



Challenges in Facing the Transition Period of Face-To-Face Learning to Improve Evaluation of Student Learning Outcomes

Rila Indarwati^(✉), Siti Zumroh, Miftalia Wahyuni, Leyana Dewi, and Serliana Febianti

Universitas Negeri Malang, Malang, Indonesia
rila.ayu.1904116@students.um.ac.id

Abstract. This pandemic forces humans to look for solutions and alternatives to survive in various fields. The rapid spread of COVID-19 has forced Indonesia to take special policies related to education. In addition to economic activities that concern human life, the world of education also conducts face-to-face processes for several schools, this is aimed at schools that are in the green zone. New adaptation habits (new normal) or transition period is a concept that is applied so that humans can still carry out their activities without having to sacrifice their safety and health. This study used qualitative research methods. The purpose of this study is to find out how the problems and solutions faced by teachers in the transition period in order to achieve good and appropriate learning objectives.

Keywords: Teacher · Transition Period · Evaluation of Learning Outcomes

1 Introduction

The ideal education is in essence always anticipatory and preparatory, that is always referring to the future, and always preparing the younger generation for a much better, quality, and meaningful future life [1]. Education is a form of embodiment of dynamic human culture and is actually a requirement to improve quality of education [2]. In this case education must be developed continuously in a more significant direction by policy owners in the field of education. It aims to be able to contribute quality human resources for national-scale development as well as efforts to participate in educating the nation's life as implied in the Preamble of the 1945 Constitution [3]. Making human learners is not as easy as turning the palm of the hand. Educational institutions are required to be able to balance the education system with time. Due to the times, education providers continue to race to improve quality and efficiency. In addition to these goals, education is now also faced with challenges with COVID-19 pandemic, where all learning must be carried out online.

The application of online learning during the Covid-19 pandemic has caused various problems, especially in the process of assessing student's learning outcomes. Where each student's learning outcomes are at the same level online. This makes it a challenge for teachers to be more creative in finding solutions to assess student's learning outcomes.

Teachers must have and master the planning of teaching and learning activities, carry out planned activities and evaluate the results of the teaching and learning process to improve the the quality of the learning activities carried out. The teacher's ability to carry out and plan the learning process is a factor for achieving teaching goals [4].

Lessons are the primary activity in the educational process. Lessons is a complex process to unite components that have characteristics, are interrelated and suggested in order to achieve a goal or expected competency [5]. Learning has components which include objectives, materials, students in the learning process, methods, media, and environment [6]. These components must always be considered during the implementation of online learning during the current Covid-19 pandemic.

The learning system that has changed in the Covid-19 pandemic with an online system has running for approximately two years. In this application, the online learning system is implemented using technology as a liaison for interaction between educators and students [7]. For the 2021/2022 school year in July-August a policy emerged to implement restrictions on community activities in Indonesia related to the implementation of learning during the Covid-19 pandemic with one of the contents of the decision considerations namely the need for face-to-face learning from students who experience problems in implementing distance learning. However, the implementation of such learning is not mandatory for all schools. Implementation of offline learning during the pandemic as stated by Minister Nadiem Anwar Makarim according to him, education units must consider their regional zones in determining learning activities so that they can start limited face-to-face learning.

Until finally starting January 2022, all educational units in the region imposed restrictions on community activities at levels 1, 2 and 3 were required to hold limited face-to-face meetings and the Regional Government may not prohibit limited PTMs for those who meet the criteria and may not add more severe criteria. This was confirmed by the Director General of ECCE, Basic education and Secondary Education, Ministry of Education, Culture, Research and Technology, Jumeri, S.TP, M.Si., at the webinar readiness for the implementation of face-to-face learning in 2022, Monday, January 3 2022. This webinar involves the Ministry of Home Affairs, the Ministry of Religious Affairs, the Ministry of Health, and also the Ministry of Education and Culture. In Java and Bali, there are 31% already in level 1 zone, then 59% level 2 and 10% level 3. In Sumatra, 62% are in the green zone, 35% are yellow and 4% are in level three. Sulawesi's 42% is at level 1, 46% in the level 2 zone, and 12% at level 3. Meanwhile, in Kalimantan, Nusa Tenggara, Maluku and Papua, it is dominated by level 2. Face-to-face learning regulations are limited in 2022, so parents can choose face-to-face or remote learning for their children until semester one of the 2021/2022 school year is over. And in the following academic year learning is carried out face-to-face on a limited basis.

Therefore schools and campuses are experiencing a transition from an online system (online) to face-to-face (offline). The existence of this transition has various impacts that become problems in its implementation if it is not able to adapt again. This is due to differences in the implementation of the online learning system (online) switching to face-to-face (offline) experienced by students, educators and parents of students. Many changes were found by teachers to students after the transition from online to offline learning, one of which was the lack of success in education in the online learning system

which tends to only give and receive knowledge without supervision from teachers to students and the uneven control of parents to students. Their children about inculcating character values that should be taught in school [8]. In offline learning after online learning, teachers and school element must be able to work together to make the transition to changing the offline learning system back to achieving educational goals.

The activities that has one of important role in learning is an evaluation education activities. Learning evaluation activities are an effort to collect and interpret various information systematically, periodic, continuous, thorough about the process and results of the growth and development that have been achieved by students through learning activities. Evaluation is important for teachers to give feedback on what necessary to perfect the teaching and learning process. In addition, evaluation serves as a tool to find out the success of the child's learning process and outcomes. Students have to adapt again in this offline learning, where initially they can do assignments by utilizing information technology without any teacher supervision. Surely the average of them will get good results because of the help of existing information technology. It's different if they go back to the offline learning period, now they have to learn even more to face the real learning. By improving quality of their learning in order to obtain maximum results.

The teacher's role in dealing with the transition period of students who initially can learn anywhere in a relaxed manner, now has to find ways and solutions to deal with students so that they can re-adapt to face-to-face learning. This will also be a challenge for teachers to overcome. Because of this, researchers are interested in conducting research to find out the solutions and challenges of teachers in evaluating student learning outcomes during the transition from online to offline learning at SMKN 1 Malang.

2 Literature Review

The government has a new policy regarding the teaching and learning process which is carried out offline after the Covid-19 pandemic began to subside. Students must adapt to the policy, this is also a challenge for students and teachers, students must adapt to this policy. One of the teacher's challenges in this case is the evaluation of student learning outcomes.

Evaluation will certainly encourage students to be more active in learning and encourage teachers to further improve the quality of the learning process. Besides that, it also encourages schools to further improve student learning facilities. Evaluation is useful to determine the level of achievement of students in the learning process, as well as to understand the extent to which it can provide assistance to student deficiencies, with the aim of placing students in learning situations according to their abilities [21].

According to Tandi & Limbong [22] in their research, the learning of Barana Christian High School students during the new normal period decreased compared to student learning outcomes before the Covid-19 pandemic due to internal and student factors and the lack of teachers in using IT so that learning objectives were not achieved. In this case, all visible parties must pay attention to various aspects resulting in this. As one example, schools can facilitate teachers with training to support competency so that later it can have a positive impact on the student learning process.

In line with Jamilah's opinion [23] in her research that synergy and partnerships between teachers, parents and stakeholders are needed to form professional teachers in

the new normal era. As well as the need for a learning evaluation of the learning process so that the results can be optimal later.

This is also in accordance with the results of observations that we get in the field that learning during the transition period needs to be done with various strategies that adjust the circumstances so that the evaluation of student learning outcomes can be achieved properly according to the learning objectives.

3 Research Methods

The method used in this research is qualitative [9] Qualitative research is a research method based on the philosophy of post-positivism which is used to examine the condition of scientific objects as opposed to experiments where the analysis of qualitative data and research results. The qualitative approach in this research is descriptive. The process carried out is collecting data, analyzing and the interpreting the data.

Qualitative descriptive research is a research method of an object that aims to create a systematic, factual and accurate description of the phenomenon being investigated. The data collection techniques of this research are interviews and observation. Interviews are data collection carried out by researchers through conversations and questions and answers either directly or indirectly between the questioner and the informant with a specific purpose.

In this study, researchers took the form of in-depth/open interview questions (open / ended) which are open questions where participants freely answer these questions and researchers can take more detailed while still paying attention to the interview guidelines. In this study, the researcher conducted a pre-research interview with teacher a regarding the needs analysis that had been prepared by the researcher. The steps of data analysis include: (1) reduction of all data, (2) presentation of data, and (3) verification and conclusions.

4 Results and Discussion

Result

Based on changes in learning during the Indonesian pandemic, the policy for the implementation of restrictions on community activities in Indonesia regarding guidelines for implementing learning while still paying attention to the area to determine learning. The circular letter will take effect in the new academic year 2021/2022 regarding guidelines for implementing learning during the Covid-19 pandemic where the decision was the need for face-to-face learning from students who had difficulty in this distance learning. Therefore the researchers obtained data that the evaluation of learning at SMKN 1 Malang, that the implementation of online learning has been carried out for about 2 years has caused complaints from teachers and students to parents about online learning, this is based on the learning process which has an impact on the grades obtained by students during online learning and transition period of transition from online to offline learning. According to [10] that student learning outcomes will be seen in students' mastery of the subject matter they get. However, in the research conducted, through observation

and interviews, researchers found that students still lacked mastery of the material and there was a decrease in morals or student behavior.

The online teaching and learning system has its own impact on teachers and students. From the teacher's side, the online teaching system provides quite interesting challenges. Teachers are required to master a number of online platforms that can make it easier for them to do distance learning. In addition to being required to master the platform at distance learning, teachers are also required to master the use of other media to create learning that can be accessed and utilized easily by students on the distance learning platform used. From the student side, the distance learning system also has its own impact. An assignment in distance learning turned out to have a fairly worrying impact on students. In the midst of the inconvenience of the situation and conditions during this pandemic, the government is now slowly starting to hold face-to-face learning activities (offline). This has also begun to be carried out in stages, starting from several schools that carry out face-to-face learning activities on a limited basis and until now in several schools that have started to carry out face-to-face learning activities in full, such as at SMKN 1 Malang while still implementing health protocols. Paying attention to this, there are many things that become challenges when facing the transition period of online to offline learning. The main focus when implementing online and offline learning is student learning motivation. This is in accordance with what was revealed by [11] that the success of the learning process will be achieved if students has good learning motivation. When entering offline learning, students' learning motivation needs to be considered, this is because many students are comfortable carrying out online learning even though the understanding received is less so that students' learning motivation when entering offline learning is reduced. As a result, student learning outcomes are reduced when evaluation of learning outcomes is carried out.

This needs to be addressed so that the desired learning can be achieved, among others, by preparing everything needed to carry out learning optimally, not forcing students strictly to catch up during learning, carrying out evaluations of learning outcomes to find out deficiencies and successes related to creative and innovative learning achievements possible.

Broadly speaking, the results of this study include students' perspectives on the transition of distance learning to face-to-face learning, differences in the results of student learning evaluations during distance and face-to-face learning and solutions.

5 Discussion

Students' Perspectives on Transitioning Distance Learning to Face-to-Face Learning

Since the new school academic year at 2021/2022, SMKN 1 Malang has implemented the limited face-to-face learning with 50% system based on the order of student attendance, although there is some time to do online learning again due to conditions that do not allow it. Based on interviews with several students of SMKN 1 Malang, we can conclude that both distance learning and offline learning have their advantages and disadvantages. As is the opinion of [12] that distance learning, especially through e-learning, also has several drawbacks, including:

- 1) Lack of interaction implementing learning
- 2) Ignoring academic aspects and social aspects;
- 3) The teaching and the learning process tends to be training rather than education;
- 4) The change in the role of the teacher who previously had to master conventional learning techniques, is now forced to know learning techniques using ICT;
- 5) Students who lack or do not have learning motivation tend to fail;
- 6) Not all regions (especially in Indonesia) have an Internet network available;
- 7) Lack of an educational workforce that knows and has internet skills;

Natashah, one part of the students of tenth grade of Marketing has argued that distance learning also has many benefits for her, including being able to learn independently and being able to by working on other activities such as helping parents and also working. Because access to learning is flexible and can be accessed repeatedly if you do not understand the material that has been provided.

Meanwhile, Feven Septian, one part of the tenth grade of Marketing at SMKN 1 Malang, revealed that he was very happy because she has been able to carry out face-to-face learning again because in addition to the conditions endemics that make it more comfortable for her to go out for activities can also gather with her classmates who have never meet before and only know through chat or media social only. During face-to-face learning, he also became more diligent because every day he would face off directly with the teacher and also the competition in his class was getting tougher. In addition, on the other hand, he also misses distance learning because it can be accessed anywhere and can be done with other activities. However, if it is distance learning, he feels that the material obtained is not so much up to him because of the lack of interaction in learning, unlike during face-to-face learning where teachers and students can interact freely.

In this transition period, there are still many students who take face-to-face learning for granted. It is evident from the attendance in several classes that there are still many students who often do not enter without information repeatedly. Not a few students who have already chosen to continue working because they are already bound by a contract in a store or restaurant so they cannot take part in face-to-face learning at school.

In addition, there are still many students who are often late and go home early without the knowledge of the teacher or skip class during the subject the hours. So now the regulations at SMKN 1 Malang are getting tightened because currently 100% of students have taken face-to-face learning. Any violations for which there were previously no sanctions, now there are sanctions for the offenders. Some students argue and support the sanction because it can increase their sense of discipline in learning.

Differences in Student Learning Evaluation Results During the Distance Learning and Face-to-Face Learning Period

Evaluation is very important for educators, with evaluation educators can follow the progress of their students. Educators evaluate student learning outcomes to monitor the progress and improvement of student learning outcomes on an ongoing basis to achieve these goals. The following description discusses the evaluation carried out by teachers to produce better learning activities [13]. Evaluation is also an assessment of the level of success of students to achieve a goal that has been set in a program in other

terms evaluation is an assessment which means an assessment process to describe and determine the achievements of a student in accordance with predetermined criteria.

Evaluation requires the process of gathering information to determine the extent to which student learning objectives are achieved. To obtain appropriate data in evaluation activities carried out through measurement activities. Measurement is the process of scoring based on certain rules. There is a close relationship between measurement and evaluation. Measurement activities that form the basis of evaluation activities. Evaluation is a tool, not just a goal used to judge something useful. Assessment is a series of activities designed to measure student achievement as a result of an instructional program. This formulation shows that the results of student assessments can be used as appropriate evidence to be considered in the context of teaching evaluation. So assessment does not only assess students but is very functional for assessing teaching systems.

The purpose of the assessment is to obtain evidentiary data that will be used as a guide to the level of ability and success of students in achieving curricular goals after taking the learning process within a predetermined period of time. So the assessment is an attempt to obtain information used in the evaluation. Evaluation is used to measure and assess the effectiveness of teaching and teaching methods that have been implemented or implemented by teachers, as well as learning activities carried out by students.

In addition, assessment and evaluation activities can stimulate student activities in pursuing educational programs and are used to find and find factors that cause student success in following educational programs, so that they can be searched and found ways out or ways of improvement. Educators must know the success of their students well in order to direct the implementation of the teaching and learning process, and to obtain a result requires an evaluation process in learning or also called learning evaluation.

One important reason teachers assess students is to know the strengths and weaknesses of those students. For example, from the results of the assessment, it is known what abilities students have. By knowing this, the teacher will avoid repeated explanations about what the student as understood so that it does not cause a sense of saturation in the student. By knowing the status of the student (what the student understands and does not understand), the teacher can focus on learning activities on something that the student does not understand, and avoid learning things that are already understood.

Assessment activities help teachers determine whether students are making satisfactory progress after the learning process is carried out. It is not satisfactory, it is necessary to carry out remedial activities. The teacher can consider different methods of learning, since the old methods do not work. Class assessments can also be used to see the effectiveness of learning activities. If the student's posttest results after the learning activity took place increased significantly, it can be said that the learning activity was effective. But this method is not the only way to assess the effectiveness of learning (Fig. 1).

In this study, we have obtained one example of an assessment that has been carried out by students during the pandemic and an assessment carried out during the transition to face-to-face learning (Fig. 2)

Based on the results of student exams during distance learning from face-to-face learning, currently it has increased quite a bit but not so significantly. With this, teachers must think so that students are even more active in learning during face-to-face learning. Because in fact, at this time, even in the process of doing assignments, there are still many

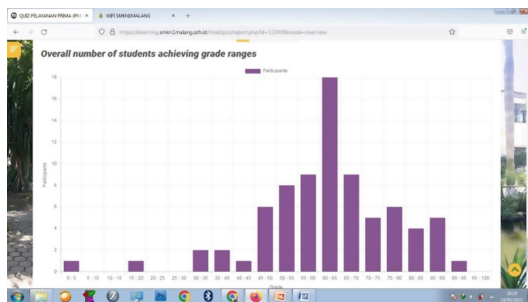


Fig. 1. Student Daily Exam Results during distance learning

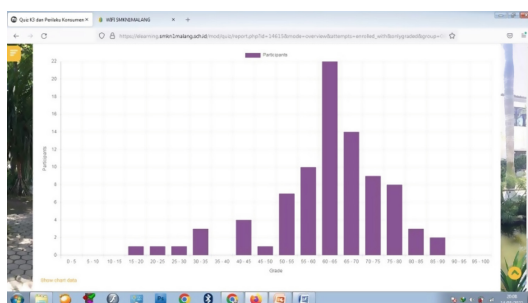


Fig. 2. Student exam results in the transition period of face-to-face learning

students who like to be late and not doing things. So that the teacher has to remind again many times. This happens because of several factors, as revealed by some Marketing students when they were interviewed about the value of their learning outcomes is still standard and still many students do not do assignments so that it has an impact on evaluating student learning outcomes, including:

1. Lack of awareness from within the student himself to work on the task and develop himself
2. Distance learning that seems free makes them even lazier so that it still carries over until this transition period
3. Lack of encouragement and supervision from parents towards the educational process of their child. Most parents are indifferent to their children's learning patterns during the pandemic.
4. Just hang one of their friends on the task at hand.
5. Some students choose to work or help parents so that they pay less attention to their academic learning

Currently, teachers are improving the student learning system to be able to catch up with past materials and tasks. Because based on the data owned by teachers, almost 50% of students have not done assignments during the distance learning period. Rules in the classroom regarding learning and assignments were also tightened by the teacher.

The teacher has several strategies in class to improve the quality of student learning during face-to-face learning:

1. The learning system in the classroom, which was originally online, was only given material in e-learning without providing an explanation, now in the transition period teachers will interact more and do more the question and answer on the side-lines explained the material. In addition, the teacher will provide an interlude of educational games so that students are not bored and able to receive material easily.
2. If during the distance learning period the teacher only gives assignments without giving a review of the tasks that have been done by the students. Now teachers will be even more active in reviewing assignments and discussing the assignments together during the subject. So that students know how the work they have done whether it is appropriate or not.
3. The teacher must be able to attract the attention of students so as not to get bored studying in class. If students are interested and like the subject matter being taught, then the classroom atmosphere will also be fun. With a pleasant classroom atmosphere, teachers and students will carry out teaching and learning activities optimally. There are several ways that teachers can do to attract students' attention, for example using interesting learning media, playing game-based learning, and others.
4. Providing stimulation to students, Giving stimulus here is useful to motivate students to excel and grow. Stimulus can rarely be done if online learning only provides material in writing. The stimulus can be given in both material and nonmaterial form. Stimulus in the form of material can be the giving of gifts such as books, stationery, and other gifts. Then the non-material stimulus can be by giving praise to outstanding students and being an inspiration to other students. This will also motivate other students to improve their achievements in the future.

In addition to the field of academics, there are several things that must be evaluated in this transition. One of them is character education. Character education in schools was felt to be lacking during the pandemic, making students lack manners in the environment, both in the family, community and school. The development of student attitudes during the COVID-19 pandemic has experienced many obstacles because the world in general has experienced very basic changes in habits or cultures. To prevent changes in the culture and behavior of students during the COVID-19 pandemic, strengthening the ability of students in carrying out education with nuances of character values can be used as an important reference to realize good habituation behavior for all parties, including students during the Covid-19 pandemic. According to [14] giving a concrete example that can simply be done by students in the midst of limitations is currently one of the it is important to encourage behavior change in daily life that is more moral. So that exemplary becomes one of the important elements in the application of character education. Giving an example in every action will familiarize students' attitudes and behaviors so that they are happy and easily accepted in instilling character values.

It is very necessary to instill character education in students. This was also conveyed by [15] schools that implement character education, there is an increase in student motivation in achieving academic achievement. That is, by looking at students in achieving

achievements, students will study hard which later student learning achievement will increase or get better. As has been done above that the character education that the teacher instills in the students will make the students have good character, between planning in the syllabus and lessons plan's character to be applied is religious, honest, disciplined, confident, caring, critical thinking, collaborative, creative and responsible. This character makes student achievement increase [16]. In addition, according to [17], students understand character education through the behavior of all school residents and through school activities. Therefore, when students are in school the teacher not only teaches character education through science but also through the teacher's example.

Challenges Teachers Feel During the Transition Period

Professional teachers of the 21st century are not only teachers who are able to teach well. Teachers and students in dealing with changes in the learning system during this pandemic are not yet fully prepared [18]. In the midst of the Covid-19 pandemic, the professionalism of teachers is tested with various challenges that must be faced in the field, creativity and innovation in learning must continue to be carried out. The Covid-19 pandemic has changed the way people live. This change also has an impact and presents its own challenges for educational institutions in Indonesia. Of course this change in learning surprised all parties, be it schools, teachers, students, and parents of students. The learning system must be carried out by groping to determine learning that is appropriate to the situation and condition of teachers and students.

In the current state of teaching and learning, the adjustment of new habits must be able to take advantage of changes in mindset, learning patterns, scientific interaction patterns that contain many meanings so that rigidity in responding to the Covid-19 period can be maximized productively which symbolizes meaning. Feelings of excessive anxiety and worry about the Covid-19 virus are minimized as small as possible with positive, optimistic and cheerful feelings so that all learning activities or activities at school take place calmly, comfortably, peacefully by always complying with health protocols so that they become a new habit.

Based on the results of observations and interviews with teachers in the field, the challenges faced by teachers are first, students feel bored with offline learning during the Covid-19 pandemic, students want normal learning as before the Covid-19 pandemic. Second, in the midst of the Covid-19 Pandemic, students spend more time at home, teachers expect parents to accompany them in the process of learning and doing assignments, but in reality most parents work so when the child is studying at home they are not supervised and tasks are ignored. Third, the teacher saw that the enthusiasm of the students began to decline, as can be seen from the presence of student assignments that were not collected at school, for various reasons such as forgetting to the disappearance of task. Based on interviews with teachers while at the location, data shows that teachers feel confused in the learning process in the midst of a pandemic, because learning has not been maximized even though it is a transition period from online to offline learning.

Solutions in Facing the Transition Period

The struggle of teachers in the transition period is not just a way of teaching that must be able to make students feel interested and able to understand what is given. However, a teacher must also be able to act fairly as stated in the Pancasila precepts of a just and

civilized humanity. A teacher must be able to pay close attention and surely there will be many changes that occur from his students. This is what makes us as teachers must be able to struggle in the transition period so that we get success that is full of happiness. Adjustment to new habits is an effort to adjust to environmental conditions, it can be a change in behavior or mindset [19].

It is not an easy matter to respond to changes in online learning to offline. The transition period is the transition and adaptation of living habits/regulations from the pandemic to normal life by adhering to health protocols. The transition period requires solutions from easy and appropriate learning methods so that students can return to face-to-face school activities with enthusiasm. We can see that not everyone is able to adapt quickly to changes in online to offline learning which will certainly cause obstacles. Responding to existing problems or obstacles, teachers should pay attention to students' understanding at the time of learning both during online learning and offline learning, teachers should providing motivation in learning to increase students' enthusiasm in learning. In addition, teachers also need innovation in learning in the current transition period. With the exposure to these things, the teacher needs to evaluate learning outcomes to find out student learning outcomes so that later they can adjust related to late learning outcomes achieved.

Evaluation is a necessary subsystem in every educational system and has an important role, evaluation activities are asystematic process in order to obtain clear evidence of effectiveness educational activities in the form of evaluation of student learning outcomes [20]It is necessary to evaluate learning outcomes to monitor the learning process, the relevance of student learning progress to predetermined standards, as well as improving student learning in teaching and learning process activities. In carrying out evaluation activities the teacher must refer to the abilities or competencies of the child to be achieved in the planned activity unit. In order for the evaluation to obtain more objective and accurate data, there are several things that need to be considered in carrying out the evaluation including the following:

1. Before the evaluation begins, the teacher should collect and prepare everything as material for evaluation discussions, such as the results of student work, exam materials or assignments (orders, orders, requests, etc. which are delivered directly orally), verbal statements by children. Spontaneously. As well as observations and so on.
2. The evaluation process needs to be made as relaxed as possible so that the child does not realize that he is being evaluated.
3. When the evaluation process is in progress the teacher must put aside all forms of prejudice and other feelings towards the students
4. The results of the evaluation must be carefully recorded and processed by the teacher in accordance with applicable regulations, so that the teacher is able to make conclusions that cover all aspects of child development.

6 Conclusion

The teacher's evaluation of the student can help how the student can know the general educational goals that have been set and to know the extent of the results that the student

has achieved. Based on the description above, during the transition period of online learning to offline learning, several things can be concluded as follows:

1. It is hoped that the learning outcomes of students are an integral unity between knowledge, attitudes, and skills;
2. By using a benchmark reference assessment, the consequence is that there needs to be appropriate criteria or competency standards and this is a formulation of a team of experts and industry parties;
3. It needs a remedial program for those who do not pass that is run appropriately and strictly when using a reference or benchmark.
4. The teacher's strategy in developing learning will always be improved so that students are able to keep up with changes and also adapt optimally.

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