

# Online Learning Management to Improve Student Academic Achievement

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### ABSTRACT:

*This research is motivated by the development of 21st century technology in the world of education that has not been managed optimally by educators, causing students to experience difficulties in participating in online learning that is applied. This study aims to strengthen the understanding of the importance of managing online learning to improve students' academic achievement in the use of the learning model, namely Blended Learning. This research uses a qualitative type with a case study design. The research subjects were teachers of SD Negeri 2 Sumberung. Data collection techniques through interviews. The results of the study show that online learning management is carried out in a systematic and accurate planning, implementation, and assessment stage, the use of the learning model Blended Learning can have a positive impact on students, this is evidenced by the results of the average academic score during online learning showing the numbers above KKM and stable. Thus, the management of online learning evaluation that is carried out correctly, correctly and highly committed can improve student academic achievement.*

### ABSTRAK:

Penelitian ini dilatarbelakangi oleh berkembangnya teknologi abad 21 pada dunia pendidikan yang belum dikelola secara optimal oleh para pendidik, sehingga menyebabkan peserta didik mengalami kesulitan dalam mengikuti pembelajaran daring yang diterapkan. Penelitian ini bertujuan untuk menguatkan pemahaman pentingnya pengelolaan pembelajaran daring untuk meningkatkan prestasi akademik siswa dalam penggunaan model pembelajaran secara tepat yaitu Blended Learning. Penelitian ini menggunakan jenis kualitatif dengan desain

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studi kasus. Subj<sup>34</sup> penelitian adalah guru SD Negeri 2 Sumberagung. Teknik pengumpulan data melalui wawancara. Hasil penelitian menunjukkan bahwa pengelolaan pembelajaran daring dilakukan dengan tahap perencanaan, pelaksanaan, dan penilaian yang sistematis dan akurat, penggunaan model pembelajaran *Blen<sup>28</sup> Learning* dapat memberikan dampak positif bagi siswa, hal ini dibuktikan dengan hasil perolehan nilai rata-rata akademik selama pembelajaran daring menunjukkan angka diatas KKM dan stabil. Maka dengan demikian pengelolaan evaluasi pembelajaran daring yang dilakukan dengan tepat, benar dan berkomitmen tinggi mampu meningkatkan prestasi akademik siswa.

*evaluasi pembelajaran;  
perencanaan pembelajaran;  
prestasi akademik siswa*

## INTRODUCTION

The development of science and technology in the 21st century requires humans to work harder to adapt in all aspects of life, including education. The demands of the 21st century make the education system must be in accordance with the changing times that can improve the quality of human life (Clark & Mayer, 2011). In the world of education, learning is<sup>4</sup> the core and the estuary of all educational management processes as a form of improving the quality of human resources which is a top priority following growth and development in the modern era. (Eliyawati & Mubiar, 2020). As in research Saifulloh & Darwis (2020) regarding "learning management in increasing the effectiveness of the teaching and le<sup>1</sup>arning process during the covid-19 pandemic" emphasized that to increase the effectiveness of the teaching and learning process in t<sup>3</sup>he emergency period of the spread of Corona Virus Disease (COVID-19), teachers must be able to manage learning starting from planning (planning), organizing, actuating and evaluating to ensure a good, effective and efficient teaching and learning process dur<sup>1</sup>ing distance learning (Mahmudah, Putra, & Wardana, 2021), both within the network (online) and outs<sup>3</sup>ide the network (offline), the expected results are that learning activities continue to provide excellent and best service according to educational standards while also following the health protocols that have been agreed upon by the four ministers.



In line with previous research in Asriadi (2021) about "collaboration-based online learning management in increasing learning effectiveness" reinforces that online learning should not override social interaction and the humanistic side of learning. In this case, teachers must be able to try to design collaboration-based online learning to be managed by planning online learning that begins with needs analysis, preparing teaching materials, designing learning systems, and determining the software used, implementing online learning is done by providing teaching materials in the classroom. The E-Learning Program is then accessed independently by students (Hidayah & Mahmudah, 2021). The expected results are that students are able to take part in the process of online learning activities effectively and efficiently through online learning designs as an alternative learning system used during the COVID-19 pandemic to be able to pay attention to social aspects and the humanism side of learning, so that the integration of digital media used varies according to with the needs and learning capacities of students (Utomo & Mahmudah, 2021).

However, the management of online learning evaluation is still experiencing obstacles and real obstacles in the implementation that has been carried out in elementary schools, as a result it will affect the level of student academic achievement in the learning process, this is evidenced by a study conducted by Puspitasari & Noor (2020) about "optimizing online learning management in increasing students' adversity quotient (AQ) during the covid-19 pandemic" revealed in his findings that the optimization of online learning management was carried out to increase the Adversity Quotient or students' difficulty in thinking intelligently in improving academic achievement during the covid-19 pandemic, namely need to provide social support, teachers determine directed tasks, teacher persuasive communication, interesting learning topics and selection of appropriate learning methods. This is different from what happened at SD Negeri 2 Sumberagung which is located in the Jetis area, Bantul Regency. Based on the results of observations, it was found that the use of online learning systems is one of the efforts that can be made to overcome problems and facilitate students in learning by communicating and discussing with each other both online and offline in a persuasive

manner between teachers and guardians of students and students, besides obtaining tutorial sharing assistance by teachers available on online learning system media in accessing learning materials that have been packaged in essential basic competencies and with a blend of Blended Learning-based learning models. An online learning system that has been <sup>21</sup> n well and upholds commitments will be able to optimize learning during the COVID-19 pandemic, both interactions between teachers and students through discussion forums found in the media as well as positive influences on student development on academic achievement. This is marked by weekly, mid-semester and annual student test scores, accompanied by average report cards in the last 2 years since the COVID-19 pandemic and requires online learning from home to remain in the optimal category and increase, besides that all students in each class go up with a value more than the predetermined KKM (Darmansyah, 2010).

From this data, if analyzed in depth, this certainly cannot be separated from teacher innovation and the accuracy of using learning models effectively and efficiently during<sup>1</sup> the COVID-19 pandemic.(Mahmudah, 2021). Therefore, teachers must be able to use methods and approaches as well as the use of appropriate facilities and infrastructure so that the teaching and learning process becomes interesting and fun. Provide the widest possible space for students to be creative and actively involved throughout the online learning process, so that the cognitive, affective and psychomotor domains of students can grow and develop optimally and simultaneously without experiencing stunting (Rusman, 2011). Online learning interactions are strongly influenced by several components, namely students, teachers, principals, the role of parents<sup>1</sup> of students, curriculum, technological facilities and their supports needed in the online learning process so that it will support<sup>1</sup> the quality of learning according to user expectations. (Marjuni, 2019). Thus, learning activities can bring changes to students, both changes in knowledge, behavior, and skills, these changes of course students will be trained in solving life problems and can adapt to their environment.



The dynamics of education, which is motivated by the Covid-19 outbreak, is a threat as well as a challenge for education stakeholders. Various educational problems due to the application of online learning policies have a high urgency for the progress of education in Indonesia, especially affecting the decline in the level of willingness and ability of Indonesian students to compete which is considered capable of injuring the ideals of independence, namely the intellectual life of the nation. Facing Covid 19, the Indonesian government seems to be stuck in a dilemmatic situation: between the choice of locking down, closing all access for human mobility as has been done in several other countries or continuing to provide space for socio-economic activities to run with all procedures that are aligned with the WHO protocol (Wakhudin et al., 2020). So by looking at the unequal conditions in the world of education during this pandemic, it moves researchers to be able to fill gaps in the management of online learning evaluations during the COVID-19 pandemic, as well as conduct case studies in identifying the development of online learning as a research objective, namely how to plan online learning in schools. during the pandemic? What kind of learning evaluation is used in the online learning model during the pandemic to improve student academic achievement?

## METHODS

### *Research Design*

This study uses a qualitative method with a case study design. The research was conducted at the State Elementary School 2 Sumberagung, Jetis, Bantul. The reason for choosing the research location is because the school is unique in the online learning process. So that information is extracted can be used as a reference in the process of developing online learning. The subject in this study is the teacher, the subject of the research is aimed at understanding social phenomena from the perspective of the participants who are people who are invited to interview, observed, asked to provide data, opinions, thoughts and perceptions (Creswell, 2015).

To obtain the results of the analysis on the management of online learning evaluation, the data collection technique was carried out by means of interviews and participant observation. Furthermore, the validity of the data was tested by using source triangulation and data triangulation techniques. Source triangulation is getting data from different sources with the same technique while triangulation technique is a different data collection technique to get data from the same source.

### *Data Collecting*

Data collection techniques using interviews. The reason for using only interviews is that the data collected is deep and rich. It is not necessary to use additional data by using other collection methods. In this study, the names of the interviewees were not displayed because in accordance with the relevant permission, it would be privacy and in accordance with the code of ethics for qualitative research. Interviews using a structured technique using interview guidelines. The interview guidelines in this study are as follows:

Table 1. Interview Guidelines

No.	Interview
1	<p>How to plan online learning?</p> <ol style="list-style-type: none"> <li>What steps are implemented in making teaching materials?</li> <li>What facilities can be applied in the online learning process?</li> <li>How to plan online learning?</li> </ol>
2	<p>What kind of learning evaluation is used in the online learning model?</p> <ol style="list-style-type: none"> <li>What are the indicators of student academic success?</li> <li>What is the teacher's strategy in achieving the success of student learning achievement?</li> <li>What kind of learning evaluation is used in the online learning model?</li> </ol>



### Analyzing of Data

The data analysis procedure used includes four stages, namely data collection, data reduction, data presentation, and drawing conclusions (Miles, Huberman, & Saldana, 2014). The process of data analysis using Atlas.ti software version 8. The purpose of using software in this analysis process is to facilitate researchers in making data reduction to making research concept maps (Mahmudah, 2021).

## FINDINGS AND DISCUSSION

### FINDINGS

Based on the results of field taking that has been done using interviews, then the results were transcribed for the preparation of data analysis with the help of software. The interview data that had been transcribed were then reduced by making codes relevant to the research topic, which was related to online learning management to improve student achievement. Codes are made to find the unique meanings of the research results. After that is to make a research concept map. The purpose of making this research concept map is to find research so that it has novelty and to be used as a solution in online learning during the covid-19 pandemic and as an alternative for anticipation and solutions for teachers in an effort to improve student achievement during online learning. The concept map of this research is as follows:

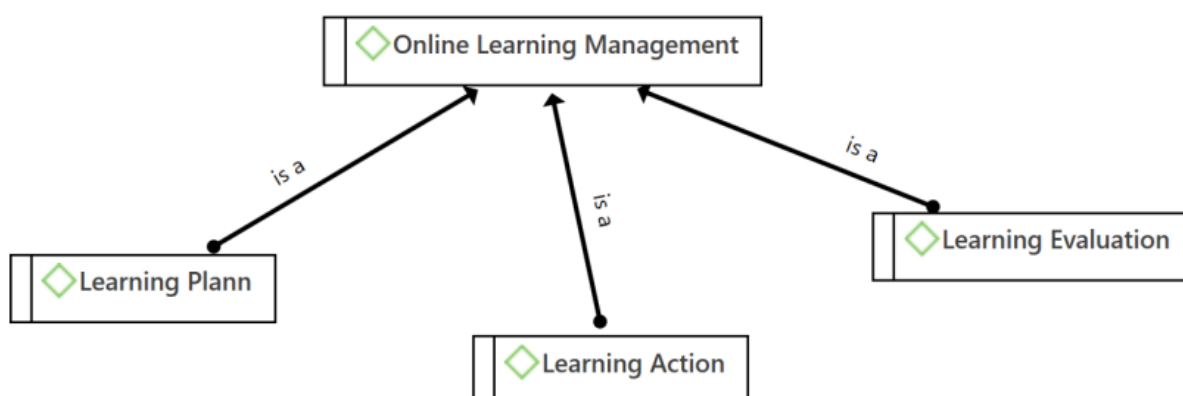




Figure 1. Result of Research

## DISCUSSION

### Learning Plann

The concept of teaching in its development process is still considered as an activity of delivering or transferring knowledge so that there needs to be careful planning and support learning especially online (online), teaching in updates is a complex act, so that complex teaching actions can be translated as integrative use. a number of components contained in the act<sup>6</sup> of teaching itself, in addition to conveying the message of teaching, in the teaching and learning process the teacher has a role in the form of stages before teaching, stages of teaching, and stages after teaching (Hasibuan & Moedjiono, 2012).

Learning management has various lines of thinking that refer to planning (organizing), implementing and evaluating learning, which can be described in depth through; Learning Planning, learning design can be interpreted from various perspectives, such as discipline, as a science, as a system, and as a process (Mahmudah & Putra, 2021). As a discipline, instructional design discusses various research and theories about strategies and the process of learning development and implementation (Yulaelawati, 2012). Learning planning is an initial activity to achieve a learning goal, both offline and online learning which have similarities with each other besides there are differences according to the point of view of the conditions and the work, so that learning objectives can be said as behaviors to be achieved or that can be done by students. students at certain conditions and levels of competence (Uno, 2010).

In lesson planning, teachers are given the authority to develop ways of creating relationships with students based on methods and methods deemed appropriate by the teacher, because the teacher is the one who communicates directly with students, this is as stated by (Levy & Barton, 2010) "Because teachers communicate in many ways, they



naturally develop different types of relationships with students." As the data obtained by the researchers in utilizing the management of online learning evaluation at SD Negeri 2 Sumberagung, the first thing the teachers did was to plan by mapping, looking at the condition of the students' situation to analyze the needs and what was needed in determining online learning methods (interview results). with the teacher on March 31, 2021). Basically, the online learning system offers flexibility because it allows access to information anytime and anywhere without being limited by space and time. The use of technology in online learning aims to provide flexibility in time and learning space (Nastiti & Hayati, 2020). The teaching materials that have been provided can be accessed both synchronously and asynchronously, so students can manage information in depth and repeatedly. The provision of a variety of teaching materials in one platform aims as a knowledge construction step in online learning. This is done by carrying out learning activities, such as studying the material in the text, viewing visual media, listening and feedback in learning videos.

### Learning Action

Teaching is a systemic process that consists of many components, each component of teaching is not partial (separate) or runs independently, but must run regularly, interdependently, complementary, and sustainable, for this reason, teaching management is needed. in order to be more effective, dynamic, efficient, and positive, and marked by awareness and active involvement between teachers and students (Rohani, 2010). As the data obtained by the researchers in the implementation of online learning at SD Negeri 2 Sumberagung, that in an effort to optimize online learning in the midst of a pandemic, many applications already exist, but the learning used is Google form, YouTube, video, Whatsapp group, Voice Note, and Video Call. This is due to seeing the condition of students with different backgrounds and making learning adjustments during the adaptation period for new habits (results of interviews with teachers on April 1, 2021). This is based on various learning media in the form of digital applications based on education and supported by social media or other supporting

facilities. As for the use of learning media used during online learning, the results of the 2020 Rapid Innovation Survey can be seen in the following figure:

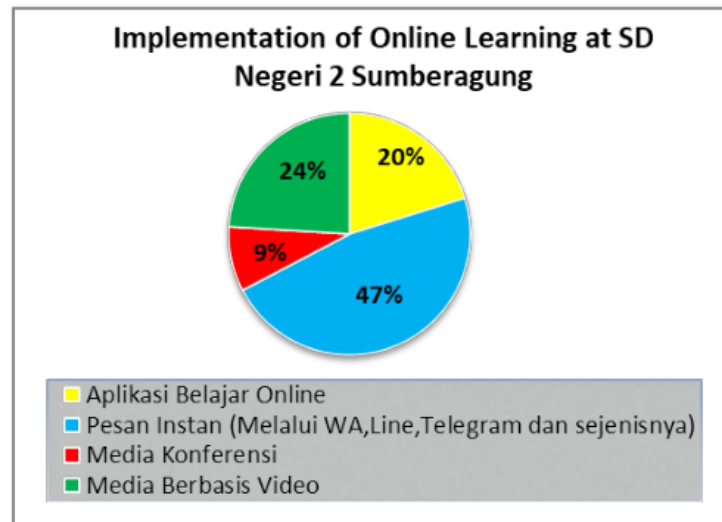


Figure 2 Types of Learning Media in Online Learning

The general approach can be defined as an outline in acting to achieve the goals that have been set, so that in both online and offline learning approaches it is the teacher's action to implement the teaching plan. That is, the teacher's efforts in using several teaching variables (objectives, materials, methods and tools, as well as assessments) in order to influence students to achieve the goals that have been set, the approach in this case is how to respond to something and someone's perspective on something that is the basis for follow up (Makmun & Abin, 2012). As the data found on the implementation of the use of learning models during the adaptation period of new habits at SD Negeri 2 Sumberagung, that in order to be able to combine online and offline

learn<sup>41</sup>; so that it continues to run effectively and efficiently, learning is used in the form of a Blended Learning model, namely a learning pattern that uses a blended learning model. can combine various web-based technologies by collaborating through offline in the form of limited and continuous consultation and guidance to achieve educational goals, especially schools (results of interviews with teachers on April 1, 2021).

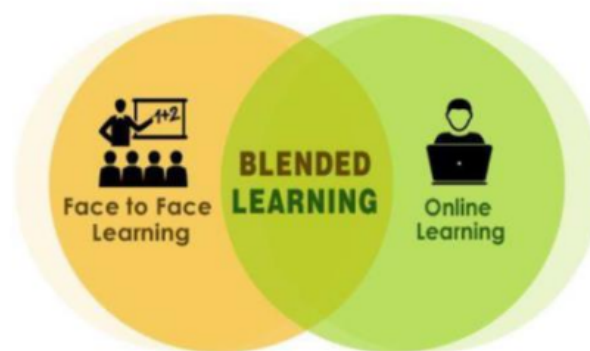


Figure 3 Illustration of Blended Learning<sup>8</sup>

Blended Learning is a mixture of various learning strategies and delivery methods that will optimize the learning experience for students (Heinze<sup>8</sup> Procter, 2010). Blended Learning is an effort to approach learning that integrates traditional face-to-face learning and distance learning using online learning resources (especially web-based ones) and various<sup>11</sup> communication options that can be used by educators and students. With the implementation of Blended Learning, learning takes place more meaningfully because of the diversity of learning resources that may be obtained. So that this will be able to have a high impact on students in improving their academic achievement, besides the Blended Learning<sup>42</sup> learning model has three important components, namely online learning<sup>17</sup>, face-to-face learning, and independent learning. Through Blended Learning can create a positive learning environment

for interactions between fellow students, and students and their educators without being limited by space and time.

Learning Assessment, assessment is giving consideration or value based on certain criteria, to get a convincing and objective assessment starting from qualitative and quantitative information, the assessment is not carried out at the discretion of the educator, but the assessment is carried out with wise and wise considerations, in accordance with the results of the learning progress shown by the students (Djamarah, 2011). As the results of the research received in the online learning assessment process at SD Negeri 2 Sumberagung, it was found that to measure the indicators of student success, the teacher declared that student achievement was more about order and student discipline in participating in technology-based learning activities and doing assignments that had been given according to the provisions. the alignment and accuracy of the answers to the work is the main benchmark in student assessments in the achievement of student competencies (results of interviews with teachers on April 1, 2021).

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Assessment is part of a process for making decisions using information obtained through measuring learning outcomes using both test and non-test instruments, assessment in this case is intended to provide a value about the quality of something<sup>35</sup> broadly the assessment can be divided into two, namely assessment formative and summative assessment. Formative assessment is carried out with the intention of monitoring the extent to which an educational process has gone as planned, while summative assessment is carried out to determine the extent to which students have<sup>20</sup> been able to move from one unit to the next (Nasution, 2012). As the results of the research obtained on the implementation of online learning assessments at SD Negeri 2 Sumberagung that the assessment process used is the knowledge assessment instrument carried out in various ways in the form of HOTS (Higher Order Thinking Skills) questions or high analytical skills in the form of multiple choice that examines teaching materials with taking essential KD on the subject and there is also a form of filling, the two forms of instrument questions are not carried out simultaneously but take turns adjusting the existing material and then collaborated through



Google Forms and with notebooks (assignments) to prove that students are working on assignments which are then collected at certain times to provide a review or correction. Besides that, it also uses voice notes or video calls as a form of skill practice assessment by looking at the context and content of the substance in the teaching materials that have been delivered (online learning assessment documentation studies are found in the teacher archives at SD Negeri 2 Sumberagung).

Based on the description above, it can be describe that the management of online learning can be applied in various stages, namely learning planning, the initial planning activities are intended to achieve a learning goal that is designed systematically by mapping the background conditions of students, considering all aspects of the possibilities that will occur in the face of challenges. online learning before determining the type of learning model that will be used especially in the use of technology media, then through the implementation of learning, the learning process that is carried out has a combination of combined structures in the form of online and offline learning by integrating a Blended Learning learning model to facilitate student understanding when delivering teaching and learning materials. the difficulty of students in receiving learning so that they can consult offline is limited to the provisions applied by the school, and further learning assessments, consider the value based on certain criteria, both formative and summative by looking at the development of students' knowledge, skills and progress in receiving teaching materials objectively.

### Learning Evaluation

The learning evaluation of the teaching and learning process has different aims from the purpose of the assessment of learning outcomes, if the assessment of learning outcomes is more emphasized on the degree of mastery of teaching (instructional) objectives by students, then the purpose of evaluating the learning process is more emphasized on improving and optimizing teaching and learning activities, especially efficiency, effectiveness , and its productivity, some of which are the

efficiency and effectiveness of achieving instructional objectives, the effectiveness and relevance of teaching materials, the productivity of teaching and learning activities, the effectiveness of teaching resources and facilities, and the effectiveness of the assessment of learning outcomes and processes (Sudjana, 2010).

Evaluation of teaching is a component in the teaching system, while the teaching system itself is the implementation of the curriculum as an effort to create learning in the classroom, the main function of evaluation in the classroom is to determine the results of the teaching sequence so that the results achieved are directly related to the mastery of learning objectives. the target goal. In addition, evaluation also serves to assess the relevant elements in the sequence of planning and implementation of teaching, That is why evaluation occupies an important position in curriculum design and teaching design (Hamalik, 2010).

Based on the results of observations and interviews with teachers at SD Negeri 2 Sumberagung, Jetis, Bantul delivered by Mrs. Niken Lusi Prihatin, S.Pd as a representative teacher for the lower class and Mrs. Ruswandiyah, S.Pd as a representative of high-class teachers and other teachers who In the analysis there are similarities in the implementation, it can be described that the efforts to manage online learning evaluations make various efforts in making a positive contribution and adapting quickly in the face of new changes in the technological era and in the adaptation period of new habits.

Seeing the development of educational technology advancements, evaluation of online learning has the main characteristics that must be considered, namely the use of adequate web technology by considering the background conditions of students, massive, especially in the selection of models/methods for online-based learning, and determined by adjusting the level of population needs. each class for the user concerned is formed in small groups or as a whole, for example on the use of the zoom meet or google meet which can be scheduled, and if there are problems with the use of technology, it can also be scheduled offline in accordance with the provisions set by the school, besides that



there is also a need for a system online learning that is open in the sense of open access, facilitating the use of technology for students and guardians of students so that they can work together in guiding students at home (Bilfaqih, 2016). As the data that researchers have obtained that in an effort to manage the evaluation of online learning at SD Negeri 2 Sumberagung to improve student academic achievement, it was found that the provision of social support for the role of teachers to parents and students that had been built gradually could be carried out well, so that by Positive social support will bring students to the feeling of learning without stress and comfortable during online learning. This is because basically the environment has a relationship with a person's behavior in daily life, so that from this encouragement students are able to grow their interest in learning and have an impact on increasing student academic achievement (results of an interview with a teacher on April 3, 2021).

Learning is assumed to be effective if the learning object actually contains only material related to the objectives and arranged according to the order of presentation based on pedagogical principles, material accessories (descriptive illustrations that broaden insight, examples and non-examples) learning that utilizes multimedia technology, video, virtual classes, online texts, animations, voice notes and so on are only used if they can make the understanding and retention of the knowledge more effective (Kastolani, 2014). As the data that the researchers found on the management of online learning evaluation at SD Negeri 2 Sumberagung, it has been done by discussing with the parents of students, asking about the difficulties they face and finding a way out together for students who have difficulty learning while online, then determining considerations, namely by combining forms of learning models. Blended Learning in order to optimize the use of media that can make it easier and help students to understand the delivery of material both online and offline, provide assignments accompanied by feedback and appreciation, so that the location of errors and inaccuracies of students in answering and doing assignments can be used as lessons not to do similar thing. Thus, it will be able to help awareness and improvement in the process of increasing student academic achievement in online and offline learning (documentation studies of



online learning assessments are found in the teacher archives at SD Negeri 2 Sumberagung). This is evidenced by the average daily, semester, annual test scores and the average student report cards which have increased gradually in the last 2 years since the COVID-19 pandemic. This is based on the level of students' understanding of the teaching material that has been delivered by the teacher and can be received well so that qualitative and quantitative analysis data can be obtained as follows:

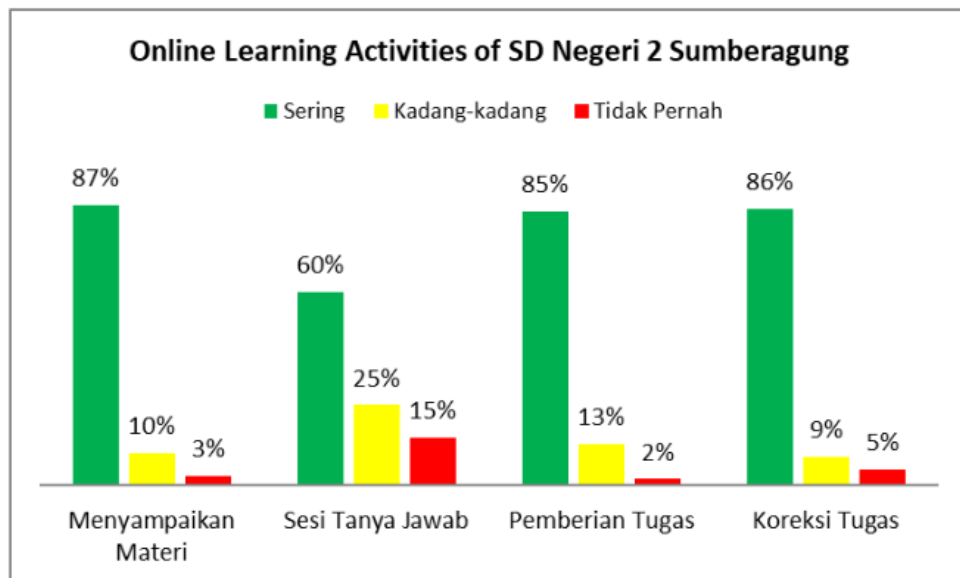


Figure 4 Percentage of Learning Activities in Online Learning

Online learning does not only emphasize the delivery of material to students who are more dominant, such as face-to-face learning. Giving assignments as feedback is the main thing that educators do to



determine the level of understanding and ability of students, mainly because educators cannot directly know. The intrinsic quality of learning objects can be evaluated independently by considering the qualitative features of the content, for example readability, clarity of image resolution, audio clarity, smoothness of video resolution, compatibility with viewing devices and so on, the contextual quality of learning objects is evaluated in relation to pedagogical aspects, For example, its suitability with learning outcomes, content accuracy, breadth and depth, accuracy in choosing the type of learning object, sequence or order of presentation, conformity with planned learning activities, cognitive overload, and so on (Jess. K, Nakayama, & Martin, 2019). As the data that researchers have obtained that in an effort to manage the evaluation of online learning at SD Negeri 2 Sumberagung in providing test material, it has been packaged with various forms of HOTS (Higher Order Thinking Skills) questions so that students can think simply but at a high level compared to thinking at a higher level. light but in larger portions, in addition to providing accurate student scores to make them more effective and accountable, with the help of existing systems in applications such as Google Forms, inputting value data will be easier and students will directly know the value and existing deficiencies (documentation studies of online learning assessments are found in the teacher archives at SD Negeri 2 Sumberagung). The form of correction or form of feedback given by the teacher to students in the assignment can be seen in the percentage in the image below

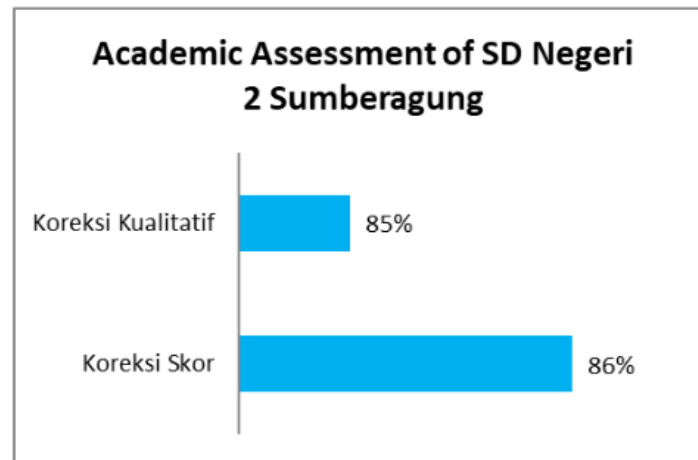


Figure 5 Forms of Educator Correction in Online Learning

Easier data collection and assessment of tasks during online learning can maximize online learning management, especially time management. However, based on the KPAI survey, as many as 77.8% of students experienced difficulties due to piling up assignments where 37.1% of educators gave assignments with a narrow time. The problems of online learning are not only felt by students and parents, but the main point lies with the educators. Readiness in the application of online learning must be pursued by all education stakeholders who are required to quickly adapt. Whether or not online learning is effective is determined by the contribution of the school/educator, students and parents. In responding to this, the efforts made at SD Negeri 2 Sumberagung, Jetis, Bantul, namely by implementing an evaluation of the quality of learning objects in the form of LORI (Learning Object Review Instrument) developed by (Nesbit, Belfer, & Leacock, 2004). LORI is designed as an instrument to assess the quality of multimedia learning objects by considering the basic aspects of student competence based on observations and facts in the condition of students. Although in its evaluation it also relates to learning objectives, LORI is generally



used as an evaluation tool for learning objects, not an evaluation tool for the entire program where these learning objects are used in terms of content quality, alignment with learning objectives, feedback and adaptation, motivation, design, presentation, use interaction, accessibility, varied use, and adherence to learning standards.

Based on the description above, it can be concluded that the evaluation of the learning process is more focused on improving and optimizing teaching and learning activities, especially efficiency, effectiveness, and productivity in learning that is implemented online and offline. The sequence of planning and implementation of teaching by determining the characteristics of the intrinsic quality of learning objects to be evaluated independently by considering the qualitative features of the content in accordance with learning outcomes, content accuracy, breadth and depth, and the accuracy of selecting the type of learning object, various forms of learning evaluation test instruments are carried out to measure students' abilities effectively and accountably so that data collection and task assessment through HOTS (Higher Order Thinking Skills) based questions on Google Form media will be more easily covered during learning activities from now on, and can maximize the management of online learning optimally, so that the results to be obtained can have a positive influence on increasing student academic achievement.

## CONCLUSION

Based on the research analysis of the data above, it can be concluded that online learning management can be applied in various stages, namely learning planning, learning implementation, and learning assessment. The application of this Blended Learning learning model makes learning more meaningful because the diversity of learning resources obtained can have a high impact on students in terms of material delivery, content suitability and accuracy of learning objects in improving their academic achievement. Assessment instruments are

carried out in various ways in HOTS (Higher Order Thinking Skills) items of high analytical ability through Google Forms to facilitate optimal management of online learning outcomes, in addition to writing books (assignments) that are collected at certain times as evidence of activity, order and student discipline during online learning. So that the results to be obtained can have a positive influence on increasing student academic achievement. Although it is undeniable that every implementation there are various obstacles faced, especially in the form of student assignments that accumulate and with a relatively narrow time. The management of online learning evaluation is carried out by LORI (Learning Object Review Instrument) which examines in depth the existing learning objects to determine effectively and efficiently the suitability of the content, alignment and accuracy of the teaching model by looking at the background conditions of students in a humanistic manner. With the support of social assistance from various stakeholders and good cooperation between teachers, principals and guardians of students will be able to help change students in improving student academic achievement.

This study has limitations, namely the results of the study that cannot be generalized to elementary schools in DIY. This is an important part of conducting further research with research approaches that can be explored more deeply and can confirm.

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