The Effectiveness of Distance Learning for Elementary School

Novia Wahyu Wardhani[1*]

[1]*Faculty of Social Science, Universitas Negeri Semarang, Semarang 50229, Indonesia*
[*]*Corresponding author. Email: noviawahyu@mail.unnes.ac.id*

ABSTRACT

The existence of covid 19 made many changes occur, especially in the world of education. One of the changes that occurred is the shift from conventional learning to distance learning. Distance learning turns out to be ineffective when a learner does not focus on himself to fully learn. However, not much research focuses on the subject of learners to become studies so that what is improved and improved is in terms of the media and the instructor. Whereas learners and their learning environment are also an important determinant of the success of distance education especially for elementary school children. This research qualitative ethnographic approach. The data was gained from interviews, observation, and documentation. Further, for strengthening and completing the data, questioners were also spread out for 30 students. The data validity technique uses source triangulation, technical triangulation, researchers as key instruments, and extension of observation. Data analysis techniques use an interactive model that consists of data collection, data reduction, verification, drawing conclusions, and presentation. The Result Distance learning is not effective for elementary school children. This is because parents are not much involved in learning but are also involved in giving pressure. Both parents are not involved and tend not to know. Therefore, to create a conducive learning environment and to realize the purpose of schools providing good education, need help from parents and the community.
Keywords: Effective learning, Distance Learning, Elementary School, Family

1. INTRODUCTION

Many studies about [1], [2], [3] the effectiveness of online teaching and learning viewed from the media such as electronic, technology, and learning achievement have been conducted. However, the studies measure the effectiveness of online teaching and learning viewing from the involvement of students or learners have not been explored yet [4], [5], [6]. Online teaching and learning have been implemented on many campuses and courses. Since then, the learners have been motivated to do their duties well and be disciplined in accomplishing their works. The study on online teaching and learning has been explored many times since the pandemic of covid-19 appears. However, the online teaching and learning for the elementary school students are rarely discussed deeply. Then, this study tries to portray the online teaching and learning for the elementary school students in covid-19 pandemic towards new normal era

Some studies show that online teaching and learning are effective as the learners may join the class at any time and anywhere. Unfortunately, the fact says that online teaching and learning are not effective if the learners cannot focus on maintaining the time and joining the class fully.

In this case, the students of elementary school requires social support when they are led to join the online class. The support is for creating a conducive teaching and learning. The target of teaching and learning is the learners can experience the learning process. [7] The learners' activeness is needed in learning so that the learning achievement can be successfully reached.

Online teaching and learning has an orientation on the learning sources and the use of technology instruments as the media for teaching and learning. The technology implemented in online teaching and learning should be well integrated. It should cover planning, implementation, development, and teaching and learning evaluation. Consequently, this requires the use of electronic devices and the internet for conducting teaching and learning. The conventional method with less technology is not implemented at this time as the possible teaching and learning that can be done now is based on information and technology. Then, the use of mobile phone, tablet, laptop, and computer become the common devices at school.

The students join the online teaching and learning need high motivation and support because they are demanded to study independently without physical interaction directly. Unfortunately, the phenomenon occurs in Elementary School located at Green Village regency, Ngijo, Gunungpati, Semarang shows that 80% of 42 elementary school students often have an assumption that electronic devices are for playing games or browsing videos via youtube. The fact says that [8], [9], [10] giving gadgets for children without parents' monitoring can cause a negative impact.

Next, the other facts of online teaching and learning show that teachers cannot fully control the students at the online class. [11] The example is the teachers do not know whether the students do their tasks themselves. Nobody can

guarantee whether the students will be honest in doing the task without monitoring directly. Those two facts should be paid attention to because they become the determination whether the teaching and learning process can be meaningful. Based on the explanation, the objectives of this study are to describe the effectiveness of online teaching and learning for the students of elementary school, and to provide the solution of the problems appear in the online teaching and learning, so that there will be improvement and a better process in the teaching and learning.

2. METHOD

This study was qualitative with an ethnography approach. It focused on the students of elementary school in Green Village regency, Ngijo, Gunungpati, Semarang. This approach was applied to get the data of the effectiveness of online teaching and learning for elementary school students and determine the precise strategy for a meaningful online teaching and learning process. Next, it started at the beginning of this year, in 2020, and focused on teaching and learning in the last semester. The data was gained from interviews, observation, and documentation. Further, for strengthening and completing the data, questioners were also spread out for 30 students. The interview was for parents who had children studied from the first up to the sixth-grade students and the samples were two parents for each grade. Next, the informants were interviewed directly for getting the information deeply. When doing the interview the health protocol was implemented. The observation as well as the interview was done in the area near the researchers' houses so that the researchers can conduct the study easily. Besides, the data was also gained from CCTV in the regency. The data from the documentation are photos of the online teaching and learning activities obtained from the parents, and the activities done by the students outdoor starting from in the morning to the afternoon. The validity was gained from the triangulation of sources, technic, the researchers as the key instrument, and the length of observation. The data analysis used an interactive model from Milles dan Huberman which consisted of data collection, data reduction, data display, and concluding.

3. BACKGROUND

The pandemic of covid-19 has created many changes in education. The changes have resulted in the global and local various policies release in education. Since on the 4th of May 2020, UNESCO (United Nations Educational, Scientific and Cultural Organization) [12] has suggested the implementation of online teaching and learning to minimize the negative impact of the covid-19 pandemic when conventional education was carried out. [13] Because of the covid-19 pandemic, the ministry of Education and Culture has issued a policy to close all the schools, Islamic boarding schools, campuses, and all conventional formal education in the education unit level. Because of that policy, the education for the students of elementary school and kindergarten has a negative impact as they have not been ready with the strategy, method, and model of online teaching and learning. Thus, they are insisted to implement an online teaching and learning for adults

The online teaching and learning has many meanings. One of them is as an education with the help of telecommunication devices for the interaction. [14] An online education is a formal education with an institution based in which the students are separated and an interactive telecommunication system is implemented to connect the students, sources, and instructors. This definition has four components. First is the institution based component. What makes online teaching and learning, is different from the independent study is there is an institution that monitors the process of online teaching and learning. Secondly, online teaching and learning are formal which means it is planned, and the materials given are the same as the formal education conducted in the class commonly. Thirdly, the technology dependence is high as it is for delivering the instruction. Fourthly, the online teaching and learning involves the active students with high desires, good ability, modern communication facilities and technology for the interaction; and creative instructors as they can implement creative methods and media in teaching.

Many studies that have been carried out since the covid-19 pandemic appears from March till June. They focus on the effectiveness; and they are viewed from the students' involvement in joining the online teaching and learning. Since the fact shows that technology plays an important role in the human life [15], most people have used gadgets as tools for communication, studying, and media to look for information and joy. Based on the studies on Indonesia primary students, happiness becomes the most dominant need and goal for children. The previous studies illustrate that children aged between 7 and 9 have not had enough ability to exploit the technology properly, specifically for online teaching and learning. Almost children allowed to use gadgets without parents' monitors like to play online and offline games and access youtube in their gadgets. Then, children with the age from 10 up to 12 may have high responsibility, so that they will access the online teaching and learning alone, but they have not had any consistency.

The quality of teaching and learning should not be measured only on the students' success and achievement based on the test, but also the effectiveness of the teaching and learning process. The process determines whether the teaching and learning gained is meaningful for the children life. However, some studies still view that the measurement on the test results become the best benchmark of whether the teaching and learning is effective

This study is rather different from the previous ones. The effectiveness of teaching and learning is viewing from the student's involvement in accessing the online class. After observing, analyzing, and exploring the data for 4 months in Green Village Regency, Ngijo, Gunungpati,

Semarang; it can be depicted that parents play roles in creating a good learning achievement or test scores for their children. Based on the interview and questioners spread out via google form, the finding shows that parents help children access the online class, study the materials and do the tests. Among the 30 children as the respondents, there are only 5 children who do the test by himself without any helps, 7 children, inform that their parents help them; and 30 children say that the tests are done by others, not themselves. In other words, the results of the test mostly are not purely from the students' capability. These phenomena are also strengthened by the students' parents when they are interviewed. The parents also add that their children are reluctant in joining the class and studying the materials conveyed. Then, their children cannot do the tasks and tests given. Moreover, their children cry sometimes when they are asked to do the task. The parents state that they want to have smart children with good learning achievement or at least their children can have a minimum score of learning completeness. Unluckily, the results of the test are mostly not from their children's efforts, then later, it can be said as learning achievement fraud.

Nevertheless, the students, media, and teachers cannot be blamed as they are lack of synergy and cooperation so that the children have less support to study. The children need much support when [16] the global covid-19 pandemic comes up. Next, the pandemic brings a deep effect and problems on families, especially for children. They will get bored as they stay at home most of the time without having communication and interaction with their friends; and various activities. Moreover, they will be stressed, lazy, and like to break the rules. In this case, the parents have various negative impacts too. They depend on the contextual stressor experienced by them such as the decreasing income or unstable family economy, the habitual activity changes, problems in doing their hobbies, fear of health threats. [17] As a matter of fact, the parents' role in online teaching and learning is crucial because the teaching and learning are carried out at home. Therefore, the parents' support will significantly contribute to the conducive process of teaching and learning to get better learning achievement.

The data gained from the questionnaires show that a family with low income has the worst impact because of covid-19. Ones are categorized having low income in Green Village, Ngijo, Gunungpati, Semarang is when their incomes decrease because of the pandemic. The daily observation illustrates that they do not care about their children activities. They will more focus on earning money and have normal income as they expect that their life will be back to normal again. Then, many housewives have online businesses to support the family economy; but this impacts on their children education. This is strengthened by the evidences found on WhatsApp group activities for parents. They are more active in offering their products than monitoring their children activities relate to the tasks given by the teachers. Their children play outside of their house from 7 a.m till noon. This situation has made their children lazy; and they prefer playing to study.

The parents are the ones who are responsible for monitoring their children's teaching and learning activities at home. [18] The roles of parents at online teaching and learning during the pandemic covers: a). as teachers at home; b) as facilitators; c) as motivators; d) as directors. Without the parents' roles, the children are not motivated to study. The parents should realize their roles during the study hours at least.

Most children study at the elementary school and live in Green Village Regency, Ngijo, Gunungpati, Semarang use WhatsApp, youtube, google meet, and google form for the media of teaching and learning and evaluation. Whatsapp is used to announce the schedules and tasks that should be done by children with the parents' guidance. The parents are demanded to get involved in the group. They are expected to have roles in monitoring their children to access the online class, do the tasks, and motivate their children during the pandemic so that saturation can be avoided. The roles of parents nowadays is becoming more crucial as their children cannot meet their friends, play outside the house freely, and have social gathering outside the house. Thus, game and youtube becomes the media for children to have happiness at home.

The gadget availability and various attractive games offered without much thought enhance the children for becoming addicted and assuming those devices as the media for avoiding boredom. Therefore, the parents should provide much time to accompany their children to study and play. The guidance from parents can drop the children's stress. The second media is youtube used to deliver the materials of the online class. The third media is google meet. It is used by the students to interact with their friends and discuss the materials with the teachers. The last is google form for having the evaluation at the end of the session at the online class.

The children who cannot accept the changes will have difficulties in adapting the situation. Then, rejection from the children comes up. Based on the data gained from the questioners, 70% of children have the gadgets for playing games. This happens because their parents are very busy so that the mobile phone without guidance is provided.

After having the data from the children's point of view, it can be concluded that they like to play games because they have not been ready yet to join the online class. Further, they feel that their time to play games using the gadget becomes limited. When they are reminding to study, the rejection signs or symbols are shown such as getting angry, having many excuses, trying to avoid studying, becoming sad, and crying. This indicates that online teaching and learning has not attracted the children, even they do not like it. It is rather different from the online class joined by adults as they enroll in the class because of their needs and desires.

The parents who cannot see their children become sad or angry will let them play games. Then, the tests for children are completed by the parents via google form. This phenomenon should be wrong. However, the parents have an alibi that they cannot see their children feel stressed because of many tasks from school. Then, they help their children by doing the tasks

The awareness of parents on children education is important. [19] the society in general and teachers

specifically consider the family and parents involvement are the main factors that determine the success or the failure of education for children. This study tries to view the parents' involvement in education; [20] they are parents' expectation about the continuous education for their children, communication between parents and children about the school, the discipline level given by the parents, and the parents participation in the school activities

The expectation of continuous education for their children is very high, 100%. This indicates that the parents expect their children to have an education continuously. 20% of parents expect their children to have good achievement. Unconsciously, the parents' expectation have pressured their children to study when the children's desires to study have not appeared yet. This becomes higher pressure for children when the pandemic of covid-19 comes out as they have to study at home by joining online teaching and learning. The communication between parents and their children about school becomes worse too when the facilities provided at home and the parents' expectations are imbalanced. The children are afraid of discussing their study to their parents. 70% of children do not have any brave to make a discussion with their parents about school as they do not have academic achievement and desire to study harder. 30 parents or 80% of parents follow the school programs via WhatsApp group. They are also aware of their children education by taking real action to support their children after knowing the school's program. 20% of parents only read the school program announced at the WhatsApp group or in other words they have low participation for their children education. The children fear correlates with the way their parents educate them and the discipline behavior implemented at home. Many children complain that their parents do not give good examples at home. The examples are 70%parents ban their children to play games on the mobile phones at the study hours, but unluckily when they accompany their children, they are operating busily their mobile phones. Good examples from their parents really impact significantly on children. Inconsistence behaviors shown by parents have enhanced children to break the rules. [21] This also creates juvenile delinquency. The low participation in supporting the children's education

4. CONCLUSION

Education is not the schools' effort to create smart students only, but the efforts of various environments for supporting the students to have a good learning environment. The online teaching and learning for the children living in Green Village Regency, Ngijo, Gunungpati, Semarang is a new method. It is said as an ineffective method viewed from the subject of learners. This occurs because the online teaching and learning is not the learners' needs and desires. Studying by using the electronic devices such as laptop and mobile phone are not the children's world. It is getting worse when their parents do not care about the education and feel stressed because they also do not understand the materials given and the learning methods. Then, the parents do not

influence their motivation to study via online class. When the parents do not remind their children to do their tasks, the children will pretend that there are no tasks from their schools.

Those four components will give a good impact on children if they are implemented well. The role of parents is crucial for the success of their study. The parents' affection and love will motivate the children to study better. Further, they think that they are appreciated as children.

Thus, the parents should get involved in their children's education. The examples are joining the WhatsApp group of the students' parents, checking homework, having rules at home (the schedule for playing and studying), providing facilities for education and improving the academic achievement, asking their children to have courses. By having this awareness, [22] family and teachers should have harmonious cooperation for their children's education.

Besides, family and school, society should be involved. [23] Ki Hajar Dewantara stated the synergy between education environments is important. The environments consist of family, school, and society to support education development. The Green Village regency, Ngijo, Gunungpati, Semarang has implemented the obligatory study hours that are from 7 p.m up to 9 p.m. Some securities are also hired to monitor the study hours. If children are playing outside the house at night, the neighbors will try to remind the children's parents via WhatsApp group of "Dasa wisma" (a group of 10 housewives). Unfortunately, not all of Dasa wisma implement those rules. The Green Village regency is divided into two RT (Rukun Tetangga) and 16 Dasa wisma. Each Dasa Wisma consists of 10-12 families or houses in one "gang" (block) in which their houses face each other. Based on the observation, interview, and documentation, children grow in a disciplined environment will create disciplined children indirectly because of good habituation implemented. Night and study hours insist children to stay at home. If children do not study in the morning or afternoon, then they will study in the evening. [24] The society has a strategic role in shaping society behaviors. The synergy between family, school, and society can create a conducive environment for children so that the online teaching and learning can run well. contribute to help their children's education, but give pressures. In short, creating a conducive learning environment and achieving the school' goals in giving good education requires the help from the parents and society as the children guide and facilitator to maximize their potency.

ACKNOWLEDGMENT

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