RESEARCH ARTICLE

An Online-Based Learning Management Analysis for Elementary School Teachers During Covid-19 Pandemic in Indonesia

Nafiah[1*], Syamsul Ghufron[2], Sri Hartatik[3], Tiyas Saputri[4], Sukron Djazilan[5], Pance Mariati[6], Mohammad Kurjum[7]

[1-6]Faculty of Teacher Training and Education, Universitas Nahdlatul Ulama Surabaya, Indonesia, Jawa Timur, Indonesia

[7]Universitas Islam Negeri Sunan Ampel Surabaya, Indonesia, Jawa Timur, Indonesia

Abstract

The purpose of this study was to analyze online-based learning management for elementary school teachers during Covid-19 pandemic in Indonesia in terms of lesson planning, learning organization, learning implementation, learning directing, and learning evaluation. This research method used quantitative research with the type of survey research. Participants in this study were elementary school teachers in east java province in Indonesia. The total sample of the study is 140 elementary school teachers in east java Indonesia the July, 2020/2021 school year. The sampling technique was carried out by purposive samples. The data collection technique used a questionnaire. The research instrument used a questionnaire with open-ended questions filled out by all primary school teachers who were sampled. The data analysis technique is carried out using descriptive statistics namely the presentation in the form of tables, charts, graphs, percentage values and so on. The data analysis technique is carried out using SPSS version 23. The results showed that online-based learning management for elementary school teachers during Covid-19 pandemic in Indonesia obtained 0,52926 for the standard deviation score is, it means that all data are in that range. The mean of majority score is 3,6214, it means that majority indicators are in very good criteria. The five online learning management functions that were carried out during Covid-19 show: the implementation of learning is in the first position, learning planning is in the second position, learning organization is in the third position, online learning evaluation is in the fourth position and online learning directing is in the fifth position. The success of online learning management is determined by the ease of application used by teachers to communicate with students. In addition, teacher mastery with digital application platforms, and quotas also has an influence on the success of online learning management during Covid-19 pandemic.

Keywords: Online Learning Management, Elementary School Teachers, Covid-19 Pandemic

Introduction

At this time the world has been shocked by the outbreak of the COVID-19 virus that has hit all countries in the world, including Indonesia. Improving the quality of education can be done through quality management, the quality management practices stated to maintain the quality of education, the minimum standards, or the criteria (Korkmaz & Mirici, 2021; Yadav, 2021). One part of quality management in schools that must be maintained is learning management because learning is the spirit of school activities.

There is a growing body of literature that recognises the importance the implementation of online-based learning management during the Covid-19 period carried out by elementary school teachers in Indonesia. Management is a special ability and skill possessed by a person to carry out an activity either individually or with other people or through other people in an effort to achieve organizational goals in a productive, effective and efficient manner(Nafiah, 2017). Learning will run effectively if it is done with good planning, implementation and evaluation. Setting the method, strategy and completeness of learning is a learning management that must be done by the teacher (Suhardan et al., 2013). Online learning carried out using the internet network. Online learning can use laptops, computers or phones.

Online learning has been studied by many researchers using video recordings or slideshows with weekly assignments that must be done with a predetermined work time limit and various assessment systems (Nugraha et al., 2020). Online learning has the advantage of not requiring a classroom, students can carry out learning at home, teachers do not need to meet face-to-face in class but can be done in the place or environment of their respective teachers Because they only use cellphones/computers/laptops, learning can be done anytime

(Santika et al., 2020). In online learning, various applications can be used. Based on the survey results, online learning using WhatsApp is in great demand by teachers and parents. This happens because WhatsApp makes it easier for teachers and parents to interact.

Currently, there are no data on about the problem that occurs in elementary school teachers is the low mastery of teachers in online learning management during Covid-19 pandemic. Online learning management can be implemented using a learning management system. The learning management system is a very important tool for developing curriculum design, student learning management and student motivation to learn (Nafiah & Hartatik, 2020) thirth semester B class with a total of 56 students. This research method uses classroom action research with four stages, namely planning, action implementation, observation, and reflection. Data collection techniques using checklist and observation. The data analysis technique uses descriptive quantitative. The results showed the application of online-based learning management by using the google classroom application to improve the ability of students to make learning tools in learning planning courses at primary education study program Nahdlatul Ulama University of Surabaya. proved to be very effective in improving the ability of students to compile elementary learning tools. This is seen from the increase in each cycle and the average value of students is more than the specified indicator achievement criteria. In the first cycle to the 1st meeting, the average value of the preparation of elementary school learning administration (Annual program, semester program, syllabus, lesson plan. There are many learning management systems that teachers can use to conduct online learning during COVID-19 pandemic.

The results of previous study indicate that online learning is considered less effective for school teachers because teachers do not feel optimal in providing learning materials so that the material is incomplete and the use of learning media in online learning is also not optimal (Putria et al., 2020). The ineffectiveness of implementing online learning experienced by teachers occurs due to several factors, including no signal, no internet quota, students do not have mobile phones, and so on. The novelty of this study is how the school manages online learning management for elemetary school teachers during Covid-19 pandemic in Indonesia.

Management in education is not alien to any administrative process experienced by any company in any sector; the difference is that in education the main intangible asset is the knowledge provided by the teaching staff to the student who seek professional and quality training (Arturo Rafael Heredia, 2021). Learning management is a management process which includes planning, organizing, monitoring and evaluating. Online-based learning management is an activity to plan, organize, implement, direct and evaluate online learning.

Based on the results of preliminary studies with several elementary school teachers, online learning conducted by teachers is carried out using WhatsApp class groups, zoom, classroom, and other applications. The application of a learning management system (Learning Management System) will be effective by taking into account the condition of teachers who use the system to conduct learning "an effective implementation of LMS should highly consider academics who will use such systems for teaching" (Alharbi & Drew, 2014) Learning management system is a learning management system that can be used in the learning process by teachers, but there are still many teachers who have not mastered it.

The benefits of this study theoretically can be used as literature that is used to conduct similar research, to develop instruments related to online learning management. While the practical benefits can be used as a reference for school principals in managing online learning, in developing online learning management instruments in elementary schools.

Problem of Study

The impact of Covid-19 in Indonesia is the existence of a policy from the Minister of Education and Culture of the Republic of Indonesia for all levels of education ranging from early childhood education to higher education to carry out the online learning process at home.

One of the impacts of COVID-19 is the change in learning management which was previously carried out offline, during the COVID-19 pandemic all learning management activities in elementary schools were carried out online. Learning management activities carried out online starting from learning planning activities carried out by schools and teachers, organizing learning (selection of appropriate methods, strategies, teaching materials and media), learning directing is carried out by providing motivation to teachers and students so that learning can be carried out properly, carry out learning supervision and evaluation of learning carried out using online platform applications.

Online learning management is achieved effectively when educators carry out their profession professionally so that learning objectives are achieved efficiently and effectively (Swasti, 2020)Classroom (CR. One of the causes of ineffective and efficient online management is the professionalism of educators in utilizing online media in online learning. Accordingly, the objectives of this study are to analyze the online learning management carried out by elementary school teachers in several cities/districts in East Java, Indonesia.

Significance of the Study

This finding is expected to provide significant benefits for providing information about the importance of learning management for elementary school teachers starting from planning, organizing, implementing, directing, and evaluating

learning. It can also contribute to the development of principals in implementing learning management, especially principals of primary schools. This study is expected to assist principals and teachers in planning, organizing, implementing, directing and evaluating learning in primary schools. This study can also be useful for elementary school teachers in developing online learning management in the classroom.

LIMITATIONS

This study is limited to a sample of 12 elementary school teachers in each city/district in East Java Indonesia, and the extent to which the sample is representative of the population. This is also limited to the management of onlinelearning during the Covid-19 pandemic in elementary schools in the 2020/2021 school year. Therefore, these two limitations point well for future researcher.

METHOD

The Research Designs

This study used quantitative research with the type of survey research which aims to analyze educators' views about their online educational practices during COVID-19 pandemic and about the expected changes in educational practices in the future, survey method was adopted. Survey research is a quantitative research design that investigates a sample or population to describe the attitudes, opinions, and behaviors of the population (Creswell, 2002). This study was conducted to analyze online learning management for elementary school teachers during COVID-19 pandemic. The purpose of most descriptive studies is limited to describing something as it is and they provide foresight to produce hypothesis for further studies.

The Participants

Participants in this study were elementary school teachers in East Java province in Indonesia. The total sample of the study is 140 elementary school teachers in East Java Indonesia. The sampling technique was carried out by purposive samples. The following is the distribution of the research sample:

The table 1 showed that all samples are proportionate in each area. Each sample is obtained by purposive sampling. All of these populations were obtained from teacher who have taken Teacher Profession Program in Faculty of Teacher Training and Education of Universitas Nahdlatul Ulama Surabaya. The sample in Madiun has the fewest as the participants are only few.

The Instruments for Gathering Data

The data collection technique used a questionnaire given to elementary school teachers. Questionnaires were given to teachers online. The research instrument used a questionnaire with open-ended questions filled out by all primary school teachers who were sampled. The questionnaire enabled the researchers to collect the data and kept them confidentially. The instrument was developed into measuring online learning management. It consists of 21 indicators and five domains: planning, organizing, implementing, directing, and evaluating learning. The four points of Likert scale is used which respondents determine their level of agreement with the statement usually in four points: (4) always, (3) Often, (2) sometimes, (1) never. All questions in the questionnaire are positive questions. Before the instrument was distributed to the respondents, the researcher conducted a validity test and a reliability test on the instrument. The results of the instrument validity test show that all statements on the instrument

Table 1: Participants of the study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Surabaya	12	8,6	8,6	8,6
	Sidoarjo	12	8,6	8,6	17,1
	Malang	12	8,6	8,6	25,7
	Bojonegoro	12	8,6	8,6	34,3
	Mojokerto	12	8,6	8,6	42,9
	Gresik	12	8,6	8,6	51,4
	Lamongan	12	8,6	8,6	60,0
	Kediri	12	8,6	8,6	68,6
	Blitar	12	8,6	8,6	77,1
	Nganjuk	12	8,6	8,6	85,7
	Bangkalan	12	8,6	8,6	94,3
	Madiun	8	5,7	5,7	100,0
	Total	140	100,0	100,0	

are "valid", and the results of the reliability test show that the instrument's reliability level is 0.959 (very reliable). The following are the results of the validity and reliability of the instrument:

The table 2 shows the reliability test value of 0.959 with very reliable criteria. The results of the validity test of the instrument are as follows:

Based on the indicators for the online learning management questionnaire question for elementary school teachers in the midst of Covid-19, table 2 above showed that all of the question indicators in the questionnaire used are valid. This test was tested on 30 respondents who were outside the province of East Java.

Data Analysis

The data analysis technique was carried out using descriptive statistics namely the presentation in the form of tables, charts, graphs, percentage values and so on. The data analysis technique was done by finding the percentage value and presenting the data in the form of a bar chart. Descriptive statistics provide a description of a data seen from the average value (mean), standard deviation, variance, maximum, minimum, sum, range.

In this descriptive statistical analysis, the interval category consists of 4 categories as follows:

Statistics descriptive data is usually used to describe the profile of the sample data before utilize statistical analysis techniques that function to test hypotheses. This data analysis used the help of SPSS version 23.

Results

The online learning management was carried out by elementary school teachers in several cities/districts in East Java, Indonesia is an activity carried out by the teacher as a learning leader in the classroom using internet. Internet can be used by millions of people be able to sense, communicate and share data which can then be analyzed to open a wealth of intelligence useful for planning, management and decision making (Mariati et al., 2022). Online learning management

Table 2 Reliability test results

Reliability Statistics	
Cronbach's Alpha	N of Items
.959	21

Table 3: The result of validity instrument test

Indicator	The validity test
Planning Online Learning Implementation Time during the COVID-19 pandemic	.614**
Planning how to implement online learning during the Covid-19 pandemic	.752**
Planning a platform for students to use online learning during the COVID-19 pandemic	.708**
Planning the Development of Alternatives That Are In Accordance With Online Learning Strategies during the Covid-19 Pandemic	.614**
Collecting Important Information that Supports Online Learning Activities during the Covid-19 pandemic	.491**
Analyzing important information to support online learning activities during the COVID-19 pandemic	.397**
Communicating plans related to online learning to the interested parties during the COVID-19 pandemic	.498**
Providing the Necessary Facilities in Completing Efficient Online Learning Decision Frameworks and Plans during the COVID-19 pandemic	.469**
Appoint personnel to complete an efficient online learning decision framework and plan during the COVID-19 pandemic	.537**
Grouping online learning components in the school structure regularly during the Covid-19 pandemic	.452**
Establish an authority structure and coordination mechanism for online learning during the COVID-19 pandemic	.595**
Formulate and establish methods and procedures for online learning during the COVID-19 pandemic	.489**
Holding training and education is needed for teacher development efforts in online learning during the Covid-19 pandemic	.535**
Issue specific instructions towards the achievement of emergency basic competencies in online learning during the Covid-19 pandemic	.382**
Guiding and motivating teachers in carrying out online learning during the COVID-19 pandemic	.458**
Evaluating the Implementation of Online Learning Activities during the Covid-19 pandemic	.423**
Formulating corrective actions against irregularities in Online Learning during the Covid-19 pandemic	.498**
Develop standards and goals for Online Learning during the COVID-19 pandemic	.494**
Assessing the work of both Institutional education units and online learning processes during the Covid-19 pandemic	.533**
Take corrective action on deviations from both institutional education units and the online learning process during the COVID-19 pandemic	.535**
Planning learning activities with online learning platforms	.424**

requires the internet to manage online learning from planning, organizing, implementing, directing and evaluating including the functions of planning, organizing, directing, and evaluating to achieve effective and efficient goals. The results of the online learning management analysis conducted by elementary school teachers in East Java, Indonesia are explained in the following explanation:

The results of descriptive statistical analysis showed that online learning management carried out by teachers during Covid-19 pandemic in East Java, Indonesia, was 2.14% in the fairly good category, 33.57 in the good category, and 64.29% was in the very good category. The results of descriptive statistics can be seen in the table 5 below:

Based on the table 5, the standard deviation score was 0,52926, it means that all data were in that range. The mean of majority score was 3,6214, it means that majority indicators were in very good criteria. Effective classroom management from teachers has also been shown to be able to reduce aggressive behavior (Kadafi et al., 2021). The effectiveness of learning management carried out by teachers in the classroom will improve the quality of learning in the classroom, as well as the quality of education in the classroom. The analysis of online learning management was carried out by elementary school teachers during the Covid-19 pandemic will be described in accordance with online learning management indicators which include: planning, organizing, implementing, directing and evaluating. The explanation of each online learning management indicator during the Covid-19 pandemic is described as follows:First, online learning planning for Elementary School Teachers during Covid-19 pandemic. The planning indicators in this study are (1) planning online learning activities, (2) planning the time for implementing online learning, (3) planning how to implement online learning, developing alternatives that are in accordance with learning strategies, (4) planning the platform used online learning, (5) planning the development of alternatives in accordance with online learning strategies, (6)

collecting important information that supports online learning activities, (7) analyzing important information to support online learning activities, (8) communicating plans plans related to online learning, (9) providing the necessary facilities in completing the framework and plan for online learning decisions. The results of the explanation of respondents' answers to planning online learning, it can be concluded as a whole in Figure 1:

Based on Figure 1, the learning planning was carried out by schools during the COVID-19 pandemic on online learning in East Java, Indonesia, 1.43% was implemented Fair good, 29.29% was implemented Good and 69.29% was implemented Very Good. This shows that most elementary schools in East Java are ready to manage online learning during the COVID-19 pandemic in East Java, Indonesia. The results of the descriptive statistics of online learning planning during Covid-19 pandemic in East Java, Indonesia can be seen in table 1 below:

Based on Table 1, the results of the descriptive statistical analysis of online learning planning during COVID-19 pandemic are: the minimum score is 2 in the fairly good category, thus the online learning plan that is carried out is the lowest that it has been implemented fairly good. The maximum score is 4 in the very good category, meaning that online learning planning has been planned for several schools, the maximum is carried out very good. The average value of respondents' answers is 3.6784, which means that the average school has planned online learning very well. The standard deviation value is 0.49846, meaning that the lower the standard deviation value, the closer to the average or the narrower/smaller range of data variations. The value of variance is 0.248,
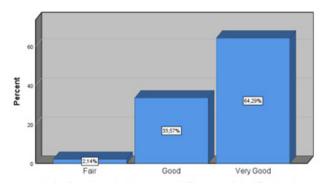
Table 4: Criteria of the online learning management questioner

Total score	Criteria
1-21	Poor
22-42	Fairly Poor
43 – 63	Good
64 – 84	Very Good

Fig. 1: The online learning management analysis conducted by elementary school teachers in East Java, Indonesia

Table 5 Descriptive Statistics the online learning management analysis conducted by elementary school teachers in East Java, Indonesia

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Online-Based Learning Management for Elementary School Teachers during Covid-19 Pandemic in Indonesia	140	2,00	4,00	3,6214	,52926	,280
Valid N (listwise)	140					

which means it has a small variance so that the data in this study is homogeneous. Online learning plans are needed so that the implementation of online learning can be carried out effectively during online learning during Covid-19 pandemic. E-learning plans have been implemented, including digital and distance learning options, as feasible and appropriate to ensure the continuity of education for students during the Covid-19 pandemic (Rasmitadila et al., 2020). E-learning planning is carried out to prepare digital learning and distance learning so that it can be carried out according to the objectives.

Second, Organizing Online Learning for Elementary School Teachers during Covid-19 pandemic. The indicators of the organizing function in this study are (1) appointing personnel to complete an efficient online learning decision framework and plan, (2) classifying online learning components in the school structure on a regular basis, (3) establishing an authority structure and coordination mechanism for online learning, (4) formulating and establishing online learning methods and procedures, (5) selecting and conducting training and other resources needed for teacher development efforts in online learning. The results of the explanation of respondents' answers to organizing online learning, it can be concluded as a whole in Figure 2.

Based on Figure 2 to organizing online learning by schools during the COVID-19 pandemic on online learning in East Java, Indonesia, 4,29% was implemented Fair good, 42,14% was implemented Good and 53,57% was implemented Very Good. This shows that most elementary schools in East Java are ready to organize online learning during the COVID-19 pandemic in East Java, Indonesia. The results of the descriptive statistics
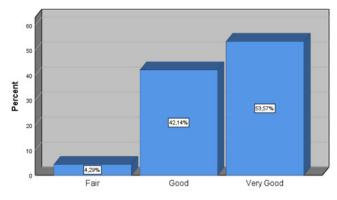

Fig. 2: Organizing online learning by schools during the COVID-19 pandemic

of Organizing Online Learning during Covid-19 Pandemic in East Java, Indonesia can be seen in table 2 below:

Based on Table 2, the results of the Descriptive Statistics Organizing Online Learning during Covid-19 Pandemic are: the minimum score is 2 in the fairly good category, thus the organizing online learning that is carried out is the lowest that it has been implemented fairly good. The maximum score is 4 in the very good category, meaning that online learning organizing has been planned for several schools, the maximum is carried out very good. The average value of respondents' answers is 3.4783, which means that the average school has organized online learning very well. The standard deviation value is 0.66535, meaning that the lower the standard deviation value, the closer to the average or the narrower/smaller range of data variations. The value of variance is 0.443, which means it has a small variance so that the data in this study is homogeneous.

Third, Implementation of Online Learning for Elementary School Teachers during Covid-19 Pandemic. This is a paradigmatic change the educational practices in video conferencing platforms (eg, Zoom, WebEx, MS Teams) and LMS-based uses (Dias et al., 2020). The new paradigm of learning is from offline learning to online learning, especially when the COVID-19 pandemic occurs which has an impact on aspects of learning all over the world. During this pandemic, teachers should develop their digital competencies so that each teacher's digital learning model can be more varied (Nadeak et al., 2021). Advances in information and communication technology (ICT) have led to the adoption of innovations in various aspects of life. The following platform used in the implementation of online learning by elementary school teachers in East Java, Indonesia during COVID-19 pandemic, which can be seen in Table 3.

Based on Table 3, the minimum value is 1, meaning that at least elementary school teachers use one online learning platform, the maximum value is 5, meaning that there are five or more platforms used in online learning for elementary school teachers in East Java, Indonesia, the average score is 3,0429 means that the average teacher uses three online learning platforms. The standard deviation value is 1.34041 which has a small standard deviation and the value is smaller than the average value, it shows that it is too homogeneous. The variance value according to table 3 is 1.797, which means it has a small variance because it is close to the average value, thus the data has a homogeneous tendency.
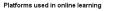
Table 5: Descriptive Statistics Online Learning Planning for Elementary School Teachers amidst the Covid-19 pandemic

	N	Min.	Max.	Mean	Std. Deviation	Variance
	Statistic	*Statistic*	*Statistic*	*Statistic*	*Statistic*	*Statistic*
Online Learning Planning for Elementary School Teachers amidst the Covid-19 pandemic	140	2,00	4,00	3,6786	,49846	,248
Valid N (listwise)	140					

Table 6: Organizing Online Learning during Covid-19 Pandemic

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Organizing Online Learning during Covid-19 Pandemic	140	2,00	4,00	3,4929	,58144	,338
Valid N (listwise)	140					

Table 7: Descriptive Statistics Platforms used in online learning

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Platforms used in online learning	140	1,00	5,00	3,0429	1,34041	1,797
Valid N (listwise)	140					

Fig. 3: Platform used in online learning by schools during the COVID-19 pandemic

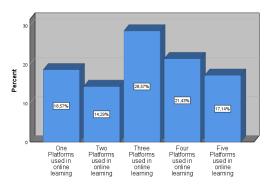**Fig. 4:** Directing Online Learning during Covid-19 Pandemic

The use of online teaching applications, it is stated that the application most used by teachers and students of the result of survey said that many student that used Google Classroom and whatsapp more than then Edmudo, Edlink, and Zoom (Nadeak et al., 2021). The following is Figure 3 about the percentage of use of online learning platforms used by teachers during the COVID-19 pandemic in East Java, Indonesia:

Based on Figure 3 shows that 18.57% of elementary school teachers use an online learning, 14,29% two platforms, 28,57% three platform, 21,43% four platform, and 17,14% five platform for communication with students, the platform that is often used is the WhatsApp application, you tube, google classroom, zoom, google meet, Moodle, and other platforms.

This is in accordance with the results of previous studies which stated that online learning cannot be separated from the use of WhatsApp. Several studies including research which prove that the use of google classroom in online learning or lectures can improve learning outcomes. Applications that are in great demand by teachers are whatsapp, youtube, zoom, google meet, google classroom, while moodle is still rarely used because teachers are not familiar with the moodle application. This is in accordance with the opinion. The most widely used media in online learning in sub urban schools are Google Classroom and Whatshap groups because they are easy to use. Likewise, change management during the pandemic
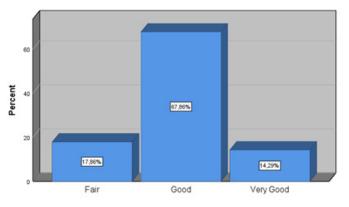
needs to be done so that students can manage the changes needed to achieve goals effectively and efficiently (Swasti, 2020) Classroom (CR. However, there are several challenges faced, such as inadequate facilities. Based on the survey findings students do not have laptops, and becomes difficult to get a signal and wastes the use of data packages, because many students live far from urban centers.

Fourth, Directing Online Learning for Elementary School Teachers during COVID-19 Pandemic. The indicators of the directing function in this study are (1) issuing specific instructions in implementing online learning, (2) guiding and motivating teachers in implementing online learning. The following are the results of a survey on organizing online learning for elementary school teachers during COVID-19 pandemic. The results of the explanation of respondents' answers about directing Online Learning for Elementary School Teachers during COVID-19 Pandemic, it can be concluded as a whole in Figure 4 below:

Based on Figure 4 showed that the result of directing online learning during covid-19 pandemic 17,86% was fair poor, 67,86% was good, 14,29% was very good. The results of the descriptive statistics of directing Online Learning during Covid-19 Pandemic in East Java, Indonesia can be seen in table 2.

Based on the table above, it shows the minimum value of teacher direction for the implementation of daring learning

Table 8: The descriptive statistics of directing Online Learning during Covid-19 Pandemic

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Directing Online Learning for Elementary School Teachers during COVID-19 Pandemic	140	2,00	4,00	2,9643	,56785	,322
Valid N (listwise)	140					

Table 9: The descriptive statistics of evaluation online learning planning

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Evaluation of Online Learning for Elementary School Teachers during Covid-19 Pandemic	140	2,00	4,00	3,3786	,68349	,467
Valid N (listwise)	140					

to get a value of 1, meaning that the ability of the principal in directing teachers during onlinelearning is still rarely done so that there are still schools that state that the direction is carried out by the school on the teacher with the lowest score at. The maximum value of authorship by the principal for elementary school teachers getting a score of 4 is in very good criteria. The average direction given by the principal to the teacher is 1.3913, which means that the criteria are not good. At the time of the pandemic, the principal was still not good at providing guidance to teachers to carry out onlinelearning because in some areas they were still adjusting the use of the platform used by the principal in providing guidance to teachers. The standard deviation is 1.03305 and the variance is 1.067 with these values still relatively small so the data is still homogeneous.

Fifth, Evaluation of Online Learning for Elementary School Teachers during Covid-19 Pandemic. The indicators of the mobilization function in this study are (1) evaluating the implementation of online learning activities, (2) formulating corrective actions against deviations in online learning, (3) setting standards and targets for online learning, (4) assessing the good work of institutional units, education and online learning processes, (5) take corrective action on deviations from both institutional education units and online learning processes. The results of the explanation of respondents' answers to evaluation of online learning for elementary school, it can be concluded as a whole in Figure 2 below:

Based on Figure 5 shows evaluation of online learning for elementary school by schools during the COVID-19 pandemic on online learning in East Java, Indonesia, 13,04% was implemented Fair good, 43,48% was implemented Good and 43,48% was implemented Very Good, the results of the descriptive statistics of evaluation online learning planning during Covid-19 pandemic in East Java, Indonesia can be seen in table 1 below:

Based on the table 9, it shows the minimum value of evaluation online learning planning during Covid-19 pandemic to get a value of 2, meaning that the ability of evaluation fairly good. The maximum value of getting a score of 4 is in very good criteria.
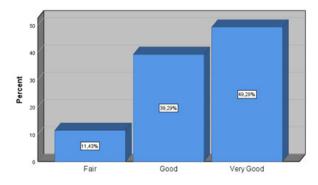

Fig. 5: Evaluation of Online Learning during Covid-19 Pandemic

This happened partly because of the unpreparedness of human resources in utilizing information technology in learning (Putri et al., 2020). This is in line with the results of research (which states that one of the obstacles in online learning is the limitations of teachers in controlling students' interest and motivation to learn. Discussion

The result of this study showed that the online learning management during Covid-19 pandemic mostly ran well. The five online learning management functions that were carried out during Covid-19 show: the implementation of learning is in the first position, learning planning is in the second position, learning organization is in the third position, online learning evaluation is in the fourth position and online learning directing is in the fifth position.

The success of teachers in implementing online learning management during the Covid-19 pandemic, namely: 1) innovation and designing complete lectures, 2) variety of learning methods, 3) platforms or applications that are in accordance with lecture material, and 4) good communication with students, 5) can minimize the cost constraints of online lecture quotas (Herlina, 2020). The success of online learning management in schools is also influenced by several things such as the existence of learning innovations carried out by teachers, the existence of various variations of learning methods because the learning methods used in elementary schools must be varied and improve students' creative, critical thinking skills, good communication between teachers and

students, teachers and parents, there is a quota for online learning. With online learning being carried out during COVID-19 pandemic in Indonesia, the government provides quota assistance for all students so that learning activities can be carried out properly.

The problem that occurs today is the lack of management in knowledge and skills towards technology contained in the education sector so that this can easily reduce human resources who do not have the skills then technology to support education will have no interest in the era of disruption (Agustin et al., 2020). The problem of implementing online learning management at the planning stage is due to the low ability of teachers to plan learning activities using digital applications. The results of the study related to the average teacher doing online learning planning for Elementary Schools in East Java, Indonesia got very good results. This is because after the online learning policy due to the Covid-19 pandemic, the Indonesian ministry of education and culture conducted much training to improve the digital skills of teachers.

In this era of the covid-19 pandemic, minimal learning planning includes; 1) select and determine the actions of educators, when and how to implement them, 2) limit and determine the implementation of work according to learning targets; 3) learning strategy innovation; 4) analyze the situation and conditions to achieve the implementation of learning. 5) communicating plans related to learning to the authorities.

Organizing learning activities is also needed in online learning management. The organization of learning in East Java, Indonesia 95% is done very well and well. Organizing learning is intended to determine the main tasks and functions of each according to organizational principles, by delegating each school personnel according to their respective competencies, subjects, authorities, and responsibilities (Saifulloh & Darwis, 2020). Organizing learning becomes a benchmark for learning activities so that the direction and responsibility is clear. This allows the principal's position as manager in preparing learning facilities and infrastructure, clear duties and functions of educators to select and design learning activities according to time distribution, curriculum engineering, media and learning components as well as those related to increasing the effectiveness of the teaching and learning process in the pandemic era. covid-19.

From all various functions in management, implementation (actuating) is the most important function. The planning and organizing function is only at the level of the abstract concept of the management process, and the actuating function is directly related to the implementers in the organization. Actuating is the implementation of planning by organizing footing. Actuating is the embodiment of planning that has gone through various selections and analyzes in order to realize and implement optimal and conducive learning. Implementation of the teaching and learning process in the

era of the covid-19 pandemic must adhere to the principles contained in the SE. Minister of Education and Culture Number 4 of 2020 concerning Implementation of Education Policies in the Emergency Period for the Spread of Corona Virus Disease (Covid-19).

The implementation of online learning management requires a digital platform as a tool for conducting teacher-student learning. The existence of the Covid-19 pandemic has made creative teachers to determine the digital platform used in learning activities in the classroom.

The education sector has seen the continuous application of e-learning and learning management systems to provide alternative learning opportunities for students (Dzandu & Tang, 2015). The platform used by teachers based on the survey are WhatsApp, the combination of applications like WhatsApp, YouTube and zoom, the combination of applications like WhatsApp, YouTube, Zoom, Google Meet, Google Classroom and the combination of applications like YouTube, Zoom, Google Meet, Google Classroom, Moodle and other.The existence of this directing activity makes education more enthusiastic and motivated in learning (Nurlaeli, 2021). The average learning direction activity during the COVID-19 pandemic in elementary schools in East Java, Indonesia has been carried out well. in an organization is an effort or action from the leadership in the organization order to generate willingness and make subordinates know their work so that they consciously carry out their duties according to a predetermined plan (Desmita et al., 2021). Directing activities on online learning management during COVID-19 pandemic is an activity that is quite difficult to do because the principal must provide instructions to teachers on how to do online learning, and motivate teachers for learning activities.

Evaluation of learning programs, educators also supervise the achievement of student competencies. Evaluate data related to learning activities and use them to control learning activities to achieve learning targets. Improvements are made during the teaching and learning process and also in the subsequent learning process as part of the learning control applied by educators (Saifulloh & Darwis, 2020). Learning evaluation activities on online learning management in the midst of Covid-19 are carried out through several online learning platforms. This is done to make it easier for teachers to evaluate learning. Learning evaluation activities carried out by teachers to students were caused by problems with students' internet connections, lack of teacher-student interaction, unable to make reliable learning assessments, lack of knowledge about how to evaluate students' knowledge and skills, not being able to provide teaching skills, unable to achieve all learning outcomes determined for learning, difficulties in providing feedback to students, difficulties in teaching according to students' individual interests and abilities, lack of student motivation, school administrators, attitudes and behavior

towards educators who teach online during compulsory online learning.

The impact of the survey results related to online learning management during the Covid-19 pandemic is 1. being able to know the four important components that must be carried out in an online learning. 2. Components that are still considered lacking in the implementation of online learning so that based on this information, improvements can be made in these components. 3. Components that are already very good can be developed and improved again.

Conclusion

The results showed that online-based learning management for elementary school teachers during Covid-19 pandemic in Indonesia obtained 0,52926 for the standard deviation score is, it means that all data are in that range. The mean of majority score is 3,6214, it means that majority indicators are in very good criteria. The five online learning management functions that were carried out during Covid-19 show: the implementation of learning is in the first position, learning planning is in the second position, learning organization is in the third position, online learning evaluation is in the fourth position and online learning directing is in the fifth position. Brave online learning management during COVID-19 pandemic is carried out very well if there is a platform application that supports it. The application of online learning management is carried out starting from planning, organizing, implementing, and evaluating learning to be done boldly so that the objectives of learning can be achieved effectively and efficiently. The five online learning management functions that were carried out in the midst of Covid-19 show: the implementation of learning is in the first position, learning planning is in the second position, learning organization is in the third position, online learning evaluation is in the fourth position and online learning directing is in the fifth position. The success of online learning management is determined by the ease of application used by teachers to communicate with students. In addition, teacher mastery with digital application platforms, and quotas also has an influence on the success of online learning management during Covid-19 pandemic.

The online lesson planning activities have been carried out well by elementary school teachers. In planning for online learning during Covid-19, elementary school teachers plan very well uses the help of online learning platforms such as WhatsApp, Zoom, Google Classroom, YouTube applications. The obstacles experienced by teachers when making online learning plans are preparing an online learning implementation plan, developing media through the YouTube application, and so on.

Organizing activities in online learning management during Covid-19 pandemic were carried out well because of the support from the principal to assign tasks, authority and responsibility in managing learning to be carried out entirely by the teacher. The obstacle experienced by teachers in organizing online learning is determining the right strategies and methods for teachers, because learning is done online.

The implementation of online learning during Covid-19 pandemic was carried out very well using three learning applications. The applications that are most used by teachers and students in learning are WhatsApp, Google Classroom, and Google Meet. The WhatsApp application is most widely used by teachers in online learning because it is easy, light to use, and cheap compared to other applications. The obstacle experienced by teachers in carrying out online learning is internet quota. With the assistance of the Indonesian government for internet quotas, it helps students and teachers in carrying out online learning

Directing Online Learning for Elementary School Teachers during Covid-19 Pandemic can be carried out "good". Among the online learning management functions, directive activities have the lowest value. On average, the implementation of briefing activities during Covid-19 pandemic was carried out well, there were schools that were still doing quite well. This briefing activity needs to be carried out to provide motivation and provide guidance to the principal to teachers, teachers to students and parents so that learning can be achieved effectively and efficiently.

The average evaluation of online learning during Covid-19 pandemic has been carried out very well, well and some are sufficient. Learning evaluation is carried out to measure the achievement of the objectives of the teacher's learning on students. This learning evaluation activity during Covid-19 pandemic was carried out online using an online learning application platform. In addition to evaluating the implementation of online learning activities, setting standards, assessing the work of taking corrective actions, the online learning process also needs to be carried out to be effective and efficient.

If management functions are carried out properly, online learning management during Covid-19 pandemic will be carried out properly as well. The management function that needs to be improved is the movement of learning carried out by the principal on the teacher, and the teacher on the student.

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