Adapting to Learning Services During Covid-19:
A Risk Mitigation Review

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Abstract:

The purpose of this study was to analyze online learning during the COVID-19 pandemic and its solutions at SDIT Insan Rahayu Rancaekek Bandung. This research uses a qualitative approach with a case study type, the data obtained through interviews, observation, and documentation. This study indicates that the implementation of online learning during the covid-19 pandemic has problems for teachers: weak mastery of information technology devices and limited access to student supervision. Students have problems related to the inactivity of students in participating in learning, limited supporting facilities, and internet network access. Meanwhile, parents have limited time to accompany their children during online learning. These problems can be overcome by increasing the competence of teachers' IT mastery as well as intensive supervision involving the role of parents who are also supervised by the school so that two important roles involved in children's education as well as on the side of assignments that are carried out manually can be completed without any problems.

Keywords: *Adaptation, Online Learning, Problems, Solutions, Covid 19*

Abstrak:

Tujuan penelitian ini adalah menganalisis pembelajaran daring di masa pandemi covid-19 dan solusi pemecahannya di SDIT Insan Rahayu Rancaekek Bandung. Penelitian ini menggunakan pendekatan kualitatif jenis studi kasus, yang datanya didapatkan melalui interview, observasi dan dokumentasi. Hasil penelitian ini menunjukkan bahwa pelaksanaan pembelajaran daring di masa pandemi covid-19 memiliki permasalahan dari guru, yaitu; lemahnya penguasaan perangkat informasi teknologi dan terbatasnya akses pengawasan peserta didik. Peserta didik memiliki permaslaagan terkait dengan kurang aktifnya siswa dalam mengikuti pembelajaran, keterbatasan fasilitas pendukung dan akses jaringan internet. Sedangkan orangtua memiliki keterbatasan waktu dalam mendampingi anaknya di saat pembelajaran daring. Permasalahan tersebut dapat diatasi dengan meningkatkan kompetensi penguasaan IT para guru serta pengawasan intensif dengan melibatkan peran orangtua yang juga diawasi oleh sekolah, sehingga dua peran penting terlibat dalam pendidikan anak juga dalam sisi penugasan yang dilakukan secara manual dapat diselesaikan tanpa terkendala.

Kata Kunci: *Adaptasi, Pembelajaran Daring, Problematika, Solusi, Covid 19*

INTRODUCTION

The year 2020 is full of challenges. Various kinds of obstacles must be passed by the Indonesian people and the whole world (Rifqi, 2021; Raza et al., 2021). The obstacle that is quite heavy and in a long period that all humanity must pass is the Covid-19 pandemic (Sim et al., 2020). The first information about the emergence of this pandemic was from China (Pribadi & Rahyasih, 2021; Subekti, 2021). According to the Chinese government, the virus's origin that causes the Covid-19 disease came from a wet market that sold various kinds of animals commonly consumed by Chinese people, such as rats, bats, etc. (Handayani et al., 2020).

Further information is the number of transmission cases, either through physical contact between people or inanimate objects (Süt & Öznaçar, 2021). The transmission is more evenly distributed between countries due to several people returning after traveling from China and returning to their country and then transmitting the virus to people in their country (Susilowati, 2020). Since the government announced the first Coronavirus Disease 2019 (Covid-19) case in March 2020, Indonesia was then faced with a pandemic. Almost all sectors of life are affected, including the education sector. Covid-19 is spreading so fast and has spread to almost all countries, including Indonesia, so the World Health Organization (WHO) made this outbreak a global pandemic on March 11, 2020. In the education sector, the government, through the Ministry of Education and Culture (Kemdikbud), has implemented a learning from home or learning from home (BDR) policy, especially for education units located in the yellow, orange, and red zones (Handayani et al., 2020:120). This refers to the Joint Decree of the Minister of Education and Culture, Minister of Religion, Minister of Health, and Minister of Home Affairs regarding Guidelines for the Implementation of Learning in the 2020/2021 Academic Year and the 2020/2021 Academic Year during the Covid-19 period. Academic units in the green zone can carry out face-to-face learning while still paying attention to health protocols (Rigianti, 2020; Mustajab & Fawa'iedah, 2020).

Learning from Home (BDR) is implemented with the Distance Learning system (PJJ). In-Law No. 20 of 2003 article 1 paragraph 15, it is explained that PJJ is education in which students are separated from educators and learning uses various learning resources through communication technology, information, and other media (Maman et al., 2021). In its implementation, PJJ is divided into two approaches, namely distance learning in the network (online) and distance learning outside the network (offline) (Mushfi et al., 2021). In implementing PJJ, education units can choose an approach (online or offline or a combination of both) according to the characteristics and availability, the readiness of facilities, and infrastructure. One type of PJJ is online learning. The online learning system is a learning system without face-to-face directly between teachers and students, but online using the internet network (Samat et al., 2020). Teachers and students learn together, at the same time, using various applications, such as Whatsapp, telegram, zoom meeting, google meet, google

classroom, quipper school, teacher's room, and other applications (Chung et al., 2020; Dakir et al., 2021).

In the results of research conducted by Rinaldy (2021), learning during the COVID-19 pandemic shows that: 1) online learning is the best effort that can be done in order to break the chain of the spread of the Covid-19 virus, especially in the field of education; 2) Online learning can be done by using various internet-based applications such as WhatsApp Group, Zoom Cloud Meeting, Google Classroom, Google Form, Quipper, e-mail and so on; 3) the obstacles faced in carrying out online learning activities include the lack of supporting facilities and infrastructure, internet services that do not stable, requires a reasonably large quota, uneven distribution of human resources who master technology well, communication in the learning process does not work well, limited learning methods applied in learning activities, and lack of supervision of student development (Rinaldy, 2021).

Furthermore, research conducted on PAUD teachers during the COVID-19 pandemic by Agustin et al. (2020) stated that the teaching constraints experienced by PAUD teachers during the COVID-19 pandemic were in four indicators, namely communication barriers, learning methods, materials, and costs, as well as the use of technology with a high percentage tendency. In the category of often and sometimes. Of course, a solution is needed to overcome this problem so that it does not have a systemic impact and so that PAUD teachers are better prepared to implement new normal concept-based learning activities (Agustin et al., 2020). The solution is seen in Wahyono, Husamah, and Budi's (2020) research, which recommends suggestions regarding the need for public partnerships and the continuous involvement of many parties. Teacher competencies and skills must be enriched supported by school policies that encourage teachers to continue learning. Related parties also need to evaluate online learning to achieve learning objectives optimally. The learning load of students must, of course, be calculated measured, both in terms of material and time. Teachers should not merely give assignments but must consider carefully. Teachers should not forget to appreciate the achievements of students. A flexible and pandemic-ready curriculum is also needed.

Another portrait is that the unpreparedness of teachers and students towards online learning is also a problem. The sudden transfer of the conventional learning system to the online system (due to the covid-19 pandemic) without proper preparation. Finally, several teachers cannot keep up with technology and information-based learning changes. Even though it is a necessity that teachers use technology to support their learning, especially during the Covid-19 pandemic (Adham & Mahmudah, 2021). Like it or not, ready or not, all of this must continue to be carried out so that the learning process can run and the rights of students to obtain an education are fulfilled even in the conditions of the Covid-19 pandemic (Rahman & Subiyantoro, 2021).

From the description above, it is understood that online learning is an alternative solution for implementing learning during the COVID-19 pandemic,

although it raises several problems in its application for teachers, students, parents, and educational institutions. So in this study, a research question is asked: how are the problems of online learning applied during the COVID-19 pandemic, and what are the solutions to solve them in SDIT Insan Rahayu Rancaekek Bandung?

RESEARCH METHODS

This research uses a qualitative case study approach. To obtain valid and accurate data, the researcher conducted interviews with several informants who understood the theme studied by the researcher. The researcher interviewed the principal, vice-principal, teachers, and students in this case. Total of 7 informants. Furthermore, the researchers made direct observations of online learning activities at the institution. The documentation is collected according to the need to strengthen the results of the interviews and observations. This research was conducted for two whole months. The data analysis was carried out in stages simultaneously, starting with the overall data collection. Furthermore, researchers sort and select data through data reduction activities. The selected data then systematically presents it to conclude this research's final finding.

RESULTS AND DISCUSSION

Distance learning, or abbreviated, is carried out using a media that allows interaction between students and teachers. The interaction in question is between students and teachers who do not meet face-to-face as usual learning is carried out in the same classroom. However, the interaction in PJJ is not done face-to-face, which means that students and teachers are in different places, even at great distances (Prawiyogi, Purwanugraha, Fakhry, & Firmansyah, 2020). With the implementation of distance learning, the presence of students and teachers is not always physically present in the classroom. The implementation can also be in the form of entirely using a distance system (hybrid) or a mixture of collaboration of distance learning and with classroom learning (blended) (Setiawan, 2020). In its implementation, several essential factors must be considered so that the distance education (learning) system far can run well, namely the level of attention (concentration) of students and teachers, teacher confidence, experience, creativity in carrying out the learning process, understanding in using the internet or e-learning, and the ability to interact with students (Prawiyogi et al., 2020). The advantage of using a distance learning system is that it can be used to develop access to education for the general public because the system is flexible, not limited to time, distance and place.

Moreover, it can also be used by many people from various geographical, social, cultural, and economic backgrounds. Although it has various advantages, distance learning also has several drawbacks, namely the quality of technology that cannot fully meet the needs of all levels of society entirely, the interaction between students and teachers is not adequate. Experience in implementing distance learning is still lacking (Setiawan, 2020).

Online learning uses an internet-based interactive model and a Learning Management System (LMS). Online learning is a program for organizing online learning classes to reach a massive and broad target group (Bilfaqih & Qomarudin, 2015). Online learning is part of distance education that combines electronic and internet-based technology specifically. The online mode approach has the characteristics of constructivism, social constructivism, inclusive community of learners, computer-based learning, digital classes, interactivity, independence, accessibility, and enrichment (Fitriyani, Fauzi, & Sari, 2020; Hignasari & Supriadi, 2020; Nurhayati, 2020; Susmiati, 2020). Online learning has become an inevitable choice for educational institutions. Amid the Covid-19 pandemic, this learning method can be a solution to continue the teaching and learning process. Teachers can still teach, and students can still study at home during this pandemic. Online learning is identical to internet-based technology features, which are highly dependent on the availability of information technology. At SDIT Insan Rahayu himself follows the SIT Home-Based Interactive Education (PIBeR) program guidelines, the SIT PIBeR Program Implementation Model.

Table 1: the SIT PIBeR Program Implementation Model

Model	Learning activity					Information and communication technology				
	Sharing teaching materials	Face to face online	Assignment	Feedback	Student reflection	WAG	Google Form	LMS	VC	other
A		✓				✓	✓			
B	✓		✓			✓	✓	✓		✓
C	✓	✓	✓			✓	✓	✓	✓	
D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Notes:
1. LMS, namely Learning Management System (commonly abbreviated as LMS), is a software application for electronic learning programs (e-learning programs) such as the Google application.
2. VC, namely Virtual Classroom (commonly abbreviated as VC) or virtual class, is the application of a face-to-face learning process carried out online using various applications such as the zoom meeting application.
3. Others include uploading teaching materials and sharing them via WAG, Youtube, etc.

The implementation of each model of the SIT PIBeR program is a choice that the school can make. The model adopted can be modified through various modifications - so that it has strengths and advantages to be implemented in schools.

Model A is the simplest form of programming to do. SIT is enough to give assignments to students and ensure students understand the procedure for completing and reporting assignments through WAG or Google Forms. Learning activities that are built are very independent and flexible with media and strategies that are not too diverse. If you choose model A, the school must

carefully plan assignments and monitor them. Failure to plan assignments will cause the assignment to pile up and not be directed towards the assignment objectives, which can cause problems with feelings of displeasure and unhappiness in students when involved in the PIBeR program. In this model A, the interaction between teacher and students is minimal.

Model B is the second form of program that can be adopted. The difference is that in model B, apart from assignments, there is also sharing teaching materials. The similarity is that all of the principles in PIBeR SIT are not fulfilled, namely interactions in the form of face-to-face online activities do not occur, teacher feedback activities, and student reflections are not carried out.

Models A and B are good practices obtained from surveys to several SITs regarding school activities while students have been sent home due to the COVID-19 emergency. Models A and B can be adopted with a note that there is an evaluation and RTL carried out every week to open up opportunities to upgrade to models C and D to meet the principles in PIBeR SIT.

Model C, learning activities that add to the diversity of communication channels, media, and learning strategies are obtained from face-to-face online activities. The interactive online, face-to-face activities design opens more ample opportunities for teachers to build motivation and student attention to stay actively involved in PIBeR SIT. Face-to-face online can also be used by teachers to facilitate students in doing repetition in the form of repeating concepts in different ways for each student or connecting different parts of each material or assignment that has been given into meaningful links and learning objectives. Doing it together is certainly more fun. After that, the teacher can confirm the end of the online, face-to-face session. Summarizing activities that build understanding and awareness can be done more than just writing or sound.

Model D recommends the implementation of all the principles in PIBeR SIT, namely the existence of individual teacher feedback activities in the form of qualitative and students responding in the form of student reflection activities. These two activities are highly recommended for creating student well-being by respecting students as a form of individualization that strengthens the relationship between teachers and students and enhances student learning experiences. In addition, receiving positive feedback will create a positive spirit in learning. For students, the opportunity to express their thoughts and feelings through student reflection activities after going through certain stages in learning is a stage to become a more profound and meaningful learning experience.

For students, the opportunity to express their thoughts and feelings through student reflection activities after going through certain stages of learning is a stage to become a deeper and more meaningful learning experience and encourage students to apply the knowledge and experiences gained in everyday life. Submission of teacher feedback individually or individual feedback can be made using writing, sound, or video, likewise, for responses in student reflections. Moreover, done at the end of a particular time set by the school.

SDIT Insan Rahayu Himself Uses the D model in the implementation of distance learning by implementing the SIT PIBeR Program with a combination of learning time there is guided learning and independent learning, which can also be watched on youtube learning by the teacher which is distributed to students.
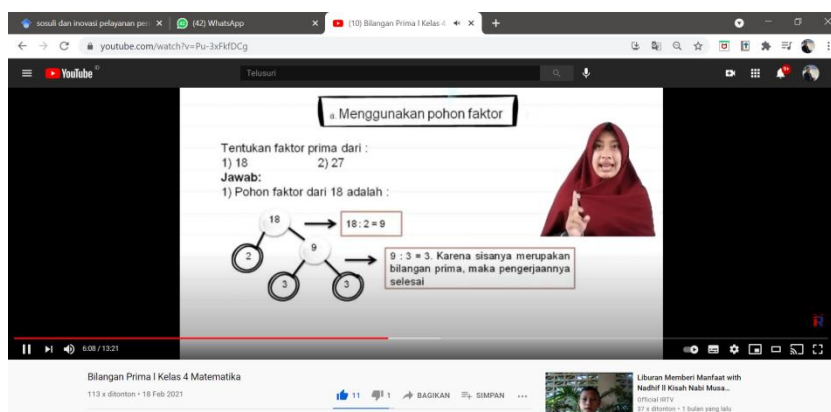

Figure 1: youtube learning by the teacher in SDIT Insan Rahayu

In addition to students as learning objects during the COVID-19 pandemic, students are used as subjects and presenters of learning and broadcast through the School's Youtube channel.

Face-to-face learning is limited during the Covid 19 pandemic

The policy to return to face-to-face learning has come into effect considering the complex adjustments and other obstacles that occurred during PJJ in PAUD, resulting in ineffective learning (Nurdin & Anhusadar, 2021). Various aspects of child development decline in various ways according to the conditions of each family. Parents can still help children's cognitive development but have difficulty conditioning each other's psychological state. Findings in Surakarta showed that the most significant decline was in the social-emotional aspect (Wulandari & Purwanta, 2021). Parents with new routines who fully accompany their children's learning in place of the teacher's duties tend to be impatient, causing annoyance and taking it out on their children (Wardani & Ayriza, 2021).

In interviews that have been conducted with several teachers, they argue that online learning is less effective than face-to-face learning for several reasons, namely:

First, the content of the material delivered online may not necessarily be understood by all students. Because the content of this material is presented in the form of an e-book presented per chapter, the material is in PowerPoint and learning videos. Maybe the material can be understood, but students' understanding is not comprehensive. They understand from their point of view. This is evident from experience in the field, many of which ask for further explanation of the material presented online via WhatsApp chat or call directly to the teacher. It seems that, in the author's opinion and based on online

teaching experience, this system is only effective for giving assignments and quizzes. When in a meeting, students are given assignments/quizzes, they have the perseverance to study the teaching materials available in the application or search from other sources, so there is "anxiety" if the task/quiz has not been completed. It is different if the teacher posts material that is not accompanied by an assignment, but is only asked to study it, then the story will be different;

Second, the teacher's ability to use technology in online learning is limited. Not all teachers can operate computers or gadgets to support face-to-face learning activities and even more so in online learning. Indeed, some teachers can operate computers, but in terms of oppression, they are limited. They cannot access further related to the internet network, use various learning applications, make their learning media/videos, and so on. It is also undeniable that several teachers can master IT thoroughly so that they can produce exciting learning videos, and many have become YouTubers; and

Third, the limitations of teachers in exercising control during online learning. This is partly because the application does not provide a discussion forum menu to explain or ask questions. Even if there is such a menu, many students do not use it properly. Another reason is that students fill out the attendance list; after that, they are no longer active until the end of learning time; they go to do other activities outside of learning. However, it should not be denied that many students are active until the learning is complete, and some are active but not full until the learning ends.

From the student factor, it was found that the problems of students from the book Good Experience of Teaching during the Covid-19 Pandemic Indonesian Language Maple (Arianty, 2020) regarding the obstacles faced by students in online learning, namely:

First, students are less active and interested in participating in online learning even though adequate facilities support them regarding the availability of computers, mobile phones/gadgets, and internet networks. Lack of awareness of the importance of literacy and the collection of portfolio assignments often hinder the running of BDR. Assignments that were supposed to be submitted within one week's grace period were often stretched to two weeks. Second, students do not have mobile devices/gadgets used as online learning media; if any, it belongs to their parents. If they study online, they have to use it with their parents and get a turn after the parents get home from work. Some come home in the afternoon, evening, and even at night. Meanwhile, online learning schedules at schools are generally carried out from the morning until the afternoon. Third, several students live in areas that do not have internet access. They cannot accept assignments submitted by the teacher via WhatsApp or virtual class. Fourth, considering that the BDR trip has been going on for about six months since mid-March 2020, according to some students, too long BDR makes them lazy and dull.

Therefore, in line with the government's policy to organize PTMT (Limited Face-to-face Learning), students, parents, and teachers are welcomed. It can be seen in the picture below that PTMT has been implemented through scheduling with a block/shift system.

Figure 2: Students do PTMT

Solutions for Solving Online Learning during the Covid-19 Pandemic

For teachers in minimizing barriers to online learning, several solutions can be applied, namely; a) teachers should prepare learning materials as attractive as possible, such as presenting material in PowerPoint slides accompanied by learning videos so that the material is felt more alive by students; b) in terms of limited IT mastery, teachers can use technology that is simpler to operate, such as the WhatsApp application. However, little by little, teachers have to improve their IT competence, among others, by attending related workshops, asking other teachers who have more abilities in the IT field (Puspitasari, 2020), and it is pretty easy as the author's experience, many follow tutorials on youtube that present many introductions to learning applications and the steps to use them, as well as how to produce learning videos; c). Students who are "less concerned" in online learning can be overcome by proactively contacting (via telephone/video call) students and their parents personally if it is not possible to conduct home visits. Another solution is for the subject teacher and the BK teacher to try to find out the problem by contacting their parents. If the problem is that the child is lazy, then the BK teacher will ask his parents to accompany his child's BDR implementation (Arianty, 2020).

Furthermore, students who do not have devices or take turns using them with their parents or who do not have internet network access can do assignments manually and, most importantly, keep studying and stay at home. Susan in Kemdikbud (2020) students who experience internet connection problems can be overcome by tethering to other family members or saving by connecting only when needed. The author argues that BDR can also be overcome for students by participating in educational programs through television broadcasts organized by the Ministry of Education and Culture in collaboration with TVRI to facilitate education during the Covid-19 pandemic in Indonesia.

To address the issue from the parental perspective, teachers should communicate (via cellphone/WhatsApp) with parents to encourage them to return home from work immediately so that their children can use the cellphone/gadget for online learning; allow students to change cell phones/gadgets with their parents without disrupting the class, and ask the homeroom teacher for assistance in informing parents of their students' learning progress through the WhatsApp parent group (Susilowati, 2020).

The explanation above illustrates that online learning can run according to the conditions experienced with various problems that arise, both simple and complex. Every problem faced can be solved by presenting various solutions from the teachers so that learning during the covid-19 pandemic continues; the important thing is that children continue to learn and continue to learn even though they are BDR. This is because the implementation of BDR does not pursue curriculum completeness but emphasizes literacy and numeracy competencies. In the application of online learning, teachers use various technological devices in education. They can choose various applications according to the needs and characteristics of the subjects, students, and the environmental situation they are facing to help deliver learning materials (transfer of knowledge) to students. However, it is recognized that in this online learning practice, the teacher is more dominant in giving assignments, not in explaining the material.

However, the role of the teacher cannot be replaced by technology, however sophisticated. The use of technology in education can only assist teachers in the transfer of knowledge, not in the formation of the character of students. This is in line with the Open University education expert, Ojai Darojat, that technology cannot replace the position of the teacher. Even if there will be a robot, it will only teach, not educate. This educational task can only be done by a teacher directly. It was also emphasized that industrial revolution 4.0 would not replace the role of teachers as educators.

In principle, online learning or distance learning during the covid-19 pandemic and the new habit takes into account the following things, a) it does no harm, as teachers around the world try to reduce the possibility of loss in learning due to school interruptions; b) realistic, teachers should have realistic expectations of what distance learning can be achieved, and use professional judgment to assess the consequences of the lesson plan; c) not burdening students with burdensome tasks; d) provide a meaningful learning experience by applying learning strategies and methods that are appropriate to the conditions and materials; and focus on life skills education, specifically the prevention and handling of the Covid-19 pandemic, clean and healthy living behavior and the healthy community movement; and e) learning for new students follows the policy of the education unit.

This is also in line with what Nadiem Makarim said, that the principle of the educational policy during the COVID-19 pandemic is to prioritize the health and safety of students, educators, education staff, families, and society in general, and consider the growth and development of students and psychosocial conditions to fulfill education services. This is in line with the

statement of Caley et al., (2008), which states that the prevention of this outbreak is done by avoiding direct interaction of infected people with people who are at risk of being exposed to this coronavirus. Besides being expected to be able to break the chain of the spread of the Covid-19 virus, the application of online learning is expected to be an entry point for changing learning that is sensitive to the times, developments in science and technology, and contextual (Wahyono et al., 2020). Furthermore, Indrawati (2020). Mentioned that the positive lessons that can be drawn from the pandemic include adapting the use of technology in learning very quickly. The existence of a pandemic also encourages the growth of enormous creative and positive energy. With the spirit of cooperation and cooperation between universities to ease each other's burdens during the pandemic, it must be maintained after the Covid-19 pandemic.

CONCLUSION

The implementation of online learning, which is distance learning during the COVID-19 pandemic, has various problems experienced by teachers, students, and parents. Problems from teachers in the form of weak IT mastery and limited access to student supervision, from students in the form of inactivity to participate in learning, limited supporting facilities, and internet network access, while from parents in the form of limited time in accompanying their children during online learning. These various problems can be overcome by increasing the competence of mastering IT, intensive supervision involving the role of parents, and giving assignments manually.

AKCNOWLEGMENT

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