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Forewords

Praise and gratitude to Allah SWT, because of Allah's love for us so that we are still given a long life and can carry out our various daily activities. May all our activities become our acts of worship, Aamiinnn

in accordance with the commitment of the Jurnal Serambi Ilmu Journal to continue to improve the quality of its manuscripts since the volume 223number 2 has been published full in English.

We are also be proud that the number of submitted manuscripts is quite large, but only a few are acceptable and worthy of publication. This means that Jurnal Serambi Ilmu has become one of the scientific publications that are considered by experts and education enthusiasts.

For this reason, Jurnal Serambi Ilmu is committed to continuing to maintain the quality, service and discipline that applies in scientific publications.

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Editor in chief,

Dr. Abubakar, M. Si

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GARUDA
GARBA RUJUKAN DIGITAL



Evaluation of Teacher's Ability in Using Technology Distance Learning in Banda Aceh City

Muslem Daud¹, Mariati MR²

¹Muslem Daud is the Lecturer of Universitas Serambi Mekkah, Banda Aceh, Indonesia
e-mail: muslem.daud@serambimekkah.ac.id

²Mariati MR is the Lecturer of Universitas Serambi Mekkah, Banda Aceh, Indonesia
e-mail: mariatimr@gmail.com

Abstract

The Covid-19 disaster has prompted the adjustment of the learning process at various levels of education from basic to tertiary levels. The adjustments of the teachers to the disaster included the use of Distance Learning (PJJ). Therefore, a research was conducted that aimed at how prepared the teacher was in the use of the intended PJJ technology; case study of learning during the covid-19 period in Banda Aceh. The research sample of primary school teachers and madrasah Ibtidaiyah amounted to 55 people. Data collection tools are interviews and questionnaires containing statements with answers provided. The data were analyzed using the percentage method. The results of the study indicate that in general school/madrasah teachers have limitations in using online software for the learning process. Even though the teachers have good readiness manually in preparation for learning, they have not able yet to compile well in soft copy as learning material to be presented in PJJ. Therefore, continuous training and mentoring is needed so that teacher competence continues to increase, especially in the use of technology for PJJ.

Keywords: learning evaluation, online teaching

INTRODUCTION

The Covid-19 outbreak that has plagued the world since 2019 has become a scourge. This plague has also changed the lifestyle and activities of individuals, groups and even families (Daud: 2020, Prandika & Amrullah, 2021). Even though this epidemic is endemic, every citizen is still instructed to always be vigilant.

This epidemic has also provided barriers and limited social relations. The interaction of partnerships and individuals in almost all sectors of life is constrained on the one side. On the other hand, this virus has also had a negative impact on almost all aspects of life (Ministry of Health of the Republic of Indonesia: 2020), not only the economy, tourism, industry, transportation, but also the world of education.

The world of education is required to adapt to the fact that the larger the gathering of people, students/students, the greater the possibility of the spread of disaster caused by the virus (Ministry of Health of the Republic of Indonesia: 2020; Amirzan, Muhammad, Jafaruddin, Herizal, Iqbal & Ilyas, 2021). This condition is also predicted to have an impact on educational psychology (Nguyet & Daud: 2020). Finally, the government enacted a policy to transfer the teaching and learning process from the real world to the

virtual world which is also called virtual/online learning or Distance Learning (PJJ), including from home (Kemdikbud: 2020).

This adjustment provides a new burden for education actors, especially teachers. This is not only because the average teacher is predicted to have not been equipped with an adequate PJJ system. But also, the demands of PJJ which are not gradual make teachers overwhelmed in facing this new learning system.

Previous related research was carried out by Kahfi (2020), Assidiqi & Sumarni (2020), Rahma & Nugraheni (2020), Prandika & Amrullah (2021), Fitria & Surya (2021), Basar (2021), Sarah (2022). The research conducted by Kahfi (2020) took the theme Challenges and Hopes, They concluded that the distance learning applied in various schools and colleges during the Covid-19 period was not optimal. This is caused by inadequate preparation and the skills possessed by a teacher, including lecturers, in designing or designing PJJ are still limited.

Meanwhile, Assidiqi & Sumarni (2020) in their study regarding the Utilization of Digital Platforms in Online Learning during the Covid-19 Pandemic said that the Covid-19 pandemic had caused teachers and students to implement PJJ in which one virtual room (teachers and students did not meet face-to-face). direct). This is by utilizing facilities that support long distance interaction.

Assidiqi & Sumarni (2020) concluded that there are several digital platforms which is widely available for PJJ. For elementary school level learning, they found that the following applications most frequently used include Whatsapp groups, Google Facilities (Google Classroom, Google Forms, and Google meet) and Zoom Cloud Meetings.

Rahma & Nugraheni, 2020, also researched the Learning Strategies for Elementary School Teachers in the Era of the Covid-19 Pandemic, which was published in the National Webinar Proceedings of the IAHN-TP Palangka Raya.

Rahma & Nugraheni (2020), concluded that in implementing PJJ a teacher needs to deal with various strategies so that learning continues to run well. The use of the WhatsApp application, for example, needs to be modified in the learning carried out to facilitate the student learning process (Amirzan, et.al, 2021). Furthermore, for the assessment of learning outcomes, teachers use google forms in student assessments which will make it easier for students to collect assignments and make it easier for teachers to assess the results of student evaluations (Rahma & Nugraheni, 2020).

Furthermore, for the assessment of learning outcomes, teachers use google forms in student assessments which will make it easier for students to collect assignments and make it easier for teachers to assess the results of student evaluations (Rahma & Nugraheni, 2020).

What is suggested by Rahma & Nugraheni (2020) is considered very appropriate for teachers who already have adequate IT skills. But what if the teachers are still in the learning stage of using IT for PJJ. Of course, this condition will be different where the teachers need training and assistance first.

Another related research conducted by Prandika & Amrullah (2021) concluded that various kinds of problems were encountered in implementing the PJJ/online learning

process. This is related to the availability of inadequate facilities and infrastructure, the difference in the atmosphere when studying in class and learning from a distance/home, for example, which affects the quality of the learning process.

In the same year, Basar (2021), researched the Problems of Distance Learning During the Covid-19 Pandemic, and stated that distance learning currently being implemented cannot be called an ideal learning condition, but an emergency condition that must be implemented. Basar (2021) suggests that various related parties make various efforts to be able to overcome the problems that occur in PJJ, both in terms of regulation, increasing educator readiness, as well as expanding networks and access to learning resources, so that they can run optimally.

Based on the results of previous studies, the authors feel compelled to carry out this research while at the same time finding solutions to the problems faced. As a case study, this research evaluates the extent to which teachers carry out learning during the Covid-19 pandemic, especially elementary schools/madrasah Ibtidaiyah in Banda Aceh?

Covid Period Learning and Education Evaluation

Learning during the Covid-19 period was adjusted to the conditions of the outbreak that hit Indonesia and the world, the Government of the Republic of Indonesia through the Ministry of Education and Culture issued Circular Letter (SE) Number 15 of 2020 concerning Guidelines for the Implementation of Learning From Home in an Emergency Period for the Spread of Corona Virus D/Sease (Covid-19).

As quoted in the SE, it is meant that the rules mentioned above are based on:

1. Government Regulation Number 17 of 2010 concerning Management and Implementation of Education as amended by Government Regulation Number 66 of 2010 concerning Amendment to Government Regulation Number 77 of 2010 concerning Management and Implementation of Education; and
2. Regulation of the Minister of Education and Culture Number 33 of 2019 concerning Disaster Safe Education Units. In order to fulfill the rights of students to obtain educational services during the emergency of the spread of Corona Virus Disease (COVID-19) through the implementation of Learning from Home as stated in Circular Letter Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period of the Spread of Corona Virus Disease (COVID-19).), we respectfully convey the following matters
 - Learning from Home during the emergency spread of Corona Virus Disease (COVID-19) is carried out while still observing the protocol for handling COVID-19; and
 - Learning from Home through online and/or offline distance learning is carried out in accordance with the guidelines for organizing Learning from Home as stated in the Attachment to this Circular (SE Kemendikbud, 2020).

Meanwhile, in point C regarding C. Methods and Media for the Implementation of Learning From Home, it is stated that the implementation of learning is carried out by Distance Learning (PJJ) which is divided into 2 (two) approaches:

1. distance learning in the network (online)
2. distance learning outside the network (offline)

In implementing PJJ, education units can choose an approach (online or offline or a combination of both) in accordance with the availability and readiness of facilities and infrastructure. This is where the potential obstacles that may be faced by teachers are due to the lack of training on this PJJ.

Furthermore, the circular discusses Online Distance Learning Media and Learning Resources that online learning at home can use gadgets or laptops through several portals and online learning applications, including:

1. Rumah Belajar oleh Pusdatin Kemendikbud. <https://belajar.kemdikbud.go.id>
2. TV edukasi Kemendikbud. <https://tve.kemdikbud.go.id/live>
3. Pembelajaran Digital oleh <http://rumahbelajar.id>
4. Pusdatin dan SEAMOLEC.Kemendikbud.
5. Face-to-face online greeting program for learning house ambassadors
6. Pusdatin Kemendikbud. pusdatin.webex.com
7. LMS SIAJAR oleh SEAMOLEC, Kemendikbud. <http://lms.seamolec.org>
8. Aplikasi daring untuk paket A,B,C. <http://setara.kemdikbud.go.id/>
9. Guru berbagi <http://guruberbagi.kemdikbud.go.id>
10. Membaca digital [http://aksi.puspendik.kemdikbud .go.id/membacadigital/](http://aksi.puspendik.kemdikbud.go.id/membacadigital/)
11. Video pembelajaran <http://video.kemdikbud.go.id/>
12. Suara edukasi Kemendikbud <https://suaraedukasi.kemdikbud.go.id/>
13. Radio edukasi Kemendikbud <https://radioedukasi.kemdikbud.go.id/>

The existence of various sources of learning media certainly provides positive opportunities for all teachers. However, the situation will be the other way around when teachers with various limitations may experience problems in accessing the intended learning resources.

The above is at least a challenge for a teacher who needs to sort and choose the right learning resources so that learning continues to run well. Furthermore, screening of these teaching materials so that they are in line with learning objectives is also needed to make it easier for students to absorb learning (Rahma & Nugraheni, 2020). This is because even learning remotely does not mean that students and other educational components are separated from evaluations that must continue to be carried out.

Education Evaluation

Evaluation is part of the overall activity that has been planned systematically and measurably to achieve goals. If this happens, then the evaluation activity is an inherent part of a management activity.



Diagram : Evaluation In Relation To The Whole Learning Process
(Source : Arikunto: 2016).

The diagram above illustrates the educational process management activities to do a job that starts with a plan. With planning, activities can be carried out properly. Furthermore, monitoring activities were carried out to ensure that all the plans carried out were achieved.

Monitoring activities are carried out while activities are in progress. Next, the final stage is evaluation. This activity is for all activities from planning to monitoring. In evaluation activities, a thorough assessment is carried out so that it can provide input to the next activity cycle (if any) or become input for similar activities in the future (Prandika & Amrullah, 2021).

In terms of the responsibility of school/madrasah teachers, students can be seen as objects of education. In this case, the student is the object of teaching that is charged to the teacher and also the school by the student's guardian (Daud: 2020). Through teaching, the teacher tries to bring students to achieve learning goals. From the student's perspective, he can also see that he is a subject of education because he is actively learning both in the classroom and outside the classroom.

In accordance with the circulars and diagrams above, the evaluation of learning processes and outcomes is absolute. Evaluation of education management includes an assessment of the performance of educational resources in carrying out their duties (Arikunto: 2016). This is closely related to the managerial and administration of educational institutions and schools in facilitating the process of education and teaching in schools.

Meanwhile, educational evaluation related to educational attainment by students is better known as learning evaluation (Kuo, Daud & Yang: 2015). This learning evaluation is more focused on student performance in various tests / exams, both those given by the teacher and general tests/exams that students take.

RESEARCH METHODS

This study involved 55 primary school/madrasah ibtidaiyah teachers from 11 schools/madrasah (8 schools and 3 madrasahs) from 102 elementary schools (SD/MI) in Banda Aceh (BPS Aceh: 2020).

Table 1
Number of SD/MI in Banda Aceh City

No	Population	Sample	Total Sample
SD	91	8	40
MI	11	5	15
	102	11	55

Source: 2021 Research Results

Data Collection

Data collection using the survey method through filling out questionnaires will be carried out in 2021. The respondents were presented with questions regarding the main obstacles faced and possible solutions to bridge the gap between their knowledge and the obligation to carry out PJJ in each school/madrasah. Questinere yang disajikan kepada seluruh responden sama.

Data Processing Techniques

Furthermore, information and data are collected in tally as part of data processing. The number of tally results is presented with all respondents' answers using the percentage formula. The results of data processing are described in the form of a narrative, so that it will clearly describe each research objective.

RESULTS AND DISCUSSION

Based on the results of research and data processing on the readiness and utilization of the said PJJ technology; Case studies of learning during the Covid-19 period in Banda Aceh are presented in the discussion presented in the following table:

Table 2
Research result recapitulation: Previous use of PJJ

Statement	Presentase	Information
The use of PJJ before Covid-19		Belum pernah
a. Ever	75%	
b. Ever but almost similar to PJJ	16%	
c. Others	9%	
	100%	

Source: Research Results 2021

From the table above, it can be seen that almost 75% of teachers have never run PJJ before Covid-19. Meanwhile, 15% have been, and the rest have but almost similar to PJJ. This is considered reasonable because learning from home or distance learning has only been implemented during Covid 19.

This finding is not surprising in principle because before Covid-19 hit Indonesia, all learning processes were carried out manually. Therefore, it is natural for educators to answer that in general they have never done online learning before.

Table 2
Recapitulation Of Research Results: Preparation Constraints Faced

Statement	Presentase	Information
Obstacles encountered in the Preparation of PJJ		
a. Preparation of teaching materials (such as Power point, LKS and evaluation)Penyiapan video pembelajaran	65%	
b. Setting up the use of software independently (such as computers and internet)	26%	
c. c. All are correct	9%	
		100%

Source: Research Results 2021

From the table, it can be seen that the obstacles faced are generally in the preparation of teaching materials (such as Power point, LKS and evaluation). While the rest there are obstacles in the learning video. Preparation for independent use of software (such as computers and internet).

Table 3
Recapitulation of research results: Implementation Constraints faced
in the Implementation of PJJ

Statement	Presentase	Information
a. Teaching materials (such as Power point, LKS and evaluation)		
b. Learning video viewing	44%	
c. Independent use of software (such as computer and internet)	36%	
d. All correct	20%	
		100%

Source: Research Results 2021

From the table above, it is noted that most teachers face obstacles in the use of learning technology. While a small number face obstacles in making learning videos and other tools.

The use of learning technology is caused by obstacles in the initial preparation. This means that teachers are not ready to integrate teaching materials into the PJJ system. Therefore, it is natural that the next problem appears evenly where 44% face obstacles in the delivery of teaching materials (such as power points, worksheets and evaluations). 36% face problems in Showing learning videos. While the rest face problems in using software independently (such as computers and the internet)

Table 4
Recapitulation of research results: Solutions needed in the
Implementation of PJJ

Statement	Presentase	Information
a. Training and mentoring of teaching materials (such as Power point, LKS and evaluation)	35%	
b. Training and mentoring of learning videos	26%	
c. Training and assistance on the use of software (such as computers and internet)	29%	
d. Semuanya benar		
		100%

Source: Research Results 2021

From the table above, it can be seen that teachers need training in the use of learning technology, including mentoring of teaching materials (such as power points, worksheets and evaluation). Training and assistance are also needed in making learning videos and using software (such as computers and the internet). This fact is also a natural thing for the problems faced, so that with this solution it is predicted that the obstacles faced will gradually be overcome.

DISCUSSION

The Impact of Covid-19 on Education and Teacher Readiness

As shown in the results of the research above, Covid-19 has a direct impact on the world of education, especially teachers as actors in the learning process. Therefore, teachers are required to deliver learning through internet mode. Various online applications to create interactive learning were created, such as virtual classrooms via zoom, classroom meetings, and so on (Daud, Kuo & Mok: 2015). Teachers are also asked to prepare learning materials in soft copy based on core competencies, basic learning competencies to be achieved, teaching materials, discussion materials, Student Worksheets (LKS), evaluation materials, and also reflection materials. In fact, as shown in table 1, most of the teachers have never used online media before.

Furthermore, all or part of the teaching and learning materials are ready to be connected to the online class, and the teacher carries out learning in front of a computer camera remotely/online model. Furthermore, teachers are also asked to prepare presentations and even learning videos as part of the learning media of the teaching materials that will be broadcast. This condition is seen to have problems in table 2, when most teachers face problems in preparing soft copies of learning, especially learning videos prepared for PJJ.

In fact, as shown in table 3, teachers have not been fully able to implement it. In many cases not all teachers have the capacity to implement the online model. This is not only because teachers are not equipped with sufficient knowledge in carrying out online learning, but also the average teacher is a university graduate who does not carry out online learning

when they are in college. The only higher education that has the legality of running lectures online is the Universitas Terbuka.

Therefore, it may be that the above reality makes the findings in this study similar to Prandika & Amrullah (2021) who found various obstacles faced in carrying out the PJJ/online learning process in their research area. Even though the government circular letter clearly shows the implementation instructions, the availability of inadequate facilities and infrastructure in the regions is something that needs to be addressed immediately.

Meanwhile, according to Prandika & Amrullah (2021), the difference in the learning atmosphere in the classroom and learning from afar/home is certainly very different because it can only monitor students in general only through the monitor screen. In addition, teachers and students feel the burden of internet quotas, especially if they are in areas where signal is disturbed, monitoring of children's development is limited, teachers feel not as free as in class. Prandika & Amrullah (2021) also suggest that it is necessary to evaluate the implementation of online learning. So as to provide maximum results.

As shown in table 4, the learning that is currently being carried out by teachers in various schools and madrasahs is not an ideal thing. Teachers are still in the learning stage to master the learning process that they have not received knowledge systematically. They are still doing familiarization and looking for a suitable pattern in daily learning using PJJ.

According to Kahfi (2020) suggested that before schools and colleges switch their learning from face-to-face conventional methods to distance learning, all devices must be trained in advance and prepared. Likewise, the availability of facilities so that PJJ becomes an interesting, effective and efficient learning, so that the real learning objectives are achieved. Therefore, in table 4, the respondents expect training and assistance from their respective institutions, both the Ministry of Education and Culture and the Ministry of Religion.

CONCLUSION

Based on the discussion above, several conclusions can be drawn, including:

1. In general, school/madrasah teachers have little experience in using online software for the learning process;
2. In general, the teachers already have good readiness in preparation for learning, but have not been able to compile well in the form of soft copy as online learning material / PJJ;
3. School/madrasah teachers are not yet fully capable of implementing learning using the online/PJJ system;
4. The obstacles faced by school/madrasah teachers in preparing and running the online learning process/PJJ can be minimized through training and mentoring so that the learning process can still be achieved and evaluated in accordance with the output targets for students, as stated in PROTA, PROSEM, KI and KD.

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