Evaluation of Online Learning in the Covid-19 Era Through the Office 365 Program at SMP Negeri 5 Leihitu, Central Maluku Regency

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Abstract:

With the government's prohibition on face-to-face learning, schools from the elementary school to university levels are looking for alternative learning that is in accordance with the current covid pandemic conditions. Online learning is an alternative that is considered effective, where this learning utilizes internet technology in managing learning with a wider reach. By implementing online learning, we must pay more attention to the selection of application programs that are in accordance with the conditions and needs in learning. *Office 365* is considered capable of accommodating learning needs during the current pandemic given the various advantages it has, but there are still weaknesses and obstacles that we need to examine so that learning can be effective and efficient even though it is carried out online and is able to improve students' academic and non-academic achievements. This study aims to evaluate online learning programs in the Covid-19 era through the *Office 365* at SMP Negeri 5 Leihitu, Central Maluku. The research is a descriptive evaluation study with a qualitative approach and the CIPP evaluation model with the research subjects being the principal, vice principal for curriculum affairs, deputy principal for student affairs, and three senior teachers and 2 teachers. Data collection uses interview, observation and documentation techniques, while data analysis uses data reduction techniques, data presentation and ends with conclusion drawing or data verification. Based on the results of online learning evaluation research through *Office 365*, it was found that in reality there were still facilities and infrastructure that were not yet available, the human resources for teachers and students were not adequate. However, learning can be carried out well, supported by competent operators and support from schools and parents.

Keywords: Online learning and *office 365*

INTRODUCTION

For more than 2 years the world has been hit by the Covid-19 pandemic. The latest data collected by Johns Hopkins University, Saturday (24/3) Covid-19 infections worldwide have now reached 378,287 cases. A total of 100,958 have been declared cured, and 16,497 patients have died. The highest number of cases spread was in China, namely 81,496 cases with 3,274 deaths and 72,819 recoveries.

In handling the corona virus, the government has implemented several policies to break the chain of covid 19, namely *social distancing* by studying and working at home or *work from home* (WFH). In addition, the government has also imposed large-scale social restrictions (PSBB), up to a ban on going home. These policies affect the governance of education and learning in Indonesia (Rahabav, 2021).

There are at least three policies issued by the Ministry of Education and Culture regarding Covid 19. First, Circular Letter Number 2 of 2020 concerning the Prevention and Handling of Covid-19 in the Ministry of Education and Culture. Second, Circular Number 3 of 2020 concerning Prevention of Covid-19 in Education Units. Third, Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of *Corona virus Disease* (Covid-19), which among other things contains directions regarding the learning process from home. This policy of course has an impact on all joints and components of our education system.

Globally, based on UNESCO data on March 19, 2020, 112 countries have implemented learning from home policies, including Malaysia, Thailand, Germany, Austria, Mexico, South Africa, Yemen, and Zambia. Of the 112 countries, 101 countries implement learning from home policies nationally. Meanwhile, 11 other countries, including Indonesia, apply home learning in certain areas (free.kompas.id, 31 March 2020).

In Indonesia, the policy of learning from home has been implemented by approximately 28.6 million students from elementary to high school/vocational school in various provinces. As of March 18, 2020, as many as 276 public and private universities in Indonesia have implemented online lectures (free. kompas.id, March 31, 2020).

In Indonesia, including in Maluku Province, the learning process from home has been going on since March 16, 2020 and continues to this day. The learning process from home, according to the Ministry of Education and Culture's policy, is carried out online/remotely to provide a meaningful learning experience for students, without being burdened with the demands of completing all curriculum achievements for grade promotion and graduation. The study from home policy is also carried out with the intention of maintaining the safety of teachers and students so as to avoid the impact of covid 19.

The government's policy is very reasonable because the Covid-19 pandemic has brought a very multidimensional impact. The Covid-19 pandemic and its spread in Maluku Province, continues to experience a significant increase from day to day. Until 9/2020 (Antara Daily), the number of patients who were confirmed positive for COVID-19 in Maluku was 3,272 cases. Based on data obtained from the Maluku Covid-19 handling acceleration task force, every day there are additional new positive cases of Covid-19, of which 94 positive cases are mostly from Ambon city, namely 87 cases, while the other five are from Tual city, and two cases are from Maluku district. North.

The impact of Covid-19 in the education sector, as reported by the United Nations Organization in charge of education, science, and culture UNESCO that more than 850 million students in the world cannot study in school due to the virus from Wuhan, China. Many schools were forced to close, the Covid-19 pandemic, massively changed the pattern of learning. The learning process that should be carried out face-to-face has now turned into a distance learning system or online. Responding to these conditions, the Maluku Provincial government continues

to strive to prevent the spread of Covid-19 and prepare various conditions that allow the online learning process to run well.

In that context, the Maluku Provincial government seeks to provide infrastructure such as an adequate electricity network and internet network. Another step taken by the government is, through the Ministry of SOEs through Telkomsel, providing data access free of quotas of up to 30 GB for students and students to access learning applications that have collaborated with Telkomsel. Among them are the teacher's room and other applications that are included in the pedia science package such as quipper, zenius, language, and chat.

Of course, the support facilities are not enough. The government, through the Ministry of Education, also needs to ensure that the content of the material prepared is adequate and does not deviate from the standards that have been set. So that even in the midst of an *emergency* like today, what students and students learn does not fall behind or even out of the substance of the learning material that should be.

In addition, the Maluku Provincial government also prepares human resources (teachers and students). HR readiness is absolutely necessary. Because there is no use for good infrastructure and facilities if users such as human resources such as teachers and students are not ready to run them. HR preparation is carried out through the provision and dissemination of media such as videos on *manual books* or instructions for using available and needed technology. All government efforts are made with the intention that online learning can take place effectively.

The above statistic is in line with the views of Dillon and Gunawardena (Munir, 2009: 66) which states that there are three things that will determine the effectiveness of distance learning, namely (1) technology. In this case, students must have easy access to the network with minimal time. (2) teacher characteristics. Teachers play an important role in the effectiveness of online learning. (3) the characteristics of the students themselves.

In order to make online learning effective during the Covid-19 Pandemic, the use of information and communication technology is very essential. Utilization of information and communication technology devices is one way to make appropriate and effective learning innovations. This needs to be done because it is through this learning activity that the transfer of various competencies takes place which leads to an increase in student achievement.
Student learning achievement is determined by how teachers teach, appropriate approaches and methods in delivering subject matter as well as teaching aids or facilities used in the teaching and learning process Hamalik (2003: 124).

Learning during the Covid-19 pandemic is mostly done online using information and communication technology tools. Online learning utilizes internet technology in managing learning with a broad reach. In online learning, teachers and students use *hardware* , especially computers (with networks), electricity, and *software* and teaching materials that are ready to be online. An effective online learning process is produced by combining digital delivery of material and services in learning (Mayub, 2004: 11).

Online learning conducted in Maluku Province needs to be appreciated because it is a new awareness momentum for teachers and students and even parents about the importance of information technology. This condition has encouraged them to try to master information and communication technology, be able to use it in learning during the Covid-19 Pandemic. This awareness has given teachers and students broad access to improve their competence in the field of information technology on the one hand and at the other end have broad access to enhance their insight in the fields of science, technology, art and culture.

Based on the results of the author's temporary observations on the implementation of online learning, it should be acknowledged that it is still far from perfect. Several objective facts can be mentioned, including 1) lack of understanding of teachers and students including parents about information technology; 2) lack of information technology infrastructure; 3) there

are areas where there are no clear *spots* so that the signal is often disturbed; 4) disruption of the electricity network resulting in frequent light outages.

In situations of limitations as mentioned, however, efforts should be made to keep students learning. This affirmation is important because without this awareness, students in this area will be left behind when compared to students in other areas, which before the Covid-19 pandemic had developed far compared to students in Maluku.

In order to support the implementation of online learning in schools, especially in Central Maluku Regency, a *training 365Microsoft teams*) has been carried out, which was attended by most of the school operators. Therefore, there are several junior high schools in Central Maluku District that have used *Microsoft* 365 (*Microsoft Teams*) as an online learning tool. *Microsoft* 365 (*Microsoft*Teams) has various advantages such as easy to operate, can be operated with Android phones, rich in learning content, rich in test administration systems, assignments and storage so that it will make it easier for teachers and students in the online learning process to take place effectively.

One of the schools in Central Maluku Regency that has used *Microsoft* 365 (*Microsoft Teams*) in learning during the Covid-19 pandemic is SMPN 5 Leihitu, Central Maluku Regency. Based on the author's temporary observations, the use of *Microsoft* 365 (*Microsoft teams*) in online learning at the junior high school has motivated students to learn. On the other hand, in teaching and learning activities in schools found difficulties and complaints from students and teachers. The difficulty of students is that students are less able to understand the material because of the lack of exercises or assignments that can support the learning process and students are less serious in completing assignments.

The difficulties of teachers include some teachers do not understand *Microsoft* 365 well so they have difficulty giving assignments when there are activities outside of school or sudden activities, there is no face to face in learning, there are so many tasks given by the teacher so that students find it difficult to complete especially if the internet network is less supportive.

Based on temporary observations that have been made, in the implementation of teaching and learning activities at Leihitu State Junior High School 5, Central Maluku Regency, at the beginning of the 2020/2021 school year during the covid-19 pandemic, not all teachers are optimal in carrying out online learning. This is due to their lack of understanding of *Microsoft* 365 (*Microsoft Teams*). Support for facilities and infrastructure owned by schools such as the internet network is not optimized. This can be seen in the underutilization of the internet as a learning resource. On the parents' side, there are complaints that the use of *Microsoft* 365 (*Microsoft Teams*) burdens students with credit, for some parents, it is burdensome because of minimal income.

The implementation of learning at the junior high school using *Microsoft* 365 (*Microsoft Teams*) has taken place but the level of effectiveness is not yet known. In this regard, the author is interested in further research in writing a thesis with the title **"Evaluating Online Learning in the Covid-19 Era through one of the Office 365 Programs at SMP Negeri 5 Leihitu, Central Maluku Regency"**. With the assessment, accurate information can be obtained about the implementation of learning and student learning success is measured and reported based on the achievement of certain competencies (Hamalik 2003: 55.)

METHODOLOGY

Based on its type, this research is categorized as an evaluation research using a qualitative descriptive approach, namely research that aims to describe the situation comprehensively in a real context. In this case, to collect information about the evaluation of online learning using *Microsoft office 365* at SMP Negeri 5 Leihitu, Central Maluku Regency, then use that information as a basis or basis for making policies or decisions about quality school programs.

The evaluation model used in this study is the CIPP model developed by Stufflebeam. This model emphasizes four aspects, namely context, input, process and product in online learning at SMP Negeri 5 Leihitu, Central Maluku Regency. Research informants are the school of SMP Negeri 5 Leihitu.

RESULTS AND DISCUSSION
Research results

The data obtained from SMP Negeri 5 Leihitu is data regarding the Evaluation of Online Learning in the Covid-19 Era through the *Office* 365 Program. The data is grouped into four components according to the CIPP model which is described as follows: *context* focused on: school support.components *input* are focused on: (a) students who understand IT and do not understand IT; (b) the presence of educators/teachers; (c) infrastructure; (d) curriculum; (e) application; (f) financing.components *Process* focused on: (a) lesson planning; (b) implementation of learning; (c) learning evaluation.components *Product* that are focused on: (a) academic and non-academic developments; (b) supporting and inhibiting factors of online learning.

1. Implementation of Evaluation
a. The *Context*

Parameter component used to analyze the *Context* is the background of online administration, school support, and parental support for SMP Negeri 5 Leihitu. Organizing a program, including the implementation of any program including online learning using *Microsoft* 365, needs to be supported by a strong foundation and support from internal and external stakeholders such as school principals, teachers, families and communities.

The implementation of online learning using Microsoft 365 at SMP Negeri 5 Lehitu, Central Maluku Regency, has gained legitimacy both through regulations at the central/Ministry level as well as programs and policies of the Education and Culture Office of Central Maluku Regency. Nationally, online learning has gained legitimacy along with the issuance of 3 legal umbrellas, namely First, Circular Letter Number 2 of 2020 concerning the Prevention and Handling of Covid-19 in the Ministry of Education and Culture. Second, Circular Number 3 of 2020 concerning Prevention of Covid-19 in Education Units. Third, Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of *Corona virus Disease* (Covid-19), which among other things contains directions regarding the learning process from home. In addition to regulations at the national level, online learning in Central Maluku district is supported by the policies of the Central Maluku District Culture Government, in the form of a Regent's Decree on PSBB which was followed up by the Central Maluku District Education, Youth and Sports Office and online learning policies and programs using *Microsoft* 365 the results of interviews with informants, it can be seen that in terms of context, the basis for the implementation of online learning is the Decree of the Regent of Central Maluku related to PSBB. In addition, schools participate and parents provide positive support for the implementation of online learning using *office 365* at SMP Negeri 5 Leihitu, Central Maluku Regency.

b.Components *Input*

The successful implementation of online learning programs through *Microsoft* 365, needs to be supported by adequate input. The parameters used to evaluate the evaluation of the *input* in this study are as follows: 1) there are students who understand IT, 2) educators who are able to use *Office* 365 (*Micrososft Team*), 3) curriculum, 4) infrastructure, 5) financing. The research results will be described as follows:

1). Students
a. Identification

From the results of interviews with informants, it can be seen that the online learning process at SMP Negeri 5 Lehitu is not carried out by some capable students but is carried out by all students without any distinction in the implementation of online learning. In addition, disadvantaged students are given the opportunity to study with students who have online learning tools. In the online learning process, schools do not use outside staff, instead they use experts at the school.

b. The number of students who understand IT and their parents are underprivileged

From the results of interviews with top informants, it can be seen that the number of students who understand Information Technology about *MS Office* 365 at SMP Negeri 5 Leihitu is 199 people, consisting of 50 students in class VII, 67 students in class VIII and 82 students in class IX who are able to use *MS Office* 365 well while those who do not understand the use of *Office* 365 well are 34 people. In addition, for less fortunate parents at SMP Negeri 5 Leihitu there are 71 people consisting of 20 students in class VII, 18 students in class VIII and 33 students in class IX. This shows that most of the students at SMP Negeri 5 Leihitu are able to use *Office* 365 well and their parents have good economic backgrounds.

2. Teachers or Educators.

From the results of interviews with informants, it can be seen that at SMP Negeri 5 Leihitu initially there were only 2 teachers who were able to use *Office* training *MSOffice* 365 which was organized by a *Trainer* from *Microsoft* representatives from Indonesia through the teacher shared well. So that they are able to provide training to 18 teachers who do not understand *Office* 365 well. With this training, out of 18 teachers, only 3 teachers have not been able to use *Office* 365 properly.

3). Curriculum

From the results of interviews with informants, it can be seen that the curriculum used at SMP Negeri 5 Leihitu, Central Maluku Regency is the 2013 Curriculum for grades VII, VIII and grade IX as a whole in online learning.

4). Facilities and infrastructure

From the results of interviews with informants above, it can be seen that the facilities and infrastructure in online learning at SMP Negeri 5 Leihitu, Central Maluku Regency are quite good, this is illustrated by the availability of school computers, totaling 30, 4 laptops, 1 server, 1 computer. external modem in good condition. In addition, for students of 233 students, 199 people have Android phones, some are their own and some are owned by their parents.

5). Application

From the results of interviews with informants, it can be seen that *Office* 365 application used in SMP Negeri 5 Leihitu, Central Maluku Regency is very effective in supporting the online learning process because this application provides various facilities needed in learning and has advantages according to the conditions of students and teachers seen from the economic capability and level of IT knowledge.

6). Funding

From interviews with informants, it can be seen that the financing for online learning at SMP Negeri 5 Leihitu, Central Maluku Regency comes from BOS funds, parents, committee donations and central funds used for network expansion and purchasing data pulses for school modems and for students. Initially using parental funds, but when there was assistance with data credit from the ministry, the parents were no longer burdened with data credit fees.

c. Components *Process*

Dimensions *Contex* and *Input* that will determine whether the Process dimension is successful or not. Evaluation of the process dimensions regarding the management of learning in schools during the Covid-19 pandemic. So, the Process dimension will cover all teacher activities in carrying out online learning which are detailed in three parameters, namely

planning, implementing and evaluating learning activities. The results of observing the process components are then compared with the criteria used in process evaluation.

1). Learning plans

In planning learning, it is important for a teacher before implementing learning both face-to-face and *online* through an application as a learning medium. Online learning planning activities carried out by teachers are illustrated in learning tools consisting of annual programs, semester programs described in the learning schedule, syllabus and lesson plans.

The elements that become the assessment of learning planning are: 1) the clarity of the formulation of learning objectives; 2) the selection of teaching materials (according to the learning objectives); 3) organizing teaching materials (systematic sequence of materials and their suitability with time allocation); 4) selection of learning sources/media (according to the objectives and materials); 5) clarity of learning scenarios (learning steps: beginning, core, and closing); 6) details of learning scenarios (each step is reflected in the strategy/method and time allocation at each stage); and 7) completeness of instruments (questions, keys, guides, and scoring).

The Learning Implementation Plan (RPP) is a preparation that must be done by the teacher before carrying out the lesson. Preparation here can be interpreted as written preparation, as well as mental preparation, emotional situations to be built in a productive learning environment, including convincing learners to want to be fully involved. In online learning, lesson plans are very important so that teachers can plan learning efficiently and effectively according to the media used so that what actions need to be taken by teachers to achieve complete competence in the online learning process with a limited time can be achieved as expected.

From the results of interviews with informants, it can be seen that the syllabus and lesson plans in online learning at SMP Negeri 5 Leihitu, Central Maluku Regency use the syllabus published by the BSNP while the RPP does not change the content but undergoes adjustments in learning hours which are usually 1 hour 45 minutes changed to 20 -25 minutes and another change, namely RPP is usually made of approximately 3-4 sheets into 1 sheet.

2). Implementation of learning

The learning process referred to in this study is the implementation of online learning through *MS Office* 365, especially MS Teams at SMP Negeri 5 Leihitu, Central Maluku Regency, the odd semester of the 2020/2021 school year. The learning process is carried out six days a week which has been prepared by the curriculum section, starting from Monday to Saturday the learning schedule starts from 7.30 WIT to 12.00 WIT.

With online learning using *MS.Office* 365 only *MSTeams* , the learning process continues as usual like face-to-face learning because this application provides face-to-face learning facilities, the only difference being that it is usually carried out in class, but in online learning, the application is used as a place to learn. In addition, a more striking difference is the class division in face-to-face students is broken down at each level into several classes in face-to-face learning, but learning through learning applications is carried out in stages.

Observations of teachers in implementing online learning obtained data that learning did not start on time. Most of the teachers were late in activating the application, some were constrained by a slow network, some were unintentional delays due to personal matters in the first hour and the following hours.

There are students who follow the lesson well, but a few students don't follow it well, this can be seen by the students who often turn off the video during learning and there are those who follow while lying in a chair or bed. In addition, because many students are involved in learning through applications, classroom management is not carried out properly when compared to face-to-face learning.

The criteria for implementing learning are regulated in PP No. 19 of 2005 concerning SNP Article 21, Permendiknas no. 41 of 2007 concerning process standards for part III subsection A, point 4, and subsection B.

3).learning

The assessment of learning outcomes in this study was carried out by teachers and schools during online learning at SMP Negeri 5 Leihitu, Central Maluku Regency. The results of the observation and documentation approach carried out, found information about the implementation of the evaluation carried out by the teachers. The evaluation carried out during online learning has at least 3 stages, namely, *first*: the evaluation is carried out in the form of assignments after the learning that is*uploaded* in the task section is applied. *Both* evaluations are carried out in the form of daily assessments (PH) which are accessed by students via tiered chat on the application after one KD is described. *Third:* the evaluation conducted in the middle of the semester in the form of a mid-semester assessment carried out in the eighth week of the effective week and the end-of-semester assessment (PAS) carried out through a written test at home in groups of 3-4 people and supervised by the supervisor and homeroom teacher. These two activities are specifically scheduled and are evaluation activities carried out by the school.

d.Components *Product*

The product components referred to in this study are online learning achievement through *MS Office* 365, especially *MS Teams* at SMP Negeri 5 Leihitu, Central Maluku Regency, in the odd semester of the 2020/2021 academic year seen from cognitive aspects, affective aspects and psychomotor aspects.

1).The cognitive

aspect is that a student is required to have 6 abilities, namely, knowledge, understanding, application, analysis, synthesis and evaluation (Rina Febrian 2019: 25).

From the results of interviews with informants, it can be seen that the cognitive outcomes of students during online learning at SMP Negeri 5 Leihitu, Central Maluku Regency, have decreased compared to face-to-face learning although, most students get scores above the Minimum Completeness Criteria (KKM). This is because students are not serious in participating in online learning and are slow in completing tasks given by the teacher during online learning.

2).The psychomotor

aspect is a learner in terms of body movements and also their parts (Febrian, 2019: 29).

From the results of interviews with informants, it can be seen that the psychomotor results of students during online learning at SMP Negeri 5 Leihitu, Central Maluku Regency can be implemented even though they are limited to portfolio and project assessments. This can be said to be quite good because the average score obtained is above the Drinking Completeness Criteria (KKM), although the acquisition of psychomotor scores decreases compared to face-to-face due to the lack of student participation in completing assignments both individually and in groups.

3). Affective

aspects Affective aspects are an internalization of attitudes that refer to inner growth, and then students realize these values and try to take an attitude (Rina Febrian 2019:27).

From the results of interviews with informants, it can be seen that the affective results of students during online learning at SMP Negeri 5 Leihitu, Central Maluku Regency are difficult to describe well in online learning, which can only be seen through videos during learning.

5. Supporting and Inhibiting Factors of Online learning

a. Factors supporting online learning

The implementation of online learning during the Covid-19 pandemic is very necessary, especially with the government prohibition related to the implementation of face-to-face

learning. SMA Negeri 5 Leihitu as one of the schools that implement online learning because of the supporting factors. The supporting factors that the researchers got during the study were seen from several components, including:

1)   Context

Based on the results of the interview researchers, it can be analyzed that in the implementation of online learning at SMP Negeri 5 Leihitu there is still perceived support from the school, in this case the principal, teachers, and students. In addition, students' parents provide positive support by being willing to provide material and non-material support.

2)   Input

From the results of interviews with informants, it can be seen that the supporting factors for online learning at SMP Negeri 5 Leihitu, Central Maluku Regency, seen from the input aspect, teachers and students, most of them have basic knowledge of IT so it is easy to understand *Office 365* (*Microsoft Teams*), operators who competent people who understand ICT, adequate facilities and infrastructure that support online learning for both students and teachers and so on.

3)   Process

From the results of interviews with informants, it can be seen that the supporting factors for online learning at SMP Negeri 5 Leihitu, Central Maluku Regency are seen from the process aspect, namely planning, implementation and evaluation of learning going well, most teachers are able to take advantage of the facilities available in the application to support learning as well as with students, although limited to basic services in learning.

4)   Product

From the results of interviews with informants, it can be seen that the supporting factors for online learning at SMP Negeri 5 Leihitu, Central Maluku Regency are seen from the product aspect, the teachers are able to carry out assessments through the *Office 365* (*Microsoft Teams*), where the knowledge aspect is limited to daily assessments and assignments. collection time is limited. As for psychomotor, it is limited to portfolios and projects, and attitude assessment is seen through learning videos and task completion.

a.   Inhibiting factors of online learning

Although there are many factors that support online learning, there are also inhibiting factors that hinder the implementation of online learning through the *Office 365* (*Microsoft Teams*) at SMP Negeri 5 Leihitu which are inhibiting factors seen from several aspects, including:

1)   Context

Based on the results of the interviews of the researchers above, it can be analyzed that in the implementation of online learning at SMP Negeri 5 Leihitu there are still perceived barriers for a small number of teachers in learning *Office 365* (*Microsoft Teams*), namely the difficulty of adjusting learning experienced by teachers due to the age of the students. some are still difficult to understand because the application is new. From the parents of students, there are still parents who object because of the limited economic capacity of their parents and there are still parents who do not understand the importance of the role of parents in online learning.

2)   Input

From the results of interviews with informants, it can be seen that the inhibiting factor for online learning at SMP Negeri 5 Leihitu, Central Maluku Regency is seen from the *input* , namely the existence of obstacles at the beginning of the implementation related to the costs incurred by parents, a small number of teachers have not utilized application services properly in learning , the internet network which often experiences disturbances, and Mr. Mrs. teachers and students who have not made good use of the infrastructure provided by the school because they prefer to use cell phones in learning.

3) Process

From the results of interviews with informants, it can be seen that the supporting factors for online learning at SMP Negeri 5 Leihitu, Central Maluku Regency seen from the aspect of the process, namely planning, implementation and evaluation of learning have not been carried out properly, this can be seen from the majority of teachers still using face-to-face lesson plans instead of online RPP. In the implementation of learning, there are still teachers who have not been able to use application services properly in the learning process, some even use the lecture method and there are students who do not take lessons and are often late in participating in learning.

4) Product

From the results of interviews with informants, it can be seen that the inhibiting factors for online learning at SMP Negeri 5 Leihitu, Central Maluku Regency, seen from the product aspect, the teachers have not carried out the assessment well through the *Office 365* (*Microsoft Teams*), where the aspects of knowledge obtained by students above KKM, but when compared with face-to-face learning, student scores decrease due to limited learning time and students do not follow the lesson well.

DISCUSSION

1. Evaluation of the Context Component

The results of the evaluation of the Context component of this study, it was found that the implementation of online learning at SMP Negeri 5 Leihitu, Central Maluku Regency has received legitimacy from both the central government and the government of Central Maluku Regency. From the central government the legitimacy of online learning, namely three respective regulations: First, Circular Letter Number 2 of 2020 concerning the Prevention and Handling of Covid-19 in the Ministry of Education and Culture. Second, Circular Number 3 of 2020 concerning Prevention of Covid-19 in Education Units. Third, Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of *Coronavirus Disease* (Covid-19), which among other things contains directions on the learning process from home. In addition to regulations at the national level, online learning in Central Maluku district is supported by the Central Maluku District Culture Government policy, in the form of a Regent's Decree on PSBB which was followed up by the Central Maluku District Education, Youth and Sports Office.

With the issuance of regulations as mentioned, online learning at SMP Negeri 5 Leihitu, Central Maluku Regency has formal legality. This formal legality is important because education is a goal-conscious endeavor. Online education is the best alternative and a vehicle for students to learn. Learning during the Covid-19 pandemic cannot be carried out haphazardly, because there are logical consequences that will be faced by students and teachers. With the issuance of various regulations as mentioned, online learning through *office* 365 will run according to Covid-19 procedures and mechanisms that will protect teachers and students from the possibility of the Covid-19 virus developing en masse and provide a safe atmosphere for teachers and students.

The Ministry of Education and Culture as a party entrusted by the government in managing education through the Data and Information Center (Pusdatin) of the Ministry of Education and Culture provides technical assistance for regions that require an online PPDB mechanism. Management of School Operational Assistance (BOS) / Operational Assistance (BOP) funds, in the Technical Guidelines (juknis) for Management of BOS / BOP Funds it is allowed to purchase goods as needed, including to finance the needs for the prevention of the Covid-19 pandemic such as the provision of cleaning equipment , *hand sanitizers*, disinfectants, masks, as well as to finance distance learning (Kemendikbud, 2020).

In addition to the issue of legitimacy, online learning through *office* 365 in this study is fully supported by internal and external stakeholders. This *point* because without the participation and support of stakeholders, any education policy will not run smoothly.

Based on the results of this study, the school and parents have good cooperation. Parents are always involved in providing facilities, infrastructure and financing in the implementation of online learning by schools using *office 365* at SMP Negeri 5 Leihitu. This shows that there is positive support for the implementation of online learning from parents of students. This is in line with the opinion of Ngalim Purwanto (2004: 123) where he said that the achievement of student learning achievements in accordance with their abilities is influenced by the educational environment consisting of the family environment, school and community environment.

2. Evaluation of *Input*

Evaluation of the input components in this study is concerned with students, teachers and education staff, infrastructure, applications, financing and curriculum.

Based on the results of the research, student input was traced through identification activities, the identification process at SMP Negeri 5 Leihitu has been carried out well in the implementation of *office 365 online learning (Miscrosoft Teams).* The school has monitored the background of parents' abilities, human resources, available facilities and infrastructure so that online learning can be carried out.

This identification is important because it is in accordance with the demands of the 21st century in the 4.0 era, understanding IT is the main demand that students must have. So, identification is important to know how much students already have an understanding of IT.

This understanding is important so that those who do not understand get some kind of special training to be able to operate IT, especially related to *365.*Students' understanding of IT related to the use of *Office 365 (Miscrosoft Teams)* is a major requirement in the learning process. In addition, parental support related to economic capacity in financing online learning is very much needed.

Based on the research findings, the number of students who understand Information Technology about *MS Office* 365 at SMP Negeri 5 Leihitu is 199 people, consisting of 50 students in class VII, 67 students in class VIII and 82 students in class IX who are able to use *MS Office* 365 well.do not understand the use of *Office* 365 well. In addition, for less fortunate parents at SMP Negeri 5 Leihitu there are 71 people consisting of 20 students in class VII, 18 students in class VIII and 33 students in class IX. This shows that most of the students at SMP Negeri 5 Leihitu are able to use *Office* 365 well and most of the students' parents have an adequate economic background.

In accordance with the results of interviews with informants, it can be seen that at SMP Negeri 5 Leihitu initially there were only 2 teachers who were able to use *Office* training *MSOffice* 365 which was organized by a *Trainer* from *Microsoft* representatives from Indonesia through the teacher shared well. So that they are able to provide training to 18 teachers who do not understand *Office* 365 well. With this training, out of 18 teachers, only 3 teachers have not been able to use *Office* 365 properly. Based on the data above, teachers and education staff generally have sufficient understanding of *office* 365.

Understanding of students and teachers and education staff towards *office* 365 is a prerequisite for the successful implementation of online learning at SMP Negeri 5 Lehitu. Without a good understanding, the implementation of online learning through Office 365 will not succeed and even lead to failure.

The following input studied in this study is the curriculum. In the Law on the National Education System (Law Number 20 of 2000) article 1 paragraph (19) states that the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as

well as the methods used as guidelines for the implementation of learning activities to achieve the objectives. certain.

Furthermore, Article 36 paragraph (3) states that the curriculum is structured according to the level of type of education within the framework of the Unitary State of the Republic of Indonesia by taking into account: increasing faith and piety, increasing noble character, increasing potential, intelligence and interest of students, diversity of regional and national potentials, demands for world of work, development of science, technology and art, religion, dynamics of global development, and national unity and national values. Based on the research findings, it shows that the curriculum used in SMP Negeri 5 Leihitu is the 2013 curriculum for grades VII, VIII and IX as a whole in online learning.

3. Evaluation of Process Components

In this study, the process components were traced through three parameters, namely learning planning, implementation and evaluation of learning. Learning planning is a professional activity carried out by learning developers. This includes the preparation of the Learning Implementation Plan (RPP), the preparation of learning materials, the use of learning media, teaching approaches and methods as well as an assessment of the time allocation that will be carried out at a certain time to achieve the predetermined goals.

In learning planning, it is important for a teacher before implementing learning both face-to-face and online learning through an application as a learning medium. Online learning planning activities carried out by teachers are illustrated in learning tools consisting of annual programs, semester programs described in the learning schedule, syllabus and lesson plans.

The elements that become the assessment of learning planning are: 1) the clarity of the formulation of learning objectives; 2) the selection of teaching materials (according to the learning objectives); 3) organizing teaching materials (systematic sequence of materials and their suitability with time allocation); 4) selection of learning sources/media (according to the objectives and materials); 5) clarity of learning scenarios (learning steps: beginning, core, and closing); 6) details of learning scenarios (each step is reflected in the strategy/method and time allocation at each stage); and 7) completeness of instruments (questions, keys, guides, and scoring).

Assessment of learning outcomes in this study was carried out by teachers and schools during online learning at SMP Negeri 5 Leihitu, Central Maluku Regency. The results of the observation and documentation approach carried out, found information about the implementation of the evaluation carried out by the teachers. The evaluation carried out during online learning has at least 3 stages, namely, *first*: the evaluation is carried out in the form of a task after the learning uploaded in the task section is applied. *Both* evaluations are carried out in the form of daily assessments (PH) which are accessed by students via tiered chat on the application after one KD is described. *Third:* the evaluation carried out in the middle of the semester in the form of a mid-semester assessment carried out on the eighth Sunday of the effective Sunday and the end-of-semester assessment (PAS) was carried out through a written test at home in groups and supervised by the homeroom and supervisor. These two activities are specifically scheduled and are evaluation activities carried out by the school.

Evaluation criteria using Permendiknas no. 20 of 2007 concerning assessment standards consists of 3 main parts, namely: 1) understanding; 2) the principle of assessment; 3) assessment techniques and instruments. Based on the description of the evaluation data above, the implementation of the learning evaluation, both the process and the results have been carried out properly.

4. Evaluation of Product Components

From the results of interviews with informants above, it can be seen that the cognitive outcomes of students during online learning at SMP Negeri 5 Leihitu, Central Maluku Regency have decreased compared to face-to-face learning although, most of the students scored above the value of the Minimu Completeness Criteria (KKM). This is because students are not serious in participating in online learning and are slow in completing tasks given by the teacher during online learning.

Based on the findings of the researcher, it can be seen that the psychomotor results of students during online learning at SMP Negeri 5 Leihitu, Central Maluku Regency can be implemented even though it is limited to portfolio and project assessments. This can be said to be quite good because the average score obtained is above the Drinking Completeness Criteria (KKM), although the acquisition of psychomotor scores decreases compared to face-to-face due to the lack of student participation in completing assignments both individually and in groups.

Based on the results of interviews with the informants above, it can be seen that the affective results of students during online learning at SMP Negeri 5 Leihitu, Central Maluku Regency are difficult to describe well in online learning and can only be seen through videos during learning.

5. Supporting and Inhibiting Factors

The Covid 19 pandemic with all its consequences has had an impact on all aspects of our nation's life. The world of education and schools is one of the sectors that has been most affected by Covid 19. Covid 19 has reduced the frequency and intensity of face-to-face meetings between teachers and students in *settings* formal classroomThis is reinforced by the *work from home* and *social distancing policies*. In such conditions, education must continue because we realize that education is a process of social engineering, a vehicle for the development of a nation's cadres who are intelligent, skilled and have good character or morality. learning process *online*, eventually became one of the solutions even in the red zone area, being the only most effective way.

1) Dimensions of context

The evaluation results of the Context component of the study found that the implementation of online learning at SMP Negeri 5 Leihitu, Central Maluku Regency has received legitimacy from both the central government and the Central Maluku district government. From the central government the legitimacy of online learning, namely three respective regulations: First, Circular Letter Number 2 of 2020 concerning the Prevention and Handling of Covid-19 in the Ministry of Education and Culture. Second, Circular Number 3 of 2020 concerning Prevention of Covid-19 in Education Units. Third, Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of *Corona virus Disease* (Covid-19), which among other things contains directions regarding the learning process from home. In addition to regulations at the national level, online learning in Central Maluku district is supported by the policies of the Central Maluku District Culture Government, in the form of a Regent's Decree on PSBB which was followed up by the Central Maluku District Education, Youth and Sports Office and online learning policies and programs using *Microsoft* 365)

2) Dimension *Input*

This shows that most of the students at SMP Negeri 5 Leihitu are able to use *Office* 365 well and most of the students' parents have an adequate economic background. In addition, 2 teachers and 1 operator have *trained* 18 teachers. From *training* , only 3 teachers have not mastered *Office* 365 while 17 people (85%) have mastered *Office* 365. Mastery of students and teachers is important because without their mastery of *Office* 365, the successful

implementation of online learning through *Office* 365 will not succeed. This assertion is in line with the findings of Surjadi (2021) who found that the success of teachers in online learning using *Microsoft* 365 content is largely determined by the level of teacher mastery of *Microsoft* 365. Thus, the supporting factors for the input dimension are students and especially teachers who understand *office* 365. The inhibiting factor from the input side, it is more about the problem of inadequate infrastructure, networks and pulses due to the limited ability of parents.
3) Process Dimensions

Supporting factors teacher community *virtual/online* provides opportunities for students to 1) Can access material from various sites simultaneously, either in the form of text, audio, or video. Students can interact with competency development and knowledge transmission. 2) Able to facilitate independent material structure, both for structured learning and unstructured learning. 3) Able to anticipate the development of effective thinking strategies. 4) Able to anticipate varying levels of mental development. The continuity of the material in the form of text, graphics, animation, or video helps form connections between concepts to form new concepts (Istrate, 2009).

Inhibiting factors include some teachers who still think that teaching is a basic task that is only carried out to fulfill their duties and obligations as teachers, without the need for efforts to improve the quality of student learning. In the sense that the teacher only carries out teaching tasks without any effort to improve the thinking skills of students. This usually occurs because of a lack of sense of responsibility for the task at hand. The limitations of providing internet networks are often interrupted due to the use of external modems, most teachers do not have laptops, there are a small number of parents who have not been able to provide android phones for their children due to limited costs, and there are still teachers who have not been able to properly utilize the services provided.applications *MSOffice* 365 especially *MS. Teams*.
4) Product Dimensions

Based on the researcher's findings, it can be seen that the psychomotor results of students during online learning at SMP Negeri 5 Leihitu, Maluku Tengah Regency, can be implemented although it is limited to portfolio and project assessments. This can be said to be quite good because the average score obtained is above the Drinking Completeness Criteria (KKM), although the acquisition of psychomotor scores decreases compared to face-to-face due to the lack of student participation in completing assignments both individually and in groups. These results do not need to be a problem because the Ministry of Education and Culture has suggested a policy that in the online learning process the priority is 1) students can learn 2) the psycho-social health of students and teachers is a priority scale. 3) the results of a qualitative assessment and 4) are not used as a reference for ranking and graduation (Kompas, 2020).

CONCLUSION
1. implementation of online learning using *office 365* at SMP Negeri 5 Leihitu has received formal legitimacy in the form of a Ministerial Circular and is described in the form of a policy of the Central Maluku District Culture Government, in the form of a Regent's Decree on PSBB which was followed up by the Central Maluku District Education, Youth and Sports Office. and online learning program policies and stakeholder support.
2. Inputs for online learning during the COVID-19 pandemic include teacher mastery of 85% of *office* 365, student mastery of *office* 365 is quite good, *input* of supporting facilities, especially internet networks, is available even though using an external modem as well as data pulses provided by the school, people parents and the central government, as well as lesson plans and teaching materials that have been made well.
3. The online learning process is carried out through lesson planning, the implementation of learning with a duration of 25 minutes/face to face, the online learning process through

officiale 365 and continued with learning evaluation through portfolios and *online* tests and written tests at home.
4. Student learning outcomes from a cognitive perspective, most students scored above the Minimum Completeness Criteria (KKM). The psychomotor results of students during online learning at SMP Negeri 5 Leihitu also decreased when compared to face-to-face learning, even though the student's achievement was above the KKM. The psychomotor assessment is only seen from project assessments and temporary portfolios for certain learning such as science requiring performance, which is not implemented due to limitations in online learning and difficulties in directing students to carry out practical activities. For the assessment of difficult attitudes to be described well, it can only be seen through videos when face to face with a limited display.

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