
Evaluation of Teacher Performance Using the WhatsApp Application in Online Learning

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Abstract. Education during the Covid-19 pandemic has been carried out online, one of which is by using the WhatsApp application. For the sake of smooth learning, the principal as a supervisor must of course always evaluate the teacher as the main user of the WhatsApp Group so that educational goals can be achieved. This study aims to present evaluation procedures and aspects of teacher performance assessment at SDN 002 Rambah, Riau, Indonesia through the WhatsApp application. This study uses a qualitative approach with library and field research methods. Data were collected through observation, interviews, and documentation via cell phones. It started with observing learning activities in the WhatsApp Group, continued with communication via WhatsApp Call with the principal and four homeroom teachers. Then the data were analyzed based on the theory of Miles and Huberman by reducing the data, presenting the data, and concluding the field findings. The data obtained were validated by data triangulation techniques and data sources. The results showed that the evaluation procedure carried out by the principal was by joining the class WhatsApp group and conducting formative and summative evaluations online to teachers. So that aspects of teacher performance assessment, namely punctuality, initiative, ability, communication, and quality of work have shown satisfactory results marked by the smooth teaching and learning process, the ability of teachers to use technology, increased teacher professionalism, and good student achievement. The researcher recommends further research to see other alternatives that are used in teacher supervision and performance appraisal.

Keywords. evaluation; teacher performance; online learning; whatsapp

Abstrak. Pendidikan saat pandemi Covid-19 telah dilakukan secara online, salah satunya dengan menggunakan aplikasi WhatsApp. Demi kelancaran pembelajaran, kepala sekolah sebagai pengawas tentu harus selalu mengevaluasi guru sebagai pengguna utama WhatsApp Group agar tujuan pendidikan dapat tercapai. Penelitian ini bertujuan untuk mengemukakan prosedur evaluasi dan aspek penilaian kinerja guru di SDN 002 Rambah, Riau, Indonesia melalui aplikasi WhatsApp. Penelitian ini menggunakan pendekatan kualitatif dengan metode penelitian pustaka dan lapangan. Data dikumpulkan melalui tindakan observasi, wawancara, dan dokumentasi melalui telepon seluler. Diawali dengan melihat kegiatan pembelajaran di WhatsApp Group, berlanjut pada komunikasi melalui WhatsApp Call dengan kepala sekolah dan empat wali kelas.

Kemudian data dianalisis berdasarkan teori Miles dan Huberman dengan mereduksi data, menyajikan data, dan menyimpulkan temuan lapangan. Data yang diperoleh divalidasi dengan teknik triangulasi data dan sumber data. Hasil penelitian menunjukkan bahwa prosedur evaluasi yang dilaksanakan kepala sekolah yaitu dengan tergabung di grup WhatsApp kelas dan melakukan evaluasi formatif dan sumatif secara online kepada guru. Sehingga aspek penilaian kinerja guru yaitu ketepatan waktu, inisiatif, kemampuan, komunikasi, dan kualitas hasil kerja telah menunjukkan hasil yang memuaskan ditandai dengan kelancaran proses belajar mengajar, kemampuan guru menggunakan teknologi, meningkatnya keprofesionalan guru, hingga prestasi belajar siswa yang baik. Peneliti merekomendasikan penelitian lanjutan untuk melihat alternatif lainnya yang digunakan dalam pengawasan dan penilaian kinerja guru.

Kata kunci. evaluasi; kinerja guru; pembelajaran daring; whatsapp

PENDAHULUAN

The development of 21st century technology has developed a learning model that can be done online (He et al., 2014). Openly information technology has facilitated education to be able to reduce traditional problems such as closed education (Nkomo et al., 2021). Online-based learning must begin with coordination and open socialization (Russamsi et al., 2020). Modern technology is needed by educational institutions in facilitating their learning (Arif et al., 2021).

The well-known teacher learning strategy applied during direct learning is active learning so that students can be active by experiencing it themselves, being able to find and solve problems so that the development of potential and development of thinking is more active. However, education is currently faced with the challenges of the Corona Virus Disease 2019 (Covid-19) pandemic. The distance learning policy was then set in mid-2020 (Utomo & Mahmudah, 2021). So the education system requires educators to be able to use and master online learning media remotely. In overcoming this problem, the distance learning program that has been launched is a solution to learning which is usually done face-to-face. The problem of location, distance, cost and time is a big obstacle during this social distancing (Fikri et al., 2021).

Almost all instructors used online or distant learning during the Covid-19 pandemic. This online interaction is referred to as direct interaction and indirect interaction. Direct interaction is carried out by chatting between educators and students via cell phones, while indirect interactions when sending emails are only to collect assignments (Yensy, 2020). WhatsApp as a distance learning medium is one of the most commonly utilized online learning media. WhatsApp is a communication medium that has been loved by the community, this WhatsApp covers all communication interests in the community to meet their respective needs and interests. WhatsApp is a chat application that can send text, videos, pictures, locations, voices and even the public can communicate through the available telephone features (Anwar & Riadi, 2017).

WhatsApp has similarities with the default mobile application in general, namely the SMS application. However, WhatsApp has used a data package that can be used when connected to the internet network using a registered cellphone number (Daheri et

al., 2020). WhatsApp also provides other menus such as forward, story, WhatsApp web, new group, and settings. This available menu attracts a lot of people to use WhatsApp as a communication tool with many people. Online learning is currently supported by many platforms including the WhatsApp application (Bensalem, 2018). Like the research of Awada (2016) which found that WhatsApp learning media was more effective in learning. On the other hand, research by Bensulong et al., (2021); Thoifah (2021) shows that the use of WhatsApp media can increase the motivation of educators to write.

Various menus are available on WhatsApp and one of them is the New Group which is used by many students, teachers, lecturers and students as a medium of communication when distance prevents smooth learning interactions called WhatsApp Group (WAG) (Yensy, 2020). WhatsApp Groups are used as a forum for discussion to solve various problems, questions and important matters briefly conveyed to people who are members of the group. WhatsApp Group really helps its users to do distance learning (Naserly, 2020).

The use of WhatsApp Group is widely used at the elementary school level as a learning medium. This has been based on various scales and needs at the elementary school level. Based on surveys and research conducted by Rosarians et al., (2020); Harususilo (2020); Daheri et al., (2020) that 100% primary school-level educational institutions only use WhatsApp Group media when studying online.

Teachers and students use WhatsApp Groups to achieve learning goals, including using them to conduct assessments or evaluations. Information technology that is widely used today needs to be assessed and tested for its benefits in the learning process Miksan Ansori, (2018). The learning media used can be a factor in the success of learning that is carried out online (Ramdani et al., 2020). The teaching and learning process that occurs in the WhatsApp Group can be assessed with the help of evaluation media in the form of evaluation questions. The usage of the WhatsApp application as an online learning medium for pupils during the Covid-19 pandemic has been extensively researched. The usage of online learning media, such as the WhatsApp application, is a subject of researchers' research. However, it is still uncommon to address the evaluation of teacher performance utilizing WhatsApp as an alternate medium for monitoring and evaluating performance, particularly during the Covid-19 pandemic's online learning process.

The Covid-19 pandemic has changed the face of education in Indonesia. Changes occur in all fields, including learning techniques that were originally face-to-face to online learning. Teachers are required to be able to use online media to distribute lessons to their students. The shift of these learning activities to online applications also changes the teacher's performance appraisal system in teaching. Education in elementary schools uses the WhatsApp application as a learning medium. It also mandates that school administrators be able to assess teacher performance in online learning via learning media such as WhatsApp.

The goal of evaluating teacher performance in online learning is to assess the ability to teach teachers online and to measure the success of educational programs. Evaluation is carried out in providing feedback and improving the learning process by the school. Assessment of teacher performance in elementary schools is generally carried out on WhatsApp as a medium that teachers and students use when studying. The

evaluation carried out by the principal is not only to assess teacher performance, but also to encourage the progress of the learning process which leads to the achievement of student learning outcomes.

Even in the midst of the Covid-19 pandemic, instructors' evaluation of the use of online learning is essential. As stated by Kasmawati (2020) in their research that based on the Ministry of Education and Culture's circular letter, it is stated that one of the duties of school principals is to monitor and guide teachers in implementing online learning, as well as ensuring teachers formulate planning and implementation of meaningful online learning.

There are weaknesses found in the implementation of online evaluations, namely there are doubts about the level of accuracy and reliability of the measurement results (Proborini, 2021). Situations and conditions faced by respondents are also factors that affect the reliability of the evaluation results obtained (Ansori, 2018). The lack of supervision when the teacher carries out learning also causes weaknesses due to the limited screen of the device used. However, the reliability of evaluation results can be improved, by looking at the consistency of the results of an evaluation with previous evaluations. By looking at the consistency of several evaluation results, the principal gets a complete picture of teacher performance.

Because it is necessary to map the successes of teachers and students in the learning process, evaluation is at the heart of educational implementation. In his research, Astuty (2015) stated that evaluation procedures are one of the most significant aspects of the learning process. Fitrah & Ruslan, (2020) explains that evaluation is one of a series of activities in improving the quality, performance, or productivity of an educational institution. Implementation of evaluation during learning also involves assessing teacher and student activities, especially teacher performance assessments in the long and short term (Yunus et al., 2016).

The Covid-19 pandemic has made education experience many challenges, especially in the process of evaluation, assessment, and measurement. Changes must be made that lead to national education goals by utilizing many online media. One of them can make adjustments to the learning evaluation in determining teacher performance standards and student graduation (Inpres et al., 2021).

Bensulong et al., (2021) revealed that technology-based learning media is an effective and efficient alternative means in carrying out evaluations compared to evaluations using paper. Principals can use technology-based media to achieve educational goals, including in terms of evaluating teacher performance (Prakoso & Rochmawati, 2020).

Based on the analysis above, it can be seen the difference between this study and previous research. This article presents the research focus on evaluating teacher performance at SDN 002 Rambah, Riau, Indonesia through the alternative WhatsApp application during the Covid-19 pandemic. Learning at SDN 002 Rambah, Riau, Indonesia since March 2020 has been officially changed to distance learning. In carrying out online learning, supporting tools and supporting media are provided such as the WhatsApp application. Darmalaksana (2020) in his research suggests that WhatsApp as an information medium is able to connect many technology users at one time. In addition,

Sujarwo (2021) in their research stated that WhatsApp is a practical application to use in learning because the many features available make it easier for the learning process to be carried out according to educational design. Based on the context and conclusions discussed above regarding the usage of the WhatsApp application as a learning medium, this study will focus on evaluating teacher performance in the classroom using the WhatsApp application as an online learning medium.

METHOD

This study used a qualitative approach with the aim of finding out more about the procedures carried out by school principals when evaluating teacher performance in teaching through the WhatsApp application at SDN 002 Rambah, Riau, Indonesia. This research was conducted on the principal and four homeroom teachers as research samples. The research method used is library and field research. Literature research was conducted on reputable articles concerning research on evaluating the performance of educators. Field research was conducted at SDN 002 Rambah, Riau, Indonesia. This method is used to explain facts in the field with research sources namely principals, teachers and students via cell phones.

Data collection is done by three techniques, namely observation, interviews and documentation. Observations were made by researchers in depth by looking at learning activities carried out through WhatsApp Groups to find out online learning patterns provided by teachers. Interviews were conducted online via WhatsApp Call to principals and teachers to obtain information about the evaluation procedures carried out by school principals and to obtain information from teachers regarding the evaluations carried out on them during the Covid-19 pandemic. Interview samples were taken by asking for information from four homeroom teachers at SDN 002 Rambah, Riau, Indonesia as teachers who were directly involved in the class WhatsApp Group. While the documentation study was carried out to see patterns and instructions for online learning in WhatsApp Group, aspects of teacher performance assessment in writing, and reports on online learning activities by teachers during the Covid-19 pandemic.

The information gathered from the informants was then examined using Miles and Huberman's approach, which included data reduction, data presentation, and data verification (Ritonga et al., 2020). The researcher confirmed to informants the findings in the field regarding the procedure for evaluating teacher performance in online learning after the phases of data collecting and data analysis approaches. As a result, data triangulation techniques and data sources were used to assess the validity of research data.

RESULT AND DISCUSSION

Learning at SDN 002 Rambah, Riau, Indonesia uses the 2013 curriculum. The 2013 curriculum is designed in a balanced way by the teachers of each subject related to the material provided for each level. The allocation of learning time before the spread of Covid-19 at SDN 002 Rambah, Riau, Indonesia takes place from 07.30 WIB to 12.30 WIB per week with three to four subjects. However, during the Covid-19 emergency, it turned into an online learning model with less time allocation, which is about 30 minutes the

teacher will send material for one subject while the rest of the time is used by students to do assignments given by the teacher.

The school of SDN 002 Rambah in Riau, Indonesia, has adopted a strategy of using the WhatsApp application to conduct education during the Covid-19 pandemic. Each homeroom teacher creates a class group containing all of his students. In addition to teachers and students, the principal also enters each class group to see the smooth implementation of the online teaching and learning process.

WhatsApp Group is an alternative media used in carrying out learning interactions or other activities online at SDN 002 Rambah, Riau, Indonesia at this time. Daher et al., (2020) stated that WhatsApp Groups are also a medium of information and discussion with other users, both with teachers and students remotely when circumstances do not allow for direct meetings. Based on initial observations, online learning conducted at SDN 002 Rambah, Riau, Indonesia cannot be separated from the advantages and disadvantages found during the learning process, as shown in the table below.

Table 1. Effectiveness of Learning through WhatsApp Group (WAG)

No	Lack of WAG Effectiveness	Advantages of WAG Effectiveness
1.	Uneven network throughout the area slows student response	Teachers easily create creations when providing materials and assignments
2.	Not all students access material on time	WAG is common among students and parents so it is easy to use
3.	Files that are sent via WAG do not fit in mobile phone storage memory	WAG only requires a small quota compared to other media
4.	Process teaching and learning is only done by sending materials and assignments not through video calls and face-to-face	Complete features in WAG facilitate the application of learning methods through sending videos, pdfs, photos, and voice notes
5.		Reciprocal interaction can be carried out during the learning process, either asking questions via WAG or private chat
6.		Students easily send their work to the teacher concerned either in the form of photos or videos
7.		Teachers use WAG as an evaluating medium the cognitive, psychomotor, and affective aspects of response and task readiness

Source: Research Analysis Results

The table above describes the advantages and disadvantages that occur in the learning process through WhatsApp Group. In this aspect of deficiency, it is

commonplace, problematic networks to the point that there is no student response to the attention of teachers and principals so that they can take further action. The usage of WhatsApp Groups as a learning tool is not without flaws, for example teachers cannot make video calls with all students, low storage memory makes material files and assignments unable to be downloaded until teaching materials are drowned due to other chats. However, the existence of these shortcomings does not hinder the process of teaching and learning activities that take place well.

Online learning conducted at SDN 002 Rambah, Riau, Indonesia can form student independence and can improve teacher academic abilities. Teachers who are members of the WhatsApp Group can use media such as Youtube to help teachers give assignments and solve problems carried out by students (Wahyuni et al., 2021; Bensulong et al., 2021; Fadli & Hidayati, 2020; Naserly, 2020).

The results of Sujarwo (2021) research show the advantages of using WhatsApp media in learning, namely knowledge is easy to obtain, discussions are carried out actively, interaction is easier to do. Research by Rahaded et al., (2020) suggests that there is a positive influence of using WhatsApp on behavior directly in learning, namely readiness to learn, pay attention, participate and share knowledge. All ongoing learning activities are under the supervision of the teacher. The usage of WhatsApp Groups as a learning medium also allows school leaders to see how well their students are learning and how well their teachers are mastering their classes. For example, the materials and assignments given by the teacher will be uploaded to the WhatsApp Group of the class in question, as shown below.

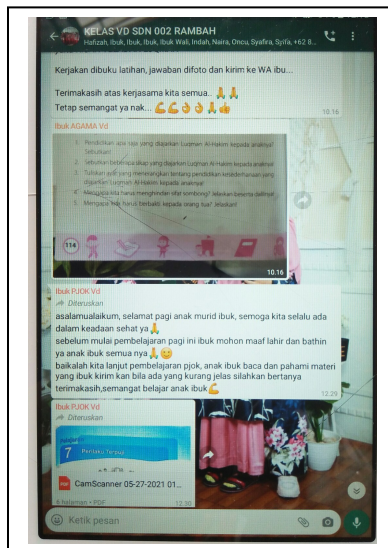


Figure 1. Learning that takes place in WAG Class
Source: Research Results

The picture above shows that teachers at SDN 002 Rambah, Riau, Indonesia carry out their teaching duties through the WhatsApp Group application. Materials will be sent every day in the form of photos, pdfs, or videos on Youtube. After the teacher sends the

material, the students will be instructed again to do the assignment according to the material that has been sent previously. The teacher remains in the WhatsApp Group during the lesson to see the effectiveness of student learning.

Sujarwo (2021) stated that WhatsApp Groups as an online interaction medium can foster interest and motivate teachers to discuss with other teachers about learning, as well as a forum for establishing friendships as WhatsApp Group users. With technological advances that are increasingly developing, teachers can develop learning media, especially during this Covid-19 (Ambarita, 2020). Many use WhatsApp Groups as a medium for developing learning models and online assignments (Ansori, 2018). So that from the teacher's side, the use of WhatsApp Groups can be said to be quite effective when viewed from the learning outcomes obtained by students which are higher than learning before using WhatsApp Groups. Research by Darmalaksana (2020) shows an increase in solidarity, an increase in teacher attendance and learning is easier to implement. Damanik et al., (2020) discovered that WhatsApp Group has a good impact on the development of educational plans and methodologies.

Evaluation of teacher performance at SDN 002 Rambah, Riau, Indonesia serves two purposes, namely to measure the development of teacher competence and to assess program achievement and teaching and learning objectives. The introduction of instructor evaluations is projected to increase and enhance the quality of online learning. Teacher evaluations that are always carried out are even a way to achieve learning targets for their students (Damanik et al., 2020). At this time the evaluation is carried out in addition to seeing student learning outcomes, it is also directed to measure the success of the implementation of the learning program by the teacher as agreed. The condition of education affected by Covid-19 cannot be avoided from periodic evaluations that must be carried out (Fitrah & Ruslan, 2020).

The principal took measurements of the teacher's competence of information technology based on the use of WhatsApp Group as a learning medium at SDN 002 Rambah, Riau, Indonesia. The most important thing is for teachers to have professional competence in implementing online learning. Important components that are of concern to principals and teachers at all times are the readiness of learning tools such as lesson plans (learning implementation plans), the concept of online learning whether using blended-learning models or pure media, preparing online materials, to the facilities or applications used for teaching and learning. Apart from the information technology component, the management and conditioning of online learning must also be carried out as well as possible.

Evaluations conducted at SDN 002 Rambah, Riau, Indonesia in online learning can be divided into two groups, namely formative and summative evaluations. Formative evaluation can be carried out by the principal when the learning process in WhatsApp Group takes place (Ansori, 2018). This evaluation is carried out not only to determine the level of the teacher's ability when teaching, but also to see the learning process that has been implemented. In order to see the elements that cause the inhibition of the learning process and see what are the obstacles to learning so that it is not carried out optimally. So the obstacles found during the formative evaluation can be immediately corrected in order to achieve optimal learning in the future.

The summative evaluation was carried out by the principal of SDN 002 Rambah, Riau, Indonesia in measuring two aspects, namely the development of teacher professionalism and the learning process. Evaluation of teacher professionalism is carried out with the aim of seeing the level of teacher expertise in assisting the development of students' understanding of the overall learning material that has been discussed which is collected through student test data by the teacher concerned. Summative evaluation is also done to see if the learning process, which has been developed as a program to meet educational goals, has been successful. This evaluation is carried out so that it is known that aspects of the learning program that have been implemented by the teacher have achieved success or there are obstacles.

During the Covid-19 pandemic at SDN 002 Rambah, Riau, Indonesia, to determine the performance of teachers in teaching through WhatsApp Group, the school used measurements of five aspects of performance, which can be described as follows:

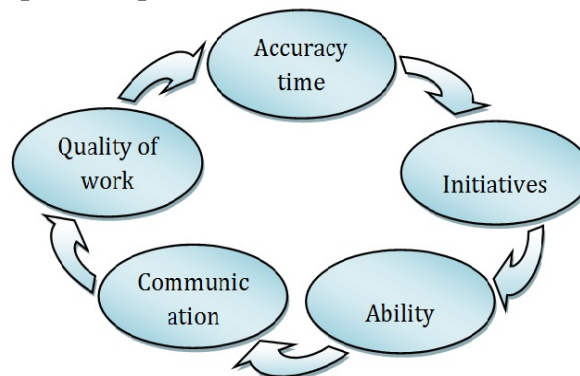


Figure A.2 Cycle Aspects of Teacher Performance Assessment
Source: Research Analysis Results

1. Accuracy time

Based on the results of interviews conducted at SDN 002 Rambah, Riau, Indonesia, it can be concluded as follows:

In accordance with school regulations, learning will begin at 07.30 WIB. Previously, the teacher would be absent online and then start learning in their respective WhatsApp Groups. Teachers will take advantage of teaching time by sending materials needed that day and assigning assignments to students via WhatsApp Group (Interview Ns, 2021).

The preceding interview demonstrates that the adoption of learning time at SDN 002 Rambah during the Covid-19 pandemic was deemed successful. Punctuality is the main thing that is carried out by teachers to provide materials and assignments in the WhatsApp Group for each class. When learning was carried out face-to-face or offline before the pandemic, the teachers had paid attention to the division of time to teach with high awareness. When faced with a pandemic, teachers also receive guidance to maintain the quality of their performance, including teaching time.

Although the implementation of learning is carried out through the WhatsApp Group, teaching and learning activities are still under the supervision of the

principal, because the principal is in every WhatsApp Group class to see and monitor the activities of the learning process that is taking place. The presence of the principal in each class group can increase teacher awareness and motivation to provide the best for their students. Both in terms of providing material through various media such as photos or pdf of the theme books discussed, video material on Youtube, to the division of tasks orally and in writing according to the time of entry for students. The implementation of teaching and learning activities at SDN 002 Rambah starts at 07.30 WIB until 12.30 starting with the provision of materials and assignments for one subject every day.

Based on the time given by the teacher, students can complete and send their assignments personally to the teacher's WhatsApp. This is an important concern by the principal in order to maintain a good learning cycle even through WAG, so that teachers can provide the best service for their students. According to Aji et al., (2020) research, the deployment of online learning in primary schools went successfully. Prajana (2017) in his research that the learning process using WhatsApp has a more measurable time to ask the readiness of students to be ready to take part in learning.

2. Initiatives

Based on the results of interviews conducted at SDN 002 Rambah, Riau, Indonesia, it can be concluded as follows:

Indeed, current learning uses WhatsApp media, but this does not dampen the innovation of teachers to design interesting learning media for students. If there are problems the teacher can ask other teachers via WhatsApp as well. The principal's concern for providing us with training also adds to our enthusiasm to provide the best for students (Interview Sa, 2021).

The interview above illustrates that teachers at SDN 002 Rambah, Riau, Indonesia are considered to have developed their potential and creativity very well. Distance learning is a new challenge for teachers to have innovation in their teaching process. In supporting the learning materials, the teacher makes videos and interesting learning media and then sends them through the class WhatsApp Group. Through this media, it is hoped that students can improve their learning motivation for the better and complete tasks that are a form of evaluation of the themes discussed.

The creativity of teachers in attracting students to study at home is also a task that requires sacrifice, for that the principal also provides training for teachers in utilizing and operating online learning media to become more attractive. Reciprocal interactions also occur in WhatsApp Group between students and teachers in discussing the material being studied. This smooth learning process can provide added value for the management of education at SDN 002 Rambah, Riau, Indonesia. In line with the research conducted by Pustikayasa (2019) that the completeness of the features available in WhatsApp Groups is very influential in increasing teacher teaching motivation and student learning motivation. Astini (2020) in his research found that WhatsApp Group became a popular learning media used because of the completeness and ease of features available to support the learning process to be effective.

3. Ability

Based on the results of interviews conducted at SDN 002 Rambah, Riau, Indonesia, it can be concluded as follows:

The independence of teachers and students has been built since we implemented the 2013 Curriculum. Teachers have been introduced to media technology to facilitate learning, for example learning videos on Youtube. Especially now that learning is online, so teachers inevitably have to be able to use technology. We take advantage of the WhatsApp Group application to facilitate communication with students. To form the right learning strategies and models we have received good training and guidance (Interview Ak, 2021).

The interview above illustrates that distance learning implemented at SDN 002 Rambah, Riau, Indonesia has been able to develop teacher abilities well. The 2013 curriculum (K13) used is believed to be able to develop the independence of students and teachers in acquiring knowledge that is widely spread in the world of technology. Online learning media is a solution to overcome distance learning problems and in its use, teachers have received provisions in the form of guidance on the use of online media through online meetings as well on Zoom. The availability of WhatsApp Groups for each class has built collaboration between teachers and school principals in providing appropriate learning models and strategies to apply.

The development of interactive media used by teachers has attracted the attention of the school in facilitating to support learning. Supervision of students in learning certainly cannot be separated from parents or guardians of students, so the school and teachers also cooperate with parents in supervising the learning process which has become a notification at the beginning of each semester. As research conducted by Wahidah & Bulkani (2021) that teacher tenure is not a factor that is positively correlated with teacher performance. In contrast to Efendi et al., (2019) in his research found that the length of time a teacher worked had no effect on teacher performance, but it could have an effect if there were supporting factors such as guidance and training for teachers.

4. Communication

Based on the results of interviews conducted at SDN 002 Rambah, Riau, Indonesia, it can be concluded as follows:

Our learning implementation is carried out using the WhatsApp Group application. The teacher will deliver material and assignments on time and students can ask questions or discuss with the teacher through the group. Assignments that students have worked on will usually be sent personally to the teacher's WhatsApp (Interview Kr, 2021).

The interview above illustrates that the delivery of material by the teacher through the class WhatsApp Group has been carried out well. Communication is established through chat in WhatsApp Groups and private chats between teachers and students. This can make it easier for students to ask questions and make it easier for teachers to answer and give announcements to students. Teachers can provide general answers on WhatsApp Groups representing student questions asked in private chat for important information that needs to be conveyed. In order to achieve

the learning objectives, students are expected to be active in WhatsApp Groups and active in completing their tasks as a measure of understanding of the material.

The good response of teachers in WhatsApp Group can make educational services feel like direct learning because of the question and understanding sessions that support task completion. The creation of good communication through WhatsApp Groups between teachers and students at SDN 002 Rambah, Riau, Indonesia is a process in achieving educational goals. In line with research conducted by Ansori (2018) that WhatsApp Group as a communication medium affects the smoothness of the learning process. Fitrah & Ruslan (2020) in their research suggest that the use of WhatsApp as a means of delivering teaching materials and evaluating student mastery of the material during online learning.

5. Quality of work

Based on the results of interviews conducted at SDN 002 Rambah, Riau, Indonesia, it can be concluded as follows:

The ability of teachers to teach online must be very concerned because it will have an effect on students' understanding of the material sent by the teacher. The principal can see the teacher's ability when using online learning media through the WhatsApp Group of each class (Interview Si, 2021).

During the Covid-19 pandemic, the application of learning at SDN 002 Rambah, Riau, Indonesia was excellent. Teachers and institutions bear a significant amount of responsibility as education shifts from face-to-face to online learning. Teachers who have been provided with training are able to develop learning media well. Principals who are members of each class WhatsApp group can monitor the learning process that is taking place. This is a form of supervision and evaluation for school principals in seeing the implementation of the planned education strategy. Principals can see the competencies possessed by teachers during online learning so that guidance and development actions can be taken to the next stage for the smooth running of distance learning.

Wahidah & Bulkani (2021) in their research suggest that principals generally find weaknesses that occur when online learning is a discrepancy between the applications used and the models applied to the characteristics of students. Russamsi et al., (2020) found that the Covid-19 pandemic conditions have demanded that teachers and students be able to adapt to new learning methods that prioritize online media. Vitanova et al., (2015) also found that the factor influencing the low skills of teachers to operate computers is the low basic knowledge of teachers about information technology.

CONCLUSION

Based on the discussion and the results found in the field, the evaluation carried out by the principal of SDN 002 Rambah, Riau, Indonesia on teacher performance through the WhatsApp application has been carried out according to the readiness and ability of the teacher. The school's obligation is inextricably linked to the briefing offered to teachers via online learning media guidelines and training, so that teachers are able to provide engaging learning to students via the WhatsApp Group application. The

evaluation carried out by the principal on the teacher's performance includes aspects of timeliness, initiative, ability, communication, and the quality of work results when the learning process takes place in the WhatsApp Group as a form of periodic supervision has been carried out well. Therefore, continuous guidance and training should always be given to teachers in developing teaching creativity and collaborating with schools in order to obtain adequate facilities. Furthermore, the researcher recommends further research to see other alternatives used in the supervision and assessment of teacher performance.

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