**AN ANALYSIS OF LEARNING FROM HOME STRATEGY DURING THE COVID-19 PANDEMIC IN ELEMENTARY SCHOOL**

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**ABSTRACT**

The effect caused by Covid-19 virus is so great. In this way, the handling carried out affects different sectors, one of which is the education sector. Three policies in the field of education have been laid down by the Indonesian government, including among them, namely Learning From Home. This article aims to analyze learning from home strategies during the Covid-19 pandemic for elementary students. The research was conducted qualitatively and the type of research was descriptive. The research instruments were interviews, indirect observation, and documentation study. The research subjects were 2 school principals, 2 teachers, 2 students, 2 guardians from Muhammadiyah 9 Elementary School Malang City and Bani Hasyim Malang Elementary School, East Java, Indonesia. Among the research subjects, the key informant in this study was the principal of each grade.

The findings of the study suggest that the home learning strategies are Synchronous and Asynchronous Using Social Media and Using Learning Applications. The strategies carried out are a) learning packages containing teaching material, learning media, teaching materials, student worksheets and evaluation questions using social media, b) using the PANDAWA learning application which contains school content and learning videos which contain learning packages every day. Asynchronous activities are aimed at providing assistance to students, minimizing misconceptions and student learning difficulties. The implementation of this strategy has its own strengths and weaknesses. These strengths and weaknesses can then be used as a form of improving the quality of schools, both in terms of human resources and supporting infrastructure.

**Keywords: Learning from Home strategy, Covid-19 Pandemic**

**ABSTRAK**

Begitu besar dampak yang ditimbulkan oleh virus Covid-19. Sehingga penanganan yang dilakukan mempengaruhi berbagai bidang, salah satunya yaitu bidang pendidikan. Pemerintah Indonesia telah menetapkan 3 kebijakan dalam bidang pendidikan, termasuk diantaranya yaitu Belajar Dari Rumah. Artikel ini bertujuan menganalisis strategi belajar dari rumah selama pandemi covid-19 bagi siswa SD. Adapun penelitian dilakukan secara kualitatif dan jenis penelitian yaitu deskriptif. Instrumen penelitian ini adalah wawancara, observasi tak langsung dan studi dokumentasi. Subyek penelitian yaitu 2 orang Kepala Sekolah, 2 Guru, 2 siswa, 2 wali murid dari masing-masing SD Muhammadiyah 9 Kota Malang dan SD Bani Hasyim Malang Jawa Timur, Indonesia. Diantara subyek penelitian tersebut, Kepala Sekolah masing-masing sekolah merupakan *key informant* dalam penelitian ini.

Hasil analisis menunjukkan bahwa strategi pembelajaran di rumah adalah Sinkron dan Asinkron Menggunakan Media Sosial dan Menggunakan Aplikasi Pembelajaran. Strategi yang dilakukan adalah a) paket pembelajaran yang berisi bahan ajar, media pembelajaran, bahan ajar, LKS dan soal evaluasi menggunakan media sosial, b) menggunakan aplikasi pembelajaran PANDAWA yang berisi konten sekolah dan video pembelajaran yang berisi paket pembelajaran setiap hari. Kegiatan asynchronous bertujuan untuk memberikan bantuan kepada siswa, meminimalkan miskonsepsi dan kesulitan belajar siswa. Penerapan strategi ini memiliki kekuatan dan kelemahan tersendiri. Kekuatan dan kelemahan tersebut kemudian dapat dijadikan sebagai bentuk peningkatan kualitas sekolah, baik dari sisi sumber daya manusia maupun infrastruktur pendukung.

**Kata Kunci: Strategi Belajar dari Rumah, Pandemi Covid-19**

**INTRODUCTION**

 COVID-19, known as 2019-nCoV, is a new corona virus disease that became known at the end of December 2019 in Wuhan, China (Masonbrink and Hurley 2020). The corona virus is a large virus family that usually attacks the respiratory tract organs (Spinelli and Pellino 2020). This name comes from the Latin word “Corona”, meaning crown, because of the sharp edges that surround this virus (Chowell and Mizumoto 2020). These viruses act more like highly contagious ones such as influenza (Bostan et al. 2020) more quickly than scientists found in their slow-moving viral relatives, SARS and MERSS (Osler 2019). The current condition is a very critical public health problem, and requires proactive action to protect the public (Phelps and Sperry 2020). This is based on data as of Pebruary 04, 2021 on the official covid-19 website https://covid19.go.id/, as many as **2.244.713** people died out of **103.362.039** confirmed cases. This situation, along with its spread in 223 nations, is expected to continue mining. Indonesia recorded **31.001** deaths from **1.123.105** confirmed cases. The effect caused by this virus is so great. The handling of this virus affects a variety of fields, including the field of education (Masonbrink and Hurley 2020) (Chowell and Mizumoto 2020).

 In order to prevent and transmit Covid-19, the Ministry of Education and Culture issued three circular letters related to the prevention and treatment of Covid-19. First, Circular Number 2 of 2020 concerning the Prevention and Treatment of Covid-19 within the Ministry of Education and Culture. Second, Circular Number 3 of 2020 concerning Prevention of Covid-19 in the Education Unit. Third, Circular Number 4 of 2020 concerning Implementation of Education Policies in an Emergency for the Spread of Coronavirus Disease (Covid-19), which includes instructions on the learning process from home. The home learning strategies is implemented by continuing to involve teachers and students through Distance Learning (PJJ) (Arifa 2020) (Kurniasari 2020).

 Related to the second policy, namely learning from home, the government has issued the following provisions: a. Learning from home through online learning is implemented to provide meaningful learning experiences for students. This is also intended to reduce the burden on students for the demands of completing all curriculum achievements for grade promotion and graduation requirements; b. Learning from home can be focused on life skills education regarding the Covid-19 pandemic; c. Learning from Home activities and assignments may vary between students, according to their interests and conditions, with considering gaps in access / learning facilities at home; d. Indication or products of Learning from Home activities are given qualitative and useful feedback from the teacher, without being required to provide a quantitative value (Kurniasari 2020) (Rasmitadila et al. 2020).

 In theory, as an example of learning from home through online learning, students can access learning materials and tools without the limitation of time and space (Jasinski 2012). Learning from home is expected to support the distance learning process and facilitate the distribution of material to students. For this reason, teachers are also required to prepare learning tools that allow students to learn from home (Harahap and Siregar 2018) (Chetty, Sung, and Grinter 2007). This situation allows teachers to change their teaching and learning strategies (Siregar 2017). The use of appropriate teaching strategies as well as teacher behavior and attitudes in managing the teaching and learning process is urgently needed by students during the Covid-19 pandemic, namely online learning in the home learning program (Wardani and Ayriza 2020) (Zuo, Dillman, and Miller Juvé 2020). Appropriate learning strategies are used to address the mental health needs of children, particularly in the field of trauma, which has become a national public health concern and affects various other fields (Phelps and Sperry 2020). Trauma is defined as an occurrence that burdens an individual to adjust to life, causing strong negative emotions related to the level of threat experienced or witnessed against oneself as has been done by Muhammadiyah Elementary School 9 Malang City and Bani Hasyim Elementary School of Malang.

 Based on the results of interviews with to 2 school principals via Whattsapp (WA) in mid-December 2020, it is known that these two primary schools have various policies in implementing online learning strategies. This is supported by the results of interviews with the guardians of students of Muhammadiyah 9 Elementary School Malang City, that learning from home in the elementary school is different from other schools. This directly or indirectly means that each school has a variety of preparations and practices in implementing different learning from home strategies. Therefore, based on the description above, this article aims to explain a) Learning from Home Strategies, b) Strengths and weaknesses of each Learning from Home Strategy.

**RESEARCH METHODS**

 The research method is descriptive with a qualitative research approach. Qualitative data is a source of reasonable and process human descriptions and explanations. With qualitative data, both the chronology and the interpretation can be clarified (Bloomberg and Volpe 2019). Therefore, this qualitative descriptive study will describe a) Learning from Home Strategy (BDR), b) Strengths and weaknesses of each Learning from Home Strategy.

 The subjects of this study were 2 school principals, 2 teachers, 2 students and 2 guardians of students of Muhammadiyah 9 Elementary School Malang City and Bani Hasyim Elementary School of Malang, East Java, Indonesia. Among the research subjects, the principal of each school was the key informant in this study. The study focused on the description of learning from home strategies and the strengths and weaknesses of these strategies. Therefore, concerns related to how the implementation of school policies are described in detail in this study.

 As other qualitative descriptive studies, data collection in this study used open structured interviews (Creswell and Clark 2018a). The interview process was carried out online via WA. Interviews were conducted on research subjects. In addition, data collection was also carried out by observation and documentation in December 2020.

 Data were analyzed qualitatively (Creswell and Clark 2018b). The first step is by data coding. In this step, all notes collected from observations and interviews are reread and tagged with a word or phrase that can represent the important information contained in each note. According to (Intelligence & Ikep, n.d.) The coding was done directly from field notes, not from "public" articles, and was not much criticized and refined (Mahpur 2017). The coding is written with the pattern "Data collection / research subject / date". For example, written W / KS / 121220 means an interview with the Principal of the School on 12 December 2020.

 The second step is to write and reflect in depth on the data. All raw data that has been collected and labeled must be presented and converted into information that is understandable to readers. During the rewriting process, reflection was also made on these notes. Various ideas, reactions, or insights that emerge during this reflection process are recorded (Bloomberg and Volpe 2019).

 The third step is sorting the data based on content and information patterns. Based on the information generated in the second step, all records are arranged and sorted. From this step, all of the collected notes are arranged into more ordered, consecutive representations. Then, the next step is to look for similarities and differences for further analysis. Then, the fifth step is to generalize the results. At this stage, various data are grouped into several groups. Thus, the large amount of data that has been obtained can be reduced to a small number of analytic units. Then, all the analytic units are linked to each other to form a framework. This framework is used as the basis for the formulation of general concepts.

 Finally, the sixth step connects the generalization results with references and theory. At this step, any general concepts resulting from the fifth step are linked to existing concepts or results from previous studies (Creswell and Clark 2018a). Through this step, all the points written in fifth step will be more meaningful.

**RESULTS AND DISCUSSION**

**RESULT**

This study aims to analyze learning from home strategies, the strengths and weaknesses of each home learning strategy. This learning from home strategy is part of the learning policy in the context of handling the Covid-19 outbreak carried out by Muhammadiyah 9 Elementary School Malang City and Bani Hasyim Elementary School of Malang, East Java, Indonesia. As data collection conducted in December 2020, it is known that the two schools have carried out learning in accordance with Circular (SE) Number 4 of 2020 dated March 24, 2020, namely Learning from Home (Arifa 2020). The research that was carried out was described in accordance with the results of the six steps of data analysis which began with the following coding stages.

Table 1. Coding of research results

|  |  |  |  |
| --- | --- | --- | --- |
| No | Aspect | Subject | Coding |
|  | Learning from home strategies | Principals, Students’ Guardian, Teacher | The three schools apply synchronous and asynchronous with different implementation strategies |
|  | Strengths of the Learning from Home Strategy | Principals, Students’ Guardian, Teacher, Students | * For students
* For teacher
* For students’ guardian
* For the principals
 |
|  | Weaknesses of the Learning from Home Strategy | Principals, Students’ Guardian, Teacher, Students | * For students
* For teacher
* For students’ guardian
* For the principals
 |

 As for the explanation of learning from home as follows.

1. **Learning from Home Strategies**

 In general, the results of the data analysis in the second to sixth steps describe the home learning strategy as well as the strengths and weaknesses of each strategy. Based on the results of interviews, observations and documentation to the principal as the key informant as well as to the teachers, guardians of students and students of these 2 schools during December 2020, it is known that the data on learning strategies from home as well as the strengths and weaknesses of each strategy are as follows.

a. Synchronous and Asynchronous Using Social Media

 Muhammadiyah 9 Elementary School Malang City implements the learning strategy from home as part of the policy to deal with the Covid-19 pandemic through learning from home in a synchronous and asynchronous way. The strategy is carried out by optimizing social media that takes place every day. Social media is used to send learning package, media, teaching materials, worksheets and student evaluation links (Salamah 2014). In addition, social media is used as a medium for collecting student work results every day.

 Based on the results of interviews with grade 6 teachers of Muhammadiyah 9 Elementary School Malang City on December 10, 2020, most of the learning process from home through online learning is currently still using the Whatsapp group facility on smart phone devices. The teacher sends a package of materials, media, teaching materials, worksheets and student evaluation links to students via the Whatsapp group, both through the parents' group and their respective class groups. For example, on Monday, there is thematic learning, SBdP (Cultural Arts and Crafts) and Islamic studies. Then the materials and assignments were sent in the morning (06.00-07.00) according to the schedule. The teacher sends thematic learning materials and assignments according to the schedule when the thematic learning schedule takes place. The assignments and materials are shown in the picture below.



Figure 1. Delivery of daily learning packages via WAG during learning from home

Meanwhile, for the sending of learning materials to the lower classes, it is carried out in detail every day and written in a simple manner directly referring to the pages that must be read, practiced or completed. Especially for 1st and 2nd grades, the class teacher has prepared a module for learning which contains learning material, student worksheets. Thus, the teacher sends a daily activity flyer every day as shown below.



Figure 2. Flyer of daily learning activities for the lower class

 During the completion of the assignment, if students feel there is a lack of understanding or learning difficulties, students can ask the Teacher anytime by WA that has been scheduled by the Teacher. According to the 6th grades teacher as one of the research subjects interviewed on December 11, 2020, it was stated that the difficulty levels of students were different in several factors, one of which is parental assistance to students. If students have a career parents, students and parents need more assistance from the teacher both for completing assignments and in understanding the material. The teacher has additional duties, not only to provide understanding to students, but also provides understanding for parents. However, the difference is that for parents, there is more understanding regarding the delivery of daily tasks.

 On the other hand, learning from home has additional impact on parents, namely stimulating closeness between family members. According to the parents, the tasks given by the Teacher involve more family members. Therefore, during learning from home, students do not get bored and increase the closeness between other family members. In addition, learning from home is a stimulus for students to care more about the environment.

 The use of the surrounding environment is also part of a variety of learning from home packages. Of course, the condition of students is very dependent on parental assistance. If many students are left by their parents to complete assignments independently, the daily material package is considered as a burden by students. At this point, the teacher provides a lot of assistance through synchronous activities using social media as the results of observations at synchronous times. Therefore, the maximum collection of assignments at 19.00 according to the parents is very humane for all students with various conditions. This means that after work, each parent still has time to assist the children in learning and completing assignments. Meanwhile, the time in one day when students do not complete the assignment is used for character habituation activities or memorizing letters in the Holy Quran. Especially for the habituation of character and memorization of the letters of the Holy Quran according to the grade level. This is because as an Islamic school, this elementary school under the guidance of the University of Muhammadiyah Malang has implemented memorizing targets for short letters of the Holy Quran to all students. Therefore, learning from home is carried out synchronously and asynchronously. But the strategy is done by providing learning packages every day. Synchronous activities are carried out for assistance for students according to the agreement of the teacher, student and students’ guardian.

 Based on the description of the results above, learning from home has become a new habit that has its own strengths and weaknesses. However, both the principal, teachers and student guardians have the same answer that face-to-face learning activities are better for student development, both academic and non-academic as well as students' psychological development. On the other hand, students also prefer face-to-face learning because they can interact with other students.

b. Synchronous and Asynchronous Using Learning Applications

 In implementing learning from home, Bani Hasyim Elementary School of Malang implements learning strategies using applications. Synchronous and asynchronous learning activities using the PANDAWA application. Pandawa is an acronym of “Panduan Pembelajaran Daring Siswa”.



Figure 3. PANDAWA application

According to the Principal, this application was developed by the teacher in the last 6 months to support learning from home strategies. The PANDAWA application has a certain content as shown below.



Figure 4. PANDAWA application content

 Based on the results of interviews with the Principal of Bani Hasyim Elementary School of Malang on December 10, 2020 regarding the application of the PANDAWA application, it is known that this application really supports learning from home activities. Students must enter the application every day to find out the learning videos, teaching materials and assignments given by the teacher, which are on the learning video link in the application. All grade levels have been facilitated by the PANDAWA application. The person who in charge of the application is each teacher according to the class level. Teachers develop materials, teaching materials, worksheets and assessment questions. Therefore, with use this application then a teacher or employees don't need paper anymore to print the quiz or questionnaire. Time what it needs will also be more efficient in handing out, gathering back and analyze the results of the quizzes and questionnaires.

Thus, this application is perfect used to gather opinions a group of distant and difficult people collected, manage event registration or school via internet pages, collect data, make quizzes sudden, and more. Furthermore, the IT team helped to enter the PANDAWA application.

 According to the 4th grade students at SD Bani Hasyim, this application directs students to learn face to face in class as before, but done it from home. This is because learning activities before learning from home also use a lot of learning videos. Therefore, when studying from home using applications, students are not awkward. Students receive directions for learning activities by the application every day, then proceed with carrying out activities according to the directions in the application. Students are freely to chat with the teacher either using the application or using social media. Thus, if there are misconceptions or difficulties in their learning, they can be handled properly. This is what Bani Hasyim Elementary School of Malang later called synchronous activity.

 The PANDAWA application requires teachers to be creative in presenting learning techniques. This is what makes the parents believe that learning from home does not reduce the quality of learning. Although on the other hand learning from home requires a lot of data packages because it has to provide guidance on the stages of learning. However, it is proven that the results of student work satisfy the student guardians as shown in the picture below.



Figure 5 The process of completing a learning task while studying at home

 The student work results above are then collected using the same application. The results of the assessment of student work that have been collected can also be seen in this PANDAWA application. Through the same application, students can also interact with other friends. Therefore, the existence of this applications is very helpful when studying from home. Nevertheless, both the Principal, Students, Teachers and student guardians have high hopes that face-to-face learning can be carried out as soon as possible. This is because with face to face learning, students can interact directly and support student development where the age of the students is at the stage of playing development.

1. **Strengths and weaknesses of each Learning from Home Strategy**

 Based on the results of the analysis regarding the learning from home strategy, it is known that the strengths and weaknesses of the learning from home strategy in these two private schools in Malang. The strengths and weaknesses are described for students, teachers, schools and student guardians as described below.

1. The advantages of learning from home strategies

1. Flexibility in the learning time
2. Increasing student interaction with parents, teachers and teaching materials.
3. Students are more independent and responsible for their duties
4. Students' communication and questioning skills are improved
5. Mastering IT and social media for students and parents
6. The use of social media and applications can minimalize misconceptions and student learning difficulties
7. Increasing the creativity of teachers in preparing resources, media and teaching materials in learning
8. Quality assurance of learning can be done properly
9. Schools have the opportunity to identify improvements in human resources and facilities and infrastructure
10. Opening opportunities or job vacancies for IT experts
11. Using of applications learning can minimize paper usage
12. The use of applications can minimize the time and effort for conducting assessments

2. Weaknesses of online learning strategies

a) There may be differences in understanding of the material and misconceptions that cannot be resolved immediately

b) When learning is sent in the form of a learning package, there is a time delay when there are misconceptions or learning difficulties

c) Both teachers and students can experience problems if they do not have access to a strong internet network.

d) Requires the presence of teachers and students to be present at the same time, so that if there are obstacles to the presence of both, it will make scheduling difficulties

e) Not able to detect active and inactive students

f) Synchronous activities consume a large amount of internet quota, but when receiving quota assistance from the government or schools it becomes lighter

g) Requires supporting infrastructure to prepare learning packages and learning applications

h) Parents' time is used up for children's zoom meeting activities. On the other hand, parents also have to work. So there needs to be another solution for students whose parents work.

i) Students are vulnerable to opening other content. For example games or negative content.

**DISCUSSION**

 Learning from home using online learning, forcing schools directly or indirectly to follow the online learning flow so that learning can be held (Kurniasari 2020) (Rasmitadila et al. 2020). Full online learning is carried out from 1st to 6th grade in elementary school, in accordance with Circular (SE) Number 4 of 2020 dated March 24, 2020, namely Learning from Home (Barker et al. 2020) (Arifa 2020). Based on the results of interviews with the principal, teachers, students and guardians of students in mid-December 2020, information was obtained that the school had provided online assignments since the Covid-19 pandemic in early March 2020. The platforms used by each school is vary, including PANDAWA application that is managed by schools, Instagram, email and all schools that support the application of learning from home. Therefore, when learning from home occurs, the learning has been able to run well and even developments have been carried out in the learning process in the form of applications. Thus, it becomes the positive value of learning from home, where schools carry out learning-oriented in the 21st century (Costa, Castaño-Muñoz, and Kampylis 2021). These two schools are the leading private schools in the City of Education. This means that in terms of human resources and facilities and infrastructure, both educators and students are ready (Murata et al. 2012). Although many are forced to be prepared for learning which is usually carried out face-to-face, it has turned into an online learning system. For schools that are accustomed to using technological devices in teaching and learning activities, of course this is a trigger for all elements of the school to develop according to technological advances (Plass and Kaplan 2016).

 However, as something new, learning from home using online platform, students are very dependent on teachers (Costa, Castaño-Muñoz, and Kampylis 2021). Technological complexity has not been able to encourage fluency in learning without good internet access (Leonard 2016). In addition, parental assistance is one of the keys to successful learning from home (Sanner and Neece 2018) (Jasinski 2012). The habit of using technology for the community and parental assistance are parts of the success of learning from home (Jasinski 2012) (Mellon and Moutavelis 2011). During the learning from home activities, Teacher has also additional assignments. Not only helping students to learn, but also teaching parents to be able to access the technology (Wilder 2014). Therefore, the school took various policies in addressing learning from home strategies during Covid-19. This includes habits that are carried out in the family environment (Sanner and Neece 2018). The use of applications and social media in the learning process that supports the paper saving program as form of environmental care (Batubara 2016).

 The platforms used by teachers in the implementation of learning from home are expected not only to focus on academic or cognitive achievements, but also emphasize the development of life skills and character, such as independent, disciplined and responsible characters (Völker 2018) (Echaune, Ndiku, and Sang 2015) (Kautsar and Edi 2017). This is one of the keys to be meaningful and enjoyable learning for students (Wardani and Ayriza 2020) (Parents, Holy, and Team 2018) (Ansari et al. 2016) (Setyaningrum and . 2013). At this time, Ki Hajar Dewantara's statement fits perfectly, "make every house a school and make everyone a teacher". Therefore, the jargon conveyed by the Ministry of Education and Culture on the commemoration of National Education Day, namely "Learning from Covid-19" has a lot of meaning in civilizing quality and being able to develop the quality of learning that has been implemented by schools (Völker 2018) (Zuo, Dillman, and Miller Juvé 2020). The period of handling the Covid-19 pandemic has become a medium for increasing the human resource of teachers directly or indirectly (Leonard 2016) (Harpaz 2014). The success of learning from home by implementing its various strategies is one of the benchmarks for the quality of education in this country (Hafermalz and Riemer 2020). In the end, it will appear directly or indirectly, that the school is ready to welcome all changes or not. Especially in the face of changing times and changes in generations at this time and in the future (Plass and Kaplan 2016).

 The success of learning from home by implementing various strategies is one of the standards for the quality of education in this country (Arifa 2020). In the end, it will appear directly or indirectly, that the school who is ready to welcome all changes and who are not. Especially changes in the face of changing times and changing generations in the present and future (Wilder 2014).

**CONCLUSION**

 Based on the results above, it is known that learning from home strategies at Muhammadiyah 9 Elementary School Malang City and Bani Hasyim Elementary School of Malang East Java, Indonesia are Synchronous and Asynchronous Using Social Media and Synchronous and Asynchronous Using Learning Applications. The strategies carried out are a) learning packages containing teaching material, learning media, teaching materials, student worksheets and evaluation questions using social media, b) using the PANDAWA learning application which contains school content (vision, mission, school march) and learning videos which contain learning packages every day. Asynchronous activities are aimed at providing assistance to students, minimizing misconceptions and student learning difficulties.

The strengths of learning from home strategies are; a) flexibility in learning time, b) increased student interaction with parents, teachers and teaching materials, c) students are more independent and responsible for their duties, d) students' communication and questioning skills increase, e ) Mastering IT and social media for students and parents, f) the use of social media and applications can minimize misconceptions and student learning difficulties, g) increase teacher creativity in preparing resources, media and teaching materials in learning, h) quality assurance of learning can be done properly, i) schools have the opportunity to identify improvements in human resources and facilities and infrastructure, j) opening opportunities or job vacancies for IT experts, k) using of applications learning can minimize paper usage, l) the use of applications can minimize the time and effort for conducting assessments.

 The Weaknesses of online learning strategies a) There may be differences in material understanding and misconceptions that cannot be resolved directly, b) When learning is sent in the form of learning packages, there is a time delay when there are misconceptions or learning difficulties, c) Teachers and students can experience problems if they do not have access to a strong internet network, d) require the presence of teachers and students to be present at the same time, so that if there are obstacles to their presence it will make scheduling difficult, e) Not able to detect active and inactive students, f) Synchronous activities consume a large amount of internet quota, but when receiving quota assistance from the government or schools it becomes lighter, g) requires supporting infrastructure to prepare learning packages and learning applications, h) parents' time is consumed more for zoom meeting activities of children. On the other hand, parents also have to work. So there needs to be another solution for students whose parents work, i) Students are vulnerable to opening other content. For example games or negative content.

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