Dong et. al, 2020). The results of the evaluation of online learning show that the implementation of online learning is a crucial

problem and requires a lot of improvement, especially with regard to materials, interactions, parental support, and learning patterns provided (Selvanathan et. al, 2020).

The difference between this study and other research is that this study thoroughly analyzes the implementation of learning with informants of all teachers, principals, students and their parents which will later obtain a clear description of qualitative data and the results are compared with the guidelines for implementing online learning from the Ministry of National Education and Culture. In the guide, it has been explained how the process of organizing learning from home with parents starts from the nature of mentoring learning activities from home, distance learning processes, distance learning principles, activity design, learning time, learning scenarios, signs for developing teaching. materials, learning media, implementation of learning to evaluation. In this guide, it will be known how schools are prepared, whether in scenario A, namely learning is carried out in full, lessons are structured and follow the standard curriculum. Scenario B is a complete learning, structured lesson, focused on core knowledge and life skills or scenario C, namely learning content and selected activities that function to help students overcome the crisis during this pandemic (Kemendikbud, 2020). The research data is then compared with the guidelines so that it can measure school readiness in the implementation of online learning.

Based on these problems, it is necessary to evaluate the implementation of online learning held so that the implementation can be analyzed starting from the planning, implementation, and results in stages. Thus, these results become input for teachers, parents, students, and education providers because they can analyze the difficulties of teachers, the obstacles, and how to solve them so that students' basic competencies can be achieved properly. This research aims to evaluate implementation of online learning during Covid-19 pandemic in SD 3 Wergu Wetan based online learning implementation guide from the Ministry of Education and Culture with Stake evaluation model.

**Research Method**

This research is one type of evaluative research with a qualitative approach. This type of evaluative research uses a Stake evaluation model design according to Widiyoko (2011) which consists of antecedents (planning), transactions (processes), and outputs (outcomes) which are analyzed descriptively qualitatively. Planning includes making learning tools adapted to basic competencies, using literature, using learning media, and evaluation/assessment materials. The process includes the implementation of learning carried out by the teacher. The results include the learning outcomes/assessments conducted by the teacher and the learning outcomes achieved by the students.

The subjects of this study were nineteen persons, consisting of a principle (W), six teachers (T1, T2, T3, T4, T5, T6), six students (S1, S2, S3, S4, S5, S6) dan their parents of SD 3 Wergu Wetan (P1, P2, P3, P4, P5, P6) by purposive sampling. The instruments used to analyze the implementation of online learning are interviews, documentation and observation studies. After the data were collected, they were triangulated and then analyzed descriptively qualitatively, starting with data reduction, data presentation, and drawing conclusions (Miles, et. al, 2014). The implementation of this learning is then evaluated based on distance learning regulations from the Ministry of Education and Culture (Kemendikbud, 2020).

**Results and Discussion**

This evaluation includes lesson planning, learning implementation, and learning outcomes. The results of this evaluation are then checked with online learning guidelines by the Ministry of Education and Culture which include scenario A, in which learning is carried

out in full with structured learning and following the standard curriculum. Scenario B, the learning is carried out in complete, structured learning, focused on core knowledge and skills, while scenario C is focused on learning content and learning activities that are chosen to help students overcome the crisis during this pandemic (Kemendikbud, 2020). A total of nineteen subjects who became informants were interviewed for learning evaluation and then cross-checked with the documentation and observation results to obtain more valid data. After that, the data obtained were checked with the guidelines for implementing learning for elementary school teachers issued by the Director-General of Teachers and Education Personnel of the Ministry of Education and Culture.

**Planning Aspect**

The planning aspect is a preparatory activity carried out by the teacher before carrying out learning. In this aspect, the components analyzed are the manufacture of learning tools that are adapted to basic competencies (learning scenarios), the use of library materials, the use of learning media, and evaluation/assessment materials. The results of interviews with school principals are as follows.

> *… Learning at SD 3 Wergu Wetan is done online with the implementation of learning using WhatsApp, worksheets, and videos because teachers have not been able to make their own learning videos. The main target of the teacher is that students can read, write and count…* (W)

The interview results show that the implementation of online learning requires extra preparation compared to offline learning. Before learning is carried out, at first the teacher analyzes the readiness of students and parents regarding the availability of devices, quotas, and connections. Before learning is carried out, the teacher provides direction and discusses with parents about the learning scheme that will be implemented. Determinants of student competency achievement are communication, learning facilities, and student environmental conditions (Mushtaq & Shabana, 2012). The results of the discussion show that not all parents have adequate facilities such as quotas, connections, and device eligibility. Not all parents also accompany students while studying because many parents work while their parents carry gadgets. The existence of these various inputs is used as the basis for teachers to design learning to be implemented. Creativity and teacher attitudes are the most influential factors in learning success (Omolara, 2015).

This learning planning includes the preparation of a lesson plan program, the use of materials and literature, the use of media, and the evaluation that will be used. Changes in pedagogical learning from face-to-face learning to online learning need to consider many things, especially from lesson planning and the content of the material provided (Davey, 2019). The results of interviews and documentation showed that the teacher made a short lesson plan containing the core of the learning to be carried out with an allocation of about 3 hours. This time allocation is also not necessarily the same as what is written in the lesson plan (RPP) and its implementation. The teacher makes a simple lesson plan, which is taken according to the basic competencies and main indicators that students must achieve. For lower-grade students, reading, writing, and arithmetic are more important, while for high-grade students, literacy, numeracy, and character are more important.

The teacher does not make detailed plans as in the teacher's book, but the abilities that the teacher targets are the ability to read, write and count for low-grade students while for high-grade students it is focused on numeracy literacy skills and thinking skills. So, in this lesson plan, only the basic competencies and main indicators are written. The teacher also explained that the teacher did not demand students in learning before the pandemic because

what the teacher conveyed was not optimal, so that was only the essence of the learning. Likewise with the literature used, students are given student books and student worksheets as the main literature in the implementation of this learning. Teachers cannot develop literature like the previous year because what is being targeted is the main competence of the content. The essence of this learning is that students have work material at home as a substitute for face-to-face learning with the teacher. Likewise with evaluation. The teacher assesses the students' abilities from the answers that are done in the worksheet and makes thematic questions that are tailored to the basic competencies. Things that need to be considered in the implementation of online learning and hybrid learning are the characteristics of online learning, the technology to be used, access, connection, instructional delivery, materials, and participation (Ananga & Biney, 2017).

**Process Aspect**

The online learning process carried out is adjusted to the condition of the parents, the readiness of the parents, and the characteristics of the students. The results of interviews with school principals are as follows.

*… during the learning process, I received complaints from parents. Parents object to using zoom because they have to work. So, the school decided to carry out learning through WhatsApp groups and LKS, where students came to school to take assignments and were collected again the next day…* (W)

Teachers also have the same argument. Here are the results of the interview with the teacher.

*… Learning is carried out through WhatsApp groups, by providing videos and worksheets and discussing them there. I took videos from youtube because I haven't been able to make my own media. Apart from that, I have also formed study groups but am limited in time and distance. Finally, learning is carried out in blended learning where the explanation is through WA and students work on the worksheet…* (T)

These results are reinforced by interviews from parents, as follows.

*… I object if school uses zoom meetings because of quotas and connections. In addition, I have to work so I can't accompany my child to study…* (P)

Based on the interview above, it is known that the learning model implemented varies according to the conditions of students and parents. The implementation of online learning is carried out through WhatsApp groups because many parents work and cannot accompany their children to study during school hours so learning does not use zoom as a medium. In addition, extravagant connections and quotas are also an obstacle for parents. Therefore, the implementation of learning is carried out using blended learning, namely the teacher provides direction and material is given via WhatsApp and sometimes provides videos taken from YouTube because the teacher cannot. to make their own videos. In addition, if there are assignments or exams, students come to school to take exam questions, do them at home and then collect them again the next day. The results of the interview also explained that the teacher had formed a study group at home but it was difficult to manage the time because the distance from the students' homes was quite far and time was limited. The mentoring and readiness of parents to assist students in learning is an important factor in online learning (Putria et al, 2020). The implementation of the learning held varied, including face-to-face learning to schools, creating study groups, using various online learning platforms, sending assignments using videos, and learning through WhatsApp groups. The use of technology in learning is one way to build the future because ICT is a major component in the transformation of the country (Ghavifekr & Rosdy, 2015).

However, the online learning scheme is adapted to local conditions and the rules set by the government. At the beginning of the pandemic, learning was carried out online, but parents complain because of the quota and internet connection. Many students are from the middle-class economy, so the quota becomes their complaint. Internet connection, device facilities, environment, and parents are external factors that affect online learning (Sutejo, et al., 2021). In addition, the limited time for parental assistance also affects the process of implementing this learning. Most parents are busy working from morning to evening so they cannot accompany their children when studying at home. It also affects the quality of the learning process held by the teacher because parents are an important factor in the implementation of this learning well.

Parents have a very important role in this online learning, especially parental control in the use of children's devices so that devices can be used properly (Mustikowati et al, 2021). The implementation of online learning at the beginning of the pandemic was then evaluated and many parents wanted face-to-face learning at school. However, this is in accordance with government regulations. When conditions began to improve, at the beginning of the new school year, the 2020/2021 academic year, learning was carried out online and face-to-face to schools with the permission of the government and the department. Government regulations indicate that schools may hold offline learning for green zone areas and must strictly implement health protocols. In addition, face-to-face learning in schools is held with the permission of parents as well. If parents don't want it, the school cannot force students to come to school and take offline learning. Students who take online learning feel more burdened with material, while blended learning is better than online learning because they feel clearer in the explanation given by the teacher directly. The pattern of teacher interaction has a role in online learning (Annamalai, 2018).

The implementation of face-to-face learning at this school also has rules that must be met, including the application of strict health protocols, no crowds, the availability of hand washing facilities and a clean and healthy environment, and the implementation of learning with a duration of two hours. Learning for students should be carried out in hybrid learning as much as possible because direct experience from students is more important so that students can build their own ideas to build knowledge (Ananga & Biney, 2017). From these various rules, the implementation of learning in schools is that students are divided into several groups, students who take part in face-to-face learning at school are arranged shifts or school hours with a maximum duration of two hours, the availability of hand washing facilities in front of the class, for students with high body temperatures. or is not healthy, is not allowed to take lessons. Face-to-face learning in this school is actually more effective than online learning. In face-to-face learning in this school, students can meet directly with teachers, and collaborative learning is formed between teachers and students. Collaborative learning is the mandate of the 2013 curriculum and through this learning, more meaningful learning occurs (Muti'ah et. al, 2021). However, face-to-face learning at this school did not last long, only two weeks because of the soaring Covid-19 cases in the Kudus district. Based on government regulations, schools are not allowed to carry out face-to-face learning in schools. It requires teachers to be creative in creating effective and fun learning for students.

Teachers carry out online learning, focused on the ability to read, write and count. When offline learning, the teacher can check the ability to read, write and count, but when learning online, the teacher is a bit difficult. Based on the agreement of the parents, finally, a study group was formed at the home of one of the students. This study group model is based on permission from the office, school supervisor, and input from parents but still applies the health protocol. This learning model is more effective for low-grade students because the

teacher can monitor students directly. However, this study group activity also did not last long because there were parents of students who were exposed. Finally, the local government did not allow it. After that, the teacher tries to use online learning platforms such as Google Classroom and others. However, for low-grade students, this learning model is not effectively used. Finally, the teacher took the policy, namely giving student activity sheets for learning for one week which students took to school and then every day the teacher controlled through WhatsApp. In addition, students are given directions to follow educational television shows from the government and then do evaluations exercise of activity from the program. The results of student activities are photographed and sent via WhatsApp group. This model is used by teachers until now. Effective learning activities for elementary school students follow a guided and group learning pattern so that teachers and parents play an important role in this online learning process (Sutejo, et al., 2021)

The process of implementing learning for low-grade students, namely grade 1, grade 2 and grade 3 students cannot use various learning platforms that vary because students cannot operate devices independently, need intense assistance from parents and the core competencies achieved are literacy and numeracy skills. Therefore, the worksheet and WhatsApp model are the main choices in the implementation of learning. The use of WhatsApp in learning is able to improve students' conceptual understanding (Shofiyah, et al., 2021). The learning process of low-grade students is different from high-grade students. Grade 4, grade 5 and grade 6 students tend to be more ready to carry out online learning using various variations of learning platforms but parents object to online learning because it consumes internet data and is difficult to signal. The form of learning and teacher communication through the WhatsApp group is as follows.



**Figure 1. Learning Process via WhatsApp Group**

Most teachers use WhatsApp rather than other platforms (Anugrahana, 2020). Actually, teachers have tried to use varied learning, but not all teachers have the ability and insight about various technologies and learning platforms for students. However, teachers are creative enough to organize learning. The results of interviews related to the learning media used by the teacher are as follows.

> *… In my course, I use WhatsApp a lot. I sent assignments and videos too via WA. I've also used Google Classroom but it's not conducive because parents have difficulty. For media, I download videos because frankly, I can't make my own media because it requires various applications…* (T)

Based on interview, it shows that teachers use videos and YouTube as lessons because there are various videos available with the needs and topics of learning being taught. The teacher stated that he did not yet have the ability to make videos or learning media by himself

because of limited ability, limited equipment needed, and limited costs. Schools do not yet have the facilities and infrastructure to support the creation of online-based learning media so that currently they only use ready-made videos. The video is actually also not in accordance with what the teacher wants because what appears is only video material without any explanation from the teacher directly. In fact, students understand better if the teacher explains it directly, in the teacher's language. The results of the evaluation of teachers and parents showed that the videos were given as if they were only television shows that were being enjoyed by students and the essence of learning from the shows was not absorbed properly. Actually, students tend to be more familiar with the explanation of educational shows from the government broadcast by the government, namely TVRI, where the learning begins with a story then there is a teacher who explains the material and ends with project activities. However, these shows are time-limited and global for high-grade students and low-grade students so they are not focused on student levels. The use of interactive learning media and android-based media makes students more interested in learning (Zulifah, et al., 2020).

The teacher has tried to make a similar video but has not succeeded. The media provided by the teacher is the provision of material supported by voice notes and uploaded to the WhatsApp group. The teacher admitted that making a video like the one shown is not easy. Teachers need knowledge, technological skills, and the right place to support the creation of these media. However, currently, schools do not have these facilities because the finances from the boss's funds are not sufficient to buy or procure the tools, facilities, and infrastructure needed. Actually, schools already have laptops or computers, but these tools function for administrative reporting. The specifications, software, and applications of the laptop also do not support the creation of online learning media. Likewise, the infrastructure for the process of taking pictures, recording, and editing does not yet exist at the school. Podcasts and mini learning studios are some of the important infrastructures that support the making of appropriate learning videos because a conducive room is needed accompanying the appropriate equipment to support the making of the video. This is a factor that influences why teachers have not been able to produce their own videos. Therefore, assistance is needed for teachers on how to make interesting online learning media, which presents videos where the teacher explains the material concretely according to the teacher's language so that it is easy for students to understand. Teachers are able to make their own media after training is provided and the media can increase student learning activities (Masfuah & Fakhriyah, 2019 IbM literacy journal). Personality, an organization in the community, and teacher background are factors that affect teaching and learning professionalism (Shakour et. al, 2018). In addition, Najla'a (2020) shows that facilities, behavior, performance, environment, pedagogy, and behavior are factors that influence the use of teacher multimedia in learning. The results of the interview show that the obstacles experienced during bold learning are quotas, connections, parental assistance, students' understanding of the material. Therefore, it is necessary to organize learning that is interesting, effective, easily accessible to students, such as teachers who explain directly and do not spend the quota. The use of ICT, especially computers and the internet, is very important in learning (Meenakshi, 2013).

**Output Aspect**

In output aspect that is assessed is the implementation of the assessment and the achievement of student learning outcomes. The results of interviews and documentation show that the implementation process is carried out in several schemes, namely in-person and online. First, the teacher assesses the achievement of learning outcomes during offline learning, the teacher sends questions to the WhatsApp group then students are given time to

work on and sent back to the WhatsApp group, the teacher gives questions then students take over and return them to school afterward, so students share questions and questions again, then use google classroom (only a teacher) and use google form (only a teacher). So, the assessment of learning outcomes is done manually, and only two teachers are able to carry out assessments using certain platforms/online assessments. Therefore, assistance in making online assessments is needed to assess student learning outcomes. Online assessment is very important to do in bold learning (Khairil & Mokshein, 2018).

Meanwhile, in the aspect of learning achievement, it shows that the average student's score is very good or has increased but the student's ability has decreased. When there is an opportunity for learning to come to school or study groups, the average student does not understand the lesson, even though the results of the document score are very good. This is because the assessment carried out is less authentic because the teacher cannot control it directly. In addition, in this online learning, students use gadgets and videos more interactively. This is what affects the achievement of student learning outcomes because students are more interested in learning the material. The results showed that interest in learning had an effect on student learning outcomes (Dicky et al, 2021).

The process of working on questions that are done at home is what affects students' grades because it is parents who play the most role in doing the work, not based on the students' own abilities. Therefore, an online assessment is needed that can measure students' abilities authentically. Feedback from an evaluation is very important for student improvement (Gaytan, 2007). The use of appropriate assessment techniques is able to measure students' abilities in more detail (Baranovskaya & Shaforostova, 2017). Authentic assessment is highly recommended to determine students' problem-solving abilities (Kinay & Bagceci, 2016) In addition to authentic assessments, communication between teachers and students is a major factor in the acquisition of student learning outcomes. Online learning causes students to tend to be silent so that teachers cannot control directly and know firsthand the problems experienced by students. Communication between teachers, students, and parents is an influential factor in online learning (Handayani, et. al, 2021).

After conducting a daily assessment, the teacher recaps the value according to the content based on the specified basic competencies. In addition, teachers also carry out mid-semester assessments and end-semester assessments the same as pre-pandemic assessments. The teacher provides a report on the achievement of student learning outcomes during the middle and end of the semester to report learning progress and student achievement. The involvement of students and parents is very important in online learning (Trudle, 2021). To get a good learning scheme, the teacher and the school evaluate the implementation of online learning through the WhatsApp group, and to evaluate the learning implementation of high-grade students, the principal invites parents of students because grade 5 students will carry out a minimum completeness assessment and grade 6 students prepare for the exam and graduation. So, between schools and parents need intense coordination so that student learning runs optimally. Collaborative communication between schools, teachers, and parents is needed to support student learning achievement (Ozmen, 2016). Parenting patterns from parents affect students' emotional intelligence and this emotional intelligence affects student learning outcomes (Nisa, et.al, 2021). In addition, parental control is very much needed in the implementation of online learning, especially in the use of devices because the use of devices without restrictions causes children to become nomophobia, more emotional, and affects the relationship between parents and children (Widyayati, et. al 2020). The results of the evaluation of the implementation of learning from the Stake component can be seen in Table 1.

**Table 1. Evaluation of the Implementation of Learning in Primary Schools**

| Stake Component | Online Learning | | Implementation in School | |
|---|---|---|---|---|
| Planning Aspect | ➢ | Lesson plan | ➢ | Lesson plan is only the core of the basic competencies to be achieved |
| | ➢ | Time learning | ➢ | According to the academic calendar and student characteristics. If the offline examination is a maximum of two hours |
| Process Aspect | ➢ | Form of teaching learning | ➢ | Face to face and online depending on government policy |
| | ➢ | Platform | ➢ | In accordance with class conditions and the readiness of parents. for low grade students, they are more often offline while high grade students are more often online |
| | ➢ | Media | ➢ | Video, youtube, environment, whatsApp group |
| | ➢ | Learning materials | ➢ | Worksheets |
| Output Aspect | ➢ | Assessment | ➢ | The assessment is carried out online and the provision of worksheets and videos if the implementation is practical |
| | ➢ | Learning outcome | ➢ | Quantitatively, student learning outcomes/grades are better but students' abilities are slightly decreased |
| | ➢ | Monitoring and evaluation | ➢ | Monitoring activities are carried out by the teacher through the WhatsApp group |
| | ➢ | Academic record | ➢ | Reports on learning activities through the report cards provided |

In general, the process of implementing learning at SD 3 Wergu Wetan has been going well. The teacher organizes learning that is adapted to the situation of environmental conditions, the readiness of parents, and the characteristics of students. Various learning schemes are implemented so that students are able to achieve the desired competencies in this pandemic situation, although they require improvements and assistance to increase teacher competencies and skills to organize online learning. The results of the Stake evaluation of the implementation of online learning at SD 3 Wergu Wetan when associated with the guidelines for the implementation of learning for elementary school teachers by the Director-General of Teachers and Education of the Ministry of Education and Culture are included in category B, namely the preparation of learning is carried out in a complete, structured lesson focused on core knowledge and skills. In this scenario, the teacher conducts learning by emphasizing basic competencies and basic indicators that need to be achieved without demanding additional competencies. Eblie et. al (2021) explains that in learning during this pandemic, teachers must strengthen the learning context and reduce demands on students.

**Conclusion**
Based on research findings, it can be concluded that the implementation of online learning at SD 3 Wergu Wetan is adjusted to the readiness of parents, student characteristics, and environmental conditions. The results of the Stake evaluation show that in the planning aspect, the implementation of learning is in accordance with scenario B according to the Ministry of Education and Culture guidelines, namely learning is carried out in a complete, focused on core knowledge and skills, emphasized reading, writing, and arithmetic skills, using student worksheets. In the process aspect, the implementation of online learning is carried out by study groups and using WhatsApp as the main media. Teachers need assistance

and training to improve skills and competencies in making learning media which interesting, fun, concrete, and contextual. The parents complain because they work so they can't accompany their children to study and internet connections and internet data are a problem for them. In the output aspect, it was found that students done the exam at home so that the results are not in accordance with the student's abilities, and teachers needed training on how to conduct authentic online assessments. The government should prepare a new learning scheme using an emergency curriculum so that there are references that teachers use in online learning because the learning process cannot be as planned in the teacher's book.

**Recommendation**

Recommendation for the head of the local education office are the need for teacher training and assistance to organize online learning, create online media and online assessments in order to get maximum results. In further evaluative research, researchers should explore the perspectives of students and parents more deeply, so that it is not only for each child in each class but it is better to use the snowball technique to get more detailed results.

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