

## IMPLEMENTATION OF E-LEARNING VIEWING FROM TEACHER READINESS AND LEARNING EVALUATION DURING THE COVID-19 PANDEMIC ERA (STUDY ON HIGH SCHOOL ECONOMICS TEACHER IN MALANG CITY)

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### ABSTRACT

*The Covid-19 pandemic that has spread in Indonesia and throughout the world has changed the order of life in all fields, including education. In the field of education in Indonesia, learning that has been carried out face-to-face where teachers interact directly with students at school must change to e-learning to reduce the spread of the COVID-19 virus. However, the use of e-learning by teachers in Indonesia is still classified as a transition period. The focus of this research is to describe the implementation of e-learning for high school economics subjects in Malang City and determine the readiness of teachers in preparing lesson plans, creating learning content, and carrying out learning evaluations during e-learning lessons at the covid-19 pandemic. Economics teachers at SMA Negeri 1 Malang, SMA Negeri 3 Malang, SMA Negeri 6 Malang, and SMA Muhammadiyah 1 Malang City were chosen as research sources. Data were collected by observation, in-depth interviews, and documentation, using triangulation to obtain the validity of the data collected. Valid data will go through the process of data reduction, data presentation, and data verification to get conclusions from the research. The results of the research show that e-learning for high school economic subjects in Malang City during the COVID-19 pandemic can be said to be ready to be implemented. In addition, the readiness of high school economics teachers in Malang City in preparing e-learning learning plans during the pandemic is also said to be ready. However, the readiness of high school economics teachers in Malang City in terms of creating learning content and implementing learning evaluations in e-learning during the COVID-19 pandemic is still considered unprepared.*

Key words: E-learning; Lesson plan; Learning Content; Learning Evaluation

### INTRODUCTION

The Covid-19 pandemic that has spread in Indonesia and throughout the world has changed the order of life in all fields, including education. In the field of education in Indonesia, learning that has been carried out face-to-face where teachers interact directly with students at school must change to e-learning to reduce the spread of the COVID-19 virus. However, the use of e-learning by teachers in Indonesia is still classified as a transition period. E-learning in Indonesia still provides a dilemma for teachers because of frequent misconceptions related to communication, poor networks, technology that is still not very good, and how teachers still have difficulty in measuring learning achievements from material to material. Although with this e-learning, teachers in Indonesia are more familiar with learning applications and the implementation of more flexible learning (Rosnilam, 2021). With the policy of learning using e-learning in Indonesia does make individuals involved in the learning process more independent in utilizing technology. However, the difference in basic capabilities in utilizing technology in Indonesia has the potential to create gaps in achieving learning targets (Wahyuni, 2020). Learning using e-learning makes the spirit of learning and the level of understanding of students decrease in learning material (Dzalila et al., 2020). In addition, in e-learning learning, students are not able to manage their learning activities, teachers tend to be technologically savvy, and parents lack understanding regarding the essence of the learning system from home which causes students' learning independence to being low (Churiyah et al., 2020). The state of e-learning in Indonesia and its impacts are more towards the pedagogical competence of teachers. Therefore, we need to know how ready teachers are to deal with e-learning conditions in Indonesia. Where the readiness of teachers referred to in this study is how teachers are able to (1) develop a learning plan when e-learning conditions are the sole option to continue carrying out learning activities, (2) creating e-learning content that utilizes technology with the aim of keeping learning interesting even though learning is done through e-learning, and (3) how teachers are able to carry out learning evaluation activities during e-learning and the results of the learning evaluation are at least able to represent the ability of the actual learners.

Khan (2005) explains that e-learning is an innovative approach to deliver learner-centred, interactive learning, and can facilitate learning that is carried out anytime, anywhere, and for anyone using digital technology along with other teaching materials to create open learning, flexible, and deliverable (Chaeruman, 2017). As a teacher, you must have four competencies, one of which is pedagogic competence. Freire (1993) explains that pedagogic competence is the ability to understand students, design learning and understand educational foundations, carry out learning, design and evaluate learning, and develop the potential of students (Idris, 2019). In addition to technology & IT considerations, the main focus of e-learning planning is the selection & determination of learning designs (Triyono, 2015). E-learning cannot be separated from the existence of learning content as a medium for independent learning for students. Interesting and creative learning content is one of the important factors in e-learning learning (Saefudin, 2020). Learning can be seen it is successful by evaluating learning. When the Covid-19 pandemic condition, learning using e-learning indirectly, the implementation of learning evaluation must also adjust to e-learning learning which is thick with technology and IT. Rouet (2009) explains that computer-based tests arouse students' motivation, make students enthusiastic and can work on questions well (Admaja et al., 2019).

Previous research has explained that the preparation of lesson plans made by economics teachers has not been maximized and the learning model applied following the 2013 curriculum is still minimal in variation and tends to be less diverse. The findings in that study raise research gaps with current research. The first research gap is related to the conditions during the preparation of the lesson plan. The circular letter of the minister of education and culture number 4 of 2020 explains that during the covid-19 pandemic learning is carried out with the concept of learning from home which makes students not have to come to school and learning can be done by utilizing the internet network. Therefore, researchers want to find an overview of how planning, implementation, and evaluation when learning is carried out in conditions where students do not interact directly in class.

The second gap is related to more limited learning methods when learning has to be done by e-learning. E-learning using applications such as WhatsApp, zoom, google meet, etc. has been effective but the obstacles are internet connection problems and internet quota limitations (Sulistiyowati et al., 2020). With this, researchers want to know the readiness of teachers in carrying out learning methods which include preparing lesson plans, creating learning content, and implementing learning evaluations in a learning plan that is increasingly limited due to the COVID-19 pandemic.

The next gap is about the format in the preparation of lesson plans which has been a burden for teachers so that teachers have not been optimal in preparing lesson plans. Through the circular letter of the minister of education and culture number 14 of 2019 regarding the simplification of the learning implementation plan, it is explained that the lesson plans which usually contain thirteen components will be cut down into three components which include objectives, steps, and learning assessments. Therefore, researchers want to explore the readiness of teachers to implement a new format of learning plans which have been recently implemented and must be combined with learning conditions using e-learning due to the COVID-19 pandemic.

From the research gap, several research focuses were determined which included a description of the condition of e-learning for high school economics subjects in Malang City during the covid-19 pandemic, secondly knowing the level of readiness of high school economics teachers in preparing high school economic learning plans in Malang City during the covid-19 pandemic. Third, knowing the level of teacher readiness in creating high school economics learning content, and finally knowing the level of readiness of high school economics teachers in Malang City during the Covid-19 pandemic in carrying out learning evaluations.

## LITERATURE REVIEW

### E-Learning

E-learning is technology-based learning by utilizing computer networks to send teaching materials using electronic devices (Pangondian et al., 2019). E-learning can provide more effective and flexible time, provide students to further develop themselves, and create a more relaxed atmosphere in learning (Nathanael, 2020). E-learning has the characteristics of (1) being inclusive in forming a learning community, (2) in building knowledge and collaboratively solving problems, (3) utilizing websites using the internet, (4) building and creating independent learning, and (5) learning is continuous, independent, interrelated, and strengthening (Djaja, 2016).

The success of E-learning is influenced by several factors consisting of learning content, technology (network), teacher characteristics (teaching & assessing style), student characteristics, and collaboration with education stakeholders such as schools, teachers, parents of students, and students (Anugrah, 2020; Pangondian et al., 2019; Panigrahi et al., 2018).

The implementation of e-learning is divided into two types, namely synchronous and asynchronous. The synchronous type mechanism allows direct interaction between teachers and students and is carried out at the same time which requires teachers and students to access the internet simultaneously. While the Asynchronous mechanism is the opposite of the synchronous type, where asynchronous gives time freedom to students to access the material provided by the teacher. Therefore asynchronous is done at different times (Rahman et al., 2020).

In e-learning, learning content and teaching materials are presented in the form of text-based content and multimedia-based content. Furthermore, the learning content and teaching materials that have been created will be collected and stored in a learning management system (LMS) so that later they can be accessed by students at various times and places (Putra et al., 2020). Lonn & Teasley (2009) explained that LMS is a website-based system that provides opportunities for teachers and students to share learning materials, class announcements, assignments, and communicate between the two (Rafi et al., 2020). Some examples of LMS currently available such as Moodle, Edmodo, Schoology, Google Classroom, etc. the use of LMS in learning will influence student learning outcomes, by using LMS students are more independent in learning through materials that have been uploaded by the teacher (Fauziah et al., 2021).

### Teacher Readiness

#### a. Developing a Lesson Plan

Spratt (2011) explains that lesson plans are a series of programs that contain what material and how to teach it in a lesson (Maryani & Martaningsih, 2017). Clark (1988) mentions that learning planning is a phenomenon that characterizes the performance of a teacher who is a teacher's guide in carrying out their work (Contreras et al., 2020). In Permendikbud Number 22 of 2016, the Learning Implementation Plan is defined as a face-to-face learning activity plan for one or more meetings.

Learning plans have benefits for teachers to link theory and practice, provide solutions to problems that arise during learning, as a medium for curriculum transformation, motivate and focus students in learning, and make it easier for teachers to control and assess student learning (Contreras et al., 2020; Gülten, 2013; Vázquez et al., 2018).

Mawer (1995) that an effective learning plan needs to pay attention to several things which include (1) the learning objectives to be achieved are clear, (2) pay attention to the abilities and needs of students, (3) coherent and clear learning steps, (4) goals made realistically and makes students feel challenged, (5) evaluations are made by taking into account students' abilities, (6) the strategies chosen are appropriate and able to control the class, and (7) there is an emergency plan if the plans that have been made cannot be implemented (Derri et al., 2014).

#### b. Creating Learning Content

Learning content is a collection of materials used for learning which is a combination of text, graphics, sound, video, animation, and so on media that are used simultaneously (Setiawan et al., 2016).

The functions of learning content include (1) Giving clear instructions to students in managing the class, (2) Helping students in understanding the material effectively and efficiently, (3) Providing the necessary tools for complete learning, (4) As a teacher liaison and students in learning, (5) Attracting interest in learning and being able to improve student learning outcomes, (6) Increasing the efficiency and performance of teachers and students and being able to make learning more practical, realistic, and interesting, and (7) Attracting participation students and provide opportunities for students to gain knowledge, skills, development, and self-actualization (Nurzaelani et al., 2018; Syairi, 2013).

#### Learning Evaluation

Evaluation is an activity to identify the achievement of a planned program and see the efficiency of its implementation. Ralph Tyler defines evaluation as the process of the extent to which educational goals are realized (Ridho, 2018). Evaluation is also interpreted as an orderly process to collect data that aims to provide an assessment (Gustin & Suharno, 2015).

Government Regulation of the Republic of Indonesia No. 19 of 2005 concerning National Education Standards explains that the purpose of the assessment or evaluation of learning is useful for assessing competency achievement, preparing reports on learning outcomes, and improving the learning process of students. In addition, the assessment has several functions which include a selective function, a diagnostic function, a placement function, and success measuring function.

In the 2013 curriculum, the assessment of learning outcomes leads to an authentic assessment where the assessment is emphasized on three aspects consisting of aspects of attitudes, knowledge, and skills. Gulikers (2006) states that authentic assessment can stimulate students to develop skills and competencies that are useful directly for the world of work of students in the future (Nadhiroh & Sigit, 2018).

Bull and McKenna (2004) define a computer-based test as a test that uses computer media to assess students (Balan et al., 2017). A computer-based test (CBT) is a computer-aided evaluation system that aims to assist teachers in conducting evaluations in the form of scoring, effectiveness evaluation tests, and evaluation tests for the efficiency of their implementation (Sugiyono et al., 2019).

#### METHOD

The research was designed using a case study qualitative approach. Researchers in this study act as planners, implementers, data collectors, data analyzers, data interpreters, and later also act as research reports. The study was carried out in several high schools located in Malang City (SMA Negeri 1 Malang City, SMA Negeri 6 Malang City, SMA Negeri 3 Malang City, and SMA Muhammadiyah 1 Malang) in March – April 2021. The teacher of economics is the research subject of this study. Where the research subject is taken using the snowball sampling technique where the data source has the potential to increase to obtain complete data. Data collection is done by observation, in-depth interviews, and documentation which will be triangulated to obtain the validity of the data that has been collected. The data collected will be analyzed using the Miles and Huberman model analysis technique.

#### RESULTS AND DISCUSSION

##### E-learning for High School Economics in Malang City during the Covid-19 Pandemic

The pandemic situation indirectly makes the development of education in the era of the industrial revolution 4.0 increasingly visible. The existence of learning from the home policy during the covid-19 pandemic makes learning must lead to an e-learning learning model. E-learning has gradually been implemented before the pandemic period and is currently starting to develop in terms of the use of the e-learning learning model used. High school economics teachers in Malang City use e-learning to increase the literacy level of students, use videos as material, and use applications to provide a variety of daily learning so that students remain motivated even though it cannot be done directly in class. The use of e-learning in economics learning by high school economics teachers in Malang City shows that e-learning can provide great opportunities for students to develop knowledge (Nathanael, 2020).

Based on the statements of the informants said that as one of the requirements for e-learning learning, the availability of e-learning devices has been mostly fulfilled by high school schools in Malang City. The availability of this e-learning device is not only provided for teachers but also students who take part in learning. Even schools also provide facilities to come to school to take advantage of the learning tools provided by the school which are intended for students who do not have e-learning tools. This is not following the assumption that e-learning is an unfair learning method because of economic equality (Jæger & Blaabæk, 2020). In practice, most high school economics teachers in Malang City have also used the learning management system (LMS) to support e-learning during the COVID-19 pandemic. LMS is used by teachers according to their uses, namely to share material, give announcements, give assignments, and a place to communicate between teachers and students. Several high school schools in Malang have even created LMS which are specially designed to suit the needs of each school. However, most high school economics teachers in Malang City still tend to use LMS from platforms available online. Where the LMS platform that is widely used is Google Classroom. The choice of using google classroom instead of a special LMS from schools is because of its easy operation, access and features in google classroom are growing according to the needs of teachers so that teachers feel comfortable and heavy when they have to move to use a special LMS from school. This confirms that economics teachers still have problems in terms of self-development, adaptation related to technological advances, and adaptation to problems that occur in inadequate conditions (Wijayanti, 2018).

### **Readiness of High School Economics Teachers in Malang City During E-learning at the Covid-19 Pandemic Era**

#### **1. Readiness to Design Lesson Plans**

As a learning planner, the teacher is expected to be able to make effective learning plans and following the conditions of the students. High school economics teachers in Malang have been able to make lesson plans that can be judged good and can adapt to the conditions of students. In preparing a lesson plan, the teacher can sort out what teaching materials will be delivered in e-learning learning and can make time management in e-learning which is known to have a limited duration of learning time. Where in this case it can be seen from the components of learning objectives, learning steps, to the evaluation process listed in the lesson plans made by high school economics teachers in Malang City. The objective component in the economics teacher's lesson plan for SMA in Malang City states that through online learning techniques, students are expected to be able to achieve learning objectives. The components of the learning steps for high school economics teachers in Malang City show the learning steps carried out by e-learning with commands such as greeting students via google meet, opening materials via links, and checking assignments through google classroom which also shows the evaluation component of student learning. The learning method chosen by high school economics teachers in Malang City is also considered by looking at the development of appropriate learning methods for students during e-learning and asking for direct opinions from students regarding what methods students want during e-learning. The preparation of the economic e-learning lesson plan also has several technical and non-technical obstacles. Technically, the preparation of learning plans by high school economics teachers in Malang City is constrained by the duration of time in learning activities so that the limited time creates obstacles for high school economics teachers in Malang City in e-learning learning. Barriers such as economics teachers have to work twice because they have to deliver material directly through virtual meetings and have to provide explanation videos in the LMS used, other obstacles economics teachers find it difficult to develop learning that is adapted to the latest facts and difficulties when explaining related material with math. Time constraints sometimes become more complicated when constraints such as signals or networks during learning are disrupted. Non-technical barriers in the preparation of learning plans are more on the soft skills of the teacher. Teachers must be tenacious and agile in preparing economic teaching materials which are classified as many in the e-learning learning plan where teaching materials must be ready and distributed to students before learning begins. In addition, in planning learning, teachers must be able to create learning that can maintain student motivation when learning e-learning.

Learning independently in e-learning has the potential to cause a discrepancy between what material will be taught and the learning objectives to be achieved. Therefore, in the e-learning learning plan, there must be things that should be emphasized and are expected to be in the learning plan so that e-learning learning can remain focused. Following the data obtained from informants to overcome and avoid undirected learning in e-learning learning, high school economics teachers in Malang City emphasize and make information related to teaching materials very important in e-learning learning plans. Information such as learning links must be written completely and clearly in the lesson plan, especially link information which is the main reference for economics teachers in learning both in the learning step components and other components in the e-learning lesson plan made by high school economics teachers in Malang City.

The emergence of an initiative from the government by issuing a lesson plan policy with a new format or a one-sheet lesson plan that is simpler and does not include too many components to reduce the burden on teachers has begun to show progress. Based on the data obtained by the researchers, high school economics teachers in Malang have been able to apply the new format learning plan well. This can be seen wherein the lesson plans of high school economics teachers in Malang City, no longer include all components of the old format learning plan. In the learning plan for high school economics teachers in Malang City, only the components of learning objectives, learning steps, and assessments are briefly listed but already describe what will be carried out in the field. In terms of the components of the lesson plans listed, it has indicated that high school economics teachers in Malang City have been able to apply the new lesson plan format, but the application of lesson plans into one sheet still cannot be applied properly by high school economics teachers in Malang City, only a few teachers who can apply in the form of one sheet.

According to data obtained by researchers, high school economics teachers in Malang City appreciate the existence of this government policy because they have been able to make efforts if teachers do not just fuss with administrative problems. However, in its application, high school economics teachers in Malang City feel that nothing has changed between the old and new format learning plans. The teacher still thinks that the lesson plan is still the burden of the teacher because even though the explanation of the components of the new format lesson plan is only written briefly, the teacher still has to include an explanation on another sheet in the form of an attachment. In addition, teachers who are still constrained by the lack of skills in using technology also prepare to learn plans even though it is only one sheet but still requires a lot of time in the manufacturing process.

## 2. Readiness to Create Learning Content

Implementation of e-learning learning economics in SMA at Malang City, teaching and learning activities are more likely to use the asynchronous type of e-learning implementation model through direct virtual meetings. High school economics teachers in Malang City also create learning content that contains complete explanations of materials that are only explained in outline during learning to be distributed to students in the form of links or uploaded to the LMS used, some are even uploaded to youtube with the aim of participants students can explore the material described. This situation proves that high school economics teachers in Malang City have been able to answer the challenges of e-learning learning which are not only related to technology but are also expected to be able to create learning content.

Students in high school economics learning in Malang City have different characteristics. Some students have an active character where students with this character prefer if e-learning is carried out with virtual meetings. In contrast to the passive character of students where this type of student tends not to need an explanation of the material from the teacher and tends to prioritize the tasks given by the teacher. Therefore, by creating learning content, high school economics teachers in Malang City also facilitate students with passive characters in synchronous type e-learning learning. With the passive learning content, students can learn the material materially by reopening the learning content that has been shared and can repeat it continuously if students still do not fully understand. In addition, with the creation of learning content, students who experience disturbances so that they cannot attend learning with visual meetings can still follow the explanation from the teacher.

The creation of learning content by high school economics teachers in Malang City based on the data obtained by researchers is still relatively simple. The content of high school economics learning in Malang City is made independently by the teacher by recording an explanation video either through presentation slides or recording an explanation directly in front of the class such as explaining the material during face-to-face learning. Creating innovative learning content in collaboration with unique and interactive animated videos has not yet been carried out by high school economics teachers in Malang City. Time constraints are still the reason high school economics teachers in Malang have not been able to create learning content in the form of unique and interactive animated videos. In addition, the problem of the ability to utilize technology is also a problem for high school economics teachers in Malang City in creating learning content in the form of unique and interactive animations.

### **Learning Evaluation of High School Economics Subject in Malang City During E-learning at the Covid-19 Pandemic Era**

However, the models and learning methods used by teachers, including learning using e-learning during the COVID-19 pandemic, must still carry out learning assessments. High school economics teachers in Malang City continue to carry out learning evaluations to identify the success of the lesson plans made by the teacher and determine the strengths and weaknesses of students when learning positions are carried out using e-learning. The evaluation used by economics teacher from high school in Malang also adjusts to the situation whereby when the study carried out by the e-learning the evaluation of learning outcomes should also be carried out through the evaluation carried out remotely by utilizing the platform or application that can support the implementation of the evaluation carried out by distance far.

Evaluation of high school economics learning in Malang City refers to an authentic assessment consisting of an assessment of aspects of attitudes, knowledge, and skills. Assessment of the attitude aspect when learning e-learning is considered by high school economics teachers in Malang City as an assessment aspect that is difficult to get a value. Attitude aspects that should be assessed according to attitude assessment indicators developed based on theory and can be done through observation activities are limited during e-learning because high school economics teachers in Malang City cannot directly observe their students and the lack of learning models during e-learning. Assessment of the attitude aspect is considered not optimal when learning is carried out using e-learning because the indicators used in the assessment of the attitude aspect should be developed based on the theory being taught, not only based on a few indicators.

The assessment aspects of high school economic learning skills in Malang City is still following how the value of skills aspects is obtained even though the technique is still limited. To get the value of the skills aspect of high school economics teachers in Malang City, they conduct an assessment in the form of portfolio assignments and practice. The portfolio of assignments given by high school economics teachers in Malang is in the form of works, namely by collecting collectively the tasks given in one learning period. Practical assignments are given to students through practical tasks such as assignments to complete tasks that contain mathematics so that students are required to count to get the answer.

Assessment of knowledge aspects when e-learning uses test assessment techniques carried out by high school economics teachers in Malang City using applications that support the evaluation process such as Quizizz, Kahoot, and most of them use Google Forms that are already connected directly to the LMS Google Classroom. Several high school schools in Malang City use evaluation applications through LMS which are made separately by the school. Assessment of knowledge aspects carried out by high school economics teachers in Malang City is carried out following the basic competencies taught by teachers in the form of daily tests and tasks that tend to dominate due to the lack of teacher teaching duration during e-learning during the COVID-19 pandemic.

The use of Google forms for evaluation is considered too common for students and teachers because the Google form is already connected to the LMS Google classroom which is currently the easiest e-learning application to use. Assessment using Google classroom according to researchers is also considered too formal both in appearance and technical assessment. So it is not impossible that with a display that is too formal, students will feel bored and with less varied technical assessments to make students race to get the best grades, it is still difficult and there may be still frauds such as exchanging answers so that the answers sent by students tend to same from one source. That was experienced by high school economics teachers in Malang City wherein assessing the knowledge aspect the obstacle is how students can give answers honestly and are answers that come from the results of the analysis in the students' language. Therefore, several high school economics teachers in Malang have anticipated deficiencies in the assessment using the google form by utilizing applications such as quizizz and Kahoot. Where the quizizz and Kahoot application according to the high school economics teacher in Malang City is an assessment application that can be used as a variation of knowledge aspect assessment so that students are not bored and motivated. There are even some schools that specialize in quizizz or kahoot applications for daily test assessment activities. The reason high school economics teachers in Malang City use quizizz or put Kahoot in the assessment is because in quizizz and kahoot the technical assessment does not judge from students' correct answers, the speed of answering factor is also a factor in their assessment so that high school economics teachers in Malang City judge by using quizz or kahoot fraud in the assessment can be minimized. However, in the use of quizizz or kahoot in the assessment of some high school economics teachers in Malang City, they may have been able to make assessments using these two applications independently but there are also high school economics teachers in Malang City who need help from students who are doing teaching practice in their schools to apply assessment questions into the two applications.

Based on the data obtained, in general, high school economics teachers in Malang City feel that the results of learning assessments using e-learning are unsatisfactory, even high school economics teachers in Malang City are hesitant to judge if the results obtained by students are a reflection of the abilities of the students themselves. High school economics teachers in Malang City consider that with e-learning students tend to be freer in assessment, free in the sense that students can use various ways to get answers, the important thing is that they have done and collected their assignments. Another fact shows that in the assessment of learning during e-learning, the results obtained by students tend to be non-objective. Where high school economics teachers in Malang City provide a lot of additional values that tend to be "mercy values" so that in reality the value that appears when learning e-learning does not have an unsatisfactory value.

## **CONCLUSION**

The description of the implementation of high school economics e-learning learning in Malang City is classified as a ready condition. This condition can be seen from how e-learning facilities are available in every school, learning methods in e-learning are growing, and economics teachers have utilized the learning management system for more organized e-learning.

The readiness of high school economics teachers in Malang City in preparing plans can be classified as ready. This condition is indicated by the preparation of lesson plans that adapt to the conditions of students and high school economics teachers have made several adjustments to apply the new format learning plans in the lesson plans that were prepared.

In creating learning content, high school economics teachers in Malang City are still relatively unprepared. This is because in making learning content, high school economics teachers are still limited to creating videos from recorded presentations from PowerPoint which are considered to lack variety and in making learning content they still depend on other parties such as practical students, universities, and private parties.

The implementation of the evaluation of learning using e-learning during the covid-19 pandemic conducted by high school economics teachers in Malang City was considered to be still not ready. This is due to the monotony of teachers in developing assessment indicators for each aspect of the assessment that refers to authentic assessment. Furthermore, creating creative computer-based tests using applications such as Quizizz and Kahoot still depends and it can be said that the biggest contribution is not from the economics teacher himself. In addition, the learning outcomes of students still cannot represent the actual abilities of students.

## **SUGGESTION**

For the government, it is necessary to add and accelerate the provision of facilities for e-learning needs, which have been constrained by quotas. For teachers, at least increase knowledge by learning and maximizing video tutorials that are currently widely available on various internet sources to increase IT skills that support e-learning and the application of new format learning designs. For Education Stakeholders, want to contribute to teachers, especially economics teachers who are still experiencing obstacles in implementing e-learning during the COVID-19 pandemic through a cooperative bond with schools in Malang City. For further researchers, continue to develop and research related to e-learning which is currently a learning style that is relevant to technological developments as well as reviewing with other indicators related to e-learning. In addition, by continuing to develop

research related to e-learning, we can ensure that e-learning is not a learning system that is used because of the sheer compulsion of conditions.

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