

DISTANCE LEARNING SYSTEM BETWEEN PUBLIC AND PRIVATE SCHOOLS DURING THE COVID-19 PANDEMIC: A COMPARATIVE STUDY

Fenny Raharyanti

Universitas Ibn Khaldun, Bogor

fenny@uika-bogor.ac.id

Abstract

Learning is a sustainable process, not disrupted by this COVID-19 pandemic. The impact of COVID-19 on the learning process has caused injustice between regions. This is a descriptive study to compare the implementation method of online learning between public and private elementary schools in two regencies with different geographical locations. The samples were then selected by purposive sampling, of one located in the mountains area of Garut Regency (for the public elementary school), and the other one in the urban area of Bogor Regency (for the private elementary school), within a period of 3 months (from July to September 2021). This study examines several different treatments for addressing school policy. There were parental involvement, direct learning frequencies, facility sufficiency matters, as well as assistive teaching and fidelity in health protocol implementation. In conclusion, the study from the home system or online learning policy cannot be generalized for all regions.

Keywords: Health Protocol, Pandemic, School.

INTRODUCTION

Compulsory education is regulated in the Government Regulation of the Republic of Indonesia Number 47 of 2008. During the pandemic, there was an adjustment in the implementation of learning, by adapting the remote system with media facilities that made it possible for learning objectives to be achieved (Joint Decree of the Minister of Education, Culture, Research and Technology, Minister Religion, Minister of Health and Minister of Home Affairs of the Republic of Indonesia, 2021). In practice, the success of a student's learning does not happen by itself, but the participation of teachers, parents, the environment, facilities, and the people closest to them will perfect the achievement of good learning goals. Even though there are various limitations to online learning that are experienced, at least the learning process must continue. Not meeting the teacher figure directly for students, can affect the level of absorption and understanding of students as a whole. When education is not enriched with exploration, discovery, problem-solving, and creative thinking, students are not engaged in their learning, because teachers are required to emphasize uninteresting workbooks and exercises, and more and more students develop negative feelings about mathematics, science, and history, grammar, and writing. Opportunities to learn and retain knowledge authentically are replaced by instruction taught "for the test" (Willis, 2008)

Bogor Regency COVID-19 data mid-July 2021: confirmed 7696 active cases

(bogorkab.go.id, 2021), while the incidence of COVID-19 in Garut Regency in mid-2021 was a total of 8274 cases (Iqbal 2021). Cases in Indonesia during this period reached an estimated 380,000 (Ministry of Health, 2021), or 2% of active cases in both Bogor and Garut districts. This means that these two areas are not case-free zones, and even require special attention while the community is still active, or still adhering to good health protocols in carrying out daily activities, including studying.

This comparative study has a general aim to find out a comparative picture of the implementation of the distance learning system (PJJ) between public schools and private schools during the COVID-19 pandemic, specifically aims to find out the ownership of assistive devices for students in fulfilling the learning process, the accessibility of incoming networks in the study area, and the attention of parents in supporting the distance learning process.

The Cm Elementary School in Garut Regency has a state status with a position in a mountainous area with an accreditation B, while the MD Elementary School in Bogor Regency has a private status which is located in an urban area with relatively easy affordability of facilities and is accredited A. Both of them have obligations in terms of continuing to organize learning during a pandemic, but what are the adaptations to the facilities and environment practiced in these two schools?

IMPLEMENTATION METHOD

This descriptive study compares distance learning implementation methods between public and private elementary schools in two districts with different geographic locations. Sampling was carried out purposively, namely, one sample was in the mountainous area of Garut Regency (for Public Elementary Schools), hereinafter referred to as the SG Informant and the other sample was in the urban area of Bogor Regency (for private SD), hereinafter referred to as the SB Informant, within the certain time. for 3 months (from July to September 2021). This study examines several different treatments for addressing school policies. By conducting in-depth interviews from both parties consisting of school representatives, parent representatives, and student representatives, 6 informants were obtained who would provide various findings related to online learning during this pandemic.

RESULTS AND DISCUSSION

Table 1. Characteristics and Description of Informants

No	Karakteristik	SG informant	SB informant
1	School Type	Country	Private
2	Accreditation	B	A
3	Geographical location	In the mountainous area, access is difficult by public transportation, most students reach school on foot, and the distance between their	Urban areas, in elite housing, difficult to reach by public transportation, but most students reach school by private vehicles, the distance

		homes and schools is mostly close	between their homes and schools is mostly more than 10 km
4	Profession Most parents of students	Farmers and entrepreneurs	From various professions: lawyers, engineers, lecturers, doctors, entrepreneurs, teachers, and others

Source: primary data

Table 1 describes the characteristics of the respondents at two different points in terms of school type, accreditation, geographic location, and profession of the majority of parents, namely between public and private schools, A and B accreditation, mountainous and urban areas (urban areas), and heterogeneity of background. family.

Based on the results of interviews conducted with the school, during the implementation of distance learning, the school managed class conditions during the PTM period using students totaling 50% of the classroom capacity with a predetermined schedule. The implementation is by health protocols, namely washing hands before entering class, keeping a distance, wearing masks, and not crowding (Informant SG).

"For groups of students who attend, one day only one level enters and is divided into one class only consisting of 5 children per group, so for example on Monday only the first grade of elementary school uses the building so that more classes can be used. small groups were formed as 1 small group, now in semester 2 because conditions are getting better MD already has plans to hold full face-to-face meetings (PTM) where the government policies are the same so we also prepare 1 class, we have prepared it with the prokes, of course, the PTM is added to twice a week then the students who used to be 1 level are now 2 levels who enter on the same day then 1 class we have all the students present. But for the sitting position, everyone continues to carry out prokes, we prepare hand sanitizers in class, we prepare washbasins in class, then we teachers as observers as teachers must continue to remind children to maintain their prokes both in class and at work. out of class like that." (SB informant)

Activities provided by the school during the PTM or PJJ period to students in the SG PJJ Informant area, other activities such as activities carried out daily (praying, reciting the Koran, helping parents, giving assignments, etc.) PTM, there are no other activities besides studying because there are no sports or extracurricular activities. In the area of the SB informant, early PTM focused on stress healing, so there was no learning concept.

"So there are still distributions, but it's not like before when we went back to school once a week where pure stress healing alone made the children pay for their longing for school, meeting with friends, but for this second PTM, we already had material that we provide, then also for the PJJ as usual there are independent activities and activities when there are face-to-face meetings so they are synchronous and asynchronous so when there are asynchronous activities they have to try to watch videos on their own"

learning applications in the dojo class for grade 1, so they watch it yourself then there are synchronized activities where they have started meeting gmeet online with the teacher and friends discussing the video, the activities that he will do and the lessons that he will learn that day so there is not a full distribution where we also consider that there is time to offline so keep your eyes healthy and tired too the question is also here there is a strategy that we do, for the tasks as well for example like grade 1 children because we have our own learning application, namely the dojo class where they are also there besides because our goal at PJJ is to be able to make them independently with this dojo class application itself is friendly for children they can also independently carry out activities in a day where if there are parents who have to work, WFO, so they are not dependent, so far frankly for class 1 they have started this training already in semester 2 they are also getting smoother using their dojo class, they know when to meet, and when they have to have independent asynchronous activities where they have to do assignments in their dojo class so they are no longer dependent on their parents, this is really our goal. In PJJ, don't let your child's independence disappear, so with a strategy, there is a dojo class and then there is also support from parents and the cooperation of two parents so that the child's independence can still be honed like that."

When asked about the availability of infrastructure facilities during the PTM or PJJ learning process, the SG informant answered that the school provided books, modules, and assignment sheets during PJJ and PTM. From the SB informant, infrastructure facilities during PTM were adapted to conditions, for example, the swimming pool was not activated as a form of facility and infrastructure from MD, because conditions did not allow for swimming activities. For the playground, students are still allowed to play there under the supervision of the teacher, and remind students to be careful and maintain health protocols. Facilities such as the playing ball field are still open, the duty teacher is doing supervision, then for the canteen facilities which are usually there, temporarily abolished. Then the usual school shuttle was temporarily abolished due to unfavorable conditions.

In terms of the availability of student aids in fulfilling the learning process during the PTM or PJJ period, the SG informant explained that masks were provided by schools for students. Students and educators are given an internet quota from the Ministry of Education and Culture. Only some students have smartphones available, so online learning does not run optimally. From the SB informant:

"Md gives stationery, for example, we send grade 1 children home because it is their right, and they get their writing materials. When PTM had to come to school they brought it to school so each child brought it, then during PJJ I also saw it here. Thank God, the children in grade 1 were all ready, ready, Alhamdulillah, the parents were very supportive and very helpful for PJJ activities. children at home, for example, someone uses a cell phone and tabs, then a laptop and of course also with a ready wifi connection. So, thank God, Md's parents are very supportive of their child's pjj activities at home."

Network accessibility that entered the Cm school area during the PJJ period, SG informant:

"The minimal internet network is an obstacle to implementing teaching and learning activities."

From the SB Informant:

"To be honest, the Md child has already used wifi at home, I can see that it is not used. But you do have to get that quota. Because his phone number is recorded on his cell phone, when using a laptop he has to use the wifi connection at home that he is using, when he uses his cell phone. Because indeed the children's telephone numbers were registered by the class teacher, then the school recorded them and that's where they got their cell phones to their cell phone numbers, but when they have to be on a laptop it means they usually use wifi. Maybe some students fully use their cell phones without using their laptops. Maybe the school has automatically registered the data and immediately registered."

From the SB informant, in preparing teaching materials for PJJ, on a picket basis the teachers remain offline to come to school to ensure the availability of optimal signals and other learning equipment, but if they are working at home, they still maximize the facilities in each teacher's home.

"When we were WFO, we came to school, and we prepared everything at school, even though PJJ was online at that time. But indeed WFH at this time all the tools are of course at home when conditions are good we are all WFO teachers so even though at that time the children were PJJ at home there was no PTM schedule we did PJJ at school and all from school connections, and we use all the learning equipment at school, but when we do the teachers have to do WFH, we automatically use what is at home."

Based on the needs of teachers in the current situation, computers, and connections, are very important, very influential when carrying out PJJ activities computers must have webcams, and headsets and schools must also be prepared with these facilities so that online activities, PJJ activities run smoothly and well. Facilities in schools to support PJJ for such teachers must be ready. It is hoped that the school in a pandemic condition can facilitate teachers with the equipment needed during PJJ, namely computers to be even better than before.

Interviews were conducted with parents of students, resulting in several findings, including regarding parents' responses to this distance education. In general, they support this general decision, but the SG informant suggests not giving a lot of assignments, because students will be lazier to study, especially during the PJJ period, while the OB informant suggests that after the pandemic, go to school as usual; during online learning, there is not much break time (perhaps a school consideration to avoid eye health problems dealing with strings).

There are obstacles faced by the OG informants, namely the large number of parents who work as farmers so they cannot accompany their children through PJJ. The solution is

that the child can do PJJ accompanied by his sibling. Lack of facilities for conducting PJJ learning such as mobile phones. The solution is that students who do not have mobile phones can ride on students who have mobile phones. The OB informant experienced PTM problems during the pandemic, the time was short, and not worth the time to pick and drop. If you wait, there is still another job. However, students enjoy it because they haven't been to school for a long time, they are bored, and when they meet teachers and friends they are more excited than at home where they only face their laptops, PJJ constraints if the wifi sometimes has signal interruptions making it "heart sport". Then children must have a sense of discipline and responsibility for the tasks they have to complete. Because doing assignments doesn't have to be watched and accompanied by their parents, they still have to be able to finish on time.

From the results of interviews with student representatives, the learning process experienced by students during the COVID-19 pandemic, the SG informant stated that,

"Initially it was done in PJJ, after a while it was done face to face. In a week we go to school 3 days because we have to take turns with other classes and in one day we only do it for 2 hours without breaks."

On the same question, the SB informant provided information that learning during the pandemic affected the way we socialize through laptops.

"We can't meet friends, but face-to-face we can learn with friends and interact with teachers, so I understand more about face-to-face learning. To study at home, check Google classroom. If there is an announcement, I immediately entered the gmeet after entering the gmeet. After being told to work on a worksheet, I finished submitting the worksheet. It took about 1 hour. If you don't understand something, ask the teacher directly, not the mother at home."

Regarding the question regarding the role of parents in assisting the learning process during the COVID-19 pandemic, the informant SG explained that the mother's role is to assist the learning process at home.

"My mother often accompanies me to do PJJ because my mother is only a housewife and doesn't work outside the home." The SB informant stated the same thing, "Support me, if I don't understand a problem and the discussion session is over or the connection is suddenly lost, I ask mom or dad or sis."

The learning facilities obtained by the SG informant were obtained from the school.

"Masks are provided by the school, while the internet quota is always a government quota every month." MB informants feel comfortable with the facilities provided by the school. "The school is complete, everything is clean and there is air conditioning, there is a clean bathroom, where the study has gone through the protocol, so I feel comfortable face-to-face."

The obstacles faced by students are as follows:

MG informant:

"It's not fun because usually, we have recess but now it doesn't exist, usually there are no scout extracurriculars now, and if PJJ has a lot of assignments so sometimes I feel

lazy."

The government bridges this with one of the programs, namely the Teaching Campus. Teaching Campus is a program that provides opportunities for students for 1 () semester to assist teachers and principals of elementary and junior high schools in carrying out learning activities that have been affected by the pandemic. Through this program, students can devote their knowledge, and skills, and inspire elementary and middle school students to broaden their aspirations and insights. The reasons for joining the teaching campus are: Being directly involved in implementing literacy, numeracy, and technology adaptation learning at the elementary and junior high school levels; Honing leadership, creativity, problem-solving, and innovation right from the field; Receiving living expenses and UKT assistance (for those who are not currently receiving assistance from other governments) (kemdikbud.go.id, 2021). With the Teaching Campus program, there will be equal distribution of justice in obtaining the right to education for Indonesian citizens who fall within the age range of compulsory education, especially for schools accredited under A status.

Indubri, et al. (2013) concluded that the professional position of teachers has a real influence and a positive impact on the quality of education and has a special relationship with the ability to realize educational goals effectively.

In today's conditions where there is more flexibility in choosing learning methods, online learning provides greater flexibility to students which allows them to study anytime, anywhere, and at their own pace.

This study illustrates that there is no significant difference in overall performance between students who study in this mode and those who study face-to-face. Although traditional-mode students usually perform slightly better on exams compared to online-mode students, their examination results are very similar with only a few minor differences reported in the study. It is hoped that, in the future, there will be more potential students interested in online learning because of the flexibility of learning. For this reason, this study presents its challenges for educators (Shen et al, 2007).

CONCLUSION

The home learning system or online learning policy cannot be generalized for all regions. There is parental involvement, the frequency of direct learning, the problem of adequacy of facilities, as well as teaching assistance and loyalty in implementing health protocols. Schools accredited under A will be considered for assistance from the Teaching Campus program.

THANK-YOU NOTE

I would like to thank those who participated in this research: SDN 1 Cintamanik Garut Regency, SD Madania Bogor Regency, LPPM UIKA Bogor, and the Teaching Campus Program 2 and the students involved in collecting and processing the data.

REFERENCES

- Indubri, Paulus Yulius, Idrus, MS, Salim, Ubud, Djumahir. (2013). Manajemen Pendidikan Sekolah dan Kualitas Pendidikan (Studi pada Kualitas Pendidikan di Provinsi Papua). *Jurnal Aplikasi Manajemen*. Volume 2. Nomor 2. Juni 2013. Hlm 317-330
<https://kampusmerdeka.kemdikbud.go.id/program/mengajar>. Diakses 4/6/2021. 9.12 AM
- Iqbal, Mochammad. (2021) Kasus Covid-19 di Garut Turun 8 Kali Lipat Dibanding Juni 2021. Rabu, 15 September 2021. 13.16PM.
<https://www.merdeka.com/peristiwa/kasus-covid-19-di-garut-turun-8-kali-lipat-dibanding-juni-2021.html>. Diakses 4/6/2022. 9.58 AM
- Kementerian Kesehatan. (2021). Diagram Kasus COVID-19 di Indonesia Per Bulan Maret 2020-September 2021. Dalam Faizal Javier. Jumlah Kasus COVID-19 2021 Menurun 82 Persen Dibanding Bulan Sebelumnya. Senin, 4 Oktober 2021. 22.59 WIB.
<https://data.tempo.co/data/1225/jumlah-kasus-covid-19-september-2021-menurun-82-persen-dibanding-bulan-sebelumnya>. Diakses 6/6/ 2022. 10.51 WIB
- Keputusan Bersama Menteri Pendidikan, Kebudayaan, Riset dan Teknologi, Menteri Agama, Menteri Kesehatan dan Menteri Dalam Negeri Republik Indonesia Nomor 05/KB/2021, Nomor 1347 Tahun 2021, Nomor HK 01.08/Menkes/6678/2021, Nomor 443-5847 Tahun 2021 Tentang Panduan Penyelenggaraan Pembelajaran di Masa Pandemi Coronavirus Disease 2019 (COVID-19)
- Peraturan Pemerintah Republik Indonesia Nomor 47 Tahun 2008 Tentang Wajib Belajar Portal Resmi Kabupaten Bogor. Data Monitoring Harian Kewaspadaan Infeksi COVID-19 Kabupaten Bogor (27 Juli 2021).<https://bogorkab.go.id/pengumuman/detail/data-monitoring-harian-kewaspadaan-infeksi-covid-19-kabupaten-bogor-27-juli-2021>. Diakses 4/6/2022. 9.20 AM
- Shen, Q., Chung, J. K. H., Challis, D., & Cheung, R. C. T. (2007). *A comparative study of student performance in traditional mode and online mode of learning*. *Computer Applications in Engineering Education*, 15(1), 30–40.
- Willis, Judy. (2008). *How Your Child Learns Best*. Sourcebooks Inc.Illinois