



Implementation of Teacher-Parent Collaboration Learning During the Covid-19 Pandemic

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Abstract

The purpose of this study was to describe the implementation of learning, teacher-parent collaboration in learning during the COVID-19 pandemic at several elementary schools in the Sekotong sub-district. The study results indicate that: the implementation of learning in several State Elementary Schools 3 Cendi Manik conducts learning in the network and outside the network. Online learning is done through the Whatsapp application, while outside the network by visiting students' homes. Unlike the State Elementary School 3 Cendi Manik, the State Elementary School 12 Buwun Mas makes a learning program only by learning outside the network by conducting home visits. The two schools tend to do learning through home visits because internet access in the area is still limited. In the implementation of learning, there are several problems in the implementation of learning from home, including the lack of facilities, facilities, and infrastructure available both from the school and from the students themselves. There are still many students who have not been able to buy a smartphone to do learning from home due to family economic factors. In addition, the network connection in the Sekotong area is still not good, so that the assessment of student learning outcomes is quite confusing for teachers at school. Because learning during a pandemic is not easy, it is twice as difficult as before. The school appeals to parents of students to accompany, assist and supervise students during learning from home. Data collection in this study was conducted by interview, observation, and documentation. Data analysis is carried out by data reduction, data presentation, and data verification.

Keywords: *Learning; Collaboration; Covid-19*

Introduction

The increasing number of Covid-19 cases led the Indonesian Government to establish a large-scale social restriction (in Indonesia called PSBB) policy to prevent the transmission of Covid-19, which affects all aspects, including education. The existence of social restrictions is considered effective enough to inhibit the spread of Covid-19. So that all educational institutions in Indonesia do learning from home online or online or offline. In online or online learning conducted today, it takes the ability and skills of teachers in managing learning so that the results obtained can be optimal.

To prevent the spread of Covid-19 for learners, implemented a policy of implementing learning from home (Learn from home) or online issued by the Government. Through a circular letter by the Ministry of Education No. 15 of 2020 on Guidelines for The Implementation of Learning from Home in the Emergency Period of Corona Virus Disease Spread (Covid-19). However, online learning is certainly lower in quality when compared to learning in normal times due to various obstacles and limitations experienced by schools in the implementation of online learning (Hamdi et al., 2021). According to Ghirardini (2011), online is an effective learning method, such as practicing independently, combining collaboration activities with self-learning, personalizing learning based on student needs, and using simulations and games. In order to fulfill the right of learners to get educational services during the emergency spread of Corona Virus Disease (COVID-19), the implementation of learning is carried out from home. Schools are given the freedom to manage teaching and learning activities through Online and Off-Network facilities.

Policies issued by the Government for every educational institution and school, especially schools in the corners, will have difficulty adjusting to the new policy, ranging from the lack of facilities/facilities and infrastructure available and the lack of access/internet network that exists. Some schools in the Sekotong District of West Lombok Regency became sub-districts whose schools had difficulty learning during the pandemic period.

The results of interviews in August 2020 with several educators of SD Negeri, 12 Buwun Mas, and SD Negeri 3 Cyndi Manik Sekotong Subdistrict and parents of students related to learning policies from home, the difficulties experienced by schools are facilities/facilities and infrastructure that are lacking. In addition, the biggest obstacles to education, especially in Sekotong, learning patterns at home make some teachers have to adjust their learning programs, ranging from learning devices, completeness of learning support, and learning media used. While from the family of learners themselves are also still difficult to facilitate their children during learning from home. Many parents have not been able to provide facilities such as smartphones/mobile phones to their children because of their economic factors. Because of economic needs, they cannot accompany their next child at home to study because they have to work.

Although some have received direct cash assistance (BLT), the assistance is considered unable to meet their living needs, especially with online learning that requires learning support tools such as smartphones/mobile phones and laptops. In addition, teachers also complained about the difficulty of monitoring and ensuring children's safety in utilizing internet access because parents or families do not accompany some children in learning. This situation is certainly a serious situation faced in children's education. The role of schools that were once able to ensure the safety and comfort of children at the time of learning in school is no longer.

The many obstacles in the implementation of learning from home take to support and cooperation from various parties through collaboration between schools/teachers and parents, no longer relying on schools alone but the role of parents in helping to realize learning goals. Parents should realize that they are fully responsible for their child's education by their nature that parents are the first and foremost educators (Amanah, 2020). In addition, teachers must also maximize their role as educators so that learning processes and goals can be achieved.

The word collaboration is a term that means participating or having a role Teachers as child educators convey materials in children's learning and parents involved in the learning process. Parents are also involved in the school's learning process so that learning goals can be achieved. Teacher-parent collaboration is needed to implement learning during the pandemic period to overcome obstacles in implementing learning in several schools in Sekotong Subdistrict.

Method

This research uses qualitative approach methods to explain or describe the phenomena of field findings according to the focus of the problems studied and based on facts in the field. Interviews, participant observations carry out data collection techniques and documentation studies to obtain data. Furthermore, the data validity test is carried out with source triangulation techniques and data triangulation.

Result and Discussion

To prevent the expansion of Covid-19 transmission, especially in the field of education, the Minister of Education and Culture issued circular No. 4 of 2020 on the implementation in the Covid-19 emergency period, namely: 1) learning from home through online learning is implemented to provide a meaningful learning experience for children without being burdened with demands and requires children to complete all curriculum achievements for class increase or graduation; 2) learning from home can be focused on life skills education, among others, regarding the Covid-19 pandemic; 3) Learning activities and tasks from home may vary between children, according to their interests and conditions, including considering access gaps/home learning facilities; and 4) evidence or products of learning activities from home are given qualitative and helpful feedback from teachers.

For areas with internet access and good infrastructure facilities, learners can learn from home by using online learning. However, teachers in remote areas have limitations in implementing learning from home through online education. Limitations such as lack of facilities, facilities, and infrastructure become the main problem in implementing learning in the pandemic period.

The study results showed that implementing online learning in SD Negeri 12 Buwun Mas is not practical, so multiply the learning process offline by doing home visits to students' homes alternately adjusted to the agreed visit schedule. Home visits are also a follow-up to rural parental engagement to encourage retention, provide parental education, individualize services and improve parental interaction with children. The process of learning implementation through this home visit strategy is carried out on the basis that: 1) the lack of existing facilities such as internet networks, quotas, HP/smartphones; 2) The competence of educators in implementing BDR online is still very lacking because these teachers never have and are not accustomed to using online media in learning; 3) Teachers in SD Negeri 12 Buwun Mas and SD Negeri 3 Cendi Manik have never participated in learning training using the internet /online; And 4) Parents don't know how to use technology.

The implementation of this home visit begins with good planning. The Home visit mechanism carried out by SD Negeri 12 Buwun Mas and SD Negeri 3 Cendi Manik is not much different, starting with grouping children and then making a visit schedule. In implementing this home visit, teachers involve parents and build effective communication so that parents can continue the learning process while the child is at home. Collaboration between teachers, parents, and the community is essential in the success of education. Several things need to be considered in implementing learning through a home visit, namely: 1) teachers, parents, and children must take care of each other and adhere to health protocols during the activity; 2) home visit activities are scheduled as best as possible to accommodate all groups of children in turn; 3) there needs to be good cooperation between parent-teachers; 4) The next activity is continued by parents at home so that even though they are at home, the child still gets good stimulation for growth and development; 5) Monitoring and evaluating, process evaluation is more important than results. But unfortunately, the involvement of parents during the learning process from home is still very minimal. Not unlike learning before a pandemic, parents still give full teaching responsibilities to teachers.

In a broader sense, the collaborative is a style/way chosen to achieve a common goal. This indicates that individuals involved in collaborative activities have the same goals and should not vary, so it requires a mechanism of planning, implementation, evaluation, and follow-up together to realize the common goals to be achieved. Learning from home or conceptually is distance learning is new to the elementary school level, so it has implications for the implementation process. Teachers no longer manage the learning as in school, as well as parents can no longer submit all children's learning activities to teachers, but parents and teachers work together to accompany students in their learning activities. Students, teachers, and parents feel this change, so strategies are needed for communication effectiveness. In addition, related to collaboration, there is no special interaction between teachers in SD Negeri 12 Buwun Mas and SD Negeri 3 Cendi Manik with parents of learners during learning from home. The guidelines are needed that can guide teachers and parents to help teachers and parents optimize the learning process through home learning activities.

Thus, these guidelines are prepared so that teachers and parents can work together effectively in providing stimulating activities for children's development during home study. In the current condition, parents have a high role in motivating children's learning activities, namely parents who participate in learning activities, supporting and supervising their children during learning from home. The form of the role of cooperative relationships between parents and teachers determines the interests of children's learning, the discipline of children in the learning process determines maximum results, and the efforts made between the teacher and parents, among others, motivate, as well as guides to create a pleasant atmosphere.

The implementation of online learning based on collaboration between parents and teachers is carried out with the following steps: 1) The teacher conveys to parents the introduction of the learning process, recommends parents, delivers material by the KD that will be carried out to establish communication. Furthermore, parents as implementers of learning to children by guiding children, doing intense mentoring with children in online implementation, facilitating learning media, motivating children always to be excited in the child's learning process. The values underlying a collaboration are the same goals, common perceptions, willingness to process, mutual benefit, honesty, compassion, and community-based.

Conclusion

Based on the results of research that has been conducted related to the implementation of teacher-parent collaboration learning in the covid 19 pandemics. Learning at SD Negeri 12 Buwun Mas during the covid 19 pandemics worked offline learning that was done by doing a home visit to the student's home. In contrast to SD Negeri 12 Buwun Mas, SD Negeri 3 Cendi Manik learning is done offline and online/online. Offline learning is done by doing home visits, while online uses online media by utilizing the Whatsapp application. In the implementation of classroom teacher learning using the Whatsapp application to send learning materials, assignments and as a communication tool between teachers and students.

The implementation of online and offline learning in SD Negeri 12 Buwun Mas and SD Negeri 3 Cendi Manik is not much different. Both have the same problems as the lack of learning infrastructure facilities. Many found the inability of parents of learners to facilitate their children in the learning process while at home due to economic factors. In addition, the network condition in the local region is still wrong, to get internet access is still very difficult. Meanwhile, for self-assessment, the school is quite tricky in providing learning assessments during the outbreak.

Learning in pandemic times becomes twice as difficult as before, the importance of cooperation (collaboration) between schools, teachers, and parents to help each other accompany, guide, and supervise learners during learning from home. From the results of the study, there are no specific forms or patterns

of interaction that the school does with the parents of learners. Collaboration between parents and teachers is indispensable in the implementation of learning during times of outbreak. With this collaboration, the learning process will not experience serious problems. This collaboration is realized by the presence of routine and intense communication and coordination between teachers and parents.

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