Teaching Writing Skills during the Pandemic: Impact of Online Teaching in Material Development and Teaching Strategies

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ARTICLE INFO	ABSTRACT
	Purpose The focus of the research in this study were questions like 1) How does teacher's strategy planning in distance learning in the COVID-19 pandemic era take place; 2) How can we implement teacher strategies in distance learning in the COVID-19 pandemic era; 3) How can we evaluate teacher strategies in distance learning in the COVID-19 pandemic era. **Methodology** This study used a qualitative approach and the type of descriptive research. Sources of data obtained from two types, namely primary and secondary data sources. Methods of data collection used were interviews, observation, and documentation. The data analysis technique included reduction, data presentation, and drawing conclusions.

Findings The results of the research included: 1). Teacher strategy planning in distance learning in the pandemic era included: indirect strategy planning to fulfill children's rights to continue learning, where the method of delivering material can be virtual and online, in indirect strategies for distance learning do not use Zoom and Google Classroom due to unfavorable community conditions. Second, it was found that the implementation of teacher strategies in distance learning in the COVID-19 pandemic era can be through initial activities, core activities and closing activities. Finally, Evaluation of teacher strategies in distance learning in the COVID-19 pandemic era can be achieved through daily assessments which included cognitive assessments which are seen from the assignments that students collect; affective assessments to check whether or not students are timely in submitting assignments, and psychomotor assessments, seen from skills in art. such as drawing, making skills or crafts. **Implications for Research and Practice** This research study will provide useful insights to the stakeholders into the use of online learning strategies and prepare teaching strategies accordingly.

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Introduction

Learning is essentially a process of regulating, organizing the environment around students so that it can grow and encourage students to carry out the learning process. Learning is also said to be a process of providing guidance or assistance to students in the learning process. The role of the teacher as a mentor starts from the number of students who have problems. In learning, of course there are differences, such as the presence of students who quickly digest the subject matter, there are also students who are slow in digesting the subject matter. These two differences cause teachers to have strategies in learning that are appropriate to the circumstances of each student. Therefore, if the nature of learning is "change", then the essence of learning is "regulation" (Syaiful & Zain, 1995). According to Rachmawati and Daryanto (2015) in their book, the learning process can also be interpreted as a series of interactions between students and teachers in order to achieve their goals, or learning is a process of teaching students.

Learning in general can be interpreted as a teacher to influence student behavior so that it can change student behavior for the better. Education is considered successful if learning is carried out in accordance with the curriculum system used in the educational institution where the learning process takes place. Utilization of information technology can also assist in the learning process; teachers can use information technology to carry out an online learning process or learning that is carried out without face to face. This was seen during the COVID-19 pandemic when educational institutions were forced to implement IT enabled and online learning methods. The pandemic is the big evidence to the fact that a learning process often faces problems which hander its continuity (Chandrasekaran & Fernandes, 2020).

WHO declared COVID-19 as a global pandemic because the transmission of this virus was very fast. Every country was required to implement prevention protocols to stop the spread of this pandemic by means of social distancing such as social distancing, reducing interactions between individuals in the wider community, etc. (Wilder-Smith & Freedman, 2020). Various measures were designed to reduce the spread of the virus, such as social distancing and wearing of masks, among many other strategies (Scherbina, 2020). Effective implementation of these measures required canceling public events, educational and commercial activities, and limiting individual freedom to non-essential movements to encourage people to stay at home. However, the effectiveness of the above measures was critically based on the compliance of human behavior in society (Delaney et al., 2013). A large number of factors including awareness of the act, severity of punishment, and cost of isolation can influence these measures (Briscese et al., 2020).

Such preventions were applicable in the world of education also, starting from Kindergarten (TK) to universities, which initially used the face-to-face method during learning, bur due to the pandemic were forced to turn learning into online and offline (Napitupulu, 2020). This is in accordance with the Government's recommendation which was notified through (Circular Letter on Guidelines for the Implementation of Home Learning at Night during the Emergency Period for the Spread of Corona Virus Disease (COVID-19), nd) Number 15 of 2020 which stated that learning should be carried out from home using distance learning (online) / e-learning) as well as online (offline/offline) and can only be implemented in green zone areas that comply with the Health protocol. The government also issued an appeal starting March 16, 2020 until an

unspecified time, containing the emergence of the virus and implementation of safety protocols in the education sector. The minister of education and culture (Mendikbud) also issued a circular letter Number 4 of 2020 regarding the implementation of policies for education during the COVID-19 era.

Under the impact of the pandemic, the teaching and learning process was reorganized to be provided through online learning methods. Online learning (online/e-learning) is a learning design system where the application uses the internet network and is carried out indirectly between teachers and students, with the same learning time and learning material (Asmuni, 2020). The methods include sending text, audios, pictures, animation and video streaming as well as web-based learning applications over the internet (Sri & Krishna, 2014). The government also prepared several facilities to support distance learning, such as learning broadcasts via TV and radio and the provision of free/cheap WIFI data (Hamid, 2020). A few offline learning activities also continued which included home assignments using media, materials, children's worksheets, learning aids, independent study modules, and printed teaching materials around the location of the home environment prepared by educators (Suhendro, 2020).

Online learning refers to learning that is taken partly or completely through the Internet (Gilbert, 2015; MS'Sakshi & Dhull, 2018; Sharma, Bhardwaj, & Bhardwaj, 2017). The use of online learning involves many technologies that enable the delivery of knowledge through computer networks in an educational context (Herlo, 2011; MS'Sakshi & Dhull, 2018). Some experts argue that in online learning, students must be ready to develop independent learning skills and motivate themselves to learn and engage in learning activities that make them persistent and successful (Zuhairi, Karthikeyan, & Priyadarshana, 2019). Online educational institutions are faced with challenges related to transformation, which requires the digitization of learning and teaching. In addition, the transition to school digitization must take into account the learning needs and technological support needed for learning (Zuhairi et al., 2019). However, there is an assumption that the use of online learning is beneficial for students because it is convenient for them in the comfort of their homes. The advantages are very broad, and significant for student development (Guspatni, 2018; Shimada, 2017).

The online learning requires all parties from teachers, parents and students to work together (Khadijah & Gusman, 2020). Teachers act as activity planners and assessors of learning outcomes while parents as children's mentors at home in monitoring the learning process (Hewi & Asnawati, 2020). Teachers also have to work more creatively and extra in preparing lesson plans (materials and methods) their implementation as well as evaluation during the online learning process. A creativity element was included so that it can attract students' interest and enthusiasm for learning (Fahrina, Amelia, & Zahara, 2020). Teachers also paid attention to some things that were considered important such as the condition of the family environment (Jalal, 2020).

The advantages of face-to-face learning are that teachers can control the content of the material and the sequence of information received by students, so that they can maintain what students have achieved, can be applied effectively in small and large classes, a more effective way to teach concepts and skills of low achieving students. While the drawback is that it is difficult to overcome in terms of ability, initial knowledge, level of learning and understanding, learning styles and student interests, because students only have few

opportunities to be actively involved (Majid, 2016). While the advantages of distance learning are to increase learning interactions, facilitate learning interactions from anywhere and anytime, have a wider range, facilitate refinement and storage of learning materials. While the drawback is the physical separation between teachers and students, tends to be more training than knowledge aspects and less effective aspects (Munir, 2009).

In addition, parents also have a very important role in helping their children in the learning process at home, such as (1) parents' guide their children in using the technology when studying; (2) parents are also facilities and infrastructure facilitators; (3) parents also act as motivators to provide enthusiasm and support in carrying out learning so as to obtain good achievements; (4) parents act as regulators or directors (Fauzi, Maryanti, & Irawan, 2020). But behind this very important role of parents, there are challenges for parents which of course greatly affect children during the learning process, namely the decline in the economic ability of parents (Al-Samarrai, Gangwar, & Gala, 2020). It makes an impact on the discomfort of children when they are at home. This is evident from the results of research (Oktaria & Putra, 2020) which states that only three parents out of ten respondents were able to adjust to being teachers when their children were at home and were able to create conducive and comfortable conditions for children while the learning process was ongoing.

Despite several measures and facilities, learning from home did not prove very effective compared to face-to-face learning (Dewi, 2016). The learning process in online learning tends to be assignment-oriented and requires students to understand the material independently. In this online learning process, it has many impacts, ranging from positive impacts to negative impacts. Teachers are required to prepare learning as well and as creatively as possible in providing a material. In this online learning process, it does not only involve teachers and students, but also parents are required to be involved in this online learning process. Parents with a high educational background may be very adaptable in the online learning process. However, parents with minimal educational background may find it much more difficult to adapt to this online learning process due to their lack of technology knowledge. A weak internet network is also one of the factors that can hinder the online learning process. The online learning process can run smoothly if the quality of the internet network is smooth and stable. This online learning process also makes it difficult for teachers to deliver learning materials, because not all students are enthusiastic in participating in the online learning process (Chandrawati, 2010).

Each school level has different problems and different ways of dealing with them. Researchers conducted an initial survey in several schools, especially in Elementary Schools and tried to identify problems of online learning and teaching strategies, specifically amidst presence of so many methods of teaching teachers viz., WhatsApp, Google Classroom, and Zoom. In terms of learning to read and write, especially for elementary school children, it requires intensive guidance and assistance. Teachers/parents/adults around them play a very important role in this. Student activities from how students sit, open books, hold pencils, to letter recognition are very much needed assistance and guidance.

Tarigan and Henry (1990) states that there are four aspects of language skills, namely listening skills, writing skills, speaking skills, and reading skills. Nur Hadi (2004) state

that writing is an expression of ideas or ideas through language symbols. Writing skill is a person's effort in conveying the contents of his thoughts into writing. Many found in this online learning that elementary school children are still not good at writing. We even find a number of children's writings that are done by parents, to overcome this the solution that we can do is to motivate students and appreciate them. Harahap, Suseno, and Bagaskorowati (2019) states that writing creativity does not form by itself but requires quite regular practice and programmed education. Development in writing creativity can be done in various ways, one of which is through writing activities based on things that are liked by students such as writing down what students see, students are asked to observe their favorite cartoons and then ask them to write down what they have. in the picture, write down today's events and others.

Writing skills must also be developed in an educational environment to train students to think critically in responding to something. Writing is closely related to thinking activities that require adequate thinking skills and describe the breadth of insight from various aspects. Success in writing is determined by how far the teacher's role in providing material on writing, active and passive students in learning is very influential on the approach model taken by the teacher. Setiawati (2016) suggests that the success factor of improving students' writing skills is by applying a model with the right strategy by the teacher, the teacher is able to make learning fun and can actively involve students in learning activities. Likewise, parents of students, strive to be able to guide their children when online learning is still carried out online. Parents are the closest people to students at home during the pandemic, the role of parents is very important, namely to make the atmosphere in the family warm.

Ainurrahman (2012) states that students' learning activities are driven by learning motivation, making it a sign that students have self-awareness to study diligently. Motivation in learning will encourage students' enthusiasm for learning and vice versa lack of motivation can weaken the spirit of learning. In addition, learning writing skills online reduces students' learning motivation, including motivation in writing. Parents can give examples that writing is very fun, such as reading a story book that is liked by the child then asking the child to write down interesting things contained in the story, showing a film to the child is able to develop writing creativity, by remembering the contents in the film. While writing it down will familiarize the child to write a diary, it can make the child happy to write.

Overall the implementation of online learning has faced serious challenges due to COVID-19 pandemic. There are several problems faced, for example, in operating cellphones, unsupportive signals, and failure to understand students' power of understanding by the teachers. At the Elementary School Equivalent level, the problem was also the location or the number of schools that were difficult to reach. Besides, not all parents of students could afford expensive devices and internet data. A few parents and students were also not proficient to operate devices, which also became an obstacle to the online learning process. Environmental factors such as parental concern for their children's education were also often less supportive. In addition, the application of online learning has not been able to improve students' understanding, so that students experience a decrease in terms of achievement or learning scores. The students also faced boredom because of the methods/strategies used by teachers.

Based on the phenomena and background stated above, the current study was designed to examine teaching of writing skills to children in a pandemic era and how the teaching material and teaching strategies made an impact on their learning the writing skills. Specifically, based on the research context and research focus, the following research objectives can be stated:

1. To find out the teacher's strategic planning in teaching writing skills to children during the COVID-19 pandemic era.
2. To find out the implementation of teacher strategies in teaching writing skills to children during the COVID-19 pandemic era.
3. To find out the teacher strategy evaluation system in teaching writing skills to children in the COVID-19 pandemic era.

In order to achieve these objectives, the following research questions were framed:

1. How does teacher's strategic planning work in teaching writing skills to children in the COVID-19 pandemic era?
2. What are the implementation methods of teacher's strategy in teaching writing skills to children in the COVID-19 pandemic era?
3. ow does the teacher strategy evaluation system work to assess the teaching of writing skills to children in the COVID-19 pandemic era?

Literature Review

The domain of education offers the opportunity for interaction between educators and students to achieve educational goals in an educationally conducive environment. Education is also an activity of individual growth and development towards a more positive direction. This activity occurs because of the interaction with the environment. Education occurs because of learning activities that aim to make individuals do to become better. Learning in essence helps learners to gain experience and knowledge and change their understanding and behavior.

A literature review on the challenges of delivering education in an era of pandemics such as COVID-19 was carried out by Wenham, Smith, and Morgan (2020), who suggested that external closures may have different effects on women, who provide most of the informal care in families, with the consequent limiting of their jobs and economic opportunities. Similarly, McKibbin and Fernando (2021) find that pandemics significantly impacted the global economy in the short term. Daniel (2020) added that the COVID-19 pandemic was a major challenge for the education system and suggested that teaching subjects in normal classrooms should place COVID-19 in a global and historical context. Di Pietro et al. (2020) suggested that COVID-19 negatively affected both cognitive and non-cognitive skill acquisition and may have significant long-term consequences in addition to short-term ones.

In addition, Dube (2020) suggested that online learning alternatives in the context of COVID-19 excluded many rural students from teaching and learning in South African primary schools. Due to the lack of resources to connect to the Internet, learning management systems, and low-tech software. Furthermore, Ebrahim et al. (2020) argued that the state of lockdown was halting learning in South African schools, and students and educators in rural areas were powerless in approaching online learning during the

COVID-19 lockdown. Finally, Ngogi (2020) concluded that the mixed learning practiced in South African Schools was commendable but suggested that rural schools were at a disadvantage due to some of the challenges.

- *Teacher Strategy*

Some experts suggest the notion of teacher strategy, including (Ngalimun, 2014): according to Kemp (1995) explains that teacher strategy is a learning activity that must be carried out by teachers and students so that learning objectives can be achieved effectively and efficiently. Kozma (in Sanjaya (2007)) generally explains that the teacher's strategy can be defined as any chosen activity, which can provide facilities or assistance to students towards achieving certain learning objectives. Gerlach and Ely explain that the teacher's strategies are the chosen ways to deliver learning materials in a particular learning environment.

Furthermore, they explained that the intended learning strategy includes the nature, scope, and learning experience of students. Dick and Carey (1990) in Sanjaya (2007) explain that the teacher's strategy consists of all components of learning materials and procedures or stages of learning activities used by teachers in order to help students achieve certain learning goals. According to them, learning strategies are not only limited to procedures or stages of learning activities, but also include material arrangements or learning program packages that will be delivered to students. Cropper in Wiryawan (1998) assert that the teacher's strategy is the selection of certain types of exercises that are in accordance with the learning objectives to be achieved. They emphasized that every behavior that is expected to be achieved by students in their learning activities must be practiced.

From the above understanding it can be concluded that the teacher's strategy is the method or method used by the teacher to achieve the goals that have been set so that there is conformity with the desired technique in achieving the goals to be achieved and what an educator will plan and implement in the process of certain teaching activities to achieve teaching goals effectively and efficiently. The types of learning strategies proposed in the article (Majid, 2017): a) Direct Instruction Strategies; b) Indirect Learning Strategy (Indirect Instruction); c) Interactive Learning Strategy (Interactive Instruction); d) Empirical Learning Strategy (Experiential); e) Independent Learning Strategy.

- *Distance Learning (COVID-19 Pandemic)*

Distance Education is a kind of planned learning that usually takes place elsewhere outside the teaching venue. Therefore, special techniques are needed for subject design, special learning techniques, special methodologies for communication through various media, and special organizational and administrative arrangements (Moore & Kearsley, 2011). Distance learning is learning without face to face or learning that communicates in two directions which is bridged by media such as TV, WhatsApp, radio, Internet, computers, gadgets and others. Rahadi (2008) defines distance learning "as a unit of individual or independent learning, the material in teaching and learning can be in the form of using technology such as video cassettes, slides, etc. through electronic media without a meeting between teachers and students. Meanwhile, Munir (2009) stated that "distance learning is a form of education which provides opportunities for students and

teachers to learn without face-to-face activities, but face-to-face meetings can still be held such as certain assignments and important/special days". Thus, distance learning is an effort for educational problems with limitations between teachers (tutors) and students to meet face-to-face by holding learning that separates teaching staff from students with the help of print and electronic media such as emails, WhatsApp, gadgets, TV, radio, internet and others that contain material that can be accessed by students without any limitations on time and geographical location.

At the Elementary School or Madrasah Ibtidaiyah level, the PAMONG (Child Education by Community, Parents and Teachers) system was developed for children who had dropped out of primary school or children of primary school age who were not accommodated in regular primary schools. The PAMONG system is one example of the application of Distance Learning at the basic education level. In this system, students after the fourth grade of elementary school learn independently from the teaching material packages provided by the government. This system requires the involvement of parents and the community as a source of learning in helping the learning process of students. In addition, the package A program at the elementary level has long been implemented by implementing the distance Learning system.

Independence indeed cannot be demanded from students who cannot read and write, therefore, for children and adults who cannot read and write, the distance learning media used are people, usually parents for children, and community members. others who have mastered it for adults. The person appointed as the media is given the task of explaining what must be done or known to students who have not been able to read and write. For example, what mothers in Australia do to educate their young children, or mothers in Indonesia in educating their children at an early age.

The Distance learning institution itself provides interaction between students and educators or tutors to hold interactions (discussions, questions and answers) face-to-face or remotely (via mail, telephone, or computer). However, this tutorial is rarely done so that students do have to learn a lot independently. If students do not want to learn independently, distance learning is not a good way to increase knowledge and skills (except for those who are still very young and who are still illiterate, distance learning can be carried out with the media of parents or other community members).

- *Digital Divide Concept (Digital Gap Concept)*

The digital divide is stated by Dewan and Riggins (2005) as an individual's inability to feel the benefits of information technology due to lack of access and ability to use information technology. In the opinion of Kadiman (2006), the gap occurs due to limited access to technology due to the cost of equipment and its high cost. between individuals, households, business and geographic areas at different socio-economic levels with regard both to their opportunities to access information and communication technologies (Its) and to their use of the internet for a wide variety of activities".

Thus, it can be concluded that the digital divide is a gap between individuals, households, businesses, or community groups and geographic areas at different socioeconomic levels in terms of opportunities to access information and communication technology (ICT) and use the internet for various activities. This concept is also supported by Choi's concept which states

that not only the gap in access to ICT but also the gap in ability to use ICT (Choi et al., 2004). While Kemly Camacho quoted by Tyas, Budiyanto, and Santoso (2015) there are three concepts of the digital divide that focus on the following: 1) Focus on Infrastructure, which is based on the differences between individuals who have ICT infrastructure and internet connections and individuals who do not have ICT infrastructure and Internet connection; 2) Focus on the achievement of ICT skills, namely between individuals who are trying to achieve the required ICT skills and individuals who do not have the effort to achieve the required ICT skills; 3) Focus on resource utilization, which is based on individual limitations to use the resources available on the website via the internet.

- *Digital Literacy Concept*

There have been many definitions of "digital literacy" put forward by experts. In his book, Classical Gilster (1997) defined digital literacy as the ability to understand and use information in various formats that come from various sources presented through computers. This term undergoes specialization and expansion of meaning. The latest definition is put forward by Hobbs (2017), who argues that digital literacy is a constellation of knowledge, skills, and competencies needed to thrive in a culture dominated by technology. In the concept of digital literacy, there are five skills in digital aspects, namely: 1) Photo-visual skills, reading graphic displays; 2) Reproduction skills, using digital reproduction to produce something new from pre-existing materials; 3) Hypertextuality skills, connecting the knowledge possessed with things that are not only linear, but also nonlinear; 4) Skills in evaluating the quality and validity of information; 5) Socio-emotional skills, which include understanding the rules in cyberspace and utilizing this understanding to communicate online in cyberspace.

Bambang (2011) specifies characteristics of distance learning include: (1) There is an almost permanent separation between teaching staff and students during the education program; (2) There is an almost permanent separation between a student and other students during the education program; (3) There is an institution that manages the education program; (4) Utilization of both mechanical and electronic means of communication to deliver learning materials; (5) Provision of two-way communication facilities so that students can take dialogue initiatives and take advantage of them..

The impact of distance learning, including: not all students have technological facilities in the implementation of Distance Learning (PJJ) and there are students who have not been able to operationalize technology so they need help from those closest to them, but another impact that is no less important is adaptation to culture. In the new era, students usually interact with their friends and meet face-to-face with their teachers, with the Distance Learning making students need time to adapt and deal with new changes that will indirectly affect their learning absorption, in addition to the habits of students who accustomed to meeting with friends and during the COVID-19 pandemic, and requiring them to study at home, made them feel bored and often lost their enthusiasm for learning (Pratiwi, 2020).

In choosing a learning strategy that will be used in the learning process, of course there are components that must be considered. A teacher considers the learning strategies in accordance with the material to be taught through the stages of planning, implementation and evaluation (Rusman, 2011). These of the learning strategy can be detailed as follows:

i.   *Planning*

The process of a planning must start from setting goals to be achieved through needs analysis and then the steps that must be taken to achieve these goals (Sanjaya, 2007). Planning includes syllabus and lesson plans in the learning itself there are components that include 1) Subject identity, 2) Competency standards, 3) Basic competencies, 4) Competency achievement indicators, 5) Learning objectives, 6) Teaching materials, 7) Time allocation, 8) Learning methods, 9) learning activities, 10) Assessment of learning outcomes, 11) Learning resources.

In the context of learning, planning can be defined as the process of preparing subject matter, use of teaching media, use of teaching approaches and methods, and assessment in an allocation of time that will be carried out at a certain period to achieve predetermined goals (Majid, 2005). By planning learning strategies that are fun and in accordance with the chapters studied accompanied by the use of media and methods that support the learning process in the classroom, the learning does not seem stressful, attracts students' interest and is boring because students can learn comfortably without having to be afraid of the teacher. As well as holding healthy competition among students and giving praise or additional values to foster student enthusiasm in learning. Planning in learning is called Learning Implementation Plan.

Planning is concerned with determining what will be done. Planning precedes implementation considering the planning of learning devices is good with the selection of methods, media, and learning resources. In addition, the teacher must maximize what is in the RPP, after all the necessary components are in the RPP, the teacher will be able to carry out the learning process well because it already has the guidelines to be achieved as previously planned.

ii.   *Implementation*

The implementation of the learning program is an activity of holding pre-tests, delivering learning materials, and making improvements (Sanjaya, 2007). All these aspects will be described in the Teaching and Learning Activities section or learning scenarios. After all the plans, strategies, methods, media, and techniques and steps have been made, and learning will begin immediately. The teacher opens the lesson, explains the material, students listen if necessary, evaluates and closes the lesson.

In the implementation of learning, the teacher performs several stages of learning implementation, including:

─ Introductory Activities

Opening lessons are activities carried out by teachers to create a learning atmosphere that allows students to be mentally prepared to take part in learning activities. In opening lessons, the teacher usually opens with greetings and student attendance, and asks about the previous material. The objectives of opening lessons are: a) To attract attention and motivate students; b) Informing the scope of the material to be studied and the limitations of the tasks that will be done by students; c) Provide an overview of the methods or approaches that will be used as well as the learning activities that will be carried out by students; d) Perform apperception, namely linking the material that has been studied with the material to be studied; e) Relate current events to new material.

— Core activities

The delivery of learning materials is the core of a learning implementation process. In delivering material the teacher conveys sequential material from the easiest material first, to maximize student acceptance of the material presented by the teacher, the teacher uses teaching methods that are in accordance with the material and uses media as a tool for delivering learning material. The objectives of delivering learning materials are: a) Helping students understand clearly all the problems in learning activities; b) Helping students to understand a concept or proposition; c) Involve students to think; d) Understanding the level of understanding of students in receiving learning.

— Closing activities

The closing activity of the lesson is an activity carried out by the teacher to end the core learning activities. In this activity the teacher evaluates the material that has been delivered. The objectives of closing the lesson are, among others: a) Knowing the level of success of students in learning materials; b) Knowing the level of success of teachers in carrying out learning activities; c) Create a chain of competence between the current material and the future material.

From the explanation above, it can be concluded that the implementation of learning is the ongoing process of interaction between students and teachers in a learning environment.

iii.   *Evaluation*

Evaluation in learning aims to collect information that forms the basis for measuring the level of progress, development, and learning achievement of students, as well as the effectiveness of educators in teaching. Measurement and assessment are the main activities in learning evaluation. The functions of the learning evaluation are, among others: a) To provide feedback to teachers as a basis for improving the teaching and learning process, as well as conducting program improvements for students; b) To provide accurate figures about the progress or learning outcomes of each student, among others, used in the context of providing reports on student learning progress to parents, determining grade increases and determining whether a student passes or not.

The types of distance learning include Online Learning Online learning and Off-line Learning. Online learning is learning that is done using online learning applications and social media sites. Although it is facilitated, it is still necessary to assign tasks through monitoring, teachers also work more from home by coordinating with parents to ensure there is interaction between teachers and parents (Sudarsana, 2020). The following media are used in online learning, including: 1) Google Classroom, which is designed to facilitate the interaction of an educator with students in the internet world. This application will make it easier for educators to explore their scientific ideas which are then given to students; 2) Learning Houses, namely providing services for the availability of learning media resources in the form of interactive learning materials equipped with supporting media for images, animations, videos and simulations, as well as in the form of digital books. 3) Zoom is a video conferencing application that can be used between devices such as laptops and smartphones. Zoom is a face-to-face platform where educators and students can interact directly; 4) Live Chat WhatsApp is one of the messaging platforms that can be used in distance learning. This application is equipped with various options such as New

Group, WhatsApp Web, Starred Messages and Settings. WhatsApp Messenger is a cross-platform messaging application that allows us to exchange messages without paying for SMS. WhatsApp Messenger uses the internet as well as email, web browsing, and so on. It does not cost money to stay in touch (Nurhakim, 2015). WhatsApp is an application that has a letter limit so that the sender of the message is satisfied with the WhatsApp application suggestions. On the other hand, offline learning can be interpreted as a form of learning that is not connected to the internet (Husama, 2014). In offline learning activities, it refers to a condition of interconnected networks in a limited scope. Thus, in offline activities, it does not involve the internet network in the learning process.

The distance learning has both advantages and disadvantages. The advantages include: (1) shortening learning time and making study costs more economical; (2) facilitate interaction between students and materials; (3) students share information with each other; (4) the process of developing knowledge does not only occur in the classroom (Hartanto, 2016). In addition, there are also benefits like: (1) personal experience in learning; (2) reduced costs; (3) easy to reach; (4) the ability to be responsible; (5) can connect to the network from various sources with various formats; (6) potential for broad access; (7) can encourage students to learn independently and actively; (8) can facilitate additional useful materials and conventional programs (Efendy, 2008). The disadvantages of distance learning include: (1) lack of interaction between students and teachers; (2) the tendency to ignore academic or social aspects; (3) the learning process tends to be training rather than education; (4) changing the role of teaching using conventional learning techniques are now required to use ICT; (5) not all internet available; (6) lack of human resources (HR); (7) lack of computer mastery language; (8) inadequate computer access; (9) varied information; (10) students can feel isolated (Efendy, 2008).

- *Teacher's Strategy in Distance Learning in the COVID-19 Pandemic*

The teacher's strategy is the method or method used by the teacher to achieve the goals that have been set so that there is conformity with the desired technique in achieving the goals to be achieved. While distance learning is learning that does not occur directly (without face to face), the learning process is by two-way communication bridged by media such as computers, TV, WhatsApp, internet, gadgets, radio and others. Whereas the COVID-19 pandemic is a disease that spreads globally covering a large geographic area, it is this virus that can cause COVID-19.

While the teacher's strategy in distance learning in the COVID-19 pandemic is a teacher's way or process to achieve the goals to be achieved even though learning does not occur directly due to the spread of the COVID-19 virus. With this goal, the success of learning activities will be realized when the educational goals have been achieved.

The thing that cannot be separated from the achievement of educational goals is the method or strategy that will be applied by the teacher in the learning process, because through determining the strategy applied by the teacher, it will have an influence on the achievement of educational goals. With the right strategy, the success of learning will be realized, so that learning that will be planned and implemented by an educator in the process of certain teaching activities to achieve teaching goals effectively and efficiently, so that students practice their knowledge and knowledge in everyday life, and strategies when learning not boring for students.

Research Methods

- *Research design*

In terms of procedures and patterns adopted by researchers, this research can be called a qualitative research type. Bogdan and Taylor, quoted in Moleong (2013), define qualitative methodology as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior (Moleong, 2013). Qualitative research design was appropriate for the current study as it enabled the researchers to collect the required data from the documentation search, archives and other sources.

Qualitative research is research that stems from inductive thinking patterns, which are based on participatory objective observations of a social phenomenon (Tanzeh, 2009). The data obtained in qualitative research are in the form of written descriptions of words or sentences that lead to the research objectives as stated in the research focus that has been determined. Qualitative research emphasizes process rather than results. This statement implies that the relationship between symptoms or parts will be more clearly observed in the form of a process (Tanzeh, 2009).

- *Instrument for data collection*

The research was carried out by 3 (three) techniques, namely participant observation, in-depth interviews and documentation (Tanzeh, 2009). Data collection techniques were the most strategic step in research, because the main purpose of research was to obtain data. Without knowing data collection techniques, researchers could not get data that met the data standards set (Sugiono, 2015). This also helped to expedite the course of research and to obtain data related to the research focus, according to the type of qualitative research,

- *Data analysis*

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation, by organizing the data into categories, breaking them down into units, synthesizing them, arranging them into patterns, choosing what is important and what is important. that will be studied, and make conclusions so that they are easily understood by themselves and others (Sugiono, 2015). The data collected from the primary and secondary sources was studied by following these recommendations.

Results

- ***Teacher Strategic Planning in Distance Learning in the COVID-19 Pandemic Era***

After conducting research on the first focus, several findings were obtained, including the following:

1. Indirect strategic planning because during a pandemic it is not possible to hold direct learning. To fulfill children's rights to keep learning. Based on the findings above, it can be concluded that the indirect strategy planning is so that students do not forget that they are still in school and still have the right to continue learning.

2. The method of delivering the material is virtual and online. For virtual and online, it makes learning videos sent via WhatsApp, besides that it also makes material from student worksheets or worksheets for students who do not have cellphones. Based on the findings above, it can be concluded that the delivery of material online and virtual is the same as using online or not face-to-face, so the delivery of the material is sent via WhatsApp.

3. In the indirect strategy of distance learning, do not use Zoom and Google Classroom because community conditions do not support Via Zoom and Google Classroom learning, the signal is difficult, students who do not have cellphones and their families only have one cellphone and are brought by their parents to work. So Via Zoom and Google Classroom are not possible. Based on the findings above, it can be concluded that the indirect strategy for distance learning does not use Zoom and Google Classroom because it must be in accordance with the conditions of the surrounding community.

- *Implementation of Teacher Strategies in Distance Learning in the COVID-19 Pandemic Era*

After conducting research on the first focus, several findings were obtained, including the following:

1. Implementation of the indirect strategy in the initial activity by saying greetings, memorizing short letters, instilling student character, praying, singing compulsory songs, asking students' conditions, linking learning materials with previously studied learning materials, reading Pancasila and others . Based on the findings above, it can be concluded that in this implementation, apperception and motivation are carried out to students so that students are more enthusiastic in learning.

2. Implementation of indirect strategies in core activities consisting of the teacher giving the task of opening and studying thematic books, for today's learning and doing assignments in thematic books then I inform after students complete the task to take photos of their work and then send via WhatsApp to the teacher. Based on the findings above, it can be concluded that the teacher gives assignments through thematic books and then after they are photographed and sent to the teacher via WhatsApp.

3. Implementation of indirect strategies in closing activities by conveying and strengthening material related to the themes that have been studied with students. For example, giving assignments or homework, praying together, and saying greetings via WhatsApp. Based on the findings above, it can be concluded that the teacher conveys the material that was studied as material reinforcement and was given tasks such as homework or homework.

4. The opportunity to submit their assignments is limited to 21:00 in order to anticipate students not holding their own cellphones. So the assignments were submitted after parents come home from work. Based on the findings above, it can be concluded that there is an opportunity to collect assignments until 21:00.

- *Teacher Strategy Evaluation System in Distance Learning in the COVID-19 Pandemic Era*

After conducting research on the first focus, several findings were obtained, including the following:

The assessment of students' abilities can be classified as cognitive, affective, and psychomotor assessments.

1. Cognitive assessment seen from the tasks that were collected together with them. Cognitive assessment is an activity carried out to measure students' mastery of knowledge. For example: the results of the tasks that the children collected. Based on the findings above, it can be concluded that cognitive assessment is assessed from knowledge such as: working on multiple choice questions, filling in, enrichment and others and the results of this cognitive assessment can be seen from the tasks collected.
2. The affective assessment is seen from the attitude every day such as before learning prayer first, memorizing short letters or memorizing prayers and others. seen from the children's responsibilities when collecting assignments, for example, if there are smart children to do what if they collect them together with yesterday's assignments and collect them a week later, from there is still an assessment of whether or not they are punctual in collecting assignments. Based on the findings above, it can be concluded that the attitude or affective assessment is usually seen from the character, behavior, feelings of students because this is face-to-face learning so affective or attitude assessment is seen from being on time or not in collecting assignments.
3. Psychomotor assessment is seen from the student's skills so the teacher can judge in learning from it from the skill assignment. Tasks such as: making pictures, making crafts and others. From the skill task, the children are more interested because it doesn't make them bored in learning. Based on the research findings above, it can be concluded that the psychomotor assessment focuses on physical and muscular abilities. Such as drawing skills, making crafts and the expertise of each student. From here the students are more interested in the task of skills.

Discussion

Planning of indirect learning strategies during the pandemic where the teacher's role is as a facilitator, supporter, and lecturer. The reality is that the teacher acts as a facilitator so that the child's rights still have to learn. Similarly, expressed by one teacher in the interview results, that the strategy made is an indirect strategy through virtual and online. In addition, the teacher also changes the role of a lecturer to become a facilitator, supporter, and personal resource and the planning is to fulfill the students' right to continue learning. Majid (2013) explained that indirect learning strategies show a high form of student involvement in observing, investigating, drawing inferences based on data, or forming hypotheses.

In indirect learning, the teacher's role shifts from being a lecturer to being a facilitator, supporter, and personal resource. Meanwhile, according to Ahmadi, Setyono, and Elisah (2011) indirect learning strategies are often called inquiry, inductive, problem solving, decision making and discovery. In this strategy, the role of students is very dominant and the teacher is only a facilitator in managing the class. According to the researcher, with this the theory put forward in Ahmadi et al. (2011) is in line with the findings in this study. Because the results of this study strengthen the theory used by researchers.

The virtual and online delivery method is a system that provides facilities for learning anytime and anywhere as long as you can access the system. Without being limited by distance, space and time. The material has been provided in the system. Materials can be

provided in the form of verbal, visual, audio and motion. Historically, virtual learning is better known as distance learning. According to Ibrahim and Dykeman (2011) distance education has long been known to humans since the 1870s. The term online is an acronym for "in the network" which is an activity carried out with an online system that utilizes the internet. Thorme in Kuntarto (2017) "online learning is learning that uses multimedia technology, virtual classes, CD ROMs, video streaming, WhatsApp, voice messages, email and telephone conferences, online text animations, and online video streaming".

At this school the delivery of material is virtual and online whose system utilizes the internet and through electronic media such as: cellphones, streaming from the YouTube site, voice messages, and making learning videos sent via WhatsApp and others. In addition, I also make student worksheets or worksheets for those who do not have cellphones. According to the researcher, in this regard, the theory put forward by Kuntarto (2017) is in line with the findings in this study. Because the results of this study strengthen the theory used by researchers.

In the online learning process, learners must have learning facilities, not only books but also cellphones and laptops as well as internet data quota. Besides, multiple learning resources are provided for students and that are in accordance with the academic and social needs of students. Good teacher performance will certainly have an impact on the quality of learning in the classroom, and vice versa. Students in this way are able to develop digital literacy. There have been many definitions of "digital literacy" put forward by experts. In the book Classical Gilster (1997), digital literacy is defined as the ability to understand and use information in various formats that come from various sources presented through computers. The majority of schools do not use Zoom because the condition of the surrounding community is not supportive for learning Via Zoom and Google Classroom because most students do not hold their own cellphones and families sometimes have one cellphone and it is taken to work. So Via Zoom is not possible. According to the researcher, with this the theory put forward by Dewan and Riggins (2005) and Gilster (1997), is in line with the findings in this study. The results of this study strengthen the theory used by researchers.

The implementation of thematic learning activities includes initial activities, core activities, and closing activities. The teacher carries out thematic learning by applying a scientific approach. In the initial activities, it is done by providing apperception, motivation, and conveying learning objectives. Kediri teachers in carrying out initial activities are carried out by greeting, students memorizing short letters, praying, saying Pancasila, singing compulsory songs, linking the learning that was taught with previous learning. The core activities in thematic learning using a scientific approach in the learning process include digging up information, observing, asking questions, trying or gathering information, associating, and communicating. Class teachers in delivering thematic learning by implementing learning activities in the form of observing the material in the student's book, searching by looking for information, observing by reading, listening, and listening to the teacher's explanation from Via WhatsApp.

Asking students about learning materials and asking about students' understanding of the material that has been learned from Via WhatsApp. Trying or gathering information is done by giving individual assignments, reading material in student books, and demonstrating learning materials to students. Associating or reasoning is done by

motivating students to be active in doing individual tasks, giving opportunities for students to ask questions, and linking learning materials with everyday life that students have experienced. Communicating is done by concluding the material through a joint discussion of the results of individual assignments and providing reinforcement for students about the material that has been studied together.

Closing activities are carried out between teachers and students together or individually to make a summary or conclusion of the lesson. The teacher in closing the thematic learning is done by giving reinforcement and concluding the subject matter together, giving homework (PR) to students, apologizing to each other, praying, and saying hello. Thematic learning is expected to emphasize more on experience and meaning in learning, so that students gain a complete understanding in the learning process that links between subjects. This is in line with the opinion of Hamalik (2006) that effective teaching is teaching that provides students with opportunities for self-study or doing their own activities, so that students will learn while working so that they gain knowledge, understanding, and other behavioral aspects. and develop meaningful skills for living in society.

Based on the opinion above, it can be seen that teachers must be able to carry out thematic learning that can make students play an active role in the learning process, both in the initial, core, and closing activities. Teachers in carrying out thematic learning in the classroom on Via WhatsApp, there are still some children who are less active in participating in the learning process. According to the researcher, with this the theory put forward by Hamalik (2006) is in line with the findings in this study. Because the results of this study strengthen the theory used by researchers.

Evaluation is a process to describe the quality of students which contains values and meanings. Sudjana in Sutrisno (2017) that assessment is the process of giving or determining value to students based on certain criteria. This is also in line with the opinion of Widyoko (2014) that assessment in the context of learning outcomes is defined as an activity of interpreting or interpreting measurement data about the competencies possessed by students after participating in learning activities. The teacher also stated that the assessment of learning outcomes is an assessment carried out to determine and determine the ability of students. Based on this opinion, it can be seen that assessment is a process of giving value to the ability of students based on certain criteria. To determine the ability of students' learning outcomes in distance learning, it is done by assessing the overall abilities of students in the form of attitudes, skills, and knowledge abilities. This is in line with the emergency curriculum which emphasizes a shift in assessment, namely assessment through tests (measuring knowledge competence based on results only), towards authentic assessment (measuring competence in attitudes, skills, and knowledge).

Authentic assessment is a significantly meaningful measurement of student learning outcomes for the domains of attitudes, skills, and knowledge. From this opinion, it can be understood that in authentic assessment it is a form of assessment that requires students to display an attitude of using the knowledge and skills gained from learning in performing tasks in real life. Based on the teacher assessing the learning outcomes of students by using several assessment techniques. In assessing the competence of the teacher's attitude to observe students during learning activities and outside learning hours. However, during a pandemic like now, the attitude assessment carried out by teachers is only based on timeliness in

collecting assignments. Because it is impossible for the teacher to observe the students directly. The knowledge assessment consists of a written test, an oral test, and an assignment. The written test is a test in which the questions and answers are written in the form of multiple choices, entries, short answers, true-false, matchmaking, and descriptions.

The teacher conducts a written test in the form of multiple choice questions, entries, and descriptions. An oral test is a test in the form of questions given by the teacher orally and students respond to these questions verbally as well, thus fostering an attitude of daring to have an opinion, and the answers are in the form of words, phrases, sentences, and paragraphs. The teacher uses an oral test by making a list of questions that will be asked to students. Assignment is an assessment carried out by educators in the form of homework or projects that are carried out individually or in groups according to the characteristics of the task.

Teachers often give homework to students. Prastowo (2013) argues that teachers assess skill competencies through assessments in the form of (1) performance, namely an assessment that requires students to demonstrate a certain competence using a practice test (performance) using an observation sheet instrument, (2) projects, using a sheet instrument. assessment of project report documents, (3) portfolio assessment, using the product assessment sheet instrument. Usually the teacher uses a check list or rating scale. The teacher said that in assessing the skills aspect of students, it was done using assessment techniques in the form of projects, performance or practice, and portfolios. According to the researcher, with this the theory put forward by Sutrisno (2017), Widyoko (2014) and Prastowo (2013) is in line with the findings in this study. Because the results of this study strengthen the theory used by researchers.

Conclusion

The conclusion from the results of this study indicate that:

1. Teacher strategy planning in distance learning in the COVID-19 pandemic era used indirect strategy planning to fulfill children's rights to continue learning, through a virtual and online method of delivering material; however, a few teachers and learners did not use indirect strategies e.g., Zoom and Google Classroom due to unfavorable community conditions.
2. There is an implementation of teacher strategies in distance learning in the COVID-19 pandemic era, namely initial activities, core activities and closing activities.
3. Evaluation of teacher strategies in distance learning in the COVID-19 pandemic era, included assessments recapitulated every day, cognitive assessments are seen from the assignments that students collect, affective assessments are timely or not in collecting assignments, psychomotor assessments are seen from skills in arts such as drawing, making skills or crafts.

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