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# Online Learning at Islamic Elementary School amidst Pandemic: Implementation, Challenges, and Key Success Factors

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## Abstract

This study aimed to explore the implementation of online learning at Madrasah Ibtidaiyah in East Kalimantan during the pandemic including its challenges and key success factors. This research was a field research with a qualitative approach. This research was conducted in Samarinda, Balikpapan, and East Kutai involving 9 (nine) Islamic elementary schools (MI) in East Kalimantan using simple random sampling techniques. Data collection techniques used interview, observation, and documentation. Data were then analyzed through data display, data condensation, and conclusion drawing/verification, and presented using descriptive techniques. The results revealed that the planning of learning was through the 2013 curriculum simplification, the simplification of the syllabus and lesson plans, online learning training for teachers, preparation of facilities and infrastructure, and socialization. The implementation of learning was done by determining the time, using the learning management system (LMS), determining the appropriate method and media, applying a variety of learning, and giving assignments and assessments. Evaluation was seen from student attendance that was 60%-95%, KKM that only reached 67%, the obstacles faced, as well as solutions or follow-up carried out by schools to minimize the problems. The challenges were how to provide equal facilities and infrastructure, increase teacher, parent and student digital literacy, and to create meaningful interaction during online learning. The key success factors of online learning implementation at MI included the availability of adequate gadgets, internet data and stable internet network, consistent collaboration between teachers and parents, and readiness of teachers and students.

**Keywords**: implementation, challenges, and key success factors, madrasah ibtidaiyah, online learning



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## A. Introduction

The Covid-19 outbreak affects almost all aspects of human life, including the field of education. Distance learning through online media, which was previously only an alternative, complementary or additional learning, has become the most reasonable option to keep the classrooms running during the pandemic. This condition applied at all levels of education, from primary, secondary to higher education. All educational institutions inevitably had to implement distance learning. When the pandemic subsided a little, online distance learning was still held in the form of blended learning because face-to-face learning was limited and could not meet learning needs because the time was too short and the space for movement became more limited due to the implementation of strict health protocols.

Before the pandemic, online learning was mostly applied to adult learning, especially at the higher education level (Marzal, 2019). While lifelong learning becomes increasingly important, online learning is becoming a popular tool for adult learning (Guan et al., 2015). Research on online learning at the secondary school level showed that online learning implemented at this level usually used blended learning or a combination of face-to-face and online learning (Indriani et al., 2018; Muhson, 2019; Sukardjo et al., 2020). The research results showed that online learning (in the context of blended learning) was actually quite effective. However, during the pandemic when online learning was held on a large scale with many human resources that were not prepared well, and facilities and infrastructure that were not evenly distributed, online learning was actually considered less effective (Putria et al., 2020; Wijayanto, 2020).

At the primary education level, such as SD or MI, online learning could be said to be rarely applied (BBC, 2020). This is due to several factors, such as 1) students at the primary education level usually prefer direct learning (face-to-face) because it is easier to understand learning materials (Azzundhani, 2020); 2) online learning requires independence (children are considered less independent) (Kusumadewi et al., 2020); 3) online learning that requires the use of devices such as smartphones or computers for a long time are often considered to have negative impacts on children (Sadikin & Hamidah, 2020); 4) children enjoy interacting directly with their friends and teachers 5) children need spaces, they like to learn while moving, and direct practice with the teacher (Megawanti et al., 2020); 6) primary education focuses more on character building which requires direct interaction (Amran et al., 2018; Prastowo, 2018), while online learning makes character education less effective.

The implementation of distance learning through online media during the pandemic is considered to be less effective, even causing learning loss. Learning loss is the loss of ability and learning experience of students (Kemendikbud, 2021). Michelle Kaffenberg, cited in Sega, also explained that learning loss is a long-term loss of children's learning caused by temporary school closures (Sega, 2021). According to research, while elementary schools in the Netherlands have the best internet access and short school closing period (eight weeks) during the pandemic, the increase in students' abilities was minimal and even some students did not experience an increase in ability. Other countries with lower facilities and longer school closures could experience greater learning loss (Engzell et al., 2021).

The results of the previous studies indicate the weaknesses, barriers, and ineffectiveness of online learning during the covid-19 pandemic. Online learning in elementary schools has several weaknesses and barriers, namely limited study time, less stable internet network, and less optimal monitoring of students (Ustoyo et al.,

2020). Other research also explained the barriers in online learning during the covid pandemic, including not all students have smartphones or computer devices and internet data, lack of knowledge in the use of technology (Nurdin, 2021), smartphones are used by parents for work, and more use of Whatsapp for learning by teachers (Anugrahana, 2020). Regarding its effectiveness, online learning is actually able to replace face-to-face learning that could not be held, but it has not been able to achieve learning objectives as well as face-to-face learning (Damayanthi, 2020). Online learning is less effective due to uneven facilities and infrastructure and unpreparedness in mastering technology (Dwi C et al., 2020).

Considering the importance of primary education in SD or MI for education at the next level, the learning process in schools should run optimally (Aka, 2020). However, the implementation of online learning during the pandemic, which is less effective and for a long time, is very likely to result in learning loss and disrupt the education of students at the next levels. Therefore, researchers considered it important to conduct a study on the implementation of online learning in the primary education institutions during the pandemic in East Kalimantan. It is critical to know clearly how online learning has been going from planning to evaluation as well as challenges and key success factors of the implementation of online learning in East Kalimantan.

## B. Literature Review

Law Number 20 of 2003 in Article 17 states that basic education is the level of education that underlies the next education level. Basic education can be in the form of Elementary School (SD), Madrasah Ibtidaiyah (MI) or other equivalent forms as well as Junior High School (SMP), Madrasah Tsanawiyah (MTs), or other equivalent forms (Kemdikbud, 2003). Basic education institutions carry out educational processes that can have a critical impact on subsequent education. Basic education is useful to form the basis of knowledge, behavior and skills for students. Based on the primary education curriculum, in elementary school students are given basic reading, writing, arithmetic, knowledge, and basic skills which are very useful for students according to their development and as preparation for the next level of education (Rachman, 2015).

Primary education is a reference for the next level of education. Muhammad Ali, cited in Kopetzlicious, explained that there are two functions of primary education, namely providing provisions for students in the form of reading, writing, arithmetic, critical thinking, basic mastery of science and technology, communication skills which are the abilities used to interact in society; and basic skills to prepare for education at the next level. Thus, it can be said that secondary education and higher education are strongly influenced by success in the basic education process (Kopetzlicious, 2016).

Based on the stages of thinking development, students at the primary education level, especially elementary schools have several tendencies, namely: 1) Concrete, meaning that students tend to learn more easily from things that are real, that they can see, hear, smell, and touch so that they experience directly and learning becomes more meaningful and useful; 2) Integrative, students see something as a whole because they have not been able to sort out concepts from a science; and (3) Hierarchical, students have a way of learning from simple things to complex ones (Kawuryan, 2017). Therefore, fully online distance learning is rarely applied to students in primary schools.

Hidayat and Machali, cited in Rubini, explained that the word "Madrasah" means "school". Technically in terms of the teaching and learning process, there is no

difference between madrasah and schools, but in Indonesia madrasah are not automatically understood as schools, but more specifically are "religious schools", which are places where students get religious teaching and learning or Islamic religion (Rubini, 2016). The Government Regulation of the Republic of Indonesia Number 47 of 2008 concerning Compulsory Education in chapter 1 article 2 states that Madrasah Ibtidaiyah, hereinafter referred to MI, is a form of formal education unit that organizes general education with the characteristics of Islam at the primary education level, under the guidance of the Minister of Religion (Setkab, 2008).

Learning is an interaction between students and teachers and learning resources. Learning is a means for teachers to be able to process the transformation of knowledge, skills, and attitudes (Direktorat Pendidikan dan Pembelajaran, 2019). Improving the quality of learning can not be separated from the components of learning that can affect the learning process. The learning components include objectives, materials, activities, methods, media, and evaluation.

Learning Objectives are the most important component to be determined in learning and become the main indicator of the success of a learning. Furthermore, it can also affect other learning components such as the selection of a method, media, sources, and assessment tools to make the learning process effective and efficient. Thus, if the other learning components are not in accordance with the learning objectives, then the learning process cannot achieve the predetermined goals (Riyana, 2011). Next is learning materials or the contents that will be given to students during the learning process. Learning materials are delivered by educators to students to achieve learning objectives. Learning materials should be in accordance with the needs of students, so that students are motivated in learning (Riyana, 2011). The next component is learning activity, which is the core of the educational process. Everything that has been planned is then carried out in learning activities. Learning activities involve other components to achieve learning objectives (Riyana, 2011).

The way for educators to interact with students during the learning process in order to achieve learning objectives is learning methods. The appropriate method is needed by educators to meet the psychological conditions of students so that it is effective and learning objectives can be achieved (Riyana, 2011). Learning Media is related to the ease of students in receiving knowledge or messages conveyed by teachers, so that this component has a critical role in learning. Learning media is a means used to deliver learning materials to students, so that they can engage and attract the interest of students (Riyana, 2011). The last is learning assessments. This component is used to measure the ability of students and the success of learning. Thus, an assessment is an activity carried out by teachers to assess students in order to determine the learning success (Riyana, 2011).

Online learning is a learning concept in which learning is carried out without face to face meeting, but through the assistance of online applications or platforms to help the learning process. Online learning aims to provide quality education services by using the internet network that can reach users even though they are in different places. The government of Indonesia provides 12 platforms that can be used by teachers and students to assist the online learning process. This platform can be accessed through the official website of the Indonesian Ministry of Education and Culture. The platforms include (1) Rumah Belajar (learning houses); (2) Meja Kita (Our table); (3) Icando; (4) Indonesiax; (5) Google for education; (6) Kelas Pintar (Smart class); (7) Microsoft office 365; (8) Quipper school (9) Ruang Guru (Teacher's

room); (10) Sekolahmu (Your school); (11) Zenius; (12) Cisco webex (Handarini & Wulandari, 2020).

Today's online learning usually utilizes the Learning Management System or LMS as a tool to design, distribute, and manage the delivery of learning materials. LMS can be used by teachers to assist in making syllabus, managing learning materials, managing learning activities, managing grades, recapitulating attendance, displaying grades, discussions, and giving quizzes. LMS that are often used are generally web platforms that can make it easier for teachers to make lesson plans and carry out online learning. In addition, LMS also makes it easier for students to access learning materials anywhere and anytime (Sevima, 2021). Learning Management Systems that can be used for learning include Edmodo, Moodle, Google Classroom, Blackboard Soursesites, Schoology, Latitude Learning, Academy of Mine, LRN, efront, Dokeos, Sakai, Atutor, ILIAS, and Udemy (Nugroho, 2015).

The Learning Management System has many benefits in online learning, namely: 1) efficient learning time because teachers and students can implement it anywhere and anytime; 2) the cost is relatively cheap compared to face-to-face learning; 3) facilitate learning activities with a variety of menus such as quiz, assignments, materials, and interactive discussions; 4) as an alternative means of online learning during the COVID-19 pandemic; 5) facilitate students in collecting and analyzing the score or assessments of students in a relatively short time; 6) make it easier for students when searching and arranging learning materials; 7) the method used is equipped with images, sounds, videos, and texts that can make it easier to understand the material presented and fun for students; 8) students are motivated to learn independently; 9) the learning process can be easily and completely documented; and 10) facilitate interaction between teachers and students. The disadvantages of LMS are 1) the need for a strong, good, and stable internet network for LMS access; 2) teachers and students may not be able to always conduct learning interactions in real time, for example, if there are students who ask questions, while at that time the teacher is not online, then the answers could not be obtained by students at that time; and 3) the need for learning devices that support online learning, such as computers or laptops or smartphones in order to access the LMS (Sevima, 2021).

The pandemic situation is a challenge for teachers to be creative and innovative. A survey conducted by the Directorate of Elementary Schools of the Ministry of Education and Technology in 2021 regarding face-to-face learning (PTM) showed that 97% of students wanted to return to school and 89.9% of parents wanted their children to return to school (Mediatama, 2021). During the pandemic, the Ministry of Education and Culture has authorized schools to use a curriculum that is in accordance with learning needs and conditions in schools based on Kepmendikbud Number 719/P/2020 concerning Guidelines for Curriculum Implementation in Education Units in Special Conditions. The alternative curriculum choices from the Ministry of Education and Culture were (1) continuing to use the national curriculum as a reference in the learning process in schools; (2) using the emergency curriculum under special conditions prepared by the Ministry of Education and Culture; and (3) carrying out curriculum simplification independently according to school needs (Kemdikbud, 2020).

Research on learning during the COVID-19 pandemic showed that there was a weakness of online learning during the COVID-19 pandemic, namely the lack of maximum involvement of students in participating in full online learning from the

beginning of learning to the end of learning (Ambarsari, 2021). Other research showed that there were difficulties for students in meeting the financial demands for internet access (Yudiawan, 2020). Other studies also illustrated that online learning in Indonesia during the pandemic encouraged teachers to have many assessment models that support online learning. This was due to the limited face-to-face learning between teachers and students directly, while learning must continue even though they were not in the same room. Some examples of assessments that could be applied during online learning were online-based assessments, portfolio assessments, and character assessments (Hastuti & Marzuki, 2021).

## C. Method

This research is classified as field research. The approach was a qualitative research approach. This research was carried out in three areas in East Kalimantan, namely in Samarinda, Balikpapan, and East Kutai. The reason for choosing this research location was that the three regencies/cities are considered to represent the entire region in East Kalimantan. The object of research was nine Madrasah Ibtidaiyah in East Kalimantan with simple random sampling techniques. They were MIN 2 Samarinda, MI Darussalam Samarinda, and MI Al-Mujahidin Samarinda, MIS Sentra Muslim scholars, MIN 1 Balikpapan, and MI Nahdlatul Ulama, MIN 1 East Kutai, MIS Hifdzul Qur'an Sangatta Utara, and MIS Hajar Abyadl Sangatta. Data collection techniques used in this study were: observation, interviews, and documentation. Observation was carried out to look at the online learning process and Learning Management System used by schools. Interviews were conducted to 9 principals and 26 teachers of MI to explore the implementation, challenges, and key success factors of online learning at MI. Documentation was done to record the curriculum instruments such as lesson plans, learning materials, learning media, and so on. The data analysis was carried out using qualitative techniques through data condensation, data display, and conclusion drawing/ verification (Miles et al., 2014). The result was then presented using descriptive techniques.

## D. Result and Discussion

Based on the results of research on the implementation of online learning during the COVID-19 pandemic at Madrasah Ibtidaiyah (MI) in East Kalimantan, it illustrates the readiness/planning, implementation, and evaluation of Madrasah Ibtidaiyah regarding online learning implementation, challenges and key success factors of the learning process. The implementation of online learning at Madrasah Ibtidaiyah (MI) has three aspects that must be considered, so that learning can be seen in its entirety starting from planning, implementation and evaluation.

### 1. Planning of Learning

The analysis on the aspect of planning was carried out to determine the readiness of online learning at Madrasah Ibtidaiyah (MI) during the Covid-19 pandemic. At first, online learning was in the form of emergency remote learning and since it was an emergency, the time for planning was very limited and schools should carry out planning and preparation while starting to implement it. Therefore, the planning of learning was not optimal because the most important goal is to make learning going regardless of minimum preparation.

The first is the curriculum used. The implementation of online learning has forced Madrasah Ibtidaiyah in East Kalimantan to adapt the 2013 curriculum to the pandemic condition in which students should study from home. The results of

this study showed that all 9 Madrasah Ibtidaiyah made adaptations of the 2013 curriculum. The 2013 curriculum was adapted to the emergency conditions, so it was simplified and collaborated with KMA 183 and 184 for PAI and Arabic lessons. Research by Sanjaya and Rastini stated that the educational emergency during this pandemic was with a simplification of basic competencies that refers to the 2013 Curriculum (Sanjaya & Rastini, 2020). Adaptations were made by analyzing Core Competencies (KI) and Basic Competencies (KD), analyzing learning resources/materials, and Lesson Plans (RPP). This aligns with Warisdiono stating that the simplification of the 2013 curriculum was carried out by analyzing KI KD, mapping KI KD, analyzing learning resources and teaching materials for literacy and numeracy modules, syllabus, and lesson plans (Warisdiono, 2020). Furthermore, Sanjaya and Rastini argued that the simplification of basic competencies for each subject focused on essential competencies and prerequisite competencies for continuing learning at the next level (Sanjaya & Rastini, 2020)

Adaptations of the 2013 curriculum amidst the covid pandemic had an impact on the adjustment of learning instruments that were also simplified. The results of the study illustrate that there are two patterns of simplification of learning instruments done by the school, namely the simplification of the annual program, semester program, syllabus, and lesson plans and the simplification of lesson plans only. The circular letter of the Minister of Education and Culture Number 14 of 2019 mentions the Simplification of the Lesson Plans (RPP). The Minister of Education and Culture explained that the idea of simplifying lesson plans aimed to lighten the administrative burden experienced by teachers. The lesson plans, which usually consist of a dozen components, were simplified into three core components, which were set out on one page. The Minister of Education and Culture added that the most important thing about a lesson plan is not about the writing, but about the teacher's reflection process on the learning (Mayudana & Sukendra, 2020).

Simplification of lesson plans into one sheet made it easier for teachers to arrange and implement it, so that it reduced the difference between the content of lesson plans and the actual learning process. The basis for simplification came from the selected Basic Competencies and learning indicators which were essential/important. Especially in online learning, this simplification made it easier for teachers to focus on delivering materials and facilitated the achievement of learning objectives within the limited learning time. This aligns with Mayudana and Sukendra mentioning that the lesson plans were developed from the syllabus to direct student learning activities to achieve Basic Competence (KD). With the policy on simplifying lesson plans, teachers were free to make, choose, develop, and use lesson plans in accordance with the principles of being efficient, effective, and student-oriented. Efficient means that writing lesson plans is done correctly and does not take a lot of time and effort. Effective means that lesson plans are written to achieve learning objectives. Student-oriented means that lesson plans are written by considering students' readiness, interests, and learning needs in class. Teachers can continue to use the lesson plan format that has been made previously, or can also modify the available lesson plan format (Kemdikbud, 2019) (Mayudana & Sukendra, 2020).

The simplification of learning instruments were prepared by madrasah ibtidaiyah with reference to the technical guidelines issued by the Ministry of Religion and the Education Office. In this case, schools were supposed to adapt to

the conditions of their schools. The Circular Letter of the Minister of Education and Culture Number 14 of 2019 concerning the simplification of lesson plans states that teachers can continue to use the lesson plans format that they have made and teachers can also modify the available lesson plan format in accordance with the principles of efficiency, effectiveness, and student orientation (Kemdikbud, 2019).

The simplification of lesson plans could not be implemented well if it was not supported by human resources who were ready for online learning. Thus, schools also made preparations for teachers and students. According to the results, all 9 madrasah ibtidaiyah gave training to teachers prior to online learning to support teacher competence in operating applications, developing learning resources, and strengthening learning abilities. The training included how to use google forms, google classroom, using online learning applications (Zoom, Google Meet, and LMS). The purpose of this training was for teachers to be able to operate and explore the use of online learning applications. This is in line with research conducted by Rahmawati et al stating that teachers who are trained in using digital applications can explore the use of applications well and can prepare learning that can attract students' attention (Rahmawati et al., 2021). Sabarua and Patalatu in their research also mentioned that teachers understand the features used in online learning, have skills in using online features such as zoom meetings and google classroom (Sabarua et al., 2020). Training to develop learning resources was carried out through making teaching videos using kinemaster and powerpoint to make teachers more enthusiastic in teaching and more creative in making a variety of learning materials (Sumanto & Sadewo, 2021). The Kinemaster application can be used to develop teaching materials (Widiyono, 2021). Training on strengthening the learning was carried out through strengthening essential materials for teachers, training on online learning with distant learning lesson plans, multimedia-based learning, summarizing materials, and training on the implementation of the 2013 curriculum during the pandemic.

Another aspect of planning was the facilities and infrastructure. The facilities are related to gadgets, both laptops and smartphones that support online learning. Based on the results of this study, it appeared that most teachers had their own smartphone and laptop to carry out online learning. However, some schools also provided laptops for teachers who needed them. Regarding internet data, most schools also provided both internet data and wifi at school. Besides, most teachers should also have personal data or private wifi at home for learning purposes and communication with students. In addition, the government also provided internet data for learning for both teachers and students. Rahayu and Haq's research explained that the one of components for the success of learning activities are supporting facilities and infrastructure, so to optimize online learning, efforts to provide equal facilities and infrastructures are needed (Rahayu & Haq, 2021).

From the student side, most students had gadgets that support online learning, but only a few had their own smartphones. Most of them used their parents' smartphones and they were not specifically for learning, so sometimes it became an obstacle. Students who did not have gadgets were asked to come to school and study by using school facilities. However, they had limitations such as time-limited and it needed health protocols implementation like in face-to-face learning. Regarding internet data, some schools provided internet data for all students and some others only provided it for particular students who could not afford it. Besides, students also got internet data from the government (Ministry of

Religious Affairs and Ministry of Education and Culture), although the issues of different internet providers and network stability sometimes still became a problem. In addition, parents also provided their own internet data/wifi for students to study online and some schools replaced it with tuition cuts. As an anticipation, for students who had network difficulties, they were asked to come to school to study with the teacher.

To make online learning successful, all of MI in East Kalimantan also made efforts to conduct socialization about online learning for parents and students. Socialization was done in several ways. Among them were through parent-teacher association meetings, through committee meetings, through parent and school meetings with an offline shift system, online meetings as a whole (via zoom), providing information through social media, via class whatsapp group by homeroom teachers, delivering information via Youtube Channel in the form of videos, through circular letters, and by telephone for those who had difficulties. Furthermore, the school also conducted socialization about the school schedule which was initially quite long but then became limited. The methods included sharing study schedules through school circulars, socialization through social media, socialization through WA Group and personal WA, committee meetings with parents/guardians of students, and meetings through zoom meetings. As for the learning objectives to achieve for each subject, the school also conducted socialization through WA Group delivered by the homeroom teacher, via video, through meetings with parents, and delivered during learning via zoom at the beginning of the meeting.

**2. Implementation of Learning**

The implementation of online and offline learning is absolutely different, particularly in terms of time. Online learning is shorter in duration by considering some reasons such as children's eye health and limited internet data. The online learning time of MI in East Kalimantan was 6 days in which each school had a policy in accordance with the conditions of the covid zone. The range was 2-5 hours of lessons in a day starting at 07.00 to 12.00 WITA. With the limitation of study time, it eventually affected the learning materials delivered, so that teachers focused on only essential materials. It means teachers did not have to force themselves to teach all materials like normal conditions before the covid-19 pandemic.

Online learning using various applications and LMS greatly facilitated teachers in carrying out learning, especially during the pandemic. Learning could be carried out anywhere and anytime. In the beginning, it was natural when teachers faced difficulty in operating laptops, smartphones, or online learning applications. However, over time they got accustomed and were able to explore various LMS or applications for online learning. LMS or applications used by Madrasah Ibtidaiyah teachers in online learning included Whatsapp, Google Form, Youtube, Google Classroom, Telegram, Zoom Meeting, Google Meet, Video, Power Point, Quizizz, and elearning Madrasah. Based on the results, Google Classroom was the most used LMS, followed by Zoom for online meeting, and e-learning Madrasah. For exercises and learning assessment, Google Form was the most used, followed by Quizizz and Whatsapp (by sending photos or videos).

Strategy is an important part of learning. The learning strategy used by teachers before the pandemic was conventional or face to face. When the pandemic occurred, online learning strategies were applied. Findings of Fauzi's research stated that most of the learning strategies then only focused on the conventional

learning process (face to face), but when an emergency phenomenon occurs, the learning strategy does not run effectively and efficiently (Fauzi, 2020). Although learning is carried out online, learning strategies must focus on students, so that learning can be effective, not only moving the learning place which was originally in the classroom to virtual meetings while the learning strategy still focuses on the teacher. There were several strategies used by Madrasah Ibtidaiyah teachers during the implementation of online learning. Among them were cooperative learning, inquiry, expository, integrated learning, blended learning, project-based learning, scientific learning, and discovery learning. The most used strategies were inquiry and cooperative learning, followed by expository and integrated learning.

Online learning strategies require the appropriate methods, so that learning becomes more effective. The learning methods used by the teachers in online learning were discussion, question and answer, lectures, demonstrations, assignments, direct practice, peer-tutoring, role playing practice, and direct observation. These methods could make learning effective, but it still depends on how the teacher implements the appropriate method. Teachers also need to realize that their target does not focus on delivering all materials, but how to create a meaningful and effective learning process for students. According to research by Wedi, one of problems in the implementation of learning methods is the orientation of the teacher that focuses on delivery of learning materials, so that in learning activities, the teacher only tries to deliver all materials, but does not realize how students' experiences when receiving the materials (Wedi, 2016). Based on the results, the most used methods were discussion, followed by assignments and demonstration.

Learning media used by MI teachers in online learning were PowerPoint, PDF, whatsapp, zoom meeting, learning video, Youtube application, google form, google classroom, self-study video, google meet, and e-learning Madrasah. The other learning media were textbooks, worksheets, laptops, student books and teacher books, material summary books, electronic books, and items in everyday life or at home. Based on the results, learning videos were the most used media, followed by PPT and worksheets.

In order to make learning more interesting and not boring, it is necessary to have a variety of learning. Based on the results, a variety of learning in online learning included using videos, using voices, question and answer via WA, learning videos on youtube, virtual face-to-face meeting via video call, independent assignments, doing exercises, animated videos, delivering a summary of materials, meeting through zoom and google meet followed by discussion, writing practice, reading surah in the Qur'an or singing songs related to the learning theme, working on questions through CBT elearning, google forms, and quizzes / giving challenging worksheets not just evaluation.

Online learning cannot be separated from assignments and assessment for students. This is important to give exercises and practices as well as to measure the level of student understanding of the materials given by the teacher. Assignments and assessment during online learning were carried out through Google forms and Google classrooms, through WhatsApp groups, telegrams, independent work at home, written exercises, practical exercises, memorizing Qur'an videos, recording voices, doing assignments and CBT questions through e-learning madrasah, conducting group assignments, individual assignments, practical assignments, and doing assignments through LKPD.

The submission of assignments was done by using the google classroom application and google form, or personal communication to the teacher via whatsapp. Students could also submit them directly to school. Most students submitted the assignments on time and a few were late. Students were usually given a time limit of 3 days after the assignment was given. Some students immediately finished and submitted the assignments on the same day and others submitted the following day by taking photos and sending their work to the teacher, uploading them to Google Classroom or WhatsApp, via e-learning madrasas (KI3 and KI4 Tasks), and collecting LKS.

**3. Evaluation of Learning**

The attendance of students in online and offline face-to-face learning were different, particularly in terms of factors of their absence. Some madrasah ibtidaiyah had a high attendance level of students but there were also madrasah with attendance rates ranging from 61% to 70%. The reasons for their absence included not having gadgets that can be used for online learning or the gadgets were used by parents for work, an unstable internet network, and not having internet data for online learning.

Due to the absence of students, students did not understand the materials presented by the teacher. Even though the teacher then distributed a summary of the materials and questions in the parents' WA group for students to study independently, students' understanding has not been maximal. It turned out that there were 33% of madrasah whose students' KKM achievement was still below 80%, while most of the students who met the KKM, it turned out that many students' works were not the results of the students themselves but assisted or done by their parents.

The learning process apparently overcame several obstacles that caused learning not to run optimally, whether it came from infrastructure, human resources, or technical learning. One of obstacles in the aspect of facilities and infrastructure was students did not have a smartphone or a laptop for learning because it belonged to their parents and was used for working. If students wanted to do assignments, they had to wait for their parents to come home from work. This is in line with Nurdin's research stating that the main obstacle faced by online learning was the lack of facilities owned by students when studying online because not all students had smartphones or computers (Nurdin, 2021). Another important obstacle was students' internet network that frequently experienced troubles or students ran out of internet data (Nurdin, 2021).

Furthermore, the obstacles in the aspect of human resources were the parents of students and students still had difficulty in operating online learning applications, not all teachers had the ability make a variety of learning to reduce student boredom, students found it difficult to understand the steps for working on questions, students did math calculations with the help of a calculator not with manual calculations, so they were actually not trained, students played smartphones even though they had not finished their tasks, children felt reluctant to ask questions when they do not understand the materials. Meanwhile, the obstacles caused by technical learning were limited learning time, late submission of students' assignments, the absence of students in online learning (via zoom), lower grade students who still needed to be accompanied by their parents, not all students had adequate gadgets for learning, and some students did not do assignments. They needed solutions or follow up done by schools to solve the

problems. The solutions that had been done by schools to eliminate or minimize barriers related to infrastructure, human resources, and technical of learning were (1) providing more flexible time for the submission of student assignments, for example, up to 4:00 p.m. or 10.00 pm until parents go home or students could directly come to school to submit assignments. In addition, teachers also asked students who could not study online due to network problems and internet data to study at school at least twice a week, (2) providing private explanations and assistance for students and parents who have difficulty in operating online learning applications through private messages or calls. Meanwhile, for teachers, they could ask colleagues to be directed regarding the use of online learning applications, (3) communicating and collaborating with parents to control and assist students when studying at home, giving reprimands to students who were late and did not submit assignments, facilitating students and parents to take teaching materials and exercise questions at school, making a summary of materials and questions, making recordings for students who could not attend online meeting, communicating with parents by face-to-face meeting to discuss the problems faced by students, and discussing with the school committee to solve the problems.

In the process, the implementation of online learning has weaknesses. Materials could not be delivered completely because of limited learning time. Students who did not have smartphones or laptops were experiencing learning loss or delay. Teachers also found it difficult to know the weaknesses and strengths of students and could not distinguish students who had or had not understood the materials because at home it was most likely parents helped them doing the exercises. Therefore, parents' accompanions were problematic. Parents needed to accompany their children to make sure their children focus on learning, but their accompanion made their children dependent, particularly when finishing the assignments. Learning was disrupted when the internet network were experiencing problems. Online learning also lacked interaction between teachers and students because only a few particular students would actively interect with the teacher, so teachers had difficulty in controlling all students. Schools also lacked of supervision in conducting online learning and could not make direct observations of students. Because of those weaknesses, it was likely that learning objectives were difficult to achieve.

Despite the weaknesses, it turned out that online learning in the pandemic era has advantages. Online learning provided opportunities for students to gain broader knowledge because they could seek information from teachers and other sources, prevented the risk of the COVID-19 spread, facilitated the interaction process between students and teachers, actively involved parents in the learning process, encouraged teachers to become more creative and to give better lessons, allowed students to spend more time at home by interacting with assignments and parents, and provided flexible learning time and places. Online learning also allowed students to freely ask questions to anyone around them when finding difficulties, and even trained them to perform their creativity in doing assignments because they often made video assignments. Teachers, students and parents also become more technology literate and could use technology as media and source of learning. Overall, the creativity and flexibility of teachers and students in learning increased.

**4. Challenges and Key Success Factors of Online Learning Implementation**

Online learning which was initially optional or supplementary but the pandemic condition has made online learning the main learning, so that learning could continue. Along the way, there were many challenges faced by teachers and students. The challenges included students not having adequate gadgets, unstable internet networks, and limited internet data. These factors were challenges that were all related to facilities and infrastructures so that the solution of these problems must be done simultaneously. Research conducted by Taradisa, Jarmita, and Emalfida stated that the greatest barrier in online learning was the lack of facilities by students because not all students had smartphones or computers and internet data (Taradisa et al., 2020).

Another factor that became a challenge in the online learning process was the lack of understanding of parents and students in operating online learning applications or digital literacy. Furthermore, Taradisa, Jarmita, and Emalfida revealed that one of the barriers to online learning was the lack of understanding of students when doing the online learning process (Taradisa et al., 2020). In addition, the factors that need to be considered by the teacher are students are often late in submitting assignments and there are also students who do not do assignments due to smartphones brought by parents to work or students not having supported smartphones, no internet network in their area or not having internet data. Research by Anugrahana stated that smartphones used to submit assignments were the smartphones of their parents, so students could only submit their assignments after their parents came home from work (Anugrahana, 2020).

Indirect (online) interaction and limited time in online learning made it difficult for students to understand the material and the steps in working on the questions. Research findings from Taradisa, Jarmita, and Emalfida revealed that students did not understand the learning taught by the teacher because they did not meet face-to-face and the teacher found it difficult to monitor student learning progress (Taradisa et al., 2020). At home, students did math calculations with the help of calculators not with manual calculations so they were not trained, students played smartphones even though they had not finished the assignments, children were reluctant to ask questions when they did not understand the material, students sometimes did not attend online learning (particularly via Zoom or Google Meet), lower grade students still had to be full accompanied by parents, and not all teachers had the ability to make a variety of learning, so it resulted in student boredom.

Factors that could support online learning include a smartphone with a large RAM memory to speed up the process, so that learning becomes more optimal in terms of time. Another important factor in supporting online learning is a stable internet network, internet data from schools, parents, teachers, and support from the government. Without these key success factors online learning cannot run well. Research conducted by Putria, Maula, and Uswatun revealed that the key success factors for online learning are the availability of smartphones, internet data and a stable internet network (Putria et al., 2020).

A key success factor that is also important to optimize the implementation of online learning is the consistent collaboration between parents and teachers in providing assistance to children. Learning assistance from parents at home is very important because it can determine whether or not online learning is optimal for children. Learning from home is considered to still be able to achieve the quality of learning if parents motivate children while doing the tasks given by the teacher

(Data et al., 2021). In other words, parents' contribution plays a critical role in online learning (Handayani et al., 2020).

Another key success factor needed is the readiness of teachers and students in online learning. Teachers have adequate gadgets, are able to operate online applications for learning, able to make learning videos and other attractive materials, while students have adequate gadgets, internet data, stable network connection, and textbooks at home. This aligns with research findings from Hadayani et al. which stated that in online learning, students must have technological readiness (smartphones), physical readiness (a healthy body) and readiness of learning resources (textbooks) (Handayani et al., 2020).

## E. Conclusion

The results showed that there was a simplification of learning during the implementation of online learning during the pandemic. In general, the evaluation results show that there were still obstacles, weaknesses, and challenges in the implementation of online learning at MI in East Kalimantan. The results of this study have implications for students to be more independent in online learning. Teachers are expected to be always adaptive and flexible and continuously develop their competences to be able to teach effectively and efficiently in any situations. Parents also play an important role in online learning in which support and supervision from parents are expected to motivate children to learn independently. Schools also need to prepare for online learning better by providing training to teachers, adapting the curriculum used and planning lessons better. Government support in the aspect of infrastructure and facilities, providing training for teachers and mentoring for schools also needs to be provided, so that the implementation of online learning in the future, both during pandemic and normal conditions, will be better. This study can be a reference in making strategic policies in the field of education during and after the pandemic, especially in the implementation of online learning at the elementary education level.

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