

ELEMENTARY SCHOOL ONLINE LEARNING MANAGEMENT DURING COVID-19

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Abstrak: Teori dasar manajemen berpendapat bahwa perencanaan dan evaluasi merupakan prasyarat untuk banyak hasil positif dalam pelaksanaan pembelajaran daring. Tujuan dari penelitian ini adalah untuk menyelidiki hubungan struktural antara perencanaan, implementasi, dan evaluasi dalam konteks pembelajaran daring selama masa pandemi Covid-19. Dalam survei cross-sectional ini, kami memasukkan 284 guru (laki-laki = 104, perempuan = 108) dari populasi yang terdiri dari sekitar 7029 guru sekolah dasar di Kabupaten Tulungagung, Jawa Timur. Kami menggunakan *Structural Equation Model* (SEM) untuk menganalisis data. Penelitian ini mengungkapkan dua temuan utama. Pertama, perencanaan berpengaruh positif dan signifikan terhadap implementasi dan evaluasi pembelajaran daring. Kedua, evaluasi berpengaruh positif dan signifikan terhadap implementasi pembelajaran daring. Evaluasi cenderung menjadi kontributor yang lebih kuat untuk implementasi yang lebih baik dalam pembelajaran daring daripada perencanaan. Terlepas dari berbagai masalah dan kendala pembelajaran daring yang dihadapi oleh guru sekolah dasar, penelitian ini memberikan implikasi untuk analisis mendalam pada merancang program intervensi yang efektif bagi guru dalam meningkatkan kemampuan mereka dalam merencanakan dan memonitoring pembelajaran daring.

Kata kunci: Covid-19, manajemen pembelajaran, pembelajaran daring, sekolah dasar, *Structural Equation Model*

Abstract: The basic management theory argues that planning and evaluation are prerequisites for many positive outcomes in the implementation of online learning. The purpose of this study is to investigate the structural relationship between planning, implementation, and evaluation in the context of online learning during the Covid-19 pandemic. In this cross-sectional survey, we included 284 teachers (male = 104, female = 108) from a population of approximately 7029 primary school teachers in Tulungagung District, East Java. We used the *Structural Equation Model* (SEM) to analyze the data. This study revealed two main findings. First, planning has a positive and significant effect on the implementation and evaluation of online learning. Second, evaluation has a positive and significant effect on the implementation of online learning. Evaluation tends to be a stronger contributor to better implementation of online learning than planning. Apart from the various problems and constraints of online learning faced by elementary school teachers, this research provides implications for in-depth analysis on designing effective intervention programs for teachers in improving their ability to plan and monitor online learning.

Keywords: Covid-19, learning management, online learning, elementary school, *Structural Equation Model*

INTRODUCTION

The Covid-19 pandemic has had a significant impact on the global education system, from curriculum changes to school closures (Pokhrel & Roshan, 2021). In Indonesia, all schools have been closed since mid-March 2020 as a precaution against Covid-19 transmission among students (Aletheiani, 2021). The high spread of positive cases of Covid-19 has left traditional schools with no choice and must immediately turn into full-fledged online schools from home (Dhawan, 2020; Djalante et al., 2020; Lancker & Parolin, 2020). As a result, students must adapt quickly to video conferencing, social media, and asynchronous discussion forums as their primary places to study (Yan et al., 2021).

Online learning suddenly raises various problems of implementation and evaluation of learning for teachers (Ibrohim et al., 2021). Other studies also report similarly that online learning faces various challenges including technological literacy and competence, home environment (Barrot et al., 2021), internet connection and finance (Adnan & Anwar, 2020; Maatuk et al., 2021), and perceived limited social interaction (Anastasakis et al., 2021; Zarei & Mohammadi, 2021). In particular, at the elementary school level in Indonesia, teachers face problems with the dimensions of communication and use of technology (Ayu et al.,

2021; Azzahra et al., 2022) where online learning can only be done on text-based social media, not all students have devices, and the lack of parental assistance so that students are less disciplined in participating in the learning process (Krisbiantoro et al., 2021).

With these problems, online schools can be judged to be no more effective than traditional schools, and their effectiveness depends on how well the learning management is carried out by teachers (Zhao et al., 2020). Differences in the availability of devices and platforms, communication, and teacher skills in managing learning may affect academic integrity during learning (Camargo et al., 2020), but it is not clear which aspects are most important for online learning management in primary schools. Previous research on issues related to online learning has focused on elementary school students (Ayu et al., 2021; Azzahra et al., 2022; Krisbiantoro et al., 2021)). In addition, recent research on online learning management is limited to junior high school students (Hadriana et al., 2021). Empirical research targeting primary school online learning management remains scarce. This is worrying because some factors in teacher learning management can also lead to a number of problems during online schooling.

Therefore, to address this gap, this study reports the findings of a survey study that seeks to explore online learning management carried out by teachers during the planning, implementation, and evaluation stages during the Covid-19 pandemic in a sample of districts. Specifically, in this study, Structural Equation Modeling (SEM) was used to analyze the relationship between planning, implementation, and evaluation. In addition, SEM is a method to confirm a suitable model based on the relationship between the hypothesized variables, useful for modeling the structural relationship between the three variables. The findings of this study provide recommendations for the education office's policy regarding the implementation of online learning during the pandemic. Furthermore, following the recent school reopening policy, these findings will also help identify changes needed by elementary schools based on learning management issues so that teachers are more practical in planning, implementing, and evaluating online learning after the Covid-19 pandemic.

METHOD

Research Design

The relationship between the variables included in the research model is assumed as follows based on previous studies. First, planning has a positive and significant effect on the implementation and evaluation of online learning (Hypothesis (H) 1a, 1b). This is based on a number of explanations from previous research. Planning is defined as an activity to set priorities, consolidate resources, strengthen capabilities, ensure resources work to achieve common goals, and align the direction of the organization with a changing environment (Kabeyi, 2019). Planning serves as an implementation guide (Cleland & Gareis, 2006), so that its effectiveness can be maintained (Hadriana et al., 2021). Thus, the planning stage can be considered the main factor contributing to the implementation and evaluation process (Virgana & Lapasau, 2019).

Second, evaluation has a positive and significant effect on the implementation of online learning (Hypothesis (H) 2). Implementation is a management process to realize planning in the form of action (Yaakob et al., 2019). The implementation process can be carried out through the development of programs, budgets, and procedures. This process involves the organization's overall management system (Fides & Carol, 2015). Meanwhile, strategy evaluation is very important to measure the progress of an organization in carrying out the management process (Schalock et al., 2018). Evaluation includes three main activities, namely reviewing the underlying basis for the strategy, comparing the expected results with actual results, and taking corrective actions to ensure that performance is in accordance with the plan. Previous research has found that monitoring and evaluation can impact overall

school performance to some degree (Rees et al., 2020). Thus, the following hypothesis is formulated.

Based on a number of hypothesis formulations, a structural relationship research model was developed, as shown in Figure 1.

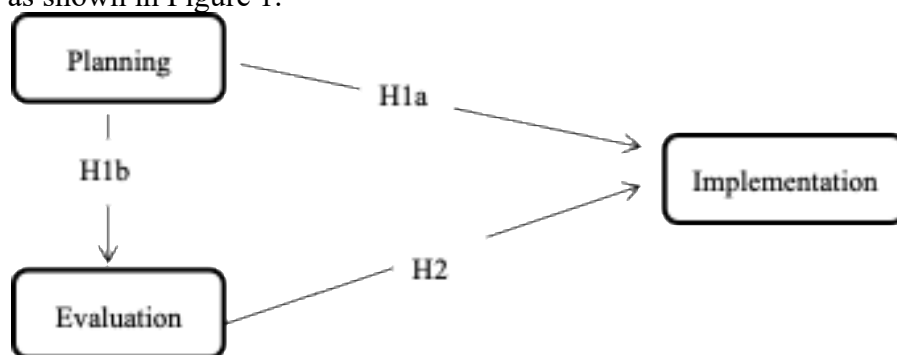


Figure 1. Structural Relationship Model Research

Thus, we used a cross-sectional analytical survey research design to examine the conceptual model and the relationship between planning, implementation, and evaluation of online learning during the Covid-19 pandemic.

Participants

The population of this study was all elementary school teachers in Tulungagung Regency, East Java. Based on the latest government database, the total number of elementary school teachers for the 2020/2021 Academic Year in Tulungagung Regency is 7029 people (BPS, 2021). The sample was selected using a simple random sampling technique involving all elementary school teachers in 19 sub-districts in Tulungagung Regency. With a 90% confidence level and a 10% margin of error, the minimum sample size in this study was 261 respondents (Denscombe, 2010). While the samples used in this study were 284 samples. We used a snowball sampling technique to recruit participants by forwarding invitations to participate in research surveys via WhatsApp social media. The inclusion criteria of the study limited the participation of elementary school teachers and their residential address in Tulungagung Regency, East Java.

Research Instruments

Data were collected using a questionnaire adapted from (Radu et al., 2020; UNESCO, 2020). The questionnaire consists of 30 statement items related to 3 aspects of learning management during the Covid-19 pandemic, namely planning (8 items), implementation (16 items), and evaluation (6 items). The items on this questionnaire use a 5-point Likert Scale, which consists of 1 = strongly disagree, 2 = disagree, 3 = doubt, 4 = agree, and 5 = strongly agree. In addition, the questionnaire also contains respondents' demographic data in the form of gender and age of the teacher.

Before the questionnaire was distributed to the sample, the questionnaire was tested on 30 non-sample respondents to determine its validity and reliability. In this study, the validity test used Pearson correlation to determine whether the questionnaire was valid. Pearson correlation value is then compared with the *r* table with a sample size of 30, which is 0.361 with a margin of error of 5%. If the value is higher than 0.361, then the items on the questionnaire are valid (Hair et al., 2014). The reliability test used Cronbach's Alpha to determine the consistency of the instrument. The instrument is said to be reliable if the value of Cronbach's Alpha is 0.7 (Pallant, 2000). The test results on 30 respondents showed that each item was declared valid because each item (30 statements) had a value of more than 0.361, with an average Pearson correlation value of 0.656. The reliability of the questionnaire is 0.752. Because of the value of Cronbach's 0.7, the questionnaire used for data collection is reliable.

The instrument that has been tested is then analyzed for validity and reliability using the SmartPLS 3.0 program. The expected validity is > 0.7 based on Cronbach's Alpha and Composite Reliability (CR) values and strengthened by the Average Variance Extract (AVE) value > 0.5 . Multiple AVE values < 0.5 on items in each construct. Two items in the planning construction, one item in the implementation construction have an AVE value < 0.5 with an invalid category. All variables analyzed showed Cronbach's Alpha value of 0.747-0.913, CR value of 0.832-0.927, and AVE value of 0.501-0.514 which means all variables can be accepted as reliable constructs (Hair et al., 2017). Values of validity and reliability based on Cronbach's Alpha, CR, and AVE values are summarized in Table 1.

Table 1. Instrument Reliability and Validity

	Cronbach's Alpha	Composite Reliability (CR)	Average Variance Extracted (AVE)
Evaluation	0.747	0.832	0.501
Implementation	0.913	0.927	0.514
Planning	0.799	0.857	0.502

Data Collection Procedure

The questionnaire comprehensively considered non-responses, respondents who did not complete answers, and cases where primary school teachers did not conduct full online teaching. For the survey, the list of teachers was identified through teacher member data referring to the websites of the selected target schools, the education office, and the Central Bureau of Statistics. To increase the level of data collection, survey URLs generated from the free Google Forms service were distributed using the Tulungagung District Elementary School Teacher Association Whatsapp group. Next, we downloaded the linked Google Spreadsheet into the MS Excel file. We checked for missing data and whether they matched the predefined sample criteria for the inclusion criteria of the participants. Data collection was carried out from December 2021 to February 2022.

Data Analysis

Microsoft Excel is used for frequency and percentage calculations that aim to describe the sample in general. In addition, we used SEM to test two predefined research hypotheses. First, we measure the impact of planning on the implementation and evaluation of online learning. Second, we measure the impact of the evaluation on the implementation of online learning. SEM was carried out with the help of the SmartPLS program. In particular, we used Partial Least Square–Structural Equation Modeling (PLS-SEM) because of its power to predict more accurately (Hair et al., 2017).

Ethical Considerations

We strive to protect participants' right to the confidentiality and privacy of their data. We explain on the start page of Google Forms, covering the nature and benefits of the study, and the participant's right to withdraw from the study at any given time. We provide a statement to obtain voluntary consent from participants before filling out the questionnaire.

Findings

Demographic Profile

The demographic profile of the 284 teachers who participated in our study is shown in Table 2. This shows that the majority of the participating teachers were female (63,38%), while the male teachers who filled out the questionnaire were 36,62%. The age of teachers varies from 22 years to 60 years. The percentage of primary school teachers in Tulungagung who filled out the questionnaire was dominated by teachers aged 51–60 years (35,56%), while the lowest percentage was teachers aged 41–50 years (14,44%). The demographic profile is summarized in Table 2.

Table 2. Demographic of Participants

No.	Demographic	Group	Frequency	Percentage (%)
1.	Gender	Male	104	36,62
		Female	180	63,38
		Total	284	100,00
2.	Age (year)	22–30	69	24,30
		31–40	73	25,70
		41–50	41	14,44
		51–60	101	35,56
		Total	284	100,00

Furthermore, Tables 3, 4, and 5 sequentially list the percentage of responses given by participants to the planning, implementation, and evaluation variables on five scales.

Learning Management Planning in Schools

The highest percentage was found in the statement "I compiled online lesson plans in one semester" (61,70%) with the agreed category. Next, it is followed by the indicator "I compose a syllabus that is suitable for online learning" (60,28%) with the agree on category. In total, the percentage of participants who responded in the agree and strongly agree categories reached more than two-thirds (64,63%).

Table 3. Percentage of Participants' Responses to Planning Variables in Five Scales

No	Statement	Answer (%)*				
		SS	S	R	KS	TS
1	During the pandemic, schools are 100% closed	8,87	18,44	10,99	23,40	38,30
2	I work in a school with a 50% schedule	21,63	50,71	10,28	13,48	3,90
3	I plan online learning using Google Classroom	13,83	41,49	21,63	13,12	9,93
4	I plan online learning using WhatsApp	35,46	47,52	8,51	6,03	2,48
5	I plan learning evaluation activities with students using Google Form or Google Meet	17,73	45,04	17,73	11,70	7,80
6	I plan to use google meet/zoom when studying	12,06	37,59	23,76	17,73	8,87
7	I compose a syllabus that is suitable for online learning	22,34	60,28	8,87	6,03	2,48
8	I compiled online lesson plans in one semester	22,34	61,70	8,16	5,32	2,48
Total		19,28	45,35	13,74	12,10	9,53

*Notes: SS= Strongly Agree; S= Agree; R=Doubt; KS= Disagree; TS= Strongly Disagree

Implementation of Learning Management in Schools

The highest response was found on the item "I apply various learning strategies that vary when learning online" (60,64%) with the category agreement. Next, followed by the question "I make innovations during online learning" (58,16%) with the agree on category. Meanwhile, for the strongly agree category, the highest percentage was found in the item "I create an atmosphere that can encourage students to be active even through online learning" (46,45%) and followed by the statement "I take attendance when learning even though through online class" with a percentage of 42,55%. In total, the percentage of participants who responded agree and strongly agree reached three-quarters of the participants (74,87%).

Table 4. Percentage of Participants' Responses to Implementation Variables in Five Scales

No	Statement	Answer (%)*				
		SS	S	R	KS	TS
1	I create an atmosphere that can encourage students to be active even through online learning	46,45	46,81	3,90	1,06	1,77
2	I create a fun learning process by creating conducive learning when doing online classes	39,01	50,35	6,38	3,19	1,06
3	In carrying out the online learning process, I arrange for the children to be orderly in taking online classes	39,72	51,06	5,32	3,19	0,71
4	I enter an online class / give material and explain via zoom during class	16,31	45,74	19,86	13,83	4,26
5	I take attendance when doing learning even though through online class	42,55	48,23	6,38	1,77	1,06
6	In teaching I use media that are suitable for online learning such as PPT, Youtube, online modules	30,50	51,77	9,93	5,32	2,48
7	I use learning resources from the internet, such as online books, and official websites	26,24	53,55	10,99	6,03	3,19
8	I apply various learning strategies that vary when learning online	27,66	60,64	8,51	2,84	0,35
9	I am able to adapt to the overall use of online learning media	19,15	46,10	21,63	11,70	1,42
10	When doing online learning with adequate connectivity	14,89	36,52	24,11	19,15	5,32
11	I have a cellphone and laptop that work well for online learning	26,60	52,48	11,35	8,87	0,71
12	I make new innovations during online learning	19,15	58,16	17,38	4,61	0,71
13	I use Learning Management System (LMS) during online learning	13,12	45,39	25,53	12,41	3,55
14	Students are enthusiastic when learning online	17,02	42,20	21,63	14,89	4,26
15	I interact and communicate well with students during online learning	23,40	57,45	9,57	7,80	1,77
16	The quality of online learning resources is good and adequate	13,12	36,52	26,60	19,86	3,90
Total		25,93	48,94	14,32	8,53	2,28

*Notes: SS= Strongly Agree; S= Agree; R=Doubt; KS= Disagree; TS= Strongly Disagree

Evaluation of Learning Management in Schools

The highest response was found on the item “I regularly report to the principal about the online learning that has been implemented” (63,48%) with the agree on category. Next, followed by the statement “After correcting the students’ work, I will discuss it again via online class” (59,57%) with the agree on category. Meanwhile, for the category of strongly agree, the highest percentage is found in the item “I give assignments to students even though learning is online” (39,61%). In total, the percentage of participants who responded agree and strongly agree reached almost two-thirds of the participants (64,54%).

Table 5. Percentage of Participants’ Responses to Evaluation Variables in Five Scales

No	Statement	Answer (%)				
		SS	S	R	KS	TS
1	I give assignments to students even though learning is online	39,01	52,13	6,03	2,13	0,71
2	After correcting the students' work, I discuss it again via online class	18,44	59,57	17,02	3,90	1,06
3	The Covid-19 pandemic makes it difficult for me to report learning outcomes	11,70	16,67	14,18	43,62	13,83
4	I regularly report to the principal about the online learning that has been implemented	19,15	63,48	12,41	4,26	0,71
5	My students feel helpful and happy when participating in online learning	14,18	42,20	23,05	13,83	6,74
6	I give student assignments through online learning applications, such as Google Classroom, Edmodo, etc.	10,64	40,07	25,18	17,73	6,38
Total		18,85	45,69	16,31	14,24	4,91

*Notes: SS= Strongly Agree; S= Agree; R=Doubt; KS= Disagree; TS= Strongly Disagree

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Table 6. Percentage of Participants' Responses to Evaluation Variables in Five Scales

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P- values
Evaluation (Z) -> Implementation (Y)	0.586	0.592	0.072	8.191	0.000
Planning (X) -> Evaluation (Z)	0.608	0.613	0.049	12.462	0.000
Planning (X) -> Implementation (Y)	0.321	0.314	0.073	4.430	0.000

Indirect effects

This model measures the effect of the independent variable on the dependent variable through an intermediary variable. In this model, the intermediary is variable Z, namely as an intermediary for the influence of the independent variable X on Y. This model reveals that planning (X) has a positive and significant indirect effect on implementation (Y) through evaluation (Z), with a p-value 0.000. The significant parameter estimates of the indirect effects are summarized in Table 7.

Table 7. Indirect Effect Parameter Estimation

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P- values
Planning (X) -> Evaluation (Z) -> Implementation (Y)	0.357	0.364	0.057	6.257	0.000

Total effects

The total effect is a model that measures the combined effect or the sum of the direct and indirect effects (details are presented in Table 8). This model reveals that planning has a statistically significant positive total effect on implementation and evaluation (p-value = 0.000). Furthermore, evaluation had a statistically significant positive total effect on implementation (p-value = 0.000). The significant parameter estimates of the direct effects are summarized in Table 8.

Table 8. Estimated Total Effect Parameters

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P- values
Evaluation (Z) -> Implementation (Y)	0.586	0.592	0.072	8.191	0.000
Planning (X) -> Evaluation (Z)	0.608	0.613	0.049	12.462	0.000
Planning (X) -> Implementation (Y)	0.678	0.678	0.046	14.774	0.000

Broadly speaking, this overall model reveals that:

1. All statement items have a p-value of the latent variable < 0.05 , meaning that all items are valid and reliable on the construct
2. Planning (X) has a positive and significant direct effect on Implementation (Y) and Evaluation (Z), and Evaluation (Z) has a positive and significant direct effect on Implementation (Y)
3. Planning (X) has a positive and significant indirect effect on Implementation (Y) through Evaluation (Z)
4. All total effects are significant

Model fit

The fit of the final measurement model was satisfactory based on the number of measures applied (Hair et al., 2013). First, the coefficient of determination (R^2) to measure the effect of planning (X) on evaluation (Z) is 0.37 (moderate effect size), meanwhile, the value of R^2 is for the joint influence of planning (X) and evaluation (Z) on implementation (Y) is 0.67 (large effect size). Second, the value of F2 to assess the relationship between planning variables (X) on evaluation (Z), planning (X) on implementation (Y), and evaluation (Z) on implementation (Y) has a large effect size 0.20, 0.59, and 0.67 (large effect size). Third, the value of cross-validated redundancy (Q^2) indicates that the prediction of planning (X) on implementation (Y) and evaluation (Z) > 0.05 (relevant and predictive). Finally, based on other fit model criteria, such as the SRMR index and NFI are also satisfactory. Based on the criteria described by (Cangur & Ercan, 2015), the SRMR index = 0.088 and NFI = 0.702 are classified as fulfilling. The relationships and path coefficients of the final model predicting the implementation of online learning are illustrated in Figure 2.

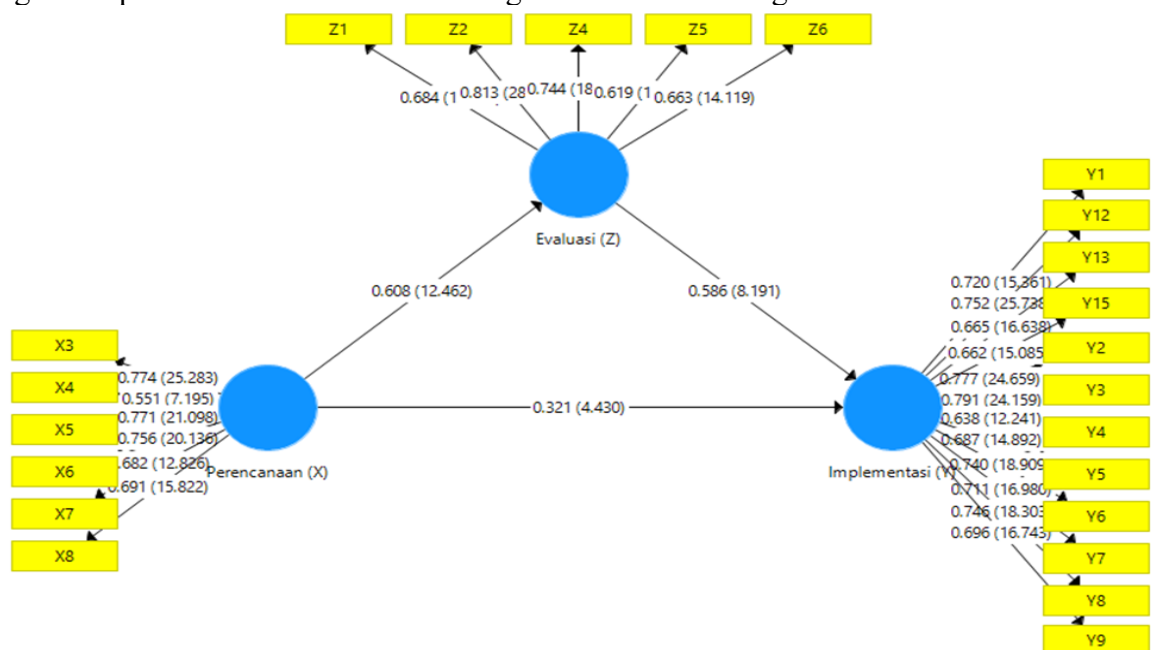


Figure 2. Structural Relationship Model that predicts the Implementation of Online Learning

Discussion

The main objective of this study is to explore predictive factors of the implementation and evaluation of online learning for elementary school teachers. Our literature review leads to examining the relationship between the effects of planning on implementation and evaluation, as well as the effects of evaluation on implementation in the context of online learning during the Covid-19 pandemic. The main finding of this study is a statistically significant model that predicts the implementation and evaluation of primary school teachers' online learning through SEM. The measurement model for latent variables related to planning for the implementation and evaluation of online learning during the Covid-19 pandemic is confirmed to be valid. In addition, we also arrive at the convergent validity and discriminant validity of the measurement model that meets the criteria.

In detail, first, this study shows that planning positively and significantly predicts implementation and evaluation, consistent with a literature review which shows that planning serves as an implementation guide (Cleland & Gareis, 2006) and is a predictive factor of successful implementation and evaluation. Second, this study predicts a positive and significant implementation is evaluation. It is easy to accept this positive correlation when

considering that implementation is an antecedent of evaluation and a factor of learning success. As described by (Rees et al., 2020) that evaluation can have an impact on the overall implementation of learning in schools. Evaluation is also a stronger predictor than planning. Evaluation has an important role in measuring the success of implementation (Schalock et al., 2018). It can be said that most elementary school teachers today, across all demographics, almost always emphasize monitoring and evaluation to maintain the successful implementation of online learning. Finally, planning also positively predicts implementation and is the second strongest predictor. Implementation is the real action of what has been planned (Yaakob et al., 2019).

The model found in this study can build on previous studies and provide quantitative evidence on the positive predictive relationship between planning and implementation and evaluation. In particular, this relationship provides strong evidence of the relationship drawn by (Hadriana et al., 2021) although the participants are different, namely high school students. Likewise, the evaluation positively predicts the implementation of online learning during the Covid-19 pandemic. This relationship may also be due to the perception of teachers who think that preparing lessons and monitoring learning progress are inseparable parts of implementing online learning.

Overall, the findings of this study provide much-needed basic direction for initial studies of online learning management in the primary school context. Theoretically, the model developed and validated in this study narrows the literature gap by providing empirical evidence that previously emphasized theory in normal situations, and this research also provides a theoretical basis for improving implementation by improving the quality of planning and evaluation of post-pandemic online learning. Practically, the model guides for elementary school teachers to identify several obstacles found in the implementation of online learning, by re-evaluating the plans that have been made that may be less than optimal. Given the correlation between evaluation and implementation emphasized in this research model, we recommend that education policymakers and primary school leaders improve evaluation capabilities which many teachers have complained about during the pandemic as described by (Ibrohim et al., 2021). A focus on learning evaluation is also recommended in line with evaluation being the largest contributor to implementation in this model, but this also does not mean that planning factors are also proven to make a positive contribution.

Although this research has improved our understanding of online learning management during the Covid-19 pandemic, the results of this study also need to be tempered by the various limitations of this study. The cross-sectional survey research design has limitations in validating cause-and-effect relationships. Thus, future research needs to use both longitudinal and experimental designs (Wang & Cheng, 2020). Based on the calculation of the adequacy of the sample, it can be said that the size is very adequate, but sampling that only covers the district area can reduce the generalization of the research to be used n for the national level.

In addition, we realized that the AVE values of the three variables were slightly higher than 0.5 so it is important to interpret this validity very carefully. However, the description of this category is still acceptable and its validity is guaranteed. Judging from the SRMR and NFI indices, this research model also shows that it is feasible and statistically significant, but it is still necessary to comprehensively consider other fit indices. Kline (2010) explains that this is related to the limitations that are influenced by sample size. However, it is not appropriate to judge that this model is not fit because it is only measured from two indices. In the end, this model has confirmed the relationship of the three variables validly.

CONCLUSION

This research has succeeded in concluding what was previously only stated theoretically—the relationship between planning, implementation, and evaluation during the Covid-19 pandemic. The results of this study can narrow the current literature gap by paving the way for a focus on improving evaluation and planning to positively influence the implementation of online learning. Ultimately, we aim to contribute to an understanding of what influences online learning management at the primary school level. This study has proven that planning and evaluation are statistically significant predictors of the implementation of online learning. In order of effect size, evaluation has a greater effect than planning on the implementation of online learning.

Despite the limitations of this study, we believe the model that has been tested in the study can be used as a springboard for national or international levels in analyzing the implementation of online learning in elementary schools. The relationship evaluation model on the implementation of learning can be used to select strategies to understand and improve the skills and literacy of elementary school teachers on how to use technology to plan and evaluate learning. Furthermore, the structural equation model can be used with the theme of teacher readiness for post-pandemic online as a basic theoretical model for further research.

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