Online Learning Strategies Based on Teachers and Parents Collaboration During the Covid-19 Pandemic

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Abstract

This study aims to: 1) Explain online learning strategies based on collaboration between teachers and parents during the Covid-19 pandemic at the Nusa Indah Kangkung PAUD Post, Kendal Regency. 2) Explaining the challenges of implementing online learning based on collaboration between teachers and parents during the Covid-19 Pandemic at the Nusa Indah Kangkung PAUD Post, Kendal Regency. The method used in this research is descriptive qualitative research method. The time required is 4 months, namely January 2021 to May 2021. Data triangulation techniques are used to obtain valid data by comparing one data to another. Data was collected through interview, observation, and documentation techniques. Observations were made to find out online learning strategies based on collaboration between teachers and parents of PAUD school students. The research subjects were one school principal, one teacher and two parents of the Nusa Indah Kangkung Post PAUD students.

The results of the research conducted by researchers are as follows: 1). The constructivist pedagogical strategy is a strategy used in online learning during the Covid-19 pandemic at the Nusa Indah Kangkung PAUD Post, this strategy includes collaboration, projects, questions and discussions. 2). The main challenges faced by teachers and parents when collaborating in the implementation of online learning are network limitations, lack of training, lack of awareness, and interest of students and parents. Schools and teachers implement government policies to study from home as an effort to slow the spread of Covid-19 but at the same time ensure students are engaged in constructive activities through online learning. Various online media platforms are used in online learning, while teachers, students, and parents continue to make adjustments over time. However, the implementation of online learning has obstacles or constraints both from the aspect of human resources and infrastructure.

INTRODUCTION

The Covid-19 pandemic still enveloped the world until September 2020, causing a significant impact on education patterns, especially in Indonesia. Indonesia is one of the countries most affected by Covid-19 and as of September, it still had the highest death toll in Southeast Asia, according to Worldometers.

All people in Indonesia anticipate the number of infections that are increasing day by day, the government issues policies such as self-isolation, social and physical distancing to large-scale social restrictions in various cities. This condition requires every citizen to stay at home, work and study at home (Jamaluddin et al. 2020:2).

Educational activities are very closely related to interactions that involve many people, educators and students in a learning environment directly face to face. Due to the COVID-19 pandemic, direct interaction was stopped (social distancing) and replaced with distance learning activities (online) by utilizing internet media. This applies to all levels of education ranging from higher education, secondary education, elementary school as well as for early childhood education.

This policy makes teachers, including at the PAUD level, adapt immediately. The learning process so far that has taken place at PAUD has been full of joy, intimacy, affection, and various other harmonies, and has been swallowed up by the Covid-19 outbreak. PAUD institutions that are very intense in stimulating early childhood development through playing activities while learning in classrooms, because of the Covid-19 situation, have been replaced by learning at each student's home. This forces teachers to use communication technology as a distance learning medium.

Education, which was originally a face-to-face method in educational institutions, has now been changed to online or online learning and carried out from home to prevent and contain the spread of the Covid-19 virus. This policy applies to all levels of education, from PAUD to tertiary institutions. This is an initiative step from the government because learning does not have to be face-to-face, it does not have to be face-to-face, but is carried out using social media, technology media, and applications. This learning is known as online learning (Adiwijaya, 2020:37).

The above certainly raises many problems, especially the implementation of learning for early childhood. Early childhood is a stage in the golden age that requires more services, specifical-ly and directly when compared to other levels of education. Early childhood is a golden age which only exists once in its life and cannot be repeated (Suhendro & Syaefudin, 2020: 3).

The world of children is a world of play that tends to involve children interacting directly, meeting face to face, and being involved in several activities. This direct face to face will provide motivations for children. AUD education is education that has a strategic role to develop early potential for children, to fulfill children's growth and development so that children have the foundation and readiness to attend education at the next level (Sudrajat et al., 2020: 509).

During the Covid-19 pandemic, learning is done online. In this online learning, there are several kinds, namely through whatsapp groups, video calls, zoom meeting applications and many more. As is the case with online learning conducted at the Nusa Indah Kangkung PAUD Post, Kendal Regency. During the Covid-19 pandemic, learning is carried out through whatsapp groups. The distance learning model requires good collaboration between teachers and parents. Learning activities and assignments can be varied according to student interests, as well as access or learning facilities at home.

Although until now there are still a number of obstacles in distance learning, there are positive things that have emerged, namely the emergence of collaboration between parents and teachers. During this Covid-19 pandemic, parents are starting to see and understand that being a teacher is not easy. During this pandemic, parents need to be directly involved in the learning process. One form of parental involvement in collaborating with teachers is to monitor children's learning activities at home, communicate and help send the results of children's assignments delivered by the teacher through whatsapp groups in the form of photos, voice notes and videos.

The application of various learning strategies is one solution to find the right solution in transforming knowledge to early childhood that is good for the development of the three aspects above. The role of teachers as educators must of course be able to work together with various parties, especially being a bridge between parents and schools in implementing learning strategies while this pandemic is still happening. The use of relevant strategies in learning will greatly influence the intelligence possessed by each student (Ulfah, 2018: 32).

METHOD

This research is a descriptive research with a qualitative approach. Qualitative research is research that intends to understand the phenomenon of online learning strategies based on collaboration between teachers and parents during the Covid-19 pandemic at the Nusa Indah Kangkung PAUD Post, Kendal Regency. The description of the strategy is explained based on the results of data collection in the field with interviews, observations and documentation.

The place of research taken in this study is at the PAUD Nusa Indah Kangkung Post which is located at Jl. Kh. Abraham No. 35 Kangkung Village, Kangkung Village, Kangkung District, Kendal Regency. The time required is 4 months, namely January 2021 to May 2021.

In this study, the primary data answers were obtained from interviews with principals, teachers, and parents of the Nusa Indah Kangkung Post PAUD students. Secondary data is generally in the form of evidence, records or historical reports that have been compiled. In this study, secondary data was obtained from related parties, namely, field notes, photographs, and interview notes obtained by researchers when conducting research. Data collection techniques using interviews, observation and documentation. While the data analysis technique used is the triangulation technique used to obtain valid data by comparing one data to another. With this comparison, the writer will analyze the relevance of each data.

RESULTS AND DISCUSSION

Based on the results of observations related to the implementation of online learning at the PAUD Nusa Indah Kangkung Post, the researchers found several strategies in the implementation of learning which included:

a. Online learning strategy based on teacher and parent collaboration

The implementation of online learning is different from the implementation of usual learning. The implementation of online learning is made simpler by taking into account the comfort and condition of students at home. The implementation of online learning also does not burden students' parents by using media that is around the students' home environment. The things that support the implementation of lear-

ning used to facilitate online learning include:

1. Preparation of weekly lesson plans

The Weekly Learning Implementation Plan (RPPM) is an activity plan prepared for one week's learning. Weekly activity planning can take the form of a theme network. The theme network contains projects that will be developed into learning activities.

2. Making daily lesson plans

The daily learning implementation plan (RPPH) is the daily program planning that will be carried out by the teacher every day or in accordance with the institution's program. RPPH components include: theme/sub-theme/sub-theme, time allocation, day/date, opening activities, core activities, and closing activities.

3. Video tutorials and teacher voicenotes

Every activity that is given to students every day, the teacher also provides tutorials through videos or if to recite and memorize daily prayers, hadiths and short letters the teacher gives voicenotes which can be played and studied by students even if they only study at home. And video tutorials or teacher voicenotes are shared via whatsapp groups that have been formed according to their respective homeroom groups and teachers.
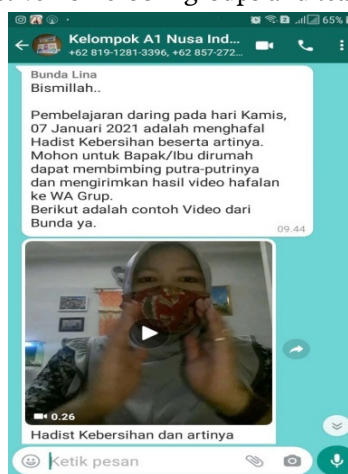

Figure 1. Learning Tutorial Videos

1. Whatsapp groups

To make it easier for teachers and students to carry out online learning, the teacher creates a WhatsApp group in each class with the homeroom teacher. WhatsApp groups are used as a tool to support the achievement of online learning. It contains a learning implementation plan that is distributed by the homeroom teacher, as

well as reporting on student learning outcomes which will later become the basis for the assessment given by the teacher during online learning.
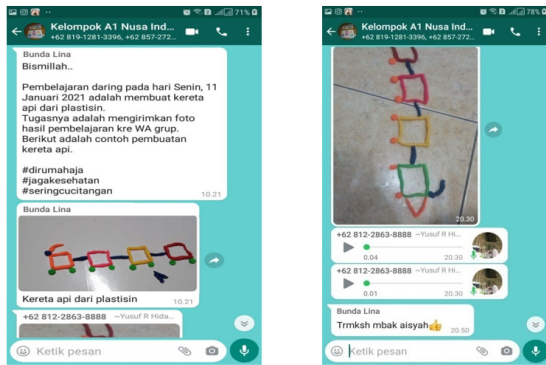

Figure 2. Online Learning on January 11, 2021 via Whatsapp Group

2. Checklist sheet

As long as learning is carried out virtual or distance learning, automatically teachers cannot carry out routine habits that are usually done in schools to train students' independence. Therefore, the teacher invites parents to guide and supervise their children during online learning for good habits and can be done independently at home.

3. Evaluation of children's learning activities

Evaluation of learning is done through observing videos of children's playing activities. Core observations covering various aspects of children's development such as: development of religious and moral values, language development, physical motor development, cognitive development, social emotional development and artistic development.
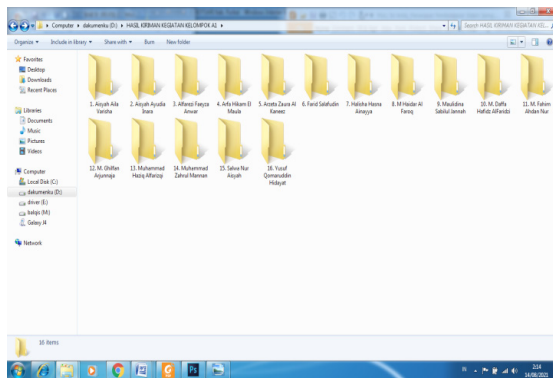

Figure 3. Folder Results of Group A1 Student Activities.

Online Learning Strategy Based on Collaboration between Teachers and Parents during the Covid-19 Pandemic at the Nusa Indah Kangkung PAUD Post

The learning strategy is the preparation of patterns of possible variations in the meaning and kinds of general teaching sequences, so in principle it will be different from one another, including the impact of Covid-19, so this learning strategy in implementation will be different from learning strategies in general (Suriansyah: 2011). Thus, learning strategies during the Covid-19 pandemic are the methods, steps and patterns used by PAUD teachers in implementing learning during the pandemic so that the objectives and aspects of learning can still be achieved properly and effectively.

Woro Sumarni (2020) in the Postgraduate National Seminar who is one of the Masters Lecturers in Basic Education, State University of Semarang said that the impact of the Covid-19 pandemic has changed the order of education in Indonesia, one of which is changing the face-to-face learning system to distance learning. One type of distance learning is online learning.

For online learning the teacher uses a constructivist pedagogical strategy which includes collaboration, projects, questions, discussions. Constructivist pedagogical understanding is the art of teaching for children, constructivist is which means building knowledge from the experience of each individual (Naniek: 2019).

During the Covid-19 pandemic, parental supervision and teacher monitoring of children's learning activities from home is the most important thing in implementing learning strategies. The success or failure of an activity cannot be separated from the collaboration between teachers, parents and children.

The Challenge of Implementing Online Learning Based on Collaboration between Teachers and Parents during the Covid-19 Pandemic at the Nusa Indah Kangkung PAUD Post

The Ministry of Education and Culture also regulates policies through circular letter number 4 of 2020 of the Ministry of Education which contains four main strategies carried out by the Ministry of Education and Culture, namely:

1. Online learning both interactively and non-interactively, without the teachers that the curriculum must be achieved. Not moving schools at home, but choosing essential materials that children need to do at home.

2. Teaching staff or teachers must provide

contextual education according to the conditions of their respective residences, especially the understanding of covid-19, how to avoid and how to avoid contracting the covid-19 virus.

3. Learning at home must be adapted to the interests and conditions of each child. As a learning teacher, do not make it the same for all children, must pay attention to all environmental conditions of children, including access to the internet.

4. For teachers the tasks given to students do not have to be assessed as usual in schools, but more qualitative assessments that are motivating students.

Deklara Nanindya (2018) in his research explained that students' learning styles in online learning tend to be more visual and have strong reading and writing. Due to limited infrastructure, some students are inadequate. The process of interaction between control and the classroom environment, greatly affects students, such as the enthusiasm of students that occurs in the classroom environment, but it will be different if you do learning at home. So it does not cause high motivation. In addition, infrastructure is the main facility in the smooth implementation of this online learning.

In another finding, Dewi Jayanti (2020) said that from the case of implementing online learning, teachers felt confused and felt that the expected response was uncertain. In the implementation of online learning, many studies have revealed that this learning is more efficient in terms of cost and effort. Because according to the class teacher that not all students come from well-to-do families, especially since this pandemic has made it difficult for their families to earn a living. There needs to be creativity from the teacher in planning effective online instruction. The teaching style in online learning also needs to be expanded, because it is quite different from learning in a room.

The implementation challenge for teachers in the online learning process is that the assignments given to students are not entirely students who do, there is parental intervention in the assignment process. However, there are also parents who cannot be together at home, so no one can help in accommodating student learning facilities.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the results of research and discussion in the previous chapter, it can be conclu-

ded that:

1. The constructivist pedagogical strategy is a strategy used in online learning during the Covid-19 pandemic at the Nusa Indah Kangkung PAUD Post, this strategy includes collaboration, projects, questions and discussions.

2. The main challenges faced by teachers and parents when collaborating in the implementation of online learning are network limitations, lack of training, lack of awareness, and interest of students and parents. Schools and teachers implement government policies to study from home as an effort to slow the spread of Covid-19 but at the same time ensure students are engaged in constructive activities through online learning. Various online media platforms are used in online learning, while teachers, students, and parents continue to make adjustments over time. However, the implementation of online learning has obstacles or constraints both from the aspect of human resources and infrastructure.

Suggestion

Related suggestions about teacher strategies in implementing online learning are as follows:

1. To the teacher, to continue to guide and accompany patiently and to make learning videos as interesting as possible so that students are more interested in participating in the online learning process.

2. To students, to stay enthusiastic in participating in the online learning process.

3. To parents, to continue to accompany and pay attention to their children and provide encouragement to always be enthusiastic in participating in the online learning process.

4. For further researchers, it is hoped that they can further develop this research and add objects or research sources.

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