

CASE STUDY: SUPPORTING AND INHIBITING FACTORS OF IMPLEMENTATION OF LEARNING FROM HOME (BDR)

MUHAMMAD CHAIRAD

Department of Educational Foundation and Humanities, Faculty of Education, University of Malaya, Kuala Lumpur, Malaysia.

SYED KAMARUZAMAN SYED ALI

Department of Educational Foundation and Humanities, Faculty of Education, University of Malaya, Kuala Lumpur, Malaysia.

HUTKEMRI ZULNAIDI

Department of Mathematics and Science Education, Faculty of Education, University of Malaya, Kuala Lumpur, Malaysia.

Abstract

The implementation of learning during Covid-19 is carried out online. For this matter, the government determines the term learning from Home or abbreviated as BDR. However, in reality, many opinions state that BDR has both positive and negative impacts. Therefore, this research seeks what are the supporting and inhibiting factors for the implementation of BDR to make it more effective. Method Background: The research approach used in conducting this research uses a qualitative descriptive approach which is carried out in the odd semester of the 2022/2023 academic year at Universitas Negeri Medan. The subjects in this study were students who were taking the Tarung Derajat course at the Department of Physical Education, Health and Recreation, Faculty of Sports Science, Universitas Negeri Medan. Results From this research, it is known that the supporting factors for the implementation of BDR are leadership policies, supporting applications, online teaching media, online teaching facilities, technological literacy and online teaching support tools. And the inhibiting factors for BDR are Limited Internet Network, Parental Role, Discipline and Motivation, and Limited Teaching Time.

Keywords: Supporting factors; Obstacle factor; Learn from Home (BDR).

INTRODUCTION

In 2020, the world is facing an unprecedented situation. The situation here is the COVID-19 pandemic (Chairani, 2020). In controlling the spread of this virus, many countries have adopted lockdown policies and social restrictions. One of the sectors that has been heavily impacted is the education sector. As a result of this condition schools and educational institutions were closed, the learning process switched from face-to-face to remote mode or what is known as "Learning From Home" (BDR). This is done to minimize that impact.

"Learn From Home" (BDR) is a method or method of learning carried out from each other's homes without meeting face to face and the term BDR itself became popular after the government issued a circular regarding the implementation of online national education.(Susanna, 2020). BDR is implemented by applying the principles of health, safety, meaningful learning, life skills education, inclusive, regionally appropriate, interactive and positive communication (Ministry of Education and Culture, 2020).

The implementation of BDR is a major challenge for education systems around the world. It is the responsibility of the entire educational community to ensure continuity of education for the sake of students who will become future successors. However, in the implementation of BDR, there are many supporting and inhibiting factors that can influence the success of BDR implementation in the educational context.

Many previous researchers have described the results of implementing their learning using the BDR concept. As done by Kurniasari (2020), suggests teachers to be able to design learning activities from planning to evaluation in a simpler, more creative and effective way (Kurniasari, 2020). There are also research results which state that the implementation of learning with BDR has not been effective, in terms of learning effectiveness in terms of learning quality, appropriate learning levels, incentives, and unfulfilled time (Azizah et al., n.d.). Furthermore Aisyah (2021) states that BDR is not an easy thing for teachers because teachers are required to be a lot creative with their teaching materials. In addition, there are many limitations that become obstacles in the implementation of BDR(Aisyah & Chotimah, 2020).

Even though the goals of BDR bring goodness, there are some differences in research results obtained in its implementation. Therefore, a study is needed that discusses the implementation of BDR. The implementation of this case study has the aim of analyzing the supporting factors and inhibiting factors in the implementation of BDR in the context of distance learning in schools and educational institutions. This is important to do in order to find out what needs to be improved and what needs to be maintained and even what needs to be maximized so that BDR implementation is more effective.

Supporting factors that can be considered include the availability of adequate technology infrastructure, stable internet access, support from parents as well as training and resources for teachers and students. However, there are also inhibiting factors that need to be overcome in implementing BDR. These factors can include the digital divide between students, the lack of availability of computer equipment or internet access, challenges in adopting distance learning methods, and obstacles in monitoring and assessing student progress.

It is hoped that this case study can provide valuable insights for those involved in distance learning, as well as assist in the development of appropriate strategies and policies to ensure optimal continuity of education in emergency situations such as the COVID-19 pandemic.

MATERIALS AND METHOD

The research approach used in conducting this research uses a qualitative descriptive approach. In this study, it was explained descriptively the state of learning during Covid-19. This research was conducted in the odd semester of the 2022/2023 academic year at Universitas Negeri Medan. The subjects in this study were students who were taking the Tarung Derajat course at the Department of Physical Education, Health and Recreation, Faculty of Sports Science, Universitas Negeri Medan. Here students are the main informants and lecturers and deans are the key informants.

The implementation procedure in the research is divided into three stages, the first is data

reduction which is a selection process, focusing attention on simplification, abstraction and transformation of raw data originating from records or recordings in the field. Second, the presentation of data, namely the preparation of information data so as to allow for conclusions to be drawn. Third, data verification, namely drawing conclusions based on the reduction, interpretation and presentation of data that was done previously. In collecting data in this study various techniques were used, namely interviews, observation and documentation. These three techniques are used to obtain data and information that support and complement each other.

RESULT AND DISCUSSION

Based on the implementation of the research that has been carried out, the following are the results and discussion related to the implementation of Learning from Home (BDR) during Covid-19 at Universitas Negeri Medan.

1. Results

Research findings on the problems in this section are that there are several supporting factors and inhibiting factors in it. Supporting factors include leadership policies, online teaching support applications, online teaching media, online teaching facilities, the ability of lecturers and students and online teaching support tools. And the inhibiting factors are limited internet quota, the role of parents, discipline and student motivation and limited teaching time.

Table 1: Research Obtaining Themes

No.	Factor	Obtained Research Results
1.	Supporters	leadership policy Support application Online teaching media Online teaching facilities Technology literacy Online teaching support tools
2.	inhibitor	Limited Internet Network The role of parents Discipline and Motivation Limited Teaching Time

a. Contributing Factors

- **Leadership Policy**

The results of the study for this sub-theme found that three study participants had provided their views on the problems being faced by lecturers and students taking the Tarung Derajat course during the Covid-19 pandemic.

"In line with the circulars issued by the Ministry, the implementation of teaching during Covid-19 is mandatory online. There are no face-to-face meetings, only carrying out the teaching and learning process online. Therefore, we are following the direction of the central government to conduct teaching online as well." (DK/TB1)

"During the Covid-19 pandemic, teaching was carried out online according to established

regulations" (PN1/TB1).

"As soon as the Covid-19 outbreak took effect, the Chancellor of Universitas Negeri Medan issued an order that teaching at all Universitas Negeri Medan be carried out online. (PN2/TB1)

Based on the results of the study in the sub-themes above, it was found that teaching was carried out online based on the principles and regulations set by the leadership. It is clear that the circular letter and decision letter regarding the implementation of online teaching are permit procedures which are very important for the smooth running of the teaching process itself.

- **Online Teaching Support Application**

Online teaching applications are also factors that really support online teaching activities. This can be seen from the fact that the study participants, namely,

"During the online teaching period I use the SIPDA application which has been provided free of charge by Universitas Negeri Medan as an LMS which may be used as support for the implementation of online teaching" (PN1/TB1)

"While teaching online, I use various types of applications that can be used as a means of communication with students. For example SIPDA which has been provided by Universitas Negeri Medan. In addition, I also use the WhatsApp, Google Classroom and Google Form applications as well as Zoom Meeting and Google Meet" (PN2/TB1)

"during Covid-19 we held lectures using Zoom Meeting or Google Meet" (PL2/TB4)

"we often use the WhatsApp communication application to facilitate communication with fellow students and lecturers" (PL4/TB4)

"the lecturer directed us to send assignments on the SIPDA page" (PL5/TB4)

Based on the findings of investigators through chat with study participants, it can be concluded that lecturers carry out online teaching using the SIPDA application, Google Classroom, Google Meet, Zoom Meeting, WhatsApp, and Google Form.

- **Online Teaching Media**

The results of the study for this sub-theme found three study participants. First the study participants said

"To convey the material, I use teaching media because it really helps to increase student interest. I may describe the broadcast material which contains teaching material for Tarung Derajat. For example Power Point, Powtoon, Kine Master or something else" (PN1/TB14)

"I am greatly helped by the existence of online teaching media. This makes students more interested in learning. Then with the Tarung Derajat teaching video on YouTube it can also help students find other references" (PN2/TB14)

"besides the teaching media presented by the lecturer, I can also search freely for additional references via YouTube" (PL3/TB13)

Obtained based on a chat meeting, implementation of Tarung Derajat teaching during Covid-19 online at Universitas Negeri Medan. Lecturers use teaching media such as Power Point, media in the form of teaching videos which are freely made by lecturers and videos made by other people which are readily available on YouTube.

- **Online Teaching Facility**

The results of the interviews found five study participants who stated about the ease of online teaching support, namely

“When teaching changes from offline to online, support or implementation tools are needed. One of them is an online teaching support tool. While teaching, I use the laptop and hotspot that I have provided. (PN1/TB15)

"I maximize the devices I have as a tool to support the implementation of Tarung Derajat teaching so that the implementation is maximized. In this way students can follow the teaching well without being disturbed by my internet connection” (PN2/TB15)

“I use online learning support tools provided by my parents. I am grateful to have this support tool in the form of a series of computers and the internet. So that I can follow the lectures carried out by the lecturers of Tarung Derajat” (PL3/TB15)

“As a tool to support the implementation of Tarung Derajat teaching online, I use a telephone as a tool. However, if my brother doesn't use the laptop at home, I will use the laptop as a tool when attending the Tarung Derajat course. Because with a laptop, I can see the movements presented more clearly. It's different if you use a guide phone, it's definitely difficult to see the movements of Tarung Derajat clearly” (PL4/TB15)

Based on the investigator's findings, it can be concluded that there is a free Zoom Meeting data facility provided by the government to support the implementation of online teaching.

- **Technology Literacy**

The findings of this study found two study participants.

"The ease of teaching Tarung Derajat online is due to the students' ability to use the technology used in teaching very well. Make it easy for students to adjust to using everything related to online teaching” (PN1/TB15)

"What facilitates the implementation of online teaching is the student's ability to use technology. In this case it is often referred to as technological literacy. Students just need to adjust to the situation. It does not require great effort, but requires seriousness and technological literacy itself in carrying out online teaching during the Covid-19 period” (PN2/TB15)

Based on the findings from the lecture explanation above, it is concluded that technological literacy supports the implementation of online teaching. Where students may respond to all teaching actions that involve technology as a teaching tool. This matter needs to be remembered as lecturers and students in this era must understand technology.

- **Online Teaching Support Tool**

The results of the study of this sub-theme found:

“When teaching changes from offline to online, support or implementation tools are needed. One of them is an online teaching support tool. While teaching, I use the laptop and hotspot that I have provided. (PN1/TB15)

“I maximize the devices I have as a tool to support the implementation of Tarung Derajat teaching so that the implementation is maximized. In this way students can follow the teaching well without being disturbed by my internet connection” (PN2/TB15)

“I use online learning support tools provided by my parents. I am grateful to have this support tool in the form of a series of computers and the internet. So that I can follow the lectures carried out by the lecturers of Tarung Derajat” (PL3/TB15)

“As a tool to support the implementation of Tarung Derajat teaching online, I use a telephone as a tool. However, if my brother doesn't use the laptop at home, I will use the laptop as a tool when attending the Tarung Derajat course. Because with a laptop, I can see the movements presented more clearly. It's different if you use a guide phone, it's definitely difficult to see the movements of Tarung Derajat clearly” (PL4/TB15)

Based on the explanation, it shows that the support tools used are laptops, telephones and internet networks.

b. Barrier Factors

- **Limited internet network**

The results of the study found that almost all study participants acknowledged that the internet was a barrier factor

“The smooth implementation of Tarung Derajat online teaching depends on the smooth running of the internet network. Without it, teaching cannot run well” (PN1/TB16)

“Internet networks greatly determine the quality of online teaching. Even though the internet circuit is good for lecturers, the internet network for students is not good, so teaching will not run well. Vice versa. So I always tell students to be in a location that has a good internet connection.” (PN2/TB16)

“I often feel worried when the internet network is unstable, especially when it rains. In such circumstances, the internet connection is always disconnected, so I cannot attend lectures” (PL1/TB16)

“The teaching is done online, actually I don't have a problem, but the problem is that the internet network is not very friendly. When necessary, always slowly. So that sometimes I can't help but hear what the speaker is saying” (PL2, TB 16)

“The thing I'm most afraid of is the internet network. Sometimes I also forget that my data stock is getting less and less. So that sometimes in the middle of teaching lectures, my internet

connection is cut off. I want to be in class so that I can receive teaching materials directly without being constrained by internet data” (PL3/TB16)

So it was concluded that lecturers and students agreed that the internet was a barrier factor.

- **The Role of the Mother and Father**

The results of a subsequent study regarding the sub-factors that hindered online teaching at the Tarung Derajat course during the Covid-19 period through chat meetings with study participants found that the role of parents can be an obstacle to the implementation of this online teaching.

"Implementation of online teaching really requires the role of parents. Where students are at home under the supervision of parents. So that parents also need to give confirmation to students so that students carry out all the learning process activities that have been directed by the tutor" (PN1/TB17)

“Not all students attend lectures that are held online. Sometimes students enter the meeting room but close the camera. So I can't know whether the student is in front of the monitor screen or not. Once upon a time I called a student who was present in the meeting room but did not open the mic and video. As a result, the student did not return my calls and did not open his video camera so that class time was over. Cases like this are the responsibility of parents in supervising children at home” (PN2/TB17)

Based on the results obtained from chatting with study participants, it was found that not all parents accompanied their children to attend lessons that were carried out online because many parents worked from morning to evening and some were outside the city.

- **Discipline and Student Motivation**

The results of the next study on the sub-factors inhibiting the teaching of Tarung Derajat online during the Covid-19 period are

"In the middle of the teaching implementation semester, students seem to have started to lack discipline and lack motivation in participating in teaching. It can be seen that many students are not present, pass to the meeting room, assignments are collected after the set time and they seem less enthusiastic about attending class. Students also seem passive in every Tarung Derajat teaching encounter” (PN1/TB19)

"Students tend to be less motivated after several online teaching lectures. Students also pay less attention to lecturers when lecturers teach Tarung Derajat. Therefore, I always provide motivation at the beginning of teaching so that students' learning motivation can be maintained” (PN2/TB19)

Based on the results of an interview with participants in the study of the implementation of Tarung Derajat teaching during the Covid-19 period, in online teaching it was found that students appeared to lack discipline and lack motivation to take part in online teaching, even though students had been given convenience by their respective parents. and lecturers have also tried to provide teaching videos as well as some references which are very easy to find on

the internet. In participating in online teaching, student discipline and motivation also need to be taken into account.

- **Limited Teaching Period**

The results of the study on the sub-factors of barriers to teaching online Tarung Derajat during the Covid-19 period, namely

“In teaching the Tarung Derajat course online, he made me think a lot to make the teaching experience more efficient. Because of course there are differences between teaching that is carried out offline and teaching that is carried out online. If the teaching is offline, I can practice examples of the Degrees martial movement directly to students. But not in this online teaching. I can only provide movement videos that students can learn freely. This makes the teaching period more efficient and student learning at home more memorable by reviewing the videos that I have provided” (PN1/TB18)

"When teaching Tarung Derajat offline, I can give direct directions and correct students' movements directly while teaching. In addition, outside of teaching time, students are also required to take part in Tarung Derajat exercises with the aim that the student's movements can match the movements of the actual Tarung Derajat. But not in this Covid-19 period. Not only is there no additional training, even compulsory lectures face-to-face or offline are also not justified” (PN2/TB18)

Based on the results of a study carried out by investigators with study participants through chat meetings, it was found that in carrying out online teaching, lecturers must be able to share the available time to convey material. What's more, the Tarung Derajat course is basically a practical course that requires additional time to explain. Therefore, in conveying material when teaching online, the time allotted needs to be taken into account so that the material delivered to students can be understood and understood.

DISCUSSION

There are several supporting and inhibiting factors for the implementation of Tarung Derajat teaching in the Covid-19 situation at Universitas Negeri Medan. This finding is based on the results of interviews with research participants. There are several contributing factors, namely leadership policies regarding online teaching, supporting applications, online teaching media, online teaching facilities, qualified technological literacy skills for lecturers and students and online teaching support tools. In addition, there are also inhibiting factors in implementing online teaching, namely limited internet networks, the role of parents, student discipline and motivation and limited teaching time.

From the results of interviews conducted with study participants, there were several factors that contributed to and hindered the implementation of online teaching of Tarung Derajat in the Covid-19 situation. Based on the results of the interviews, there were several supporting factors explained by the research participants, namely the existence of leadership policies related to online teaching, the existence of contribution applications, the existence of online teaching

media, the existence of online teaching facilities, qualified technological literacy. skills for lecturers and students as well as the presence of tools to support online teaching. In addition, there are also inhibiting factors in implementing online teaching, namely limited internet networks, the role of parents, student discipline and motivation and limited teaching time.

The findings obtained from discussions with eight research participants were also confirmed by several researchers, this can be seen from the results of their research. Most of the supporting factors and inhibiting factors were found to be similar to the results of this study. According to the research results of Wahyu (Revelation et al., 2020) According to him, the factors supporting the implementation of online learning in schools are the principal's permission, supporting tools such as gadgets and laptops, online learning applications, facilities provided by schools in the form of Wi-fi and electricity. Meanwhile, he also found factors that hindered the implementation of online teaching, namely the limitations of gadgets and student data, the limitations of lecturers in using information technology, not all parents have a role in supervising students, student discipline in attending online lectures, lack of interest and motivation of students in participating in online learning, and limited time in delivering teaching materials.

Even though there are several inhibiting factors in the implementation of teaching, they can be overcome by doing a number of things more optimally. Among them is carrying out continuous coordination with parents, this can be done to socialize the importance of parental support in the online teaching and learning process. Apart from being a financial supporter, the role of parents is also to oversee student learning, in line with what Pramesti said (Pramesti et al., 2021), that parents play an important role in guiding and accompanying students in their daily lives. Children's progress in learning needs to be monitored in detail so that later if there are deficiencies it can be used as the basis for further teaching evaluation materials. Abdallah (Abdallah, 2018), Coordination and delivery of learning programs to parents is necessary to provide complete financial resources and facilities (Abdallah, 2018; Rimmer, 2020)

CONCLUSION

The conclusion obtained from the results of the research implementation is the discovery of several supporting and hindering factors. For supporting factors found leadership policies, supporting applications, online teaching media, online teaching facilities, technological literacy and online teaching support tools. As for the barrier factors, there are Limited Internet Networks, Parental Roles, Discipline and Motivation and Limited Teaching Time. However, even though there are obstacles in the implementation of BDR, the implementation of BDR can still run well by minimizing the existing obstacles.

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