

Challenges of Implementation of Learning Policy from Home in The Covid-19 Pandemic Period in the State Elementary School of Rengat City

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Abstract – The spread of coronavirus disease (covid-19) has reached parts of the country and region including Indonesia which finally requires various aspects to take immediate action as an effort to prevent wider transmission, including in the field of education. Based on this matter, the government through the ministry of education and culture took firm action by issuing circular letter (se) number 4 of 2020 concerning the implementation of educational policies in the emergency period of the corona virus spread. This paper discusses the implementation of educational policies at state elementary schools of rengat during the covid-19 pandemic related to the policy of learning from home. Implementation of learning from home through not face to face teaching / online teaching is one of the ways in its implementation has not been effective in general. It was found that there were various problems in its implementation faced by teachers, parents and students, as well as learning facilities in the state elementary school of rengat.

Keywords – Implementation of Learning Policies from Home, Covid-19 Pandemic, State Elementary School

I. INTRODUCTION

The efforts conducted to prevent the development of Covid-19 transmission towards stakeholders in schools and the community in general, the Government through the Ministry of Education and Culture (Kemendikbud) made several circular letters related to the prevention and handling of Covid-19. They are: First, SE No. 2 of 2020 concerning Prevention and Handling of Covid-19 in the Ministry of Education and Culture; Secondly, SE No. 3 of 2020 concerning Prevention of Covid-19 in Education Units; Third, SE No. 4 of 2020 concerning Implementation of

Education Policy in Emergency During the Spread of Coronavirus disease (Covid-19) which includes the directives about the learning process from home (SE of Minister of Education and Culture, 2020).

The learning activity at school is one of the gathering centers for many people or in other words, there are interactions that occur between one person and another person so that this condition can spread the Covid-19. Related to the policies that have been issued by the government, various regions including the regency of the Indra Giri Hulu regency of Rengat decided a policy of learning from home.

The policy prevailed for all levels of education from PAUD, SMP, SLTA until colleges/universities, either private or public. This policy mechanism is carried out by doing the teaching and learning process by teachers and students through online learning from home. This paper analyzed the implementation of learning policies from home during the Covid-19 pandemic.

II. REVIEW OF LITERATURE

1. Home / Online Learning Policy

Learning from home policy in Indonesia has been implemented by approximately 28.6 million students from elementary to high school / vocational high school level in many provinces. While, in state and private universities in Indonesia, there are around 276 colleges have implemented online lectures (Bebas.kompas.id, 2020).

In some areas, learning from home has been implemented from March 2020 and the period was extended because it referred to the conditions and situations in each region. When it was analyzed from the resources, there were some teachers and students that had been already ready to implement it. But there were also some of those who were forced to inevitably carry out learning from home remotely, and there were also some who were not able at all to do the learning process referred to by various obstacles that were faced with. For schools that were accustomed to using technological equipment in the learning process, of course the obstacles found were not so many, but of course this is different for schools that have never carried out learning from home or distance before, especially in areas with limited good facilities in terms of networks and supporting facilities.

Most distance learning processes today still use existing facilities such as creating a study group on Whatsapp in a mobile phone application. The teacher gives assignments to students from the group. Learning time is adjusted to the schedule of subjects as a normal day in accordance with the roster that has been made. The material given is studied by students independently as well as the daily assignments are given. Furthermore, if there are some questions or unclear material, they can be discussed through an existing group. Sometimes if teachers want to do face to face interaction with all their students, they can use various applications such as Zoom, Google meet, Cloud X and others. With these applications, the teacher can see the validity and activeness of students. But in the field there were so many obstacles faced by students and parents, especially at the elementary school level.

2. Primary school

Elementary schools are essentially social institutions units that are given a mandate or specific task by the community to carry out the basic education systematically (Waini Rasyidi, 1993). Thus, the basic schools refers to social institutions that are given a specific mandate by the community in carrying out the first basic education for six years and then to be continued in the fragment of basic education for three years at a junior high school or equivalent education unit. Of course, we also have to understand the purpose of education in elementary school. The education system in elementary schools aims how to shape the character of students as whole humans in accordance with the development of each individual; then the formation of the basic concepts of science and technology as a preparation for learning at a higher level later and deal with life in the community. As for the purpose of operational of elementary education is to provide the students' basic skills to read, write and count, knowledge of basic skills that are useful for themselves, as well as helping them to enter the next level (Taufik, A).

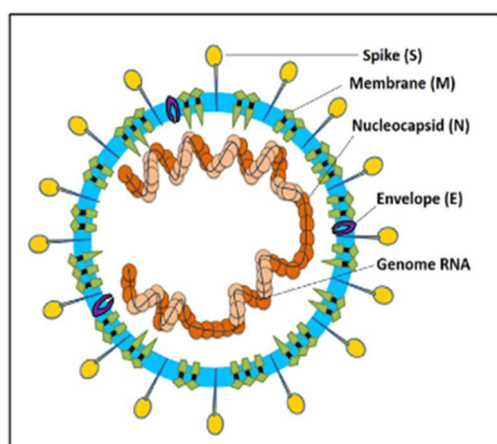
The teachers as educators especially at the elementary level must also pay attention to the principles and characteristics of learning in elementary schools. The principles of learning in elementary school must consider the followings: the learning process for elementary schools must be integrated in accordance with students' development, both cognitive, physical, social, emotional and moral development. This means that the development of teaching materials and learning processes in elementary schools must start from the principle of understanding for students.

Therefore, according to (Taufik, A), the teachers' knowledge, understanding and experience about education in elementary school always need to be updated and enriched, bearing in mind the knowledge and concepts of education in elementary schools are the result of human thoughts that are dynamic and changing because of the influence of the situation and conditions of life of humanity in general. The concept of education always changes along with the demands of the times and civilization of humanity in the world in various aspects of life. The statement is in accordance with the conditions that we are facing now. The educational concept inevitably has to follow the demands of the times. However, we need to consider whether all supporting aspects is sufficient for us to follow these developments? So we can achieve what is expected.

3. Covid-19 Pandemic

At the beginning appearance of the virus, it was known as the 2019 novel coronavirus or abbreviated as 2019-nCoV. Viruses are named based on their genetic structure to facilitate the development of diagnostic tests, vaccines and drugs (WHO, 2020c). Subfamily of Coronaviruses (CoVs) are genotypically and serologically divided into four generation: α , β , γ , and δ coronavirus. CoV infections at humans are caused by α -- CoVs and β -CoVs (Li et al., 2020). The name of the disease is called as COVID-19 that was formalized by WHO (WHO, 2020f) on 11 February 2020. COVID-19 or "the COVID- 19 viruses "(WHO, 2020c) stands for Coronavirus Disease 2019. COVID-19 is an infectious disease similar to influenza caused by Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-CoV-2) (Gorbalenya et al., 2020; Lin et al., 2020).

Susilo, et al (2020) states that viral infections are generally associated with upper respiratory tract infections, the signs and symptoms usually include fever, headache, and cough; some patients may have lower respiratory tract infections. Examples of the course of the disease in COVID-19 are severe.



Picture 1. Particle of Corona virus

Pandemics are defined as epidemics that occur in all regions of the world, or in very large places, across international boundaries. Classical definitions include population immunity, virology and disease severity. With this definition, a pandemic can be said by spreading the disease with a very large number in the world (Donaldson et al., 2009). The experts from the World Health Organization (WHO) and World Health formally report that the new form of the virus corona is better known or known as Covid-19 caused by SARS-CoV-2 is like a pandemic. Some reliable

sources and media on the worldometers page have recorded, reported and demonstrated in real time, a total of 126,273 people have inflammation problems in the throat. From the problem or situation, the total cure rate is 68,286 people in the worldwide (Putri, 2020).

The World Health Organization (WHO) states that the Covid-19 corona disease is a pandemic. Determination of the meaning of a pandemic for a disease confirms that an outbreak of infectious disease has occurred in a wide geographical area with a high prevalence. This is marked by the development of the epidemic: First, the scale of transmission of the Covid-19 epidemic has been so high. A number of cases have been reported by WHO that there were 210 countries and regions in the world since the WHO's first release related to the outbreak of a new type of corona virus in China on January 21, 2020. Second, WHO sees that although it has always provided explanation and warning, some countries do not show seriousness to control, regulate and limit the spread of the Corona virus. WHO needs to declare a pandemic in order to invite each country to become more concentrated and seriously committed to tackling the Covid-19 epidemic (Chryshna, 2020).

Based on the description above, the Indonesian government's policy came out through the minister of education and culture to conduct learning from home. This is done to prevent Covid-19 transmission. This policy is considered because the school is one of the crowded places consisting of many interacting people who have the potential of transmission of the Corona virus.

III. METHODOLOGY

This research uses a descriptive method with observation by interview.

IV. RESULTS AND DISCUSSION

In the world of education, the existence of social distancing has caused all the managers of the educational institution issuing the decision to cancel activities at school or on campuses and conduct distance learning from home, either in online or through TVRI television media for those who have limited internet access (both due to economic and geographical factors) as recommended by the Indonesian Minister of Education and Culture (Prodjo, 2020). This event is a very rare event at condition of Covid-19 epidemic, the learning process of students will at least be accompanied by parents who may be mostly also is carrying out work from home. The activities like mentioned before at least can bring up a new paradigm in the educational process that can be

done, namely the existence of free learning, education centered on children (Santosa, 2015). However, in fact, the concept cannot entirely be implemented especially as elementary school students.

As stated above, this paper examines the implementation of educational policies in the elementary school level of Rengat during the Covid-19 Pandemic period relating to home learning policies. Based on the results of researchers' interviews with teachers at the Elementary School Level in Rengat, it was found that this policy contained a lot of positive values for elementary school students, ie students can learn independently, but in terms of implementation there were many obstacles faced by teachers, parents and students themselves.

Obstacles faced in the implementation of learning from home or distance were related to the readiness of teachers, students and the parents' support as important factors in the learning process; the supporting facilities, especially technology tools and WiFi networks; the lack of local government socialization; and the lack of curriculum training related to the situation that occurs.

Therefore, the readiness of human resources involved in the learning process at the elementary school level during the Covid-19 epidemic is needed to be noticed. Basically elementary school teachers are ready to carry out learning activities from home in the current situation, but teachers also need to get an in-depth socialization of curriculum concepts as well as an assessment of the implementation of learning from this home in order that the teachers can prepare learning plan based on what the government expects to achieve learning objectives so the teacher has a clear direction in the learning process. The teachers must also follow the function of education at the elementary school level, where the very basic function that we need to consider from education in elementary schools is the function of forming and developing the basic personality of children. This means that in their implementation, education in elementary schools must emphasize the basic formation -the basis of the child's personality as a whole individual. Children are not miniature adults, and are not empty vessels that can be filled by anything. As individuals, every elementary school child needs to grow and develop according to their respective ages and maturity levels (Taufiq, A).

Reflecting on the opinion above, the researcher believed that the government and teachers must be careful to apply the type of learning used. The learning policy from home for elementary school children, of course, requires in-depth

concepts and studies in accordance with the educational function for elementary school students themselves, where they are asked to study and do homework independently, watch television broadcast and understand on their own. Of course, this will not run effectively and efficiently because not all parents of students can keep on guiding and monitoring every day in the learning process from home.

The optimal students' development must be the goal of learning in elementary school (it is not the same as giving the material only). It must be considered that there is a vital instrument within the child to develop namely the mind. Sunaryo Kartadinata in Taufiq (1996) stated that optimal development also includes the development of self-concept, emotions, independence and responsibility. In the aspect of self-concept, elementary students may still tend to have a high level of egoism, have not been able to see themselves objectively, but when they rise in grades 5 and 6, they will gradually change according to their level of maturity, that is, aware of their relationship with the environment or other people are different from themselves (Taufiq, A).

When viewed from the implementation of the learning process from home, it inevitably requires the participation of parents. However, in reality in the field not all parents of students were able to accompany and guide them every day, due to several things; first, many parents of students work in public and private institutions that make them have to go out to work. Second, there were some parents of students who were still in the category of illiteracy; lack of understanding of the available material. Therefore, solution for these problems must be found. The researchers found one of the ways used to support the learning process from home was to use various applications available on android such as Goggle meet, Zoom, Cloud X and etc. But this also became a new obstacle, because not all parents of students have and are able to buy an android mobile phone or laptop as a means of supporting learning activities, and some only have a regular telephone (home phone). This also needs to be a review by us including the government.

Based on the problems above, of course the elementary school teachers in the city of Rengat and in the remote areas (SD N 019 Batang Cenaku, SD N 015 Kuantan Babu, SD N 003 Sungai Guntung) try to give materials and assignments by giving assignments that are tailored to regular study hours at school. The teachers had different ways in giving the assignments. The teacher asked the children to be present to take school assignments every Saturday, and there were also those who could entrust assignments with students who were close from home, and gave information about assignment.

The process of collecting tasks took a long time, because they had to study at home, read books without an explanation from the teacher. Then the tasks were collected back to the teacher by collecting at school on the day that had been promised together or entrust the task to their friends. This assignment process took place every week. Those were the phenomena happened during the covid-19 epidemic. The obstacles and problems of the implementation of the learning policy from home in this region were still far from what was expected, hopefully the government could provide solutions especially on how the system is effective and equitable in implementing the learning process during the Covid-19 pandemic situation. Hopefully, the Covid-19 epidemic will pass quickly.

V. CONCLUSIONS AND RECOMMENDATIONS

Implementation of learning from home through not face to face teaching / online teaching is one of the way in its implementation has not been effective in general. It was found that there were various problems in its implementation faced by teachers, parent and students, as well as learning facilities in the state elementary school of Rengat.

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