

Mengajar dari Rumah Program, Efforts for the World of Education to Struggle in the Midst of a Pandemic (Case Study in Tirtorahayu Village, Kulon Progo)

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Abstract

World of education has also been affected by the Covid-19 pandemic. Since March 2020, all teaching and learning activities have been conducted online. This is separate homework for parents, students, and teachers. They must be able to adapt to advances in online learning technology. Even though it is running, online learning does not necessarily make subjects easily absorbed. Moreover, for elementary school age students who need direct guidance from teachers at school. In September 2020, the Ministry of Education and Culture held the Mengajar dari Rumah (MDR) program. The targets are PAUD-TK, SD/MI, and SMP/MTs students around the students' homes who are affiliated as teaching volunteers. The impact of this program is significant because students can study offline with volunteer teachers. This study uses a descriptive qualitative approach with data collection through observation, interviews, and literature study. The results of this study indicate that the teaching program from home greatly facilitates students in teaching and learning activities. This is because students can interact directly with the teacher (volunteer teaching) so that material that has not been understood during online classes can be reviewed offline. This effort is one of the government's ways in optimizing human resources (students) to contribute to the community around where they live. The benefits of this program are also felt by parents, some of whom are still unable to adapt to online learning and have not been able to teach their children material at school.

Keywords: teaching, home, students

Abstrak

Dunia pendidikan turut terkena imbas dari pandemi Covid-19. Sejak Maret 2020, seluruh aktivitas belajar mengajar dilakukan secara daring. Hal ini menjadi PR tersendiri bagi orang tua, siswa, dan guru. Mereka harus dapat beradaptasi dengan kemajuan teknologi pembelajaran secara daring. Meskipun berjalan, tetapi pembelajaran secara daring juga tidak serta merta membuat mata pelajaran mudah diserap. Terlebih, bagi siswa usia sekolah dasar yang memerlukan bimbingan langsung dari guru di sekolah. Pada September 2020, Kementerian Pendidikan dan Kebudayaan mengadakan program Mengajar Dari Rumah (MDR). Sasarannya adalah siswa-siswa PAUD-TK, SD/MI, dan SMP/MTs di sekitar rumah mahasiswa yang tergabung menjadi relawan pengajar. Dampak dari program ini cukup signifikan karena para siswa dapat belajar secara luring bersama relawan pengajar. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan pengumpulan data melalui observasi, wawancara, dan studi literatur. Hasil penelitian ini menunjukkan bahwa program mengajar dari rumah sangat memudahkan siswa dalam kegiatan belajar mengajar. Hal ini karena siswa dapat berinteraksi langsung dengan guru (relawan pengajar) sehingga materi yang belum dipahami saat kelas daring dapat diulas kembali secara luring. Upaya ini merupakan salah satu cara pemerintah dalam mengoptimalkan sumber daya manusia (mahasiswa) untuk berkontribusi kepada masyarakat di sekitar tempat tinggal. Manfaat dari program ini juga dirasakan oleh orang tua siswa yang sebagian masih belum dapat beradaptasi dengan pembelajaran daring serta belum mampu mengajari putra-putrinya materi di sekolah.

Kata Kunci: mengajar, rumah, siswa

Introduction

The Covid-19 pandemic that has hit Indonesia since March 2020 has had a tremendous impact on various fields. Some of the areas affected include the economy, health, and education. In mid-March 2020, all learning at schools and universities were temporarily closed to anticipate the spread of the coronavirus. However, the number of Covid-19 cases in Indonesia is increasing. On March 24, 2020, the Minister of Education and Culture (Mendikbud) Nadiem Anwar Makarim issued Circular Letter Number 4 of 2020 concerning the Implementation of Education in the Coronavirus Disease (Covid-19) Emergency. Based on the Circular, all teaching and learning activities are transferred to online or known as Learning from Home. This applies to all levels from kindergarten to university. In addition, the 2020 National Examination (UN) was also abolished and the determination of student graduation was carried out by means of the School Examination (US) and evaluation of report cards.

Distance learning is considered to be one of the most appropriate solutions in the midst of the limited space, time, location, and distance due to the pandemic (Arizona et al., 2020). Law No. 20 of 2003 article 1 paragraph 15, it is explained that distance learning is education in which students are separated from educators and learning uses various learning resources through communication technology, information and other media. The principle of distance learning is that students can access learning materials and resources without time and place restrictions. It is hoped that distance learning will be held to facilitate the dissemination of material to students. This is done so that students get access to learning that is not limited by space and time during the implementation of the Covid-19 emergency period. This distance learning utilizes various platforms that inform applications, websites, social networks and learning management systems (Kurniasari, Pribowo, and Putra 2020).

However, online learning is not really effective. All elements are required to be ready to implement distance learning in a short time. There are many obstacles that are felt by students and teachers. Some of these obstacles include internet access that is not yet smooth and evenly distributed in all regions, limitations of student equipment, students' ability to use online learning technology, and the costs that must be incurred to access the internet.

The greatest impact of distance learning is felt by elementary school (SD) students. Those who still need in-person guidance are forced to receive material online and have to study on their own. This makes the absorbed material less effective. Especially if there is no monitoring from the parents of students. Basically, (Sari, Tusyantari, and Suswandari 2021) states that in the implementation of distance learning there must be cooperation between teachers and parents.

In mid-2020, the Minister of Education and Culture launched the Mengajar dari Rumah program. Through this program, it is expected to be able to answer the problems that arise due to distance learning, especially at the elementary and junior high school (SMP) levels. This program collaborates on the role of Indonesian students who care about the world of education in the midst of a pandemic. Students and alumni with a maximum age of 40 years become volunteers by enrolling in this program. They will teach PAUD-TK, SD/MI, and SMP/MTs level students around their respective homes by observing health protocols. In the first phase, 1,491 Bidikmisi students, 227 Bidikmisi alumni and 3,610 general students from Aceh to Papua participated in this program.

This activity is in line with one of the Tri Dharma of Higher Education, namely community service. Based on this description, this study aims to analyze the effectiveness of the Mengajar dari Rumah Program initiated by the Ministry of Education and Culture to assist the implementation of distance learning for elementary school (SD) students in Tirtorahayu Village, Galur, Kulon Progo. This research is expected to provide information about the effectiveness of program implementation on the absorption of material by students.

Methods

This research uses a mixed type of research or a combination of qualitative and quantitative. This research method is a method that combines quantitative methods and qualitative methods to be used together in a research activity. This is in order to obtain more comprehensive, valid, reliable and objective data. Through the combination of these two methods, the data obtained from the study will be more valid, because data whose truth cannot be validated by quantitative methods will be validated by qualitative methods or vice versa (Sugiyono 2017).

Based on the description of the problem in the form of the effectiveness of the Teaching Program from the Home of the Ministry of Education and Culture, this study

uses a combination of qualitative and quantitative. The purpose of this quantitative research is to reveal the level of effectiveness of this program for elementary school students (SD). In collecting data, the author uses a questionnaire in the form of a questionnaire given to students and parents of students who take part in distance learning and the Mengajar dari Rumah program. The resource persons involved in this study were students and parents of elementary school students living in Tirtorahayu Village, Galur, Kulon Progo

Results

Tirtorahayu Village is one of the villages located in Kulon Progo Regency, Special Region of Yogyakarta. This village consists of fourteen hamlets. Based on this data, the authors took data samples from six hamlets, namely Sigran Hamlet, Barahan Hamlet, Short Hamlet, Kauman Hamlet, Patuk Lor Hamlet, and Potrowangsan Hamlet. Each hamlet was taken by two students and their parents to be interviewed. They attend different elementary schools with different grade levels.

This program is carried out by five students spread across the six hamlets. This activity is routinely carried out 3 times a week face to face with due regard to health protocols. Each hamlet has a different number of students participating in the Mengajar dari Rumah program. The Sigran Hamlet has 7 students, the Barahan Hamlet has 3 students, the Short Hamlet has 5 students, the Kauman Hamlet has 3 students, the Patuk Lor Hamlet has 2 students, and the Potrowangsan Hamlet has 5 students.

The following are the questions and results of interviews with 12 students that have been conducted.

1. Are you having trouble with distance learning?

From this question, the students' answers were 58.3% had difficulty, 25% felt it was enough, while 16.7% had no difficulty.

2. Are you having trouble with the signal?

Based on these questions, as many as 75% of students experienced signal problems, the rest of 25% answered no signal problems.

3. Are you having trouble with the device?

Based on the questions above, 50% of students answered that they were constrained by devices in distance learning, 33% of students answered that they were quite constrained, and 16.7% answered that they were not constrained by devices.

4. Can you absorb the material delivered online?

Based on the questions above, 66.7% of students answered enough to absorb the material delivered online, while 33% of the students answered that they could absorb the material online.

5. Are you passionate about distance learning?

Based on the questions above, 41, 65% of students answered that they were happy with distance learning, while 16.7% felt enough, and 41, 65% were not happy with distance learning.

6. Are you accompanied by distance learning?

Based on the questions above, 91.8% of students were not accompanied by their parents during distance learning, while 8.2% were accompanied.

7. Is the home atmosphere supportive for distance learning?

From these questions, as many as 42.65% of students answered that the home atmosphere was supportive for distance learning, 33.3% answered enough, and 25% of students answered that the home atmosphere did not support distance learning.

8. Does the teacher interact well during the implementation of distance learning?

Based on the questions above, 66.6% of students answered that the teacher interacted well during the implementation of distance learning, while 33.3% felt it was enough.

9. Do you feel bored during distance learning?

Based on the questions above, 100% of students feel bored during distance learning.

10. Do you find it difficult to operate learning applications?

Of these questions, as many as 91.8% experienced difficulties in operating learning applications while 8.2% answered no.

11. Have you been helped by the Mengajar dari Rumah program?

Based on the questions above, 100% of students find it helpful for the Mengajar dari Rumah program.

12. Has the Mengajar dari Rumah program been effective?

Based on the questions above, 83.3% of students feel that the Mengajar dari Rumah program has been effective, while 16.7% of students feel that it is quite effective.

13. Do Mengajar dari Rumah programs help you with distance learning?

Based on the questions above, 83.3% felt it was helped by the Mengajar dari Rumah program and 16.7% felt it was sufficient.

14. Does the Mengajar dari Rumah program have an impact on your level of understanding of the material?

Based on the questions above, 91.8% answered that the Mengajar dari Rumah program had an impact on the level of students' understanding of the material and 8.2% felt it was sufficient.

15. Has the teaching program from home had a positive impact on you?

Based on these questions, 100% of students answered that the Mengajar dari Rumah program had a positive impact.

16. Did the home teaching program provide easy access to materials?

Based on the questions above, 75% of students answered that the teaching program from home provided easy access to materials, while 25% of students answered that it was sufficient.

Following are the results of interviews with 12 parents of students.

1. Do you accompany your child during distance learning?

Based on these questions, as many as 100% of parents do not accompany their children during distance learning.

2. Do you experience problems when your child is doing distance learning?

Based on the questions above, 66.6% of parents experience problems when their children do distance learning, 25% of parents feel that it is enough, and 8.2% feel they have no problems.

3. Do you understand operating learning applications?

As many as 42.65% of parents answered that they did not understand how to operate learning applications, 33.3% were able to operate, and 25% were quite able to operate learning applications.

4. Do you include your child in tutoring?

As many as 75% of parents answered that they did not include their children in tutoring, while 25% of students' parents answered that they did not include their children in tutoring.

5. Are there additional expenses due to distance learning?

Based on the questions above, 100% of parents admitted to experiencing additional expenses due to distance learning.

6. Do you help children learn?

Based on the questions above, 83.3% of parents do not help their children learn and 16.7% of parents help their children to study.

7. Does your child have difficulty in distance learning?
Based on these questions, as many as 66.6% of parents answered that their children had difficulty in distance learning, while 25% of parents said no, and 8.2% of parents answered enough.
8. Does your child do the assignments given by the teacher?
Based on the questions above, 83.3% answered that the children did not do the assignments given by the teacher and 16.7% answered that they did the assignments.
9. Have you been helped by the Mengajar dari Rumah program?
Based on the questions above, it was helpful for the Mengajar dari Rumah program.
10. Do Mengajar dari Rumah programs help your child in distance learning?
Based on these questions, 100% of parents answered that the Mengajar dari Rumah program helps children in distance learning.
11. Does the Mengajar dari Rumah program have an impact on your child's level of material understanding?
Based on these questions, as many as 75% of parents answered that the Mengajar dari Rumah program had an impact on the level of understanding of the child's material, while 16.7% of parents answered enough, and 8.2% of parents answered no.
12. Can Mengajar dari Rumah programs provide a solution for parents who cannot teach their children directly?
Based on these questions, 91.8% of parents answered that the teaching program from home could provide a solution for parents who could not teach their children directly and 8.2% of parents answered that it was sufficient to provide a solution.
13. Does the home teaching program have a positive impact on your child?
Based on the questions above, as many as 100 parents answered that the teaching program from home had a positive impact on children.
14. Does the home teaching program provide easy access to materials for your child?
Based on these questions, 91.8% of parents feel that the teaching program from home provides easy access to materials for children, while 8.2% of parents feel that it is sufficient.
15. Has the Mengajar dari Rumah program been effective?
Based on these questions, as many as 83.3% of parents said that the home teaching program was effective, while 2 parents felt that the home teaching program was quite effective.

Discussion

Effectiveness of the Home Teaching Program for Students

Based on the results of interviews conducted with 12 students, many students find distance learning difficult. This is because it is constrained by the signal, constrained by the device, and difficult to absorb the material delivered online. Internet connection problems that are less stable can interfere with learning, such as stuttering video viewing and exiting teleconferencing applications (Zoom, Google Meet). In addition, some students are constrained by the device because they do not have their own gadgets, while those of their parents are taken to work.

During distance learning, students admitted that many had difficulties in absorbing the material. In learning, students are influenced by many factors, which are classified into two, namely internal factors that come from within and external factors that come from outside themselves, namely parents, teachers, and society. There are three internal factors, namely physical factors, psychological factors, and fatigue

factors. In the psychological factors themselves, there are at least seven factors that influence learning, including: intelligence, attention, interests, talents, motives, maturity and readiness (Sakerebau 2018). In this case, the child's psychological condition is very influential on students' interest in learning.

Another impact of online learning is the lack of socialization with classmates or peers. Based on the results of the interview also showed that the children were not happy with distance learning. They also feel bored. This is because students cannot interact directly with the teacher and their classmates. Moreover, distance learning also lasts for more than a year. Students lose their peers in class. Santrock (2007, 205) says that peers are people with the same age and maturity level. This group is the first step for children to get to know the social world or the outside world. According to Hurlock (1978, 291), with the presence of peers, a child can learn behavioral patterns in social life. Piaget (1932) and Sulliva (1953) (in Santrock 2007, 205) explain that peers can play a role in building children's socio-emotionality. Children's interactions with peers can form reciprocal symmetrical relationships.

Based on the results of interviews, many students were not accompanied during distance learning. There are also few parents who help their children study at home. In fact, the role of parents is very important in the educational process during this pandemic (Covid-19). This is because parents are busy working and they also do not understand the material being taught. The education level factor of parents also affects the role in helping their children learn or understand the material. During distance learning, a good relationship between teachers, parents, and students is very important so that there is a suitability of the learning process at school and at home. Parent participation is very important in order to create a smooth learning process. While helping children learn at home, there are many ways that parents can do, such as parents controlling, giving instructions, providing guidance, and motivating (Ratiwi and Sumarni 2020).

In addition, the atmosphere of the house also affects the comfort level of students in doing online learning. The environment is one aspect that affects the concentration of students. Home atmosphere that is not like school can make students not concentrate on studying. In contrast to the school environment which is designed or created for teaching and learning activities, especially if the home atmosphere is too crowded so it is not conducive.

Based on the results of the implementation of online learning, many parents and students complain about the implementation of distance learning so that certain solutions are needed. Then, after the *Mengajar dari Rumah* program launched by the Ministry of Education, Culture, Research, and Technology, students and parents felt a significant change. The *Mengajar dari Rumah* Program is a solution to help students who need assistance during distance learning. Based on the results of interviews conducted, the students felt helped by this program. The program is considered effective, so that it has a positive impact on the level of understanding of the students' material. The students more easily access the material provided by the teacher. When they find it difficult, students can ask the volunteers who accompany students to study.

The Effectiveness of Mengajar dari Rumah Programs for Parents of Students

Distance learning requires collaboration between parents, teachers and students. While students are studying at home, parents are tasked with accompanying and assisting students. However, not all parents can accompany and help. Many parents admit that their children never do the assignments given by the teacher. The role of parents is very influential on the success of students in school activities. The amount of support, attention, guidance, and conditions at home greatly affect student learning outcomes (Fitria and Sholehuddin 2020, 4).

Based on the results of interviews conducted, parents do not accompany students during distance learning. This is because parents have their own busy lives, such as working outside the home or doing work at home. In addition, some parents also find it difficult to help students in learning. They claim to have limited ability to explain the subject matter. These limitations are due to the level of education and age. The curriculum and materials obtained by parents have also changed. The role of parents should be carried out so that the results in teaching and learning activities can be maximized. This is because it can be a learning motivation that can move students' abilities both from within and outside (Lestari 2013).

Distance learning also costs parents extra. This is due to the additional cost for purchasing internet quota. When doing distance learning, students need a network connection to the internet. Therefore, the level of internet data usage will increase and will increase the burden of spending on parents. They must also provide adequate equipment as a means for children to participate in distance learning.

Online learning has an effect on the economic conditions of the parents because in its implementation it requires an internet connection and adequate devices. Not a few parents complain about having to pay extra to buy an internet package. Moreover, during the pandemic, many parents experienced layoffs, making economic conditions even more difficult. The majority of families who are unable to provide online learning facilities are underprivileged residents, residents affected by the pandemic, and residents with the category of hopeful family programs (Pangaribuan 2020).

Some parents also pay additional fees to register students for tutoring. This is because students are less able to receive material online so they need special assistance. In tutoring, students will receive additional material and can receive face-to-face learning. Learning in face-to-face tutoring is possible during the pandemic due to the limited number of students and maintaining distance.

Based on some of these problems, the Mengajar dari Rumah program was felt to be very helpful for parents of students. This program has a positive impact on students who really need direct assistance. This program is considered effective so that students can more easily understand the material. In addition, parents also do not need to register their children for tutoring because they have been guided by Mengajar dari Rumah volunteers.

With this activity, parents who have difficulty in teaching learning materials can be helped. Especially when children get assignments or homework, they will be assisted and guided by volunteers. Although the implementation is not every day and is limited to only a few hours, the impact is very significant.

Conclusion

Based on research conducted using interview and questionnaire techniques, it was found that distance learning made students less focused. One of the reasons for this is due to unfavorable home conditions, no direct interaction between students and their classmates, and problems with unstable internet connections. In addition, parents also admitted that they could not accompany their children in distance learning because they were busy working. The current condition of the curriculum is different from that of parents, the level of education of parents also affects the role of parents in helping their children to learn. The presence of the Mengajar dari Rumah Program is very helpful for students and their parents in dealing with distance learning. Students feel happy with the program. They also find it very helpful because it is easier to understand the material. Within three months, the value of students participating in this program has increased. They also become more diligent in doing school work because they are often assisted by volunteers. In addition, parents of students also feel helped by this program. They do not need to spend extra money to include their children in tutoring.

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