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Research Article

CIPP model evaluation on learning innovation in the implementation of SFH education policy during the pandemic in Bangka Belitung Indonesia

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Abstract. The policy issued by the Ministry of Education and Culture regarding Study from Home (SFH) and Work from Home (WFH) to preventing the spread of Covid-19 is an interesting study to find out the implementation in three districts of Bangka Belitung. The selection of theree regions is based on the high number of confirmed cases of Covid-19 and these region is a central and border area. The importance of this study is expected to contribute technical, psychological, science and technology insight for Muhammadiyah Elementary School (MES) in Bangka Belitung. This study method was CIPP (Context, Input, Process, and Product) evaluation models by Stufflebeam. The data were collected through interviews, observation, and documentation. The data analysis were fingding the same answer from various information obtained through data condensation, data display, and conclusion drawing/ verification and deepened with introspective reflective analysis techniques. The result showed that SFH policies can still be continued but must be supported by technical quality were related to facilitating communication tools during online learning for those experiencing economic difficulties, expanding internet networks and learning quotas, facilitating synchronous learning so that it can be accessed at a premium. The adaptability of image technology and communication in the learning process is an important requirement in implementing SFH policies. Furthermore, improve human resources (teachers) was concerned with implementing training programs for teachers to explore ICT in order to optimize online learning. The results of this research can be used as a basis and give contribution for the Government and Dikdasmen PP Muhammadiyah to consider improving the quality of education.

Keywords: CIPP model evaluation, study from home, elementary school, Covid-19

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INTRODUCTION

The phenomenon of the Covid-19 pandemic that occurred globally has created the largest disruption of education system in the World. Closures of schools and other study spaces had impact in 94% the world's students population (*Policy Brief : Education during COVID-19 and Beyond*, 2020). The increase in the number of confirmed cases in Bangka, Bangka Tengah and Pangkalpinang City requires the Regional Government to take a stand in an effort to prevent the spread of the Covid-19 virus chain. Based on this condition puts the Bangka Belitung Islands Province in a risk zone to rise (Fikri Faqih, 2021). Policy issued by the Ministry of Education and Culture through Circular Number:36962/MPK.A/HK/2020 regarding Online Learning and Working from Home in the Context of Preventing the Spread of Covid-19. The policy that was re-issued through Circular Number 4 of 2020 concerning the Implementation of Education Policies in an Emergency Period for the Spread of Covid-19 is complemented by Guidelines for Implementation of SFH during the Covid-19 Disaster Emergency Period in Indonesia from the Circular of the Secretary General Number 15 of 2020 (Kemdikbud, 2020). The challenge of implementing SFH policies is a solution even though the implementation is not yet optimal as a whole. Barriers from the aspect of human resources, management arrangements, curriculum, and learning facilities. Other major impacts felt by students are less time spent studying, symptoms of stress, changes in the way students interact, and a lack of motivation to learn (Arifa, 2020; Pietro et al., 2020). Primary and secondary education levels undeer Muhammadiyah Business Charity (MBC) uses SFH policies. Teaching and learning must be adapted to the conditions of each region. Muhammadiyah elementary schools in Bangka Tengah and Pangkalpinang have conducted face-to-face learning but only a few meetings with the policies of each school and health protocols. Meanwhile, Bangka district chose to start new teachings as early as September 2020 because still in the red zone.

Based on the results of preliminary observations, it is known that the existence of the SFH policy by implementing various learning methods and utilizing social media and other media to develop students self-potential, especially in the cognitive and psychomotor domains. However, there are several obstacles in measuring the affective domain. Thus,

educators must have a strategy to anticipate these measurements so that the expected results could be mutually integrated and beneficial for their lives. The important program is "setoran hafalan" has not been running optimally, only 30% of students were able to achieve the expected target who come from working parents. This fact is an interesting thing to study further regarding the SFH policy on student learning outcomes. The purpose of this study was to determine the implementation of policy governance in Muhammadiyah Elementary Schools (MES) in Bangka (SD Muhammadiyah Sungailiat), Bangka Tengah (SD STKIP Muhammadiyah Bangka Belitung) and Pangkalpinang (SD Muhammadiyah Pangkalpinang) districts. This study focuses on the evaluation of SFH policies on learning outcomes for students several areas. The selection of these regions is based on the high number of confirmed cases of Covid-19 and is the central and border area between districts in the Bangka Belitung. This is an important basis for evaluating the implementation of the SFH policy program. The importance of this research being carried out because it can contribute for technically and psychologically to school residents and parents in the formal institution under Muhammadiyah organization. The results of this study are expected to be the basis for follow-up on policies from the field of policy governance in education and cadre to support in developing MBC.

METHODS

This was qualitative descriptive study that emphasizes the exploration and understanding of the meaning an individual or group is ascribed to a social or human problem (John W. Creswell, 2014). Researchers construct abstract concepts, hypotheses, or theories by asking questions such as "why", "how" and "in what way" (Cresswell JW, 1998; Mertens, 2005; Myers, 1997). The method used CIPP evaluation model (Context, Input, Process, and Product). The advantages of CIPP model is more comprehensive among other evaluation models, because the object of evaluation is not only results but also includes context, input, process, and results (Widoyoko, 2017). This evaluation model could be effectively used for evaluating the quality id education in schools (Shamsa Aziz, Munazza Mahmood, 2018), especially to evaluating the implementation SFH or online learning during Covid-19 in elementary schools.

This study was conducted at the Muhammadiyah Elementary School in the districts of Bangka, Central Bangka, and Pangkalpinang. Muhammadiyah Elementary Schools (MES) in Bangka (SD Muhammadiyah Sungailiat), Bangka Tengah (SD STKIP Muhammadiyah Bangka Belitung) and Pangkalpinang (SD Muhammadiyah Pangkalpinang) districts. This

study focuses on the evaluation of SFH policies on learning outcomes for students several areas. The selection of these regions is based on the high number of confirmed cases of Covid-19 and is the central and border area between districts in the Bangka Belitung.

The data collected were interview, observation, and documentation. The CIPP model requires triangulation or integration of data from multiple sources to better understand the phenomenon. The more items and data sources obtained, the better the results obtained for a program (Sopha & Nanni, 2019). The instruments used in the study were modified and existing instruments that have been validated through expert judgment and assessed by peers. Data analysis involves open data collection, based on asking common questions and develop an analysis of the information provided by the participants. There were steps of data analysis, namely 1) organizing and prepare; 2) read through all the data; 3) begin detailed analysis with a coding process; 4) description involves a detailed; 5) represented in a qualitative narrative; and 6) interpretation or meaning of the data (John W. Creswell, 2014). Mixed methods imply a greater level of understanding to formulate than using only one type. The data collection and analysis of qualitative and quantitative simultaneously integrates two forms of data (John W. Creswell & Plano Clark, 2011). Mixed methods produce very clear data because they are seen from two mutually supporting perspectives. The results of this analysis can be used as a basis for consideration of School from home (SFH) policies.

RESULTS

This research was conducted in three Muhammadiyah elementary schools in different areas, namely Sungailiat (Bangka), Pangkalanbaru (Central Bangka Regency), and Pangkalpinang. Based on the results of interviews, observations, and documentation with school members (the principal and teachers) and several parents of students regarding the School from home (SFH) policy on student learning outcomes from the cognitive, affective, and psychomotor domains. The positive impact of Covid-19 for education is as an acceleration for academics, educators and researchers to face global challenges going forward (Béché, 2020) and through integration of learning with several scientific studies such as STEAM (Kamal, Ahmad Alif, Muna Sabri, 2020). The positive impact is to build a bond between parents and children (Farantika et al., 2020) because the support and parenting of parents has the potential to affect the achievement of learning objectives during SFH. The results of this

study are expected to contribute to education in Bangka Belitung in particular, especially in anticipating future global challenges.

1) Context

The context components in the CIPP evaluation model consist of 1) basic and legal aspects of the implementation of the school from home policy; 2) analyzing learning needs; 3) learning objectives; 4) parents' profiles and backgrounds; and the foundation for parenting styles. Judging from the results of the interviews, it is known that teachers and parents understand very well and strongly agree with the Government's policy regarding school from home. This could be seen from the percentage of context evaluation components in Figure 1 below:
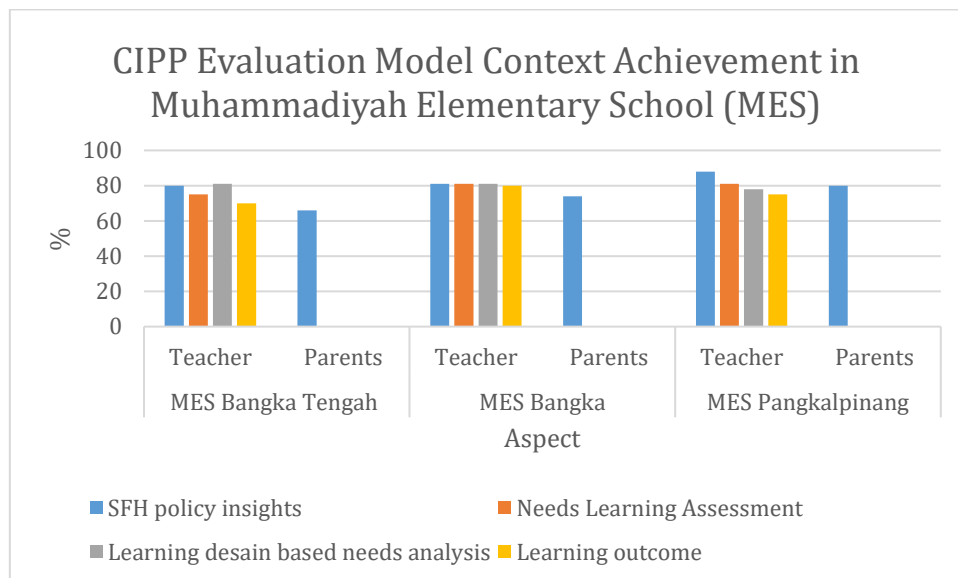

FIGURE 1. *Percentage of context achievement from the three schools*

Based on the results of research conducted on the parents of students from three schools, it is known that the parents of students come from various regions with various backgrounds and types of work. This could be seen from the percentage of context evaluation components in Figure 2 below:
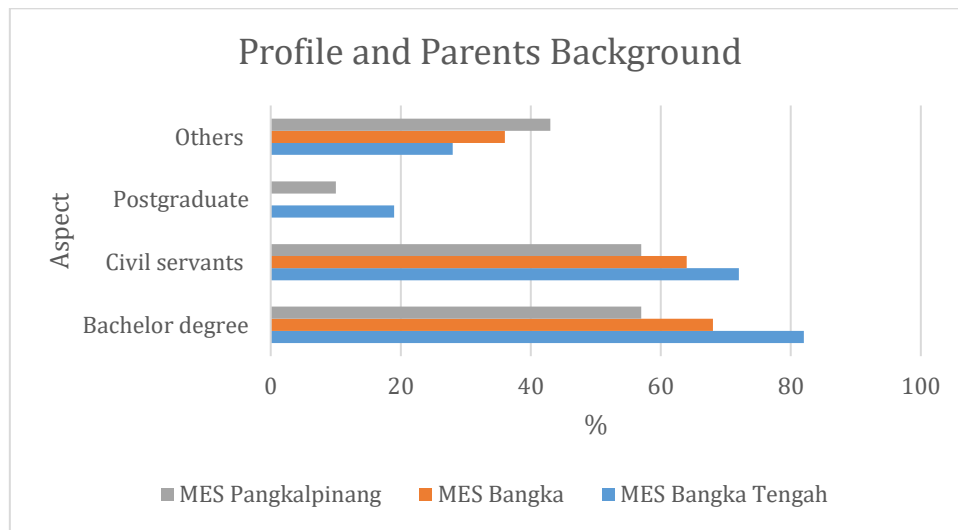
FIGURE 2. *Percentage of various background, profile and works*

2) Input:

Based on the results of the analysis on the Input component which is based on several aspects such as 1) pedagogical, personal, professional and social competence; 2) learning resources needed while studying from home; 3) media and methods that support school from home. This can be seen from the percentage of context evaluation components in Figure 3 below:
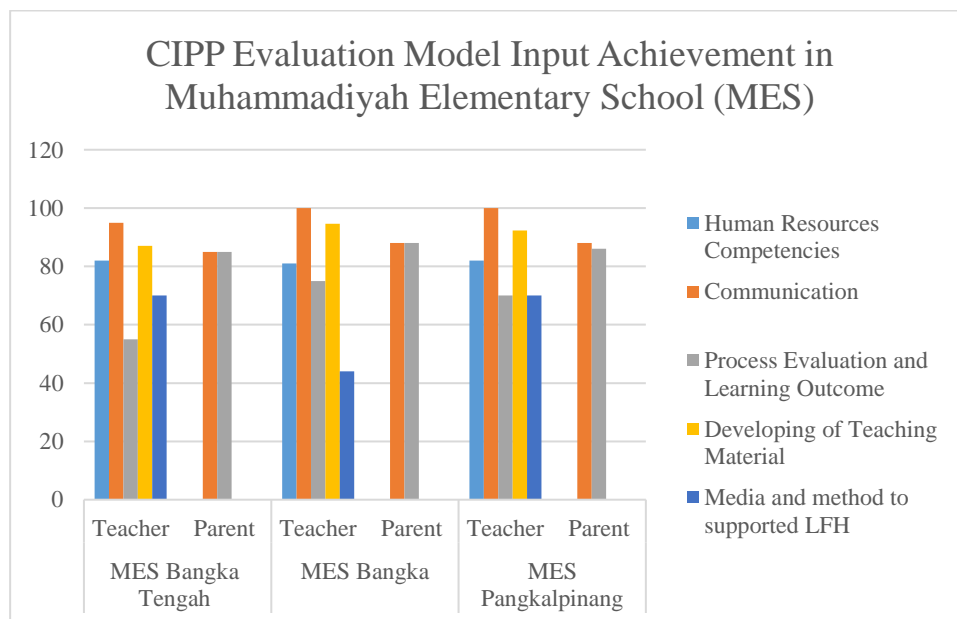
FIGURE 3. *Percentage of input achievement from the three schools*

3) Process

The result of this study showed that the process of online learning on the monitoring and controlling aspect were the teachers and parents optimize the use of technology, social media and other media to support the online learning process. The three schools use social media as a medium of communication. However, there are unique characteristics used by each school, namely MES Bangka dominantly uses WhatsApp conventional way (the parents went to schools to take and drop off the child's assignment or exam). MES Bangka Tengah dominantly uses WhatsApp and Zoom Meeting, it's different with the MES Pangkalpinang dominantly uses WhatsApp and Google Clasroom (only for student's grade 6th). All of media could be supported teachers-student's-parents communication and get a feed back from all of the learning subject.

The teachers and parents conduct formative evaluations during online learning. Especially in the cognitive, affective, and psychomotor aspects of students. At the beginning of implementing the online learning policy for teachers and parents it was still quite difficult to evaluate learning achievement, but over time, teachers and parents have found effective ways to evaluate it. For example, by looking at student responses to assignments carried out during online learning. Another way is to see the discipline of students in collecting the assignments given. The obstacles found in the field of the three schools are mostly the same, namely those related to technicalities such as learning quotas and smartphone storage, with assignments or sharing of materials online (doc, pdf, video, pictures, etc.) requiring a lot of storage. This can be anticipated by the teacher providing a link to access the material online or by cutting the video duration or uploading the video to the YouTube channel making it easier for students to access. The others parents problem is a difficult for students to memorize "surah Al-Quran" and daily prayers due to a lack of motivation to learn every day. So that parents apply the reward and punishment method. This is also supported by the teacher by giving rewards to students who have successfully completed their memorization assignments.

4) Product

The achievement of the product component of the SFH policy on learning outcomes from the cognitive, affective, and psychomotor aspects at the beginning of the application of SFH is known to be 40% for the cognitive aspects, 20% for the affective aspects, and 70% for the

psychomotor aspects. However, over time, teachers and parents have found a pattern of facilitating and evaluating children's online learning progress while at home. These results can be seen from the cognitive, affective, and psychomotor aspects either as a unit or separately. Learning objectives can be achieved optimally, teachers have found ways to assess these aspects of learning outcomes. In addition, an indicator of learning achievement is when students are able to implement their knowledge in everyday life. This can be seen and assessed through collaboration between teachers and parents

DISCUSSION and CONCLUSIONS

The impact of the Covid-19 pandemic and government policies for approximately one semester is an interesting study. The country is experiencing a period of educational crisis in both urban and rural areas. The closure of educational institutions globally has caused several countries with a percentage of more than 60% to experience major disruptions to the education system and social crises. Several countries have made innovations in the field of education. For example, the country of Nigeria optimizes the use of social media and national television, China prioritizes innovative education through skills, Jordan by utilizing national television broadcasts and digital platforms that can be accessed to educational content and learning management systems. (Alqahtani, 2020; Huber & Helm, 2020; Oboh Stephen dan Oboh Omonyemen, 2020; UNESCO, 2020; UNICEF, 2020; Zhu & Liu, 2020). A crisis in education conditions is a turning point in future education by turning challenges into opportunities in making students more adaptive, creative, communicative and independent (Barnard Alice, 2020; Bubb, 2020). Government policies regarding SFH can be grouped into three phases, including how to overcome, manage in a sustainable manner, as well as steps for improvement and acceleration. (Education, 2020). Education authorities in India are focused on providing unlimited educational services during critical times, because the arrival of Covid-19 shows many new modes of learning, new perspectives, and new trends emerging (Jena, 2020). The crisis is meant not only in terms of crisis in educational institutions, but also accompanied by the economy of the population, the environment where students live, quotas, textbooks and others to support SFH (UNHCR, 2020). The Covid-19 pandemic has revealed the shortcomings of the current education system and the need for training for educators in exploring digital technology to adapt to the world's rapidly changing education climate (Rashid & Yadav, 2020).

The context components in the CIPP evaluation model consist of 1) basic and legal aspects of the implementation of the school from home policy; 2) analyzing learning needs; 3) learning objectives; 4) parents' profiles and backgrounds; and the foundation for parenting styles. Judging from the results of the interviews, it is known that teachers and parents understand very well and strongly agree with the Government's policy regarding school from home. Based on the result in the Figure 1 and Figure 2, it is known that teachers and parents really understand the foundation of the SFH policy. Based on the aspect of learning objectives, a total of 75% can be achieved. However, there are several obstacles in following up on the results of the needs analysis. Based on the results of the needs analysis it is known that it requires the development of worksheets for certain materials, but sometimes only a few teachers carry it out. The result is that there are competencies that have not been achieved optimally. For example, class IV in Social Studies Basic Competency 3.1 - 3.3 learns about local potential in the surrounding environment. Teachers sometimes make use of worksheets from student books or teacher books then a number of students are reproduced to be filled in and reported to the teacher. However, sometimes in the worksheets there are several indicators that do not represent the material conveyed so that the learning objectives are potentially not achieved. Teachers who have not prepared teaching materials usually make use of student books or worksheets that are already available at school. Judging from the results of observations and documentation, it is known that the teacher has analyzed the needs and mapping of learning methods, strategies, approaches, media and learning resources used adjusted to the characteristics of students and the material being studied. However, needs analysis and mapping are not completely documented, because the teacher immediately compiles and prepares the learning tools needed. Initially, the application of school from home for teachers and parents had difficulty finding effective learning patterns. It is better if, after carrying out the teacher needs analysis, follow up on the learning tools needed. For example, by modifying teaching materials into audio-visual content (Fauzi et al., 2020). A different thing was found in MES Sungailiat, it is known that teachers often compile teaching materials and adapt them to learning needs compared to the other two schools. This is because the methods used in schools tend to use conventional methods, in which parents take assignments and collect back within a predetermined deadline. Learning resources, media, and methods used by teachers and parents to facilitate student learning are tailored to the needs of the material being studied and the learning objectives to be achieved. In this context, teachers and parents have the authority to develop concrete learning methods through positive politeness

techniques and strategies to foster children's learning motivation during SFH implementation (Prayitno, H.J. et all, 2019)

The results of the analysis of the profile and background data of the parents showed that the majority of parents graduated from undergraduate degrees and worked as civil servants. Learning opportunities during the Covid-19 period varied and were significant with regard to the social structure and family economy, culture and family background. Middle-class families are able to maintain higher standards of quality education in critical contexts, while children from socially less successful families have less opportunity to gain experience from both schoolwork and maintenance of school activities (Bonal & González, 2020). Based on the results of interviews conducted with parents, the majority of them have almost the same parenting style. The specific difference at MES Bangka Tengah is that parents are more applying reward and punishment parenting in accompanying children. Parents at MES Bangka choose to train how to manage their time in completing assignments given by the teacher. Different things were found in MES Pangkalpinang, parents prefer to train children to be optimistic, ethical and give examples of things that should be done not only by giving orders.

Based on the results of the analysis on the Input component which is based on several aspects such as 1) pedagogical, personal, professional and social competence; 2) learning resources needed while studying from home; 3) media and methods that support school from home. It is known that 82% of teachers have tried to master the characteristics of their students because this is the basis for teachers to choose the right strategy for the learning process. This has been proven from the results of observations and documentation, it is known that the teacher prioritizes the relevance of student characteristics, the material and the learning media used. Teacher pedagogical competence in dealing with online learning greatly affects the achievement of the learning objectives that have been set. Various strategies are given by the teacher to make learning and assessment effective. One of the components of assessment that is considered effective and can be useful for some is through pedagogical documentation that has sophisticated results not only for children but also for classroom teachers and families (Alaçam Nur & Refika Olgan, 2021). The importance of choosing strategies and learning models that support to improve creative skills and innovation. The implementation of the right model can trigger an increase in students' thinking skills (Patphol, 2021). Each learning subject has different needs so that it must be adjusted to the level of education (Daniel, 2020).

However, media selection is sometimes still adjusted to the facilities owned by students or parents. The SFH process requires major components such as a laptop, or smartphone and the internet (Radha, R., K. Mahalaksmi, V.Sathish Kumar, 2020). Teachers optimize the facilities provided by the government such as the teacher room, quipper, and TVRI. In addition, MES Bangka Tengah (STKIP Muhammadiyah Bangka Belitung) prioritizes Whats App Group (WAG) and Zoom Meeting so that the discussion method is more dominant. On the other side, MES Bangka (SD Muhammadiyah Sungailiat) which predominantly uses WAG (audio, video and demonstrations). MES Pangkalpinang (SD Muhammadiyah Pangkalpinang) predominantly uses YouTube and other social media such as Instagram and WAG for grades I-IV, but for grades V and VI sometimes learning uses google classroom. The variety of media choices used by schools is influenced by several factors such as the lack of support for the internet network, the limitations of students in accessing the internet, the limitations of parents in using the internet. Other obstacles that have the potential as a trigger are the parental support system, difficulty in explaining the material, the economic background of the students, so that learning tends to take place only by implementing online chat only (Lestiyanawati & Widyantoro, 2020). These results reinforce that communication skills and strategies in learning are very decisive strategies in technology-based learning during SFH implementation (Fatma, F., Prayitno, H. J., Jamaludin, N., Jha, G. K., & Badri, T. I., 2019).

Teachers and parents try to improve student communication in order to get feedback from students about student understanding during SFH. The teacher has tried to evaluate the process and learning outcomes of 67% both from the preparation stage, the learning process to the student learning outcomes during SFH in each material. Parents try to see the child's development in the learning process and the learning outcomes obtained. Parents assess their children as progressing during SFH seen from the grades or evaluation reports from the teacher. However, not all parents can know the child's progress in every learning material because the majority of parents work so that parents will monitor after work. The teacher also tries to develop learning materials tailored to the learning needs. For example, by exemplifying the material being studied and sometimes the teacher also demonstrates how to do practice during learning. Teachers and parents take advantage of facilities from the Government to support SFH such as learning quotas and several supporting applications such as teacher rooms, quippers and others. However, not everything worked optimally because sometimes the teacher explained the material through the instructional video. The quota given by the government is sometimes not enough to access the video because it uses the main quota. So that teachers and parents anticipate this by utilizing existing tools and materials in

the environment or around the house. These results emphasize the importance of a combination of holistic educational communication between language, non-language, moral, teaching materials, and communication to be the key to the successful implementation of SFH (Thambu, N., Prayitno, H. J., & Zakaria, G. A. N., 2021). The ability to combine social and scientific communication is essential (Ceyhan, G. D., Mugaloglu, E. Z., & Tillotson, J. W., 2019)

Based on the results of the input component analysis, it was concluded that teachers and parents were able to facilitate children during SFH with all the limitations and strengths of each student. The majority of teachers seek to optimize their competencies and try to cultivate and develop existing inputs such as developing good student potential through activities such as stimulating students to be able to become problem solving problems in learning and training students' thinking skills in creating and innovating for material. which is developmental in nature. Based on the results of the interview, it is known that the majority of teachers limit the delivery of conceptual material, but the teacher has also tried to develop the material in order to make it easier for students to understand it. These results are in line with the observations and documentation obtained. When viewed from the perspective of parents through interviews, it is known that parents try to facilitate children with various kinds of efforts such as preparing other learning resources such as several supporting applications, books, videos and sometimes exemplifying or analogizing to children in order to understand the material. Parents support children's needs such as meeting internet quota, smartphone or other supporting devices by 89%. So, from the input content, both teachers and parents feel they can still take part in online learning.

Majority all of the school use WA because this application easily accessed by teachers, students and parents. Equipped with features that support the learning process. WA is a favorite platform during online learning and is considered to have the potential to help the learning process at the start of the Covid-19 pandemic. The features provided by this application are complete and easily accessible to teachers, students and parents, both in urban and rural areas. WA is also considered to be able to significantly increase student motivation (Iasha, 2020; Susilawati & Supriyatno, 2020; Wildana Wargadinata, Iffat maimunah, Eva Dewi, 2020). Optimizing the use of WA is also felt at the college level. WA is said to be the best application used in learning for lecturers and students. The video feature on WA helps

student's to child sees, hears, and encounters, the more components of reality he will have in his perception, the more active his imagination will be. The more he will realize and assimilate (Yusmaliana et al., 2020).

Monitoring, controlling, and action plans in the Process component during SFH greatly optimize the use of technology and social media to improve communication between learning subjects. This has the potential to be a challenge for students, teachers and parents regarding online learning support facilities such as smartphones and laptops, not all regions have stable internet network access and limited internet quotas. In terms of teachers, it was found that not all teachers can use technology in online learning, the material presented is not fully understood by students, and not all students can attend online classes (Subedi et al., 2020). MES Bangka Tengah (SD STKIP Muhammadiyah Bangka Belitung) uses zoom meetings for learning. The challenge is that the teacher must be able to condition students who participate actively during learning. Based on the results of observations in the learning process, the teacher still has difficulty overcoming this obstacle. This can be caused by internal and external factors of students. The internal factor is related to the student learning environment at home which is not conducive, while the external factor is related to the implementation of learning using online applications in virtual classes, sometimes students talk to other students on topics that are not related to the subject matter being studied. As a result, the virtual classroom becomes crowded and less conducive (Rasmitadila, Rusi Rusmiati Aliyyah, Reza Rachmadtullah, Achmad Samsudin, Ernawulan Syaodih, Muhammad Nurtanto, 2020). The way teachers can survive in the face of global challenges like Covid-19 is by increasing teacher competence in the field of ICT through online teaching to facilitate teachers to study technology in depth so that they can survive the current situation (Dhawan, 2020; Iswandari, Dyah Christina, 2017). The evaluation process is used as an indicator in this research, especially formative evaluation. Unicef also suggested integrating the formative assessment component, where students submit their work to the teacher and the teacher provides feedback either individually or in groups. This can be developed through complementary communication elements between teachers and students or integrating the role of parents as facilitators. Communication regarding formative assessment needs to be clearly communicated to schools, teachers, students, and parents to assess the achievement of the targets that have been set. So that through formative evaluation the achievement indicators can be seen, because if it is directly viewed from the summative evaluation it still requires adjustments from what is usually offline to online (Unicef Education, 2020). Formative evaluation is carried out on the cognitive, affective, and psychomotor aspects both separately

and in unity. Cognitive, affective, and psychomotor aspects that are assessed in unity and which have notes and assessment journals are routinely carried out by teachers of SD Muhammadiyah Sungailiat. SD STKIP Muhammadiyah Bangka Belitung and SD Muhammadiyah Pangkalpinang recorded achievement indicators, but sometimes they were not completely documented. Teachers prioritize finding the right solutions and ideas to increase student learning motivation either through various learning media or demonstrations using props that have been prepared by the teacher (Rasmitadila, Rusi Rusmiati Aliyyah, Reza Rachmadtullah, Achmad Samsudin, Ernawulan Syaodih, Muhammad Nurtanto, 2020). Through the demonstration process students can imitate and innovate the expected practical results. These activities can be assessed by the teacher using an assessment sheet that has been prepared in every aspect.

Based on analysis, the reason parents tend to reject online learning is that it is difficult to manage children, not all parents have professional knowledge to support online learning. So that parents experience problems in accompanying children to learn (Dong et al., 2020). This is proven by the percentage of parents who feel that the level of difficulty of the material provided by the teacher is 59% with the suitability of the task and the level of child development by 55%. This means that half of the parents feel that the material their children learn is quite difficult. However, 84% of parents can anticipate this by communicating to their child's friends or to their teachers. So that these problems and obstacles can be overcome. The attention given by this parent can affect their child's achievement and 90% of parents believe this. Obstacles during the SFH process can still be overcome in several ways, although at the beginning 65% of parents thought that SFH during Covid-19 was quite disruptive to parents' activities, especially for those who were workers and 58% of parents were not ready to assist students in learning. However, with parenting that is applied to children through agreed regulations the child is able to implement it well as evidenced by the percentage of 84%, parents apply independence to children by 92% and assertiveness so that children become tough individuals and don't give up by 90 %. The obstacles experienced by students can still be overcome with the support of parents. The problem solving chosen by parents shows that parents have been adaptive to the conditions during SFH for approximately one semester, especially in utilizing. technology to address learning gaps that arise in their children during

learning (Bhamani, Shelina, Areeba Zainab Makhdoom, Vardah Bharuchi, Nasreen Ali, Sidra Kaleem, 2020). Parents still accompany their children even with some challenges.

The achievement of the product component of the SFH policy on learning outcomes from the cognitive, affective, and psychomotor aspects at the beginning of the application of SFH is known to be 40% for the cognitive aspects, 20% for the affective aspects, and 70% for the psychomotor aspects. The results of similar studies also show that learning during the pandemic is not optimal due to inadequate facilities, many students do not collect assignments, there are no teachers or supervisors, parents are busy looking for other income to meet their daily needs. So, the suggestion to the Government is to provide loan services for students who do not have the equipment and provide services in the form of internet channel assistance so that communication in learning can run well (Williyanto, 2020). Teachers still need adaptation in providing online assessments, because this is the first experience for teachers. In the beginning, affective assessment is very difficult to implement for teachers, but after getting to know several types of media and learning methods that are appropriate to be applied, teachers have slowly found a way to assess the affective aspects. Assessment cannot be as objective as during direct learning. But the positive impact is to encourage parents' concern for digital learning and literacy (Parji, Muhammad Hanif, 2020).

The strategy used by teachers is to optimize the use of technology to conventional ones. Students' interest in participating in SFH can be seen from the feedback shown by students during learning. This interest can also be seen by parents based on the activity and communication generated by the child. The tendency during SFH is that children experience boredom so that they are not interested in taking part in learning, sometimes even children do not tell their parents about schedules and assignments. Other similar studies regarding the negative impact of SFH on students show that the level of student saturation is influenced by the amount of time spent studying or doing assignments, stress symptoms, changes in the way students interact, and a lack of motivation to learn   (Pietro et al., 2020). Other research findings show that students are getting fed up with online learning after the first two weeks of school from home, a considerable anxiety in research subjects whose parents have low income, because they have to buy quotas to be able to afford it. to participate in online learning; and changes in mood due to too many assignments and considered ineffective by students (Irawan Andi Wahyu, Dwisona, 2020). Parents anticipate by building communication with the teacher concerned to get information or confirmation. Constraints regarding quotas and technical internet networks between parents and teachers communicate to choose the most effective way

for both parties. One of the alternatives found is the conventional system, where parents take and return the assignment or test with a deadline for collection.

Achievement of learning objectives from learning outcomes in cognitive, affective and psychomotor aspects will be more meaningful if the child implements his knowledge in everyday life. The strategy used is to communicate teachers and parents to report student activities after learning. For example, with the dhuha prayer or rote deposits. If there are no reports from parents regarding children's activities, then the child has not been able to implement what is gained during learning in his life. In addition, the implementation of SFH also has the potential for students to improve thinking skills. For example, what was applied in MES Bangka (SD Muhammadiyah Sungailiat), the teacher gave an assignment to color the prepared picture, but not using colored pencils. Then the teacher stimulates students with kitchen tools and materials that they often encounter at home, thereby helping students to get clues and think about what materials they can use to complete their assignments. This capability is also implemented and determined by the Government of India's policy that the development of the creative potential of every individual during the Covid-19 period is a principle of education. Students must develop not only cognitive capacity but also literacy and numeracy as well as higher order thinking skills (HOTS), especially in literacy and numeracy with critical thinking and problem solving skills without forgetting social, ethical and emotional aspects (India, 2020).

Based on the survey results, it is known that 88% of parents confirm the child's understanding of the material being studied by asking the child about the material that has been studied at that time. The percentage of parents monitoring the development of knowledge, skills and attitudes of children after the learning process at home was 87%. Judging from these results, parents have made efforts to monitor children's behavior after learning is carried out. The implementation of children's knowledge into their daily lives will be more meaningful if students are trained in life skills resulting from humanism and multiple intelligence-oriented learning determined by character education, change agents, best processes, best teachers, active learning, applied learning, control. management, and multiple intelligence systems (MIS) (Prayitno et al., 2020). The results of this analysis indicate that the product component of the school from home policy implemented by the Government can run as expected. Even though the results are not optimal, at least they can run optimally. This is

also thanks to the support of the Ministry of Education and Culture to provide options for implementing curriculum in schools to make it easier for school residents to implement this study from home.

Recommendation

Online learning requires the attention of parents to monitor, assist and facilitate students in learning so it is necessary to build an online learning community like when you are offline. An interactive, flexible, and supportive learning environment has the capacity for social life to have an important impact during SFH. This research implies that education policy makers need to pay attention to internet access and the availability of cell phones as obstacles in online learning in rural or remote areas (Sulisworo, Dwi., Dian Hidayati, Rahmad Bala, 2021). In addition, it helps to facilitate quotas, especially for those experiencing economic constraints. A training program for parents in educating parents about systems and platforms for distance learning, including tools, key pedagogical concepts, and teacher-student-parent communication options, is essential for future distance learning efforts (Garbe et al., 2020; Schleicher, 2020). Being absent from school for a long time has the potential impact on student achievement in academics. These projections imply that educators and policymakers need to prepare students who have fallen behind substantially academically due to extended school closures. Recovery time to improve the state of learning time loss takes almost two full years so that education takes a long time to restore the situation (Harris, D., & Larsen, 2019; Kuhfeld et al., 2020). The majority of the success of online learning in Indonesia during the Covid-19 Pandemic was determined by the readiness of technology that is in line with the national humanist curriculum, support and cooperation from all stakeholders, including government, schools, teachers, parents and the community (Rasmitadila, Rusi Rusmiati Aliyyah, Reza Rachmadtullah, Achmad Samsudin, Ernawulan Syaodih, Muhammad Nurtanto, 2020). Recommendations that can be offered are:

1. The government and policy makers can continue the school from home policy program but by improving technical quality. For example, regarding the comparison of the learning quota between general and balanced application usage. Synchronous learning through zoom meetings and google meet is a mainstay for teachers and parents. However, the tendency for use is more dominant to zoom because parents and teachers are more familiar with the application. The challenge is that on a free basis it is only limited to 45 minutes while the learning time is not sufficient for that duration and it is not possible to rely on schools to facilitate it.

2. Carry out training and socialization programs for teachers and parents to explore other digital technologies that support learning in the form of virtual laboratories or other media that can attract students to learn. For example through quiziz, kahoot or others. It aims to vary learning methods and media for students so they don't get bored. This activity has not run optimally in Bangka Belitung, due to the limitations of the activity program and the limited number of training participants directly by the center.

The conclusion is that the Government's policy regarding school from home can still be continued as long as the Covid-19 case continues to increase. However, it must be supported by technical quality and human resources. Technical matters are related to facilitating communication tools during online learning for those experiencing economic difficulties, expanding internet networks and learning quotas, facilitating synchronous learning so that it can be accessed at a premium. HR is concerned with implementing training programs for teachers to explore ICT in order to optimize online learning. Hopefully the results of this research can be used as a basis and give contribution for the Government and Dikdasmen PP Muhammadiyah to consider improving the quality of education in Bangka Belitung.

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