



# The Implementation of Education During the Covid-19 Pandemic in Special Elementary School, Jember Regency

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**Abstract.** This study aims to obtain information through a survey on the implementation of learning conducted by the organizers of special elementary school education with the number of respondents as many as 40 teachers from 8 special elementary schools in Jember Regency. This research was conducted using a qualitative descriptive approach. The data is taken from a sample of schools located in cities and villages. From this research, it was found that the implementation of Special Elementary School education during the Covid 19 Pandemic in Jember Regency was conducted through home visit, offline with limited face-to-face, and online tailored to the needs and characteristics of students with special needs. Meanwhile, the readiness of parents in assisting students to study at home during the online learning is still minimal due to several factors including limited time for parents due to work, limited use of online media, limitations in teaching children, low economic power, and trust in policies against covid 19. Therefore, the learning is more likely to be conducted by Home Visit and Offline with limited face-to-face learning. Meanwhile, the readiness of teachers in preparing the material is above the average with a percentage of 85% of teachers have conducted innovative learning.

**Keywords:** Covid 19 · Pandemic · Special School education

## 1 Introduction

The Covid-19 pandemic that occurred in all countries, including Indonesia in 2020, had an impact on learning activities. To suppress the spread of the virus, the government issued a policy regarding the implementation of education during a pandemic with Circular Letter Number 4 of 2020. Teaching and learning activities which were originally carried out in schools through face-to-face/offline meeting have now been shifted to online learning. This learning activity applies to all levels of education, including the elementary school level. However, the implementation of policies regarding online teaching and learning activities raises several problems, especially in special Elementary Schools. Special Schools are schools that provide special education for students with visual, hearing, intellectual, sensorimotor, communication and social interaction barriers and so on. With the existence of these special schools, students are expected

to get optimal services and be able to fulfill the right to education according to their characteristics and needs. With the Covid-19 pandemic, new problems have emerged for students with special needs. [1] stated that the COVID-19 pandemic will cause large and uneven barriers to student's learning; barriers to internal assessment; and canceling qualified public judgments or undertaking inferior alternatives.

Students with special needs are one of the vulnerable groups. In the pre-pandemic state, students with special needs requires special attention and guidance from both teachers and parents. As a result, these students with special needs face extra obstacles and challenges in learning during the pandemic. Data from the National Socio-Economic Survey (Susenas) shows that the achievement of fulfilling the educational rights of people with disabilities from literacy rates, pure participation and diplomas, is still very low compared to non-disabled people. Seeing this data, the General Director of Social Rehabilitation of the Ministry of Social Affairs, Harry Hikmat, admitted his concern toward the continuity of education for people with disabilities. The reason is that the number of people with disabilities who have elementary education reached up to 89.82 percent. Likewise in internet access, people with disabilities are still much lower than non-disabled people. The ratio of non-disabled people accessing the internet is 45.46 percent while people with disabilities are only 8.50 percent [2].

Barriers that occur in students with special needs include, first, in terms of the family environment where students do not mostly come from the lower middle class economy resulted in the minimum potential for online learning activities due to the lack of supporting facilities. Specifically. The fact that most of their parents' education is junior-high school and work as labor making it very unlikely for them to accompany their children during learning process. Meanwhile, the average student with special needs is not able to use online media as learning media, especially students with intellectual disabilities or mental retardation. Moreover, the students' ability to concentrate and understand the materials during online learning is not optimal as most of the lessons are delivered through presentation and practice which have been shifted to independent learning, beside other factors such as Internet signal factor, an unfavorable atmosphere, and so on.

The research conducted by [3] shows that there are three factors in the learning problems of children with special needs in the pandemic era, namely: 1) School factors. Difficulties and unpreparedness of the school, especially class teachers and special assistant teachers as child mentors in carrying out innovative online learning, 2) Parental factors. Parents have lack of technology mastery, lack of understanding related to the education of children with special needs, 3) Environmental factors. This research has an impact on the sustainability of the quality of learning for children with special needs. This is in line with the research conducted by Dewi et al., 2020 that learning for children with special needs during the Coronavirus Disease 2019 (COVID-19) pandemic in inclusive schools, namely; (1) teachers and parents are considered less capable in distance learning, (2) parents cannot access the internet, (3) children are lazy to do distance learning. However, this is not the case with the research conducted by [4] which shows that the learning process during the COVID-19 pandemic has caused teachers to make changes in the teaching and learning process but not all teachers use television programs as a medium of learning.

Therefore, this research highlights the need to know and analyze the implementation of education in special elementary school in Jember during pandemic by involving teachers. The implementation of education meant in this study include the teaching learning process involving students with special needs throughout the pandemic.

## 2 Methods

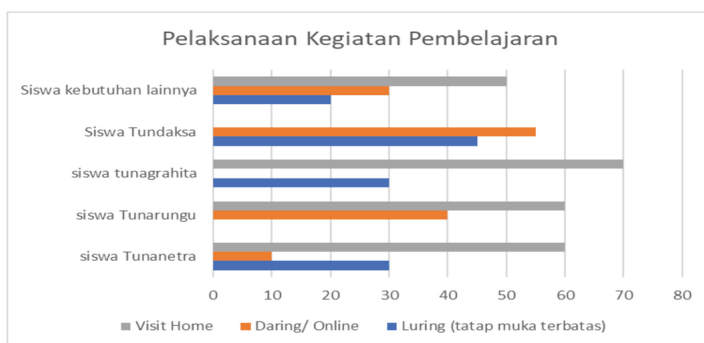
This research is conducted through descriptive qualitative method involving special elementary school teachers all around Jember Regency. The data is obtained through close questionnaire which are the analyzed to find the implementation of teaching learning activities which are then described based on the teaching and learning process using media, variation of disabilities and what is meant by through out the pandemic is since the issuance of the regulation related to the implementation of education during the pandemic through online until the academic year of 2022/2022. The number of respondent in this research is 40 teachers taken from 8 special elementary schools in Jember Regency. The data is taken from a sample of schools located in cities and villages.

## 3 Result and Discussion

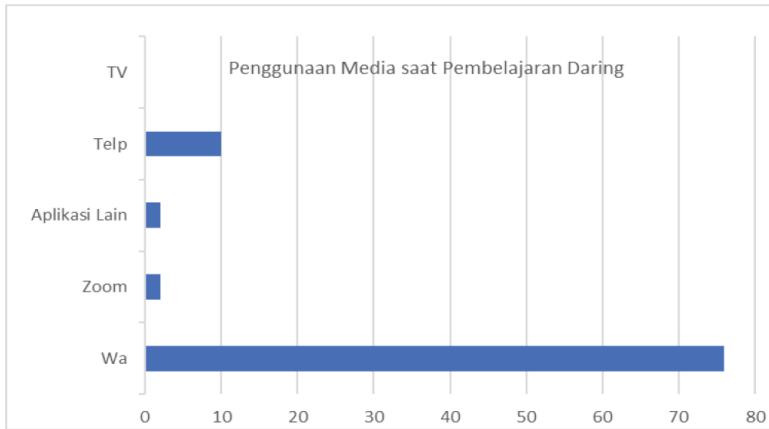
### 3.1 Result

The data obtained from the teaching learning activities based on the variety of disabilities can be seen in Fig. 1.

The data above shows that the implementation of learning activities by Home Visit or working at students' homes for mentally retarded students was 70%, visual and hearing impairment were 60%, students with other special needs were 50%. The implementation of online learning is 10% for students with visual impairment, 40% for students with hearing impairment, 55% for students with mental disabilities and 30% for students with other disabilities. Learning is done offline with limited face-to-face meeting as much as 30% for visually impaired and mentally retarded students, 45% for physically



**Fig. 1.** The Implementation of Teaching Learning Activities

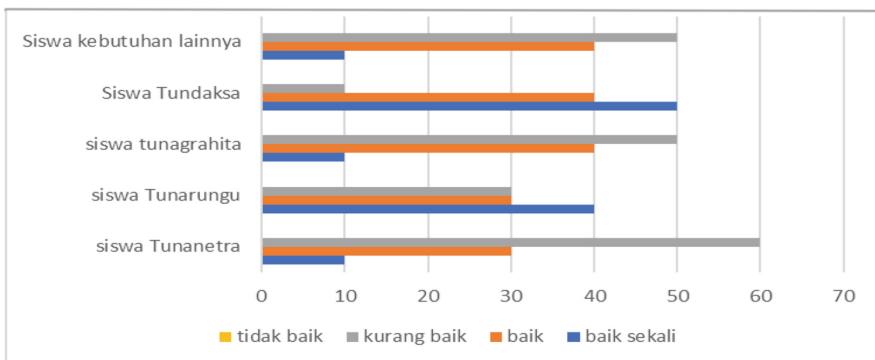


**Fig. 2.** The Use of Media During Online Learning

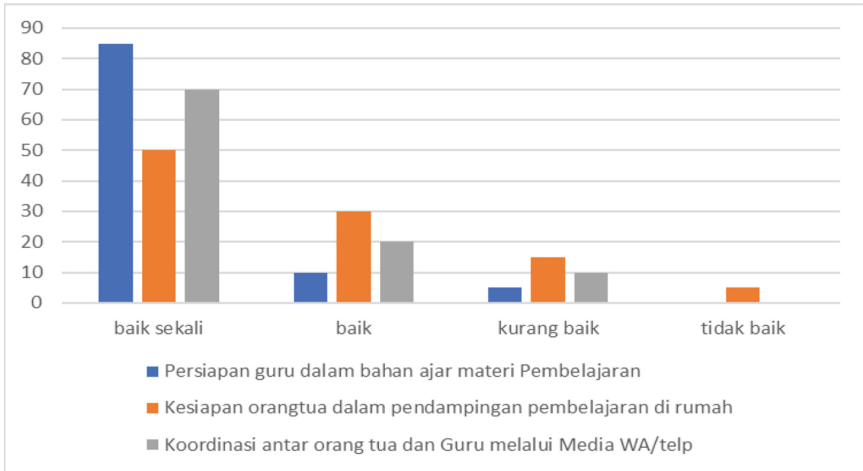
handicapped and 20% for students with other disabilities. The data shows that the average learning is done by Home Visit by 48%, Online by 27% and Offline by 31% (Fig. 2).

The data related to the use of media in online teaching and learning can be explained as follow; there are 75% of learning conducted through whatsapp, 5% conducted through zoom and other applications, 10% using telephone call and none of the learning process is conducted using television (Fig. 3).

The data shows that the readiness to use online media in learning was categorized as unfavorable for 50% of parents of students with mental retardation and other disabilities, 60% of parents from visually impaired students, 30% of parents from hearing impairment students, 10% of parents from physically disabled students. While the data shows a good category for parents with mentally retarded, physically handicapped students and other disabilities by 40%, while the visually impaired and hearing impairment students are 30%, whereas the very good category is shown by parents of students with visual impairment, mental retardation, and other disabilities by 10%, hearing impairment by



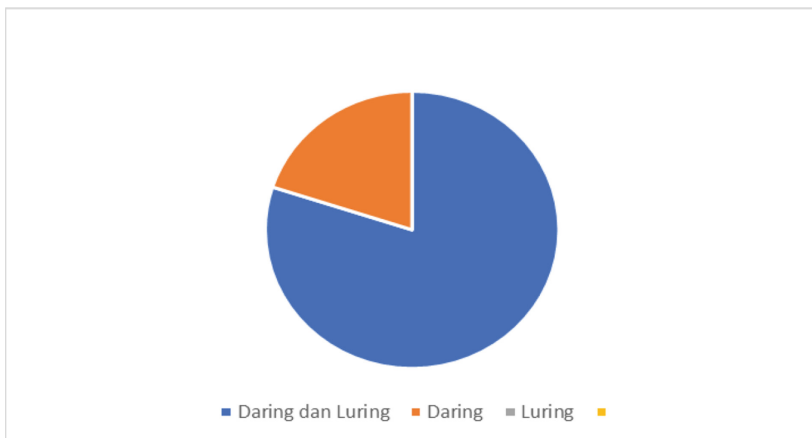
**Fig. 3.** The Students and Parents Readiness in Using Online Media for Learning.



**Fig. 4.** The Parents Readiness in Accompanying Teachers in The Learning and Coordination with Teacher Through Whatsapp or Telephone.

40% and 50% by physically disabled students. Therefore, data on the average readiness of students and parents to use online media in learning where 20% are in the very good category, 30% in the good category, while the poor category are 40% (Fig. 4).

The above data shows that the teachers readiness in the learning and preparing the materials both in online, home visit or offline is in a very good category with average percentage of 85%, while the readiness of parents in accompanying their children with average percentage of 50%, while the average percentage of coordination between teachers and parents is 70% (Fig. 5).



**Fig. 5.** Teachers Administration Activities in School.

It can be sum up from the data above that the administration activities in school conducted by online and offline are as much as 80% while the percentage of online activities are 20%.

### 3.2 Discussion

Based on the research findings, the average learning activity of teachers using a learning model by visiting students' homes or Home Visits is 48% and the offline learning with limited face-to-face meetings by 31%. This is due to several factors including the different characteristics and ability to absorb material in each student, parents do not have time to accompany students to study, the close distance between school and homes, parents who are still working during the time of learning, and the fact that some students who live in the school dormitory. Based on the findings, 50% of the parents are categorized in very good category in term of accompanying their children in learning while 50% of them are not ready to assist their children, especially during online learning. Other data also shows that 40% of the readiness of parents and students in using online learning media is categorized as poor. The results of research conducted by [5] stated that there were various obstacles faced by parents in online learning including signals, expensive internet quotas, lack of understanding of children's material and lack of effort in teaching children.

The data doesn't show the online teaching learning activity for students with mental retardation as generally those students have difficulty in using mobile phones, difficulty in understanding material given through online learning, and parents disability in using the online media as well as conditioning students for learning.

The data shows that 27% of the learning conducted online with 40% of them conducted to hearing impairment students and 55% for physically impaired students while 10% for students with other disabilities. This shows that students with hearing disabilities and physical disabilities are still able to understand materials given through online media. The online learning has less percentage compared to offline learning done by home visit. [6] revealed their finding that the presence of barrier faced by parents in accompanying their children in learning influence the result and meaning of learning. In line with the result of the research which shows that offline learning is more effective than the online learning in chemistry subject [7].

The data also shows that the average use of online learning media using WhatsApps application is 75%, which shows that the use of WA is easier than other applications. The results of research conducted by [8] shows that not all parents can operate device used in web-based learning as some of them still incapable to adapt to innovation. Parents have a low dominance of innovation in online learning. Meanwhile, according to [9], WhatsApp Messenger Group provides opportunities to conduct online collaborative learning. While the use of TV, as suggested by the government, was not carried out because the characteristics and learning abilities of each student with special needs are different, thus requiring special treatment which are not the same among students. As stated by [4], during the Covid 19 pandemic the majority of teachers did not use the TVRI program as learning material because teachers chose to prepare their own material in the form of videos and messages sent via the Whatsapps application.

In this case, it can be concluded from the results of this study that the implementation of learning activities is conducted by visiting the students' homes, offline with limited face-to-face meeting, and online. This is in line with the results of research conducted by [10] which states that learning is conducted online, offline and home visits. Home visit is done in order to meet the needs of students in learning. Online learning that is usually carried out has proven to be ineffective for children with special needs. To adapt with the pandemic, the teachers then used home visits to meet the educational needs of the special needs students [11].

Meanwhile, teachers coordinate with parents on average using whatsapp or telephone with a percentage of 70% of them are categorized in very good categories, while 30% of them are in good category and less good is as many as 20% and not good is as many as 10%. This shows that some parents are not able to properly use communication tools and even some parents do not use communication tools. This is due to several factors including the average economic condition and human resources. This is in line with the results of the study which show that one of the inhibiting factors for the implementation of online learning is knowledge of using applications as learning media, b) economic limitations which resulted in not all students have cellphones and high costs for spending on purchasing Internet quotas, working parents and implementation of online learning where the teacher delivers learning materials through WAG (WhatsApp Group) [12].

Other data obtained in this research is the readiness of teachers in preparing teaching materials and learning materials for students with special needs is in a very good category with a percentage of 85%. This is significant as teachers are required to carry out innovative and creative learning so that students with special needs can continue to learn effectively. Aside from that, teachers also take part in online learning training that can support learning needs during the pandemic. The Minister of Education and Culture [13] encouraged teachers to continue to innovate in the midst of the Covid-19 pandemic by creating new idea or invention that can be used to solve a certain problem. The results of research conducted by [14] show that teachers make several innovations in learning, namely designing learning by creating learning scenarios, preparing teaching materials and media that will be used both online and offline. Based on the results of research conducted by [15] it is known that the readiness of teachers of SMP Negeri 1 Sorkam in online learning is "ready" while in the aspect of needs or motives for the purpose of mathematics teachers is "less ready" due to several factors including network quality, teacher ability to use learning applications on the internet, limited internet network in some student residences and the flexible time in online learning.

The data shows that teacher's administrative activities for offline and online learning is are as much as 80%. Which means activities are carried out alternately or with a duty system due to several factors including making sure that the schools continue to have activities, offline learning activities with limited face-to-face are still being conducted because some students are still in the dormitory, and some villagers still do not believe in the existence of the Covid 19 virus, so parents still want their children to study at school. The results of research by [3] show that the level of public trust in the government in implementing policies to handle Covid-19 is generally in the category of lack of trust. The results of B. Setia's research (2021) show that the perception and trust factor of the

people of Kayisan Village, Jember Regency towards Covid 19 is still at a percentage of 41%, which means it is in a sufficient value.

## 4 Conclusion

From this study, it can be sum up that the implementation of special elementary school education in Jember Regency is carried out by home visit, offline with limited face-to-face meeting, and online adjusted to the needs and characteristics of students with special needs. Meanwhile, the readiness of parents in assisting students to study at home through online learning is still at a low rate due to several factors including limited time for parents due to their workload, limited use of online media, limitations in teaching children, low economic power, and trust in policies against covid 19. Therefore, learning is more likely to be conducted through Home Visit and Offline with limited face-to-face meeting. Meanwhile, the readiness of teachers in preparing the material is above the average level with a percentage of 85% of teachers having conducted innovative learning.

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