LEARNING PROCESS AT HOME BY ONLINE ASSIGNMENT IN THIRD LEVEL STUDENT DURING COVID – 19 LOCKDOWN AT MUHAMMADIYAH ELEMENTARY SCHOOL OF PONOROGO

Submitted in Partial Fulfillment of the Requirements for Getting Bachelor Degree of English Education in English Department School of Teacher Training and Education

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DEPARTMENT OF ENGLISH EDUCATION
SCHOOL OF TEACHERS TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2020
APPROVAL

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Abstrak


KataKunci: Covid - 19, pembelajaran online, lock down.

Abstract

This research aims to find out and describe the perception of students in the eighth semester of the English Language Education program at Muhammadiyah University of Surakarta about online learning by assigning assignments to students in the condition of covid -19. This study uses qualitative descriptive methods. The data was obtained from interviews with parents of grade 3 students from SD MuhammadiyahPonorogo. The subject of this study is the parents of elementary school third graders. The data analysis technique used is hermeneutic phenomenological. The results of this study (1) Students can find out the impact of the covid-19 pandemic on education. (2) Students can know the obstacles faced by parents about the learning process from home through online assignments, (3) Students can learn about the problems faced by parents of students.

Keywords: Covid-19, online learning, lock down.

1. INTRODUCTION

A rapidly growing epidemic has perished the world. Corona virus or Covid-19 becomes a health-disrupting disaster in the world. The initial virusoriginally from Wuhan city in China this country has been revitased all over the worldhas become
widespread in many countries. Covid-19 has now disrupted the aspects of economy and human health in the world. It's not just that aspect is even up to aspects of education became disrupted due to this outbreak. The spread of covid-19 very quickly making it easier for people to become infected faster and unwittingly he was already infected with the plague. This makes the Indonesian government anticipate by creating a policy to close any access to activities for avoiding the growing number of viruses that increase over time.

The government created an access lockdown policy on every line, such as the prohibited travel, close tourist attractions, close some shopping centers and others so that triggers the community from the crowd. With this access it doesn't make educators and learners for no teaching activities. Learning activities teaching is still implemented in the world of education despite the access lockdown in schools and universities are put in place to prevent the widespread spread of coronavirus. Policies on education that teaching and learning activities in schools can be carried out using Elearning based online at home within 14 days that has been voiced decisions from the central and local governments in anticipation of the spread of in schools and universities. Era 4.0 that relies on digital access makes it easy for anyone to get active. Whether it's working to learn. Many emerging sites or learning trends using technology with the help of specific applications and networks. Teacher Room Application, Zenius.Net, Quipper becomes an online-based learning solution to keep up with activities learn to teach. (Agustini, 2017) writes about online learning into a solution learn by using apps like Zenius.Net, Master Room, and quipper.

One alternative form of learning that can be explored during the Covid-19 emergency is online learning. According to Moore, Dickson-Deane, & Galyen (2011) Online learning is a learning that uses the internet network with accessibility, connectivity, flexibility, and the ability to bring out different types of learning interactions. Research conducted by Zhang et al., (2004) shows that the use of the internet and multimedia technology is able to overhaul the way knowledge is delivered and can be an alternative to learning implemented in traditional classrooms. Online learning in its implementation requires the support of mobile devices such as smartphones, tablets and laptops that can be used to
access information anywhere and anytime (Gikas & Grant, 2013). The use of mobile technology has a huge contribution in the world of education, including the achievement of distance learning goals (Korucu & Alkan, 2011). Various media can also be used to support the implementation of online learning. For example, virtual classes use Google Classroom, Edmodo, and Schoology services (Enriquez, 2014; Sicat, 2015; Iftakhar, 2016), and instant messaging apps like WhatsApp (So, 2016). Online learning can even be done through social media such as Facebook and Instagram (Kumar & Nanda, 2018).

This research is focused on learning process using online assignment during covid – 19 for students of Elementary school. In this research, the writer used a qualitative descriptive approach to collect data. The writer conducted interviews with third level students parents at Muhammadiyah Elementary school of Ponorogo.

The purpose of this study is to find out and describe the perception of students in the eighth semester of the English Language Education program at Muhammadiyah University of Surakarta about online learning by assigning assignments to students in the condition of covid –19. Researchers hope that the results of this study can determine the impact of covid-19 pandemic on education, and know the obstacles faced by parents of students about the learning process from home through online tasks, and be able to know the problems facing parents. Therefore, the researcher chooses the parents of elementary school third graders as the subject of study to conduct research.

2. METHOD
The research is descriptive qualitative method. According to Glesne, Corrine (2016) stated that descriptive qualitative research is a having view on a natural phenomenon in which the subject research can be a perception, motivation, behavior, and action by exploiting various natural methods. From the definition above, it means that descriptive qualitative is a type of analytic research which no need calculation. The research is descriptive qualitative employing phenomenological method.

The subject of the research refers to the story and statement by a parent
who accompanies the student during learning process at home by online assignment during the covid-19 lock down in third level student at Muhammadiyah Elementary school of Ponorogo. The writer investigated one parent from student third level at Muhammadiyah Elementary School of Ponorogowho accompanies the student during learning process at home by online assignment during covid-19 lock down. This research focuses to know parents’ perception about learning process at home by online assignment during covid-19. The parents’ perception is the main subject of this study, the parent will explain their experience, feelings, and opinion about accompanies the student during learning process at home by online assignment during covid-19 lock down.

3. FINDINGS AND DISCUSSION

3.1 Findings
Based on the interview that has been doing analyzed. The finding will answer the problem statement based of the research.

3.1.1 The parent have a difficulties are experienced when teaching or guiding children to do assignment and study at home.

Data 1: “Memang kendalanya besar, karena dirumah itu muridnya cuma anak sendiri dan gurunya adalah orang tuanya sendiri. Pasti yang pertama adalah tingkat motivasinya, kalau dikelas karena temannya banyak jadi mereka termotivasi”.

“It is a big problem because in the house the student is just his child and the teacher is his parents. Surely the first is the motivation level, if in the class because his friends are so much so they are motivated.”

(Appendix number 6)

From the statement above, the writer found that they feel difficulties when dealing with online learning. They feel that online learning is quite difficult to understand.

3.1.2 The parent has difficulty to assist explain the children to do assignments and study at home.

Data 1: “Tugas itu menyulitkan orang tua. Jika anaknya masih TK A atau B mungkin materinya masih mudah sehingga secara umum orang tua masih bisa
membimbing atau mengajari anaknya. Akan tetapi jika anaknya sudah SD, SMP dan SMA itu materinya sudah mulai sulit dan tidak semua orang tua paham akan materi yang diberikan sebagai tugas untuk anaknya.”

“That task makes it difficult for parents. If the child is still in kindergarten A or B may be the material is still easy so in general, parents can still guide or teach their child. However, if the child is already in elementary, junior high, and high school the material has started to be difficult, and not all parents understand the material given as a task for the child.” (Appendix number 4)

They feel that task makes it difficult for parents, not all parents understand the material given as a task for the child.

3.1.3 The parent has difficulty in motivating children when they feel bored.

Data 1:
“Anak merasa bosan. Ketika anak merasa bosan itu kreatifitas atau semangatnya untuk menjerjakan tugas dan belajar itu menurun.”

"Kids get bored. When the child gets bored it’s his creativity or his passion for doing chores and learning it decreases." (Appendix number 1)

The statement above concluded that one of the difficulties of learning at home is when the child or student is bored because there is no interaction with friends.

Data 2:
“Dampak negatifnya ada beberapa yaitu yang pertama motivasi untuk menjerjakan tugas menurun, lalu anak merasa bosan karena mendapat tugas atau pekerjaan rumah terus.”

"The negative impact is that some of the motivation to do the task decreases, then the child gets bored because getting a chore or homework continues." (Appendix number 9)

The interviewee said that this can hurt the student in the future.

3.1.4 The parent has the advice to solve the obstacles faced in the learning process at home.

Data 1:
“Solusi yang saya sampaikan tadi, yang saya terapkan kepada anak saya adalah
"The solution I said earlier, which I applied to my son was to create a schedule in writing." (Appendix number 7)

The interviewee said that the solution is to create a written schedule.

Data 2:
“Tapi alangkah sebaiknya dari pemerintah mengajak guru-guru untuk berdiskusi ditingkat pusat. Jadi membuat skenario artinya mata pelajarannya yang diberikan itu tetap di berikan tetapi ada kontrol dalam jumlah tugas.”

"But it would be good for the government to invite teachers to discuss at the central level. So creating a scenario means that the given subject remains given but there is control in the number of tasks." (Appendix number 10)

The interviewee said the government to invite teachers to discuss at the central level. So creating a scenario means that the given subject remains given but there is control in the number of tasks.

3.2 Discussion

3.2.1 The parent has difficulties are experienced when teaching or guiding children to do assignments and study at home.

Derived from the data, the student and the parent have a new experiences that they have never felt before. They feel it difficult with the learning process at home. Because the learning materials are not explained directly by the teacher. This finding is supported by Wempi (2020) there are some problems faced by children and parents namely unpreparedness to accept change now, different child behavior (moody), communication with teachers related to learning assignments and directions, the availability of information technology technology devices is one of the obstacles facing parents.

This findings explains that parents have a difficulties are experienced when teaching or guiding children to do assignment and study at home. According to the data, the parent perceive that learning process at home that can make them have a new experiences that they have never felt before.

3.2.2 The parent has difficulty to assist explain the children to do assignments and study at home.

The results of the study showed that the understanding of metering by parents in
accompanying children to study at home during this pandemic is an obstacle in its implementation, indicated by the results of interviews with parents stating that conveying knowledge to early childhood is not easy and requires special training. This is in line with previous research, which stated that during home or online learning, many parents are lacking in understanding the material provided by the school or the teacher, parents consider the given task to look difficult so that they find it difficult to convey it to the child (Cahyati & Kusumah, 2020). From the statement above the learning process at home can make the student and the parent feel difficult with the learning process home. Because the parent is less able to understand the material provided by the school or teacher, parents consider the given task to look difficult so they find it difficult to pass it on to the child.

3.2.3 The parent have difficulty in providing motivation for children when they feel bored.

Expressing an overall interest gives strength to learning, therefore the first important thing in learning is to cultivate an interest in learning (Hurlock, 1978). In the process of learning at home, surely the child experiences anxiety, stress, sadness, boredom, saturated, and other feelings to decrease the child's learning interest. For a child like this, this is where the role of parents is needed so that the child has self-regulating so that it can teach itself to provide reinforcement internally. If the child has begun to build strength in him or her by the learning tasks that he or she underway this will have a significant impact on the child. (Subarto, 2020). This findings explains that expressing an overall interest gives strength to learning, therefore the first important thing in learning is to cultivate an interest in learning. So strategies to foster motivation from parents are very important.

3.2.4 The parent have difficulty in providing motivation for children when they feel bored.

Wempi (2020) shared his experience with the child while studying at home, namely: Communication, parents always understand the child's mood before starting the learning activity. Fun activities, create fun activities in children's learning. Props, learning activities using props to make the child easy to understand. Reading and telling stories, increasing children's imagination by reading storybooks or inviting children to tell stories. Wempi (2020) said, "Give
appreciation to what the child does, give praise to his work so that the child is passionate and confident in his ability." These findings describe that the parent has the advice to solve the obstacles faced in the learning process at home. According to the data the parent uses communication, fun activities to reduce boredom in children.

4. CLOSING

4.1 Conclusion

This section has a brief and clear picture of what the researcher has written in the previous analysis. The researcher also draws the following conclusion to answers the problem statement of this research. The parents have a new experiences that they have never felt before. They feel it difficult with the learning process at home. Because the learning materials are not explained directly by the teacher.

The learning process from home online still has difficulties. Among them is the difficulty of the parents of students, who have an important role as substitute teachers. As well as being able to explain the material more easily to the child. Moreover, children become quickly bored in the process of learning online at home, because only learning with parents. While at school, they can study together with friends and interact with friends. Children are also excited and motivated when studying with friends.

Based on the difficulties faced by parents, there are solutions that can be done when facing the child in the process of learning online at home. That is, by creating a schedule in writing, so that children and parents are easier to schedule and more orderly in carrying out the learning process online at home.

4.2 Implication

Based on the conclusion above, the researcher gives some implications are follows: Students should be able to set their time in studying at home online, so as not to get bored easily. By dividing learning time by resting or playing. So that the process of learning at home online is not just like that. Because still do not know until when studying at home online will end. The parent must be more patient with children when studying at home online. Can provide explanation and understanding of material to the child well and easily understood. So that the child does not feel too confused in the learning materials.
4.3 Suggestion

As a result of this research, the researcher wants to give consideration and suggestions as input for the next researcher who investigates the same topic. However, indifferent students, different universities, and more samples to investigate to get more deeply in explaining the problem. Hence the next researcher can find discoveries later.

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