

## RESPONSE TO HOME LEARNING SYSTEM POLICY IN LEARNING INDONESIAN LANGUAGE

Risna Rosida<sup>1</sup>, Teti Sobari<sup>2</sup>, Ika Mustika<sup>3</sup>

<sup>1,2,3</sup>IKIP Siliwangi

<sup>1</sup>risnarosida57@sman1cisarua.sch.id, <sup>2</sup>sobariteti@gmail.com, <sup>3</sup>mestikasaja@yahoo.com

### ABSTRACT

*The emergence of the Covid 19 outbreak has affected various sectors in the world, including in Indonesia. The world of education is one of the areas affected by this outbreak. All levels of education from PAUD to tertiary institutions must implement the Home Learning System (BDR). Various obstacles arise with the implementation of this policy. The purpose of this study was to analyze the problems faced by teachers and students when implementing BDR policies. The method used in this research is descriptive statistics with interviews and surveys as data collection techniques to describe social phenomena that occur through data in the form of diagrams taken from several students' questionnaires and teacher interviews. The results showed that the problems faced by students were difficulties in understanding lessons and network constraints that were also experienced by the teacher. It can be concluded that online learning must continue to be implemented, regardless of the existing obstacles, so that there is no lost learner generation. In the world of education, in this case, the teacher must innovate so that the effectiveness of learning can be achieved.*

**Keywords:** *learning from home, student response, learning effectiveness*

### ABSTRAK

Kemunculan wabah covid 19 mempengaruhi berbagai sektor yang ada di dunia, tidak terkecuali di Indonesia. Dunia pendidikan menjadi salah satu bidang yang terdampak dari wabah ini. Semua level pendidikan dari PAUD hingga perguruan tinggi harus menerapkan sistem Belajar dari Rumah (BDR). Berbagai kendala muncul seiring diberlakukannya kebijakan ini. Tujuan penelitian ini adalah menganalisis problematika yang dihadapi guru dan siswa ketika melaksanakan kebijakan BDR. Metode yang digunakan dalam penelitian ini adalah deskriptif statistik dengan data wawancara serta survei untuk mendeskripsikan fenomena sosial yang terjadi melalui data berupa diagram yang diambil dari angket sejumlah siswa dan wawancara guru. Hasil penelitian menunjukkan problematika yang dihadapi siswa adalah kesulitan memahami pelajaran dan kendala jaringan yang juga dialami oleh guru. Dapat disimpulkan bahwa pembelajaran daring harus tetap dilaksanakan, terlepas dari kendala yang ada, agar tidak terjadi lost learner generation. Dunia pendidikan, dalam hal ini guru, harus melakukan inovasi agar efektivitas pembelajaran dapat tercapai.

**Kata Kunci:** belajar dari rumah, respon siswa, efektivitas pembelajaran

## INTRODUCTION

Since the Covid 19 outbreak that started in Wuhan, China, the whole world inevitably has to adapt to new habits or better known as IMR (Adaptation of New Habits). Even in the world of education, in this case in Indonesia, which must implement an internet-based learning system (e-learning) which is usually used in universities for distance classes, it must be applied to all levels of education from PAUD to tertiary institutions. Various electronic devices such as gadgets, personal computers (PCs), and notebooks are a must to support learning. This is in line with Astini's opinion (2020: 13-25) who said that the use of information technology was

very helpful in the learning process during the COVID-19 pandemic. Idris, 2018, Suwandari & Ibrahim, 2019, Mustika (2020: 341) said that ICT (Information Communication Technology) made the learning process more effective. Advances in information technology that are very advanced today, allow students to connect with teachers through e-learning pages, WhatsApp groups, google classes, google doc or google forms, zoom.

Various obstacles arise along with the implementation of internet-based learning. Starting from the uneven availability of supporting facilities such as gadgets, PCs, and notebooks due to the varying socioeconomic status of the community, it is difficult for the lower class economic community who are unable to provide these supporting facilities. Another obstacle is the honesty factor that students do when carrying out evaluations, it is certainly difficult for teachers to know because they do not do face-to-face meetings. In addition, the problem of the internet network that has not yet reached all regions in Indonesia, especially areas that are still in the interior, makes it difficult to access the internet. This causes the government (Kemendikbud) to broadcast learning through television.

This is in line with (Astini, Sari, 2020) who said that in areas with poor internet connections, the government cooperates with TVRI, the state television station, to deliver learning materials in the Study at Home program. In line with a study was conducted by Kurniasari et al., 2020 which analyzed the effectiveness of implementing Learning from Home (BDR) during the Covid-19 Pandemic. The results of his research, the effectiveness of the implementation of BDR as much as 48% during the evaluation process. These results are influenced by several factors including disturbances during the learning process, such as games that make students less focused. The lack of communication between teachers and students also affects the effectiveness of BDR implementation.

Slightly different from the research of (Wardani & Ayriza, 2020) analyzing the constraints of parents in accompanying children to study at home during the Covid-19 pandemic. The biggest obstacle faced by parents is that they do not understand the tasks given by the teacher when accompanying their children during BDR, especially in mathematics (Nurfaizah et al., 2020; Mutik et al., 2020). This is in line with Widyasari's research which found the biggest difficulty for parents when accompanying their children in the implementation of BDR in mathematics because they tend to be abstract and use a lot of symbols so that parents do not understand (Widyasari et al., 2020). is to analyze the responses

of teachers and students during the implementation of BDR, the obstacles faced, interesting teaching materials, and solutions to make online learning more effective.

## **METHOD**

The methods used in this research is descriptive statistics with data collection technique are interviews and surveys. The researcher interviewed one of the Indonesian language teachers at SMAN 1 Cisarua, Mrs. Ulfah Nurzulfa Setiadi, M.Pd. Furthermore, the researchers surveyed 150 students of class X SMAN 1 Cisarua as a sample whose data was collected using a questionnaire distributed via a google form. This survey research is as described by (Djamba & Neuman, 2002), namely the use of questionnaires as a means of collecting basic data to take samples from the population.

## **RESULT AND DISSCUSION**

### **Result**

#### **1. Teacher and Student Response to BDR Policy**

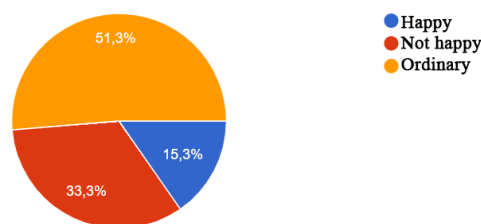
Based on the results of an interview with one of the Indonesian language teachers at SMA Negeri 1 Cisarua, Mrs. Ulfah Nurzulfa Setiadi, M.Pd, it was found that the online learning scenario that she has implemented so far is by making a learning video, face to face via zoom or google meet, making an interesting module and LKPD and conduct discussions through the WhatsApp group.

The teacher's response to the Ministry of Education and Culture's policy which established the BDR policy during the current Covid-19 pandemics, Mrs. Ulfah said this BDR policy was the best policy that could be done at this time because the number of Covid 19 sufferers had not shown an encouraging decline in numbers. It tends to rise day by day. This of course has the potential to become a new cluster in schools if the BDR policy is not implemented.

As for the student response to the Ministry of Education and Culture's policy which established the BDR policy during the current COVID-19 pandemic, 51.3% answered normal, 33.3% of students were not happy, and 15.3% were happy with online learning during the pandemic. More details can be seen from the following pie chart.

**Diagram 1 Student Responses Implementing Online Learning during the Covid-19 Pandemic**

How do you respond to online learning during the Covid-19 pandemic?  
150 Answers



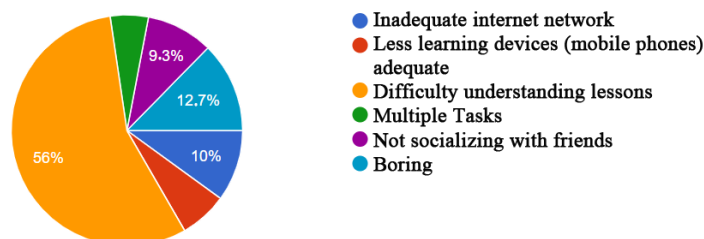
Based on the diagram, it can be concluded that students' responses to online learning are normal. In other words, in general, students tend to be neutral between happy and not happy.

## 2. The Difficulties Experienced During Online Learning

The thing that became a difficulty for Mrs. Ulfah in the learning process during BDR was the inadequate internet network and limited quota. In addition, teaching and learning activities are also felt to be less than optimal. The difficulty faced by students in the learning process during BDR, in general, had difficulty understanding the lesson as much as 56%, as many as 12.7% stated that they were bored, and the rest stated that they had a lot of assignments, could not socialize with friends, inadequate internet networks, and learning tools. cell phone) which is not sufficient. More details can be seen from the following pie chart.

**Diagram 2 Difficulties Experienced by Students During Online Learning**

What difficulties do you face when learning online?  
(can choose more than one)  
150 Answers



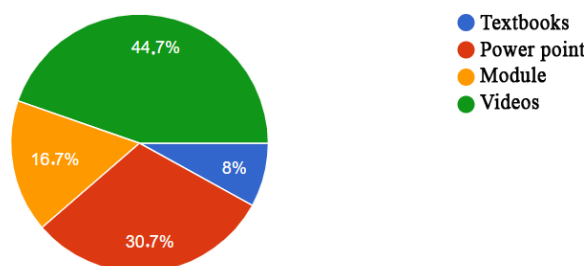
The results of the diagram show that the biggest obstacle experienced by students during online learning is the difficulty of understanding the lesson. This arises because students cannot face to face directly with the teacher. In addition, the feeling of boredom felt by students became the second biggest obstacle after difficulties in understanding the lesson. Routines that used to be done, such as hanging out with friends at school, are something that students miss nowadays. The monotonous learning activities from home add to the boredom of students. The third biggest difficulty is the inadequate internet network. It seems that this is because the internet network has not been evenly distributed to all regions in Indonesia.

### 3. Interesting Teaching Materials in Learning during BDR

The effectiveness of the learning materials provided by the teacher when associated with the achievement of learning objectives, according to Mrs. Ulfah, is indeed less than optimal when viewed from its effectiveness and efficiency compared to face-to-face offline. Therefore, the teacher's role is demanded to be maximal to innovate make learning interesting so that learning objectives can still be achieved even though learning is carried out by students from home. As for the interesting teaching materials according to students in the learning process during BDR, 44.7% chose video in the first place, 30.7% chose PowerPoint in the second place, and the rest chose modules and textbooks.

**Diagram 3 Interesting Teaching Materials in Learning during BDR**

In your opinion, what are the forms of interesting teaching materials in online learning?  
150 Participants



Teaching materials in the form of videos tend to be more interesting in learning during a pandemic based on the diagram. This audio-visual form attracts students' attention more than other forms. Following in the second place, namely PowerPoint, followed by modules and textbooks. From these results, it can be concluded that students tend to be interested in ICT-based teaching materials (video and PowerPoint) rather than conventional teaching materials

(modules and textbooks). This is in line with Astini (2020) and Ika Mustika and Latifah, (2020) which state that ICT-based learning helps facilitate the process of knowledge transfer to be more effective.

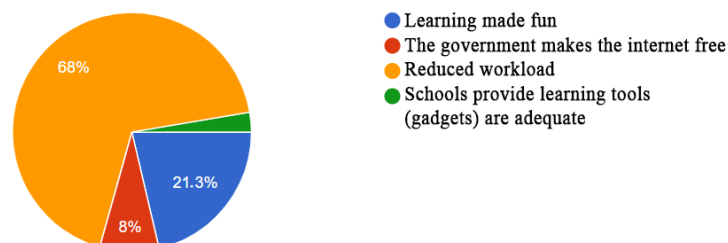
#### 4. Suggestion for more Effective Online Learning

Suggestion from Mrs. Ulfah as a teacher so that online learning can run more effectively, that is, every school at least has a limited/unlimited zoom account (as applied in universities) so that teachers and students feel comfortable in doing online learning via zoom. Apart from that, the school has provided other facilities, starting with video recordings of learning that will be facilitated by the school as well as quotas for teachers and students. The effectiveness of the given task is associated with increasing students' knowledge and skills of the material taught by Mrs. Ulfah, in general, which is divided into two types. Some students can work effectively but it is undeniable that there are also students who are complacent as if BDR is a long vacation for them. The tasks that Mrs. Ulfah gave were indeed slightly different in content from the tasks given during offline learning. This is also due to the publication of emergency curriculum content with fewer learning outcomes or KD, considering that online learning seems more difficult for students.

As for input from students to make online learning more effective, 68% of students stated that their workload was reduced, 21.3% of students hoped that learning would be fun, 8% of students hoped that the government would make the internet free and the rest wanted schools to provide adequate learning devices (Smartphones).

**Diagram 4 Input from Students for More Effective Online Learning**

Feedback so that online learning can run more effectively (may choose more one answer)  
150 Participants



The student's greatest desire as shown in the diagram is to reduce the workload during online learning. In addition, students want online learning to be made fun of. Here it is clear

that the teacher's role is prioritized to make learning innovations that are fun for students so that online learning is more effective.

## **Discussion**

From the data above it can be concluded that 1) a. The teacher's response to the Ministry of Education and Culture's policy which established the BDR policy since the current Covid-19 pandemics, The teacher said that BDR policy was the best policy that could be done at this time because the number of Covid 19 sufferers had not shown an encouraging decline in numbers. students' responses to BDR policy. b. students' responses to online learning are normal. In other words, in general, students tend to be neutral between happy and not happy. 2) a. The thing that became a difficulty for the teacher in the learning process during BDR was the inadequate internet network and limited quota. In addition, teaching and learning activities can not be optimal. b. The biggest student's difficulty during online learning is understanding the lesson. This was because students cannot face to face directly with the teacher. In addition, the feeling of boredom felt by students became the second biggest obstacle after difficulties in understanding the lesson. Routines that used to be done, such as hanging out with friends at school, are something that students miss nowadays. The monotonous learning activities from home add to the boredom of students. The third biggest difficulty is the inadequate internet network. 3) a. The effectiveness of the learning materials provided by the teacher when associated with the achievement of learning objectives, based on the teacher's opinion, is indeed less than optimal when viewed from its effectiveness and efficiency compared to face-to-face offline. Therefore, the teacher's role is demanded to be maximal to innovate make learning interesting so that learning objectives can still be achieved even though learning is carried out by students from home. b. The students tend to be interested in ICT-based teaching materials (video and PowerPoint) rather than conventional teaching materials (modules and textbooks) because ICT-based learning helps facilitate the process of knowledge transfer to be more effective. 4) a. The teacher's suggestion for online learning is that the online learning runs more effectively with the school at least having a limited/unlimited zoom account so that the teacher and students could be learning face to face via zoom meeting. And, the tasks given by the teacher were indeed different in content from the task given during offline learning due to the publication of emergency curriculum content with fewer learning outcomes or KD, considering that online learning seems more difficult for students. b. The student's suggestion for online



learning is to reduce the workload during online learning. In addition, students want online learning to be made fun and it is clear that the teacher's role is prioritized to make learning innovations that are fun for students so that online learning is more effective.

## CONCLUSION

Online learning is a solution to carry out teaching and learning activities during pandemic situations and online learning is also the best policy that could be done at this time. The survey results state that there are many obstacles faced by teachers and students seem to like, inadequate network and limited quota from the provider. The several problems faced by students is difficult to understand the learning material it was caused by the monotonous learning activities from home adds to the boredom of students. Therefore, the teacher needs interesting teaching materials. For example, using ICT-based teaching materials (video and PowerPoint) rather than conventional teaching materials (modules and textbooks) can help facilitate the process of knowledge transfer to be more effective. And a suggestion for online learning run more effectively using face-to-face learning via zoom meeting. Furthermore, the tasks given by the teacher were indeed different in content from the task given during offline learning due to the publication of emergency curriculum content with fewer learning outcomes or KD. Reduce the workload and make online learning more fun it is clear that the teacher's role is prioritized to make learning innovations that are fun for students so that online learning is more effective. And the last, the synergy between stakeholders is also needed to develop the learning process.

## REFERENCES

- Astini, Sari, N. K. (2020). Pemanfaatan Teknologi Informasi dalam Pembelajaran Tingkat Sekolah Dasar pada Masa Pandemi Covid-19. *Jurnal Lembaga Penjaminan Mutu STKIP Agama Hindu Amlapura*, 11(2), 13–25.
- Djamba, Y. K., & Neuman, W. L. (2002). Social Research Methods: Qualitative and Quantitative Approaches. *In Teaching Sociology*, 30 (3). <https://doi.org/10.2307/3211488>.
- Idris, H. (2018). Pembelajaran Model Blended Learning. *Jurnal Ilmiah Iqra'*, 5(1), 61–73. <https://doi.org/10.30984/jii.v5i1.562>.
- Ika Mustika, Latifah, dan R. B. P. (2020). Peran Guru Dalam Membentuk Karakter Siswa Melalui Pembelajaran Kesantunan Berbahasa di Media Sosial. *Abdimas Siliwangi*. 03(01), 49–59.



- Kurniasari, A., Pribowo, F. S. P., & Putra, D. A. (2020). Analisis Efektivitas Pelaksanaan Belajar Dari Rumah (Bdr) Selama Pandemi Covid-19. *Jurnal Review Pendidikan Dasar: Jurnal Kajian Pendidikan Dan Hasil Penelitian*, 6(3), 1–8.
- Mutik, R. I., Firdaus, N. A., Shaliha, E. A., & Khotimah, E. (2020). Peran Serta Orang Tua dalam Proses Pembelajaran Matematika dengan Parents ' Participation in the Mathematics Learning Process with E-Learning during the Covid-19 Pandemic. *MATH LOCUS: Jurnal Riset Dan Inovasi Pendidikan Matematika*, 1(2), 54–63.
- Nasution, L. M. (2017). Statistik deskriptif. *Hikmah*, 14(1), 49-55.
- Nurfaizah, S., Khairiyah, U., Wahyudi, W. E., & Risma, M. (2020). Pendampingan Orang Tua Siswa Melalui Penyusunan Media Alat Hitung Manual (ALHIMA) dalam Mendampingi Anak Belajar dari Rumah Selama Masa Pandemi Covid-19. *Engagement: Jurnal Pengabdian Kepada Masyarakat*, 4(2), 327–342. <https://doi.org/10.29062/engagement.v4i2.311>.
- Suwandari, S., & Ibrahim, M. (2019). Application of Discovery Learning to Train the Creative Thinking Skills of Elementary School Students. *International Journal of Innovative Science and Research Technology*, 4(12).
- Wardani, A., & Ayriza, Y. (2020). Analisis Kendala Orang Tua dalam Mendampingi Anak Belajar di Rumah Pada Masa Pandemi Covid-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 772. <https://doi.org/10.31004/obsesi.v5i1.705>.
- Widyasari, N., Irawan, B., & Muzayana, A. (2020). Kesiapan Orang Tua dalam Mendampingi Anak Pada Pembelajaran Matematika Berbasis Pembelajaran Jarak Jauh. *Prosiding Seminar Nasional* <https://jurnal.umj.ac.id/index.php/semnaslit/article/view/8875>.