

## Implementation of Online Learning in Elementary Schools in Makassar City from an Islamic Perspective

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### ABSTRACT

This study aims to illustrate the application of online learning, the assessment carried out in terms of student aspects and the interactions that occur in online learning in elementary schools. The type of research used is phenomenology with normative and pedagogical theological approaches. The informants were 12 people with details: 4 teachers, 4 learners, and 4 parents of learners. Observation by observing virtual meetings through the TIMS application and WhatsApp chat, while interviews in person and through phone calls. Data analysis is: Data collection, Data Condensation, Display Data, and Conclusion Drawing/Verifications. The results of this study show that teacher preparation is carried out by compiling lesson plans, documenting material in the form of photos, preparing for technology, adjusting learning devices to environmental conditions, preparing students to adapt to online learning, providing special training to students in operating learning applications, and learning preparation by checking network availability. Implementation of online learning using virtual face-to-face meetings with the Microsoft 365 TEAMS application and conversations through WhatsApp groups. Assessment of the learning process for students in online learning includes aspects of student learning implementation, student learning motivation, and student activity in learning activities. Assessment of learning outcomes with daily assignments and project assignments. The interaction that occurs is predominantly a one-way interaction.

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### 1. INTRODUCTION

In this 4.0 era, there are four main programs of education policy that will be the direction of future learning in improving the quality of human resources named by the Minister of Education and Culture

with the slogan "Freedom to Learn". which includes the National Standardized School Examination (USBN), National Examination (UN), Learning Implementation Plan (RPP), and Zoning New Student Admission Regulations (PPDB). Based on this policy, teachers are expected to focus more on student learning and students can learn more. After not long the announcement of the discourse on independent learning came out again SE 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period of the Spread of *Coronavirus Disease* (COVID-19) addressed to the Governors, and Regents / Mayors throughout Indonesia with a copy to all Heads of Provincial Education Offices, All Heads of District / City Education Offices. The content of SE 4 of 2020 is social restrictions with outside activities reduced and staying at home doing work activities online, (Kemdikbud, 2020).

The government carried out *physical distancing* and asked children to learn from home in the midst of the Corona pandemic outbreak, this step was taken to break the chain of the spread of the Corona Virus in Indonesia, (Prodjo, 2020). The Learn from Home program aired by TVRI is a form of government attention to students in the midst of a pandemic situation, the existence of this program, the local government appeals to schools to rearrange the online learning schedule that has been running so far, (Mirsan, 2020). Mr. Minister of Education and Culture Nadiem emphasized that learning from home does not mean that it is 100 percent implemented using an *online system*. He emphasized that the collection of tasks can be done in other ways. "It can be delivered, picked up, sent, or essays sent via (sending *emails*) at internet cafes (internet cafes), (Republika, 2020).

On the other hand, information was obtained based on interviews conducted with the fathers and mothers of elementary school teachers in the Makassar area as follows: (1) the statement of teachers at the SD Inpres Bertingkat Labuang Baji school, said that online learning was initially very helpful but over time boring. The teacher's mother uses the "WA" application in the learning process. Learning is more predominantly the parent who performs. There are students who are not facilitated by their parents for various reasons, even the information shared by the teacher via "WA" is only read without the student's parents responding, but when approaching the test, they contact the teacher with the missing material. All forms of assignments cannot measure the cognitive of learners because they allow all answers from google. (2) next, teachers at SDN Karuwisi 2 stated that online learning in their school area was not optimal because many parents of students did not have smartphones, even if they had constraints on quota credit. Meanwhile, the assignments given are based on the theme book that later students will work on and then sent to the team in the form of photos via "WA". (3) a teacher at the Kakatua Elementary School stated that online learning in his school area uses the google meet application, zoom, Webex applications for face-to-face and Quizizz applications, google forms, google classrooms for assessment. However, the obstacle still exists in some students who have relatives who are also in school, because they have to take turns using smartphones to study. For more senior teachers, they only use the WA application in the learning process. (4) An interview was also conducted with one of the teachers at the flagship elementary school Inpres Unggulan Toddopuli, during the online learning process, students had difficulty participating in learning because only parents had cellphones, while they had to wait for their parents to come home from work and then they could use *cellphones* to take part in online learning. The photo of the task sent is still blurry, making it difficult for the teacher to check. Sometimes the network is also disconnected during learning. (5) while the teacher at KIP Maccini Elementary School said the same thing that his students had participated in a learning show on TVRI but they found it difficult to understand the lesson described because it was too smooth and could not be repeated as did the teacher in the school who explained the material. Students have not finished taking notes on important things, they have replaced other lesson shows. What happened was that more students chose to watch other broadcasts than the TVRI broadcasts.

The world community has now been in the era of a knowledge-based society. In addition, the world has been in the age of information and communication. This information age is characterized by the rapid development of Information and Communication Technology, especially radio, television, computer and the internet. The use of the internet for learning purposes that is increasingly widespread, especially in developed countries, is a fact that shows that with this media it is possible to hold a more effective learning process. If education is functioned as a path to the goals of human life and life, then

the advancement of science, technology and industry can be functioned as a means of realizing a just life, (Tirtarahardja & S. L. La Sulo, 2019).

Some of the previous studies that have been referenced in this study are as follows: (1) Students' experience of online learning during the COVID-19 pandemic: A province-wide survey study by (Yan et al., 2021). The results of this survey study provide evidence that learners' online learning experiences differ significantly throughout the school year. Notably, policy implications were created to advise government authorities and schools to improve online learning delivery, and potential directives were identified for future research into K-12 online learning. (2) Implementation Of Online Education During The Global Covid-19 Pandemic: Prospects And Challenges (Haryati et al., 2021). The findings show that the target schools have successfully organized online education in response to the government's appeal. Online education has been implemented in three different contexts, depending on the type and school strata—fully, in part, and none of the two. It has opened up the prospects and challenges of creating different points of view. Students learn through various virtual learning activities, such as: such as watching videos (YouTube or Teacher presentations), completing quizzes, doing assignments, discussions via Google Meet, and the like depending on the design of the class. (3) The Role Of Resilience And Readiness For Change On Students' Interest In Learning: E-Learning Implementation During Covid-19 by (Nurtjahjanti et al., 2021). These results show that learners have resilience and readiness to change so that their interest in learning remains high despite having to face uncertain situations. The similarity of the three studies is the application of online learning as continuing education during covid-19. The difference in the research by Yan et al only examines the learning experience of students using online learning, Haryati et al regarding the prospects and challenges, and Nurtjahjanti et al are more towards the motivation of students in conducting learning through E-Learning and only focus on implementing online learning while This research more broadly examines the implementation of online learning starting from the activities of planning and implementing learning carried out in online learning. In addition, this research also discusses the assessment of online learning and the interactions that occur in online learning in elementary schools. The newness of this study is in the form of an explanation of the process of applying online learning in a different condition and in terms of planning, implementation, assessment and interaction of learning. Implement online learning there are certain aspects that need to be fulfilled, in planning is socialization of resource readiness, diagnostic tests, formulating learning objectives in accordance with the curriculum, selecting and developing learning media with material packaged in the form of documents in the form of text, visual, audio, audio-visual, planning learning methods and steps of learning activities to be used, as well as planning an assessment that covers all aspects of the learning objectives (cognitive, affective and psychomotor) using appropriate assessments such as the use of tests supported by non-tests. Meanwhile, at the implementation stage, it is to attract the attention of students and provide motivation, convey learning objectives, construct knowledge, check understanding, and develop knowledge by giving assignments.

The purpose of this study is to describe the application of online learning in Makassar City Elementary Schools, describe the assessments carried out in online learning seen from the aspects of students at elementary schools in Makassar City and find interactions that occur in online learning at elementary schools in Makassar City.

## 2. METHODS

The type of research used is phenomenology, (Creswell, 2015) with normative and pedagogical theological approaches. The normative theological approach is in principle a basic approach derived from the teachings of the Islamic religion, because skills are expertise in Islam which is an obligation for everyone who holds the Mandate, (Arifin, 2000). The pedagogical approach is an Educational approach, (Sadulloh, 2010). This research is analyzed for its relevance to Islamic values which are the basis for implementation in accordance with the educational views of Islamic teachings. Researchers describe the design in this study as follows:

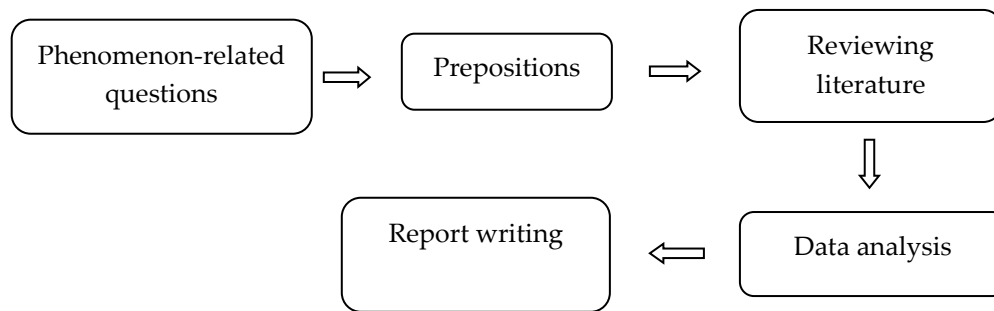


Figure 2.1. Research Design

#### Information:

1. Phenomena-related questions: the first initial stage of this research by researchers is to compile several questions related to emerging phenomena in online learning.
2. Proposition: this stage the researcher drafts a statement related to the implementation of online learning. (Online learning stimulates the technological abilities of students and educators as well as the creativity of educators in developing learning instruments).
3. Reviewing the literature: at this stage the researcher reviews the literature related to the topic of implementing online learning.
4. Data Analysis: this stage the researcher analyzes the data obtained using Miles & Huberman analysis (Coding data).

This research was conducted at the Makassar City Elementary School. Data source collection was carried out purposively where in this study the data source was one superior school and one non-superior school located in Makassar City, so that there were two schools that were targeted by the research location, namely SDN Percontohan PAM as a superior school and SDN KIP Maccini as a non-superior school. The research time was carried out in the even semester of the 2020/2021 school year. The informants were 12 people with details: 4 teachers, 4 learners, and 4 parents of learners.

Data collection techniques in this study used: observation, Interview, and documentation. The observation carried out at SDN Percontohan PAM is by observing the learning process that takes place virtually face-to-face between teachers and students through the *TEAMS* learning application. Meanwhile, at SDN KIP Maccini, observations were made by observing the learning process through conversations on *the* WhatsApp group. interviews were carried out by visiting respondents directly at school and through telephone calls. In this study, more interviews were conducted using telephone calls because during the study, the condition of the research location was in the Implementation of Community Activity Restrictions level 4 which required people to carry out work activities at their respective homes. Documentation is carried out by collecting data in writing as supporting aspects consisting of: components of the Learning Implementation Plan (RPP), components of teaching materials, components of LKPD, and components of assessment.

The data analysis technique used in this study is an interactive analysis technique (Miles et al., 2014) qualitative data analysis has four activity flows that occur simultaneously. Data analysis was performed by: Data collection, Data Condensation, Display Data, and Conclusion Drawing/Verifications.

### 3. FINDINGS AND DISCUSSION

#### *Implementation of online learning in elementary schools in Makassar City*

##### **Overview of Online learning planning**

Planning is the most important thing that must be prepared in the learning process between educators and students. Regardless of the process, both in the classroom and outside the classroom, it requires planning before carrying out the learning process between teachers and students. The dimensions of learning planning include indicators of: 1) formulating learning objectives; 2) selecting and developing study materials; 3) formulate teaching and learning activities and 4) plan assessments.

Table 3. 1 Document Identification Data on Online Learning Planning

School	Information
Class V teacher of SDN KIP	What is not identified in the aspect of formulating learning activities is to plan the learning methods that will be used
Grade III teacher of SDN KIP	All Aspects Identified
Class Teacher V SDN PAM	All Aspects Identified
Teacher Class I SDN PAM	All Aspects Identified

The data obtained show that some of the preparations carried out at the planning stage include: learning planning by formulating learning objectives, selecting and developing lesson materials, formulating teaching and learning activities and planning assessments as outlined in the Learning Implementation Plan, documenting the material in the form of pictures (photos), preparing for technology, adjusting learning tools to environmental conditions, preparing students to adapt to online learning, providing special training to students in operating learning applications, and learning preparation by checking network availability.

From the results of interviews conducted with teachers in two elementary schools in Makassar, the following data were obtained:

"There is a lesson plan for the Learning Implementation Plan that we have prepared, there is a SILABUS but the difference is that it is an ordinary learning implementation plan from the one we used before Covid-19, if in the past it was clear that the time was 1 hour of 2x35 minutes, for example, if now the time allocation written in the learning implementation plan that we made is 1 day of learning (Interview with Irviana, a teacher at SDN KIP Maccini Makassar, Makassar, September 10, 2021)

"I prepared the material and then I immediately shared it with the group only through photos and then if there is something that is not understood, usually students who immediately call me asking about the difficulties" (Interview with Hikmah guru SDN KIP Maccini Makassar, Makassar, September 11, 2021)

"There are some things that we prepare first, it may be from a personal point of view first as teachers we have to be technologically literate because this online learning requires us to know about what technology we will use later in the learning process, the second thing is definitely a device that must adapt to the current conditions, especially since there is a policy to adjust so the learning device must be prepared for the students who are taught so, in addition to teachers who must know students must also be introduced to what platform or application we use during online learning, so that is something that needs to be considered" (Interview with Mus guru SDN Percontohan PAM Makassar, Makassar, September 14, 2021)

"If the preparation is possible from the beginning because this is the first online we do, it is a network of applications that we will use applications if at school I am from google and Microsoft if I myself I use it is from microsoft 365 which there is TEAMS. So I use TEAMS and all that learning we use in TEAMS, so TEAMS is the same as the classroom, there are actually teachers, there are students, there are assignments, learning then there is face-to-face also there is only have to be online" (interview with Hamriati guru SDN Percontohan PAM Makassar, Makassar, September 21, 2021)

Learning planning is an action that must be taken by teachers in preparing the learning process so that it can run smoothly, effectively and efficiently, (Salamun et al., 2021). This means that the teacher must compile a learning plan as the first step in preparing for the learning process.

The current conditions are indeed different from the previous learning conditions, where at this time learning planning must be packaged according to the needs of learning carried out online. Online learning is the implementation of distance education in education that aims to increase equitable access to quality learning, (Rumengan et al., 2019). This means that even though the current learning

conditions are changing, the teacher or teachers must still compile a learning plan according to the needs of students or students.

In this online learning planning, document identification has been carried out so that information is obtained that the preparation of teaching materials, homeroom teachers from two schools use the integrated thematic books of the 2013 curriculum as a reference for teaching materials shared in learning applications both through the WhatsApp group and the TEAMS application every meeting of his. Furthermore, in the preparation of student worksheets online learning is only seen in the first grade teachers of SDN Percontohan PAM which is contained in the attachment to the learning implementation plan, while other homeroom teachers give assignments to students based on the practice questions contained in the 2013 curriculum student book.

The duties of a teacher include educating, teaching and training learners through a systematic and planned learning process. The work carried out by a teacher is a professional job as well as a mandate that must be carried out optimally to realize the quality of quality education, guru is obliged to spread and teach his knowledge in the context of scientific responsibility and social responsibility, (Ibrahim et al., 2019). If the teacher understands his main task as an educator or teacher, he will automatically compile a learning plan following the conditions or circumstances. Teachers who understand the conditions of the Covid-19 pandemic, where learning must be carried out online, will certainly prepare well for planning long before learning is carried out and of course will be packaged to adjust online learning, as has been done at SDN Percontohan PAM.

According to Ibnu Taimiyah in the educational process in general, there are two methods (tariqah) that must be taken simultaneously, namely al-Tariqah al-Ilmiah (Scientific Method) and al-Tariqah al-Iradiyah (Iradiyah Method), (Rappe, 2015).

In the first method of al-Tariqah al-Ilmiah (Scientific Method) it is good to have a tool for obtaining knowledge, namely the heart, hearing, sight, as hinted by Allah in the Qur'an QS Al-Isra' verse /17:36:

وَلَا تَقْفُ مَا لَيْسَ لَكَ بِهِ عِلْمٌ إِنَّ السَّمْعَ وَالْبَصَرَ وَالْفُؤَادَ كُلُّ أُولَئِكَ كَانَ عَنْهُ مَسْئُولًا (٣٦)

Don't follow something you don't know. Indeed, hearing, sight, and conscience, all of them will be held accountable, (Kementrian Agama Republik Indonesia, 2019).

Ibnu Taimiyah said that doubtful things and despicable actions based on lust do not have an impact on the death of the heart unless it is accompanied by ignorance. Therefore, the core value of education in teaching the material is until the material is understood by students well so that they can implement it in life. The delivery of material to students is very dependent on how much effort the teacher has in preparing learning plans. Careful planning will lead educators to successful learning goals.

### **An overview of the implementation of online learning**

The implementation of learning is the realization of learning concepts that have been planned in the form of activities whose implementation is a series of learning that is carried out gradually and continuously, which includes opening lessons, delivering material, and covering lessons. In the implementation of the lesson, there are several dimensions that need to be considered, namely opening the lesson, delivering the material, and covering the lesson.

Table 4. 2 Data on the Results of Observations on the Implementation of Online Learning

School	Information
Class V teacher of SDN KIP	which is not carried out in delivering the subject matter, namely conducting an examination or checking of student understanding and not closing the lesson
Grade III teacher of SDN KIP	which is not carried out in delivering the subject matter, namely conducting an examination or checking of student understanding and not closing the lesson
Class Teacher V SDN PAM	All aspects are implemented
Teacher Class I SDN PAM	All aspects are implemented

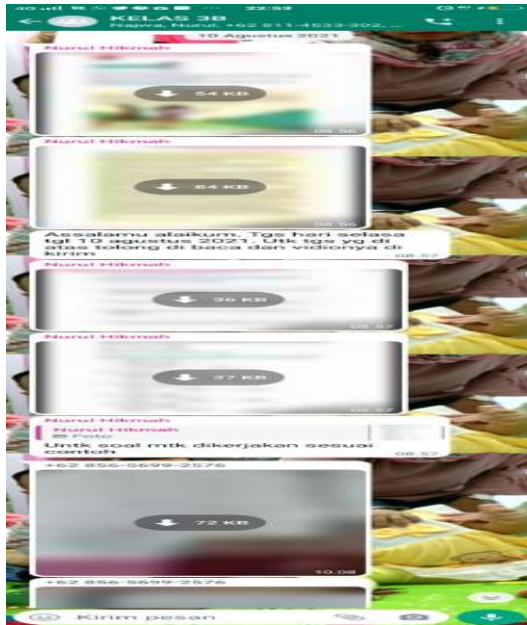


Figure 3.1. The Implementation learning off class III SDN KIP Maccini



Figure 3.2. The Implementation learning of class V SDN KIP Maccini

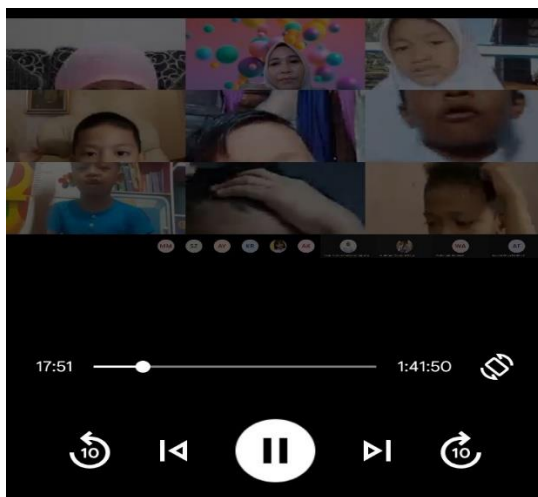


Figure 3.3. Opening lessons of class I SDN Percontohan PAM

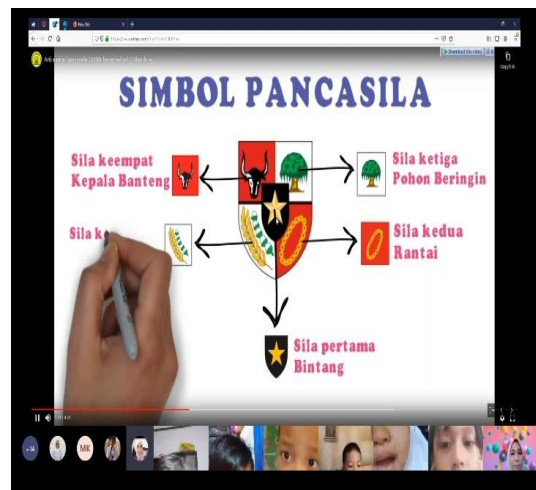


Figure 3.4. Material delivery of class I SDN Percontohan PAM

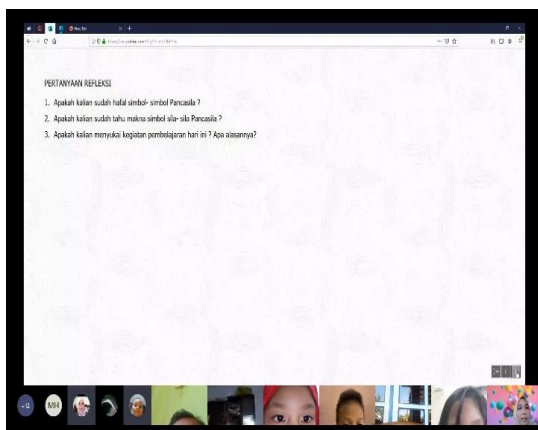


Figure 3.5. Closing lesson of class I SDN Percontohan PAM

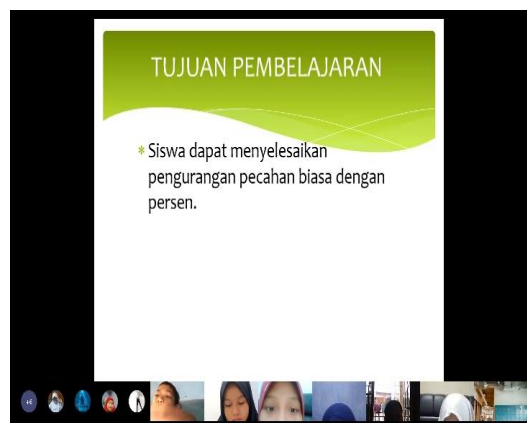


Figure 3.6. Opening lesson of class V SDN Percontohan PAM

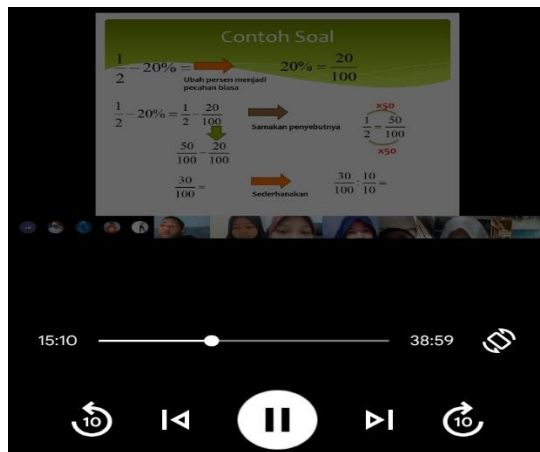


Figure 3.5. Material delivery of Class V SDN Percontohan PAM

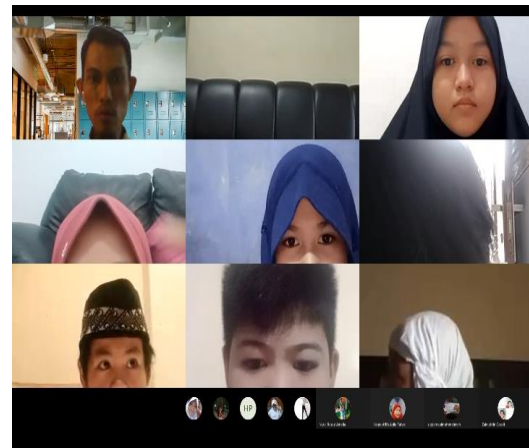


Figure 3.6. Closing lesson of class V SDN Percontohan PAM

The implementation of learning in grades III and 5 of SD KIP Maccini seems to only open lessons, this is due to the use of the WhatsApp application which is only limited to text messages (chat) which conducted by teachers on online learning. Meanwhile, the implementation of online learning at SDN Percontohan PAM in grades I and III can be seen by teachers opening lessons, delivering material and closing lessons with the support of video conferencing using the application learn microsoft 365 TEAMS.

Information regarding the implementation of online learning that has been going on for approximately two years was obtained from the results of interviews with several informants with the same statement. The implementation of learning at SDN Percontohan PAM in class V is carried out every working day / school in the form of virtual face-to-face and assignments. The learning process has never been stopped at the school even during the COVID-19 pandemic. During the Covid-19 period, learning at SD PAM was carried out online and went smoothly. This information was put forward by the source who stated that: "thank God it went smoothly, sir... every day (Monday-Friday) ... sometimes assignments", (interview with Gaffar, a student of SDN Percontohan PAM Makassar, Makassar, September 14, 2021).

The learning applications used by each school are different. For SDN KIP Maccini, the use of media (learning applications) in online learning is limited The online learning application used is WhatsApp because parents of students only know how to use WhatsApp.

"I don't know, sir, maybe not all parents of students know to use other applications, every parent is also different sometimes also here parents of students are also unable to use WhatsApp, so sometimes come to school to ask there, there are parents of their friends najwa like that because every day at the school there is a teacher" (interview with Sukmawati Parents of students of SDN KIP Maccini Makassar, Makassar, 11 September 2021).

While in SDN Percontohan PAM the learning application used is the Microsoft 365 TEAMS application, independent learning and YouTube. The Microsoft 365 TEAMS application used at SDN Percontohan PAM as a learning element, so the application can chat, video conference with students as well as the provision of materials and assignments are also used or carried out on the platform.

"yes, usually using the TEAMS application, usually also send YouTube links... during the 5th grade... usually every material if in a week 3-4 times... yes because the teacher is modifying the material and giving assignments at TEAMS and the children also do not randomly include assignments he specifically assignments, learning materials and also specifically for video chatting and children are also happy to be able to use the application" (interview with Nana Parents of students of SDN Percontohan PAM Makassar, Makassar, September 14, 2021)

Parents of students also added their statement that the implementation of learning is carried out face-to-face virtually (online). Learning went smoothly because teachers were skilled in facilitating online learning.

"It's smooth sailing because the teacher is also ok, thank God, he gave the material is also good, he also pays great attention to the tasks of school children so he is good too because he is firm, children also still enjoy learning because they can still face-to-face even though they can be online using the TEAMS application" (interview with Nana Parents of students of SDN Percontohan PAM Makassar, Makassar, September 14, 2021)

The implementation of learning in grade III SDN KIP Maccini is carried out by teachers by giving assignments through sending photos on the WhatsApp group without giving an explanation first. Parents have difficulty in accompanying their children to study because they have to find out the explanation of the material themselves which then explains it back to the children. Tasks are sometimes done by students with the help of parents. Sometimes children find it difficult to answer lesson assignments, so they search for answers through google.

"Yes, because if the teacher only sends assignments through photos without any explanation, so parents must be active too... that question is a bit difficult because usually when in school the teacher explains that in our home the parents are dizzy also with the answer, they have to find out first to be taught by their children... if mathematics usually there are examples of problems if Indonesian there are words that are not understood, then he searches on google" (interview with Sukmawati Parents of students of SDN KIP Maccini Makassar, Makassar, September 11, 2021)

Online learning is one of the methods of online learning or carried out through the internet network. In simple terms, it can be said that online learning is a learning activity that utilizes the network (Internet, LAN, WAN) as a method of delivery, interaction, and facilitation and is supported by various other forms of learning services, (Mustofa et al., 2019).

As the definition of learning above can be underlined that in the implementation of learning requires supporting facilities, while at SDN KIP Maccini students lack supporting facilities in online learning. To overcome this, teachers should prepare learning videos containing material explanations so that students are not confused looking for explanations when doing the assignments given by the teacher. In addition, teachers should provide stimulus to learners so that they actively communicate the problems experienced while working on assignments.

According to (Smaldino et al., 2019) distance learning is a learning through telecommunications that includes various technological and media configurations, including telephones and televisions (by air, wired, and satellite). At SDN KIP Maccini, learning actors do not have adequate facilities for online learning. The economic condition of the parents of students is at the lower middle level. Efforts have been made by schools to support the implementation of online learning by bridging in distributing quotas or data cards to each student in accordance with government programs. However, this is not enough because even though they have been distributed free data cards, students do not have smartphones personally. So far, students only use their parents' smartphones after returning home from work. Meanwhile, at SDN Percontohan PAM, online learning went smoothly because most of the parents of students facilitated their children in learning.

From the explanation above, we can see that online learning has advantages and disadvantages. Both sides depend on how online learners implement it.

Based on these descriptions, it can be concluded that online learning, both virtual face-to-face and in the form of assignments and discussions of WhatsApp groups via chat and voice notes, will run smoothly if the actor learns proficiently or has digital literacy, adequate online learning facilities, and a smooth network connection.

### **The picture of the assessment carried out in online learning is seen from the aspect of students**

Assessment is the collection and processing of information by measuring data using appropriate measuring instruments to measure the learning process and outcomes of students as a whole. Process and outcome assessment are interrelated because results are the result of process.

The assessment carried out at two schools in Makassar when the research took place was still at the daily assignment stage. The results of document identification in the preparation of assessment instruments for 4 teachers in two Makassar elementary schools obtained information that the assessment focused on the form of assignment. The assessment component is well structured and already contained in its Learning Toolkit Plan. It's just that at SDN KIP Maccini in the process, it doesn't make instruments or tests (questions). The two teachers at the school only copied the questions from the book by sending photos of the questions to the WhatsApp group. Feedback from learners by glancing at photos of assignment books that have been done. Most of the writing from students is difficult to read because the writing is not neat and the way the photos are taken is blurred. At SDN Percontohan PAM, the form of assignment is in the form of a project. Where the teacher gives assignments to students which will then be made videos by students in accordance with the learning theme. Meanwhile, research data from interview results related to assessment in online learning are described as follows.

The assessment of learning outcomes carried out at SDN KIP Maccini Makassar so far is still in the form of daily tasks and formative tests of each theme, for the midterm exam test during the pandemic it is termed mid-semester assessment. In class V, the assessment of learning outcomes carried out is still in the form of daily tasks, as long as the research has not been carried out. The information was obtained by the informant who stated that: "not only assignments, for semester tests later in the 9th month by coming to school take assignments and then work at home and then collected at school" (interview with Fauzan, a student of SDN KIP Maccini Makassar, Makassar, September 10, 2021). Researchers also interviewed parents of grade 5 students, he stated that "never during covid-19, only giving assignments" (interview with Novita Parents of students of SDN KIP Maccini Makassar, Makassar, September 10, 2021).

The assessment of learning outcomes carried out at SDN Percontohan PAM Makassar is to create a project that produces skill products. The assessment is in addition to cognitive as well as on the affective and psychomotor of the learners in the completion of the project task. At SDN Percontohan PAM gives freedom to every homeroom teacher in evaluating student learning.

"Alhamdulillah, in school we are given the freedom of evaluation, instead of an evaluation that is done in general, maybe by giving direct questions, we are actually more pegged or prefer to evaluate by making projects so that students will make projects according to what they get and are realized in the form of skill products, but this evaluation also does not emphasize cognitive only but psychomotor as well, it needs to be emphasized even though in this online learning process, understanding the problem of character education, namely the cognitive of students, what kind of understanding and how we shape the character of students is so" (interview with Mus guru SDN Percontohan PAM Makassar, Makassar, September 14, 2021)

Assessment is an important part of the education and teaching system in its various forms and times of teaching. Assessment basically aims to determine the effectiveness and efficiency of learning activities with the main indicators on the success or activity of the learner in achieving the learning objectives set. Furthermore, it becomes a reversal for the improvement and development of the next teaching and learning process, (Nursobah, 2019).

The assessment of learning outcomes used by the two schools in Makassar has fulfilled part of the essence in assessment theory. The provision of daily tasks and project tasks is included in one form of assessment of learning outcomes. It's just that the assignment carried out by SDN KIP Maccini is technically less effective. The feedback on the assignments given by the teacher is a little difficult in the examination, where the student's writing is difficult to read because the image sent is blurry. For this reason, teachers at SDN KIP Maccini need to improve the provision of online learning outcome assessments. The ineffectiveness of the assessment of learning outcomes, the teacher took another initiative by preparing hard copies of questions to be distributed to students by calling several students in turn to come to school.

Assessment by giving tasks, exercises and daily tests is in line with the main functions of evaluation as follows: (1) To measure the progress and development of students after carrying out

teaching and learning activities for a certain period of time; (2) To measure the extent to which the success of the learning system used; (3) As a consideration in order to improve the teaching and learning process, (Jaya, 2019).

The freedom of determination of assessment of learning outcomes given to the homeroom teacher provides an opportunity to explore the teacher's creativity in the process of assessing the level of progress of learners in learning. Project assignments can describe the learner's appearance in the cognitive (knowledge and intellectual), affective (attitudes, interests, and motivations), and psychomotor (skills, movements, and actions) fields. SDN Percontohan PAM has taken the right assessment choice in online learning conditions.

From the results of the data found in the study after being associated with existing theories, it can be concluded that it is necessary to further review the understanding of teachers in conducting assessments. So that the learning assessment carried out is in accordance with the specific assessment objectives as well as the general educational objectives. Because assessment is not just a test of student ability but assessment can be done by accompanying a questionnaire with a test whose results can be used as material for further improvement about student satisfaction both to see teacher competencies, mastery of learning models, mastery of the use of learning media and so on.

### **Overview of student interaction with the online learning process at two elementary schools in Makassar City**

The interaction of teachers and learners is very important in the teaching and learning process in the classroom. However, currently the teaching and learning process that occurs is no longer in the classroom but in their respective homes with the help of technology that connects one student with another student to the teacher. This learning is because each student is at home, which indirectly or directly involves the parents of the students in the implementation of the learning process.

#### ***The interaction of learners with learners***

The results of the study on the interaction patterns of students with students at SDN KIP Maccini are that students never interact personally with their classmates except when someone needs answers from their friends. Students of KIP Maccini Elementary School stated "no... ever but ask for answers" (interview with Fauzan, a student of SDN KIP Maccini Makassar, Makassar, September 10, 2021).

Meanwhile, the interaction between students and students that occurs at SDN Percontohan PAM is well established where students communicate directly with their classmates by reprimanding each other and talking about their lessons at the end of learning when using the TEAMS application. Students of grade V of SDN Percontohan PAM stated "yes... wondered how it was going... ask about lessons too" (interview with Gaffar students of SDN Percontohan PAM Makassar, Makassar, September 14, 2021).

#### ***The interaction of learners with teachers***

The interaction between teachers and students at SDN KIP Maccini is not intertwined. The closeness of teachers and students is lacking because they are never face-to-face during learning. When teachers share material in the WhatsApp group, not all students can respond. The reason for the lack of response of students during the learning process is because students do not have their own cellphones. They only use their parents' cellphones in learning when their parents come home from work so that students can see learning information at night.

"If our closeness is only limited to social media, we cannot interact directly only limited to greetings, greetings, before learning I greet the children, hopefully we will stay healthy today, hopefully keep the spirit for today and the response from my students is "yes, mom" is only limited to that, "we are healthy"(interview with Irviana, a teacher at SDN KIP Maccini Makassar, Makassar, September 10, 2021).

"So far, I have only gone through grouped photos and when theme 1 is over, I urge students to come to school to check" (interview with Hikmah teacher of SDN KIP Maccini Makassar, Makassar, September 11, 2021).

Meanwhile, the interaction between teachers and students at SDN Percontohan PAM is described as follows.

The interaction between teachers and students is well established, in addition to virtual meeting conversations with the TEAMS application, teachers and students also sometimes chat, VN, and VC if there are things about the material that make students experience problems. The interaction that is established between students and teachers is formed from the frequent questions of students asking directly to the teacher if there is material that is not understood. students of SDN Percontohan PAM stated "yes used to ask... who is not understood" (Gaffar, a student of SDN Percontohan PAM Makassar, Makassar, September 14, 2021).

Based on the data obtained from the results of interviews with informants, it can be concluded that the interactions that occur between students and teachers at SDN Percontohan PAM are going well

#### ***The Interaction of teachers with parents***

The form of interaction between teachers and parents of students at SDN KIP Maccini is as follows. In class V, one of the efforts made by the teacher in generating student activity is by contacting the parents of students personally. Learning via WhatsApp makes it difficult for teachers to detect students' personalities, because there is no face-to-face during PBM. Efforts to recognize the student's character by calling the student's school and his parents, or occasionally making visits to the student's home. The interaction between teachers and parents of students is only established when teachers go to school because they encounter difficulties in accompanying their children to learn. Some parents go to school because they don't understand using learning applications, so it can be said that parents' communication with teachers is not established. Here's the informant's statement obtained through the interview:

"if it's like this, if I look at the WA group, there are indeed some names that seem like 5 names have never commented on what I sent in class, I usually chat privately, the first thing I do is chat privately if they don't reply, I usually call their parents" (interview with Irviana, a teacher at SDN KIP Maccini Makassar, Makassar, September 10, 2021).

"never personally but only through the WA group" (interview with Sukmawati, a parent of a student at SDN KIP Maccini Makassar, Makassar, September 11, 2021).

While the interaction between teachers and students at SDN Percontohan PAM, there is an interaction between parents and teachers where parents often contact the class teacher if they experience problems.

"yes, sometimes I think if there are obstacles... most of the parents who start if there are obstacles because the teacher is more intense in their learning" (interview with Asmar Parents of students of SDN Percontohan PAM Makassar, Makassar, September 16, 2021).

#### ***The Interaction of learners with parents***

The interaction of students with parents that occurred at SDN KIP Maccini included. In class V, students are assisted by parents when doing assignments and using the help of answer searches via the internet. The interaction between parents and children in their learning becomes more frequent because parents always accompany children to do their tasks, but sometimes parents expect children who are tired of learning online. The following is the information obtained from the informant:

"yes, accompanied by... yes often, especially if the lesson is difficult... from google... if you don't work, the task is scolded" (interview with Fauzan (11 years old) a student of SDN KIP Maccini Makassar, Makassar, September 10, 2021). "Because there is a mother to help... often accompanied by studying" (interview with Najwa, a student of SDN KIP Maccini Makassar, Makassar, September 11, 2021). "My brother is already in high school... yes, sir, because someone helped" (interview with Gaffar students of SDN Percontohan PAM Makassar, Makassar, September 14, 2021).

"yes, initially it was accompanied if I had an activity but if I didn't have an activity I accompanied it until it was over... when there is an assignment assisted by parents" (interview with Asmar Parents of students of SDN Percontohan PAM Makassar, Makassar, September 16, 2021).

The interaction that occurs between one student and another student at SDN KIP Maccini is still lacking, the communication that is carried out only occurs when one of the students does not understand the task given by the teacher. Meanwhile, the interaction that occurs between students at SDN Percontohan PAM in class V communication is smooth at the end of learning, but in class I communication is limited because the microphone is automatically silenced by the admin in this case the homeroom teacher. In Islam, interaction is referred to as *hablum minannas* (relationship with fellow human beings). In its form, for example, reprimanding each other while saying greetings, talking to each other, shaking hands, cooperation, syllabic, social solidarity, and *ukhuwah Islamiyah*, (Sahrul, 2011). If you compare the situation in the two elementary schools in Makassar with theory, it can be said that there was an interaction. However, the interactions that occur at SDN KIP Maccini are in the category of passive interactions. This happens due to the lack of digital literacy in students in the school. Learners need to know how to use technology to communicate with teachers and communicate with each other with other learners. When learners want to ask questions, or want to take part in discussions, they need to be able to use technology to interact. The learners must not only know how to operate their microphones but also must know the ethics of communicating. If the teacher does not give the same time to all learners or if the learner has questions, then the learner should interrupt in the subject, (Smaldino et al., 2019). This shows that interaction between students and students will be difficult to establish if these students do not master technology. Students who have digital literacy will easily control the technological devices used in online learning.

The interaction between teachers and students at SDN KIP Maccini is not intertwined. In class V, the closeness of teachers and students is lacking because they never face-to-face during learning, they are only limited to greeting each other at the beginning of learning.

The interaction pattern of teachers and students is designed with face-to-face and online learning. Face-to-face learning is a set of actions for an interaction between teachers and students designed to support the face-to-face learning process, by taking into account external events that play a role in the series of external events that take place on students that can be known or predicted during the face-to-face process. One of the patterns of interaction between teachers and students is also carried out with online learning (Online), (Cahyati & Kusumah, 2020).

However, the informant's statement during the interview provided information that one of the reasons for the teacher's lack of interaction with students was because at the beginning of learning in grade 5 of this school year had never done face-to-face in class in the learning process (offline) so that the closeness between teachers and students had not been closely established. When teachers share material in the WhatsApp group, not all students can respond. The reason for the lack of response of students during the learning process is because students do not have their own cellphones. Learners only send photos of assignments when they finish spelling out a given task. The simplest interaction is a one-way interaction, one gives the other a receive. One-way communication is a pattern of communication that burdens the delivery of information or messages from communicators to communicants without feedback, the incident is still called one-way communication or information, (Kurotaayuni, 2019). So it can be concluded that the interaction between teachers and students that occurs at SDN KIP Maccini is a one-way interaction.

Meanwhile, the interaction between teachers and students at SDN Percontohan PAM is well established, in addition to virtual meeting conversations with the TEAMS application, teachers and students also sometimes chat, Voice Note, and Video Call if there are things about the material that make students experience problems. According to (Sardiman, 2018) teaching and learning interaction contains a meaning of interaction activities from teaching staff and carrying out teaching tasks on the one hand, with learning residents (students, students / learning subjects) who are carrying out learning activities on the other side. The interaction that occurs between teachers and students at the school is because previously teachers had introduced how to operate learning applications for students so that in the online learning process students were able to interact directly with teachers through existing online facilities. Here it can be seen that the teacher is doing his responsibility as an educator to be a facilitator.

The rapid development of science and technology is inevitable. Especially in the world of education requires educators to develop knowledge following the times. As Allah said in QS Ar Rahman/55: 33.

يَمْعَشِرَ الْجِنَّ وَالْإِنْسَ إِنِ اسْتَطَعْتُمْ أَنْ تَنْفُذُوا مِنْ أَقْطَارِ السَّمَاوَاتِ وَالْأَرْضِ فَانْفُذُوا لَا تَنْفُذُونَ إِلَّا بِسُلْطَانٍ

O all jinns and men, if you are able to penetrate (cross) the corners of heaven and earth, penetrate. You will not be able to penetrate it, except by strength (from Allah).

The era of the 4.0 century that we are facing today where science and technology have developed rapidly, humans can communicate with other humans at long distances through information technology tools not only with voice but can directly meet face to face virtually. The use of technology has now penetrated all aspects of life both in the family, community, and school environment. Schools as one of the forums that prepare the nation's children in fostering and developing the potential of children as students, so as not to be left behind by technological advances, they must align science education with technological developments that occur in the learning process. One of the ways to develop a technology-based learning process is to implement online learning.

The implementation of online learning can continue even though it is no longer in a pandemic state. Good and ideal online learning can be done if the teacher has competencies supported by adequate facilities and infrastructure. Therefore, it is necessary to have careful planning in implementing online learning. Implementing online learning that must be prepared is to conduct diagnostic tests, resource readiness, formulate learning objectives in accordance with the curriculum, select and develop learning media with material packaged in the form of documents in the form of text, visual, audio, audio-visual, plan learning methods and steps of learning activities to be used, and plan assessments that cover all aspects of the learning objectives (cognitive, affective and psychomotor) by using appropriate assessments such as the use of tests supported by non test.

#### 4. CONCLUSION

Learning planning for schools that are accredited results include: preparation is carried out by compiling a learning implementation plan, documenting material in the form of pictures (photos), self-preparation for technology, adjusting learning tools to environmental conditions, preparing students to adapt to online learning, providing special training to students in operating learning applications, and preparation for learning applications, and preparation for learning by checking network availability. The implementation of online learning in the schools studied using virtual face-to-face meetings with the Microsoft 365 *TEAMS* application and *WhatsApp group*. Assessment of the learning process for students in online learning includes aspects of student learning implementation, student learning motivation, student activity in learning activities, and teacher and student interaction. At SDN KIP Maccini, the aspect of student activity in learning activities is not visible because it only uses conversations through group WhatsApp, while the assessment of the learning process in students at SDN Pilot PAM is seen in all aspects because it is through virtual face-to-face meetings. The assessment of learning outcomes carried out at the schools studied while the research was taking place was still at the stage of daily assignments and assignments in the form of projects. The interaction that occurs in the school under study is both interaction between learners, between teachers and learners, between teachers and parents, between learners and parents shows one-way and two-way interaction (reciprocity).

Teachers are expected to always make updates in teaching, be technologically literate by utilizing a gmail account in designing online learning, and get used to doing assessments in the learning process. In addition, it must pay attention to the components in the stages of preparing learning plans both online and offline as well as learning assessments.

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