During the COVID-19 pandemic, home learning assistance can boost student interest.

Usmiyatun[1], Niken Dwi Safitri[2]
Universitas Muhammadiyah Malang, Indonesia
Yayasan Assyfa Learning Centre (YALC) Pasuruan, Indonesia
* Corresponding author: usmydfeda93@gmail.com

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ABSTRACT

The closure of educational institutions is often regarded as a highly effective measure in mitigating the transmission of the COVID-19 virus. Distance learning is being implemented in light of the current circumstances and the perceived vulnerability to the transmission of the COVID-19 virus. The objective of this essay is to elucidate the favorable reception of students in Pasuruan towards the home learning aid program. Home learning assistance refers to providing guidance and support inside the home environment to aid students in overcoming challenges encountered during the learning process. The research employed the descriptive survey method as its chosen methodology. The focus of the learning aid program is on pupils at the elementary and middle school levels. The pupils must complete a questionnaire to receive feedback on the learning support program. The findings indicate that the learning support program was well-received by pupils in Pasuruan. Providing learning aids has been found to enhance students' motivation to learn. This is attributed to the alleviation of students' workload and the perception of increased understanding, which is reinforced by the involvement of fellow students who offer exceptional and fun support. During the ongoing COVID-19 epidemic, there has been an observed increase in students' enthusiasm for the process of learning.

1. Introduction

Indonesia has been affected by the emergence of a novel strain of the Covid-19 virus. The general populace must remain vigilant regarding this novel variety (Callender, 2020; Herdayati et al., 2021; Rello, 2020). This disparity arises due to the distinct symptomatology exhibited by the novel variant compared to previous variants (Lamarche, 2021; Michalakis, 2021; Oyarzun, 2021). Various mitigation techniques, such as the implementation of social restrictions, the mandatory use of masks, and the enforcement of regional lockdowns, are employed to prevent the transmission of the virus (Kalogeropoulos, 2021; Mousa, 2021). Initially regarded as a mundane affliction, the perception of the Coronavirus underwent a substantial transformation, as it was subsequently acknowledged as a highly transmissible pathogen with the potential to induce mortality in human beings.

The virus exhibits various symptoms, encompassing respiratory problems resembling those of influenza, coughing, increased body temperature, and anosmia, which denotes the loss of olfactory sensitivity (Bhagat, 2015; Dwijonagoro, 2019; Sugianto et al., 2017). Without a doubt, this phenomenon has extensive consequences across all areas,

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including education (Li, 2020; Park, 2020; Vidyastuti et al., 2018). The COVID-19 epidemic has had a significant impact on education, notably in terms of limited physical access to public services, including educational institutions. This problem is not limited to Indonesia, as numerous countries have adopted such measures. As of December 20, 2020, interim school closures were implemented by 40 nations as a prophylactic measure to mitigate the transmission of the COVID-19 virus, as reported by UNESCO. As per UNESCO, the temporary cessation of educational activities will result in reduced instructional hours and a decline in academic achievement among students.

Following this, the federal and regional authorities implemented several measures to tackle the spread of the COVID-19 virus. One of the implemented restrictions involved the prohibition of individuals from congregating or participating in various activities outside of their dwellings (Ahmed, Usmiyatun, et al., 2021; Bleser, 2015; Darmayanti, Sugianto et al., 2021). To a considerable degree, most chores are accomplished within the boundaries of an individual's dwelling (Apiyah & Suharsiwi, 2021; Suharsiwi & Pandia, 2020). The justification for implementing this policy is based on the understanding that the transmission of the COVID-19 virus can occur through several modes of physical contact, including both direct touch and the inhalation of airborne droplets. One of the ramifications of the current situation is the necessity for individuals to adhere to social distancing techniques continually, often referred to as physical distancing (Ahmed Darmayanti et al., 2021; Choirudin, Ridho'i et al., 2021; Darmayanti, Sah, et al., 2021).

One of the steps enacted by the government in reaction to the COVID-19 pandemic in education is the use of remote learning. In order to minimize in-person encounters beyond the confines of their homes, pupils are required to participate in remote educational activities known as Knowledge Building and Monitoring (KBM) from their dwellings (Choirudin, Darmayanti et al., 2021; Usmiyatun et al., 2021; Vanbecelaere, 2020). Teachers strictly monitor these activities. The government actively advocates for implementing online classrooms across all educational sectors, even in light of the temporary closure of physical institutions (Fitiyah & Zahroh, 2021; Zahroh & Asyhar, 2014). Implementing educational institution closures is commonly perceived as an effective strategy for reducing the spread of the COVID-19 virus. Adopting distant learning is being carried out within a framework where the existing circumstances and conditions are considered vulnerable to transmitting the COVID-19 virus (Liu, 2021; Reynolds, 2021; Zhang, 2021).

The digital medium serves as the platform for interactions between students and teachers in online teaching and learning activities. Exchanges can be facilitated using modern technological devices, such as computers, laptops, cell phones, and other comparable technological advancements (Dehghanzadeh, 2021; Kim, 2020). Online learning applies not only to students in K-12 education but also to those pursuing higher education, including individuals enrolled in institutions (Hardika et al., 2021; Nurul et al., 2021; Suharsiwi et al., 2021). The adoption of virtual learning, although it may offer certain benefits, poses difficulties for both students and educators in the implementation of educational tasks (Mu'awanah et al., 2020; Nasution et al., 2021; Zahroh et al., 2014). This phenomenon is not limited to Indonesia alone but is also witnessed in other countries (Astutik & Zahroh, 2018; Iftanti et al., 2021; Zahroh & Mubarok, 2018). However, it should be noted that not all individuals in Indonesia own a wide array of modern technological gadgets to support online educational instruction and learning activities. Residents of urban areas may have knowledge and understanding of online education.

Nevertheless, it is indisputable that in smaller municipalities characterized by intricate signal systems, educational endeavors may necessitate adherence to governmental directives (Hafid & Sutria, 2019; Suharini, 2020). The government's

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capacity to effectively tackle this matter is equally constrained. The user's text needs further elaboration in order to be rewritten academically. Kindly furnish additional information. The situation above subsequently acted as the driving force for students at PGRI Wiranegara University to launch the "Home Learning Assistance" program to cultivate students' motivation for school amid the COVID-19 pandemic.

There exists a widely held cultural norm that dictates that it is expected for all children who have undergone formal education to complete their studies and attain commendable scores on national examinations, hence facilitating their advancement to the subsequent level of education (Sugianto & Darmayanti, 2021). Parents of students utilize a variety of ways to augment their understanding of the educational procedures about their children's enrollment in school. In order to enhance students' understanding of the learning process, it is crucial to acknowledge that formal education alone is insufficient. As a result, many students opt for supplementary educational avenues via non-formal means, such as tutoring establishments, which are often available beyond regular school hours (Giraudo, 2014; Ibili et al., 2019). The observation above proves that sole reliance on formal education is insufficient in providing students with the requisite abilities to navigate various evaluations, such as national tests, proficiently (Biswal, 1999; Tsuei et al., 2020; Wit, 2018).

Home learning assistance encompasses the provision of guidance with the specific objective of aiding students in surmounting obstacles encountered throughout their educational endeavors. As stated by (Grillo, 2013), the concept of guidance entails the provision of assistance by individuals who possess appropriate personal attributes and adequate training. This assistance is aimed at aiding individuals across different age groups in effectively managing their daily tasks, developing their outlook on life, exercising independent decision-making, and effectively dealing with their challenges. The citation supplied is (Bakhril et al., 2019; Yang et al., 2016).

The primary aim of remote learning support is to augment students' involvement in the educational process, cultivating their enduring drive and excitement for mastering a wide range of academic material and fulfilling prescribed tasks given by the instructor. The main focus is to address the considerable population of kids who necessitate supplementary assistance in acquiring educational knowledge within the classroom environment. The objective is to assist these students, facilitating their comprehension of the subject matter and fostering a feeling of support in meeting their academic responsibilities. The main aim of this educational support system is to assist students while also mitigating the stress and anxiety that parents may suffer due to the multitude of assignments given by educational institutions. The provision of learning support yields advantages for several stakeholders.

The Sukoharjo Regency has been chosen as the designated site for implementing the Home Learning Assistance program. The students enrolled at PGRI Wiranegara University actively participate in community service initiatives within their respective areas, including Pasuruan City. The target beneficiaries of this educational assistance initiative are pupils who are currently residing under the jurisdiction of Pasuruan City.

2. Method

The implementation technique holds significant importance in the context of a service since it plays a crucial role in determining the attainment of the service's objectives. The present paper employs a descriptive research methodology, indicating that the study was designed to acquire a comprehensive portrayal or depiction of the social phenomenon under investigation. The research methodology employed in this study is a qualitative

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descriptive approach—the research methodology employed to implement this activity in a qualitative descriptive fashion (Hwang, 2016). The present study was conducted in a tutoring study home in Jambangan 2 village, Pasuruan City. This location was chosen due to the researcher's affiliation with the establishment as an instructor. The participants in this study consisted of a group of children who received tutoring services at their respective homes. These children encountered difficulties engaging in online learning at school due to economic constraints that prevented them from acquiring sufficient internet data or because they did not possess mobile devices. Specifically, the sample size was ten children. The methodology employed for data collection involves the utilization of questionnaires and activity documentation. This technique is anticipated to enable researchers to acquire information about study data. The data analysis technique employed in the study conducted by (Cholily, 2019) is descriptive narrative**.**

3. Results and Discussion

3.1 The Effects of the Covid-19 Pandemic

The outbreak of the COVID-19 epidemic has resulted in a multitude of adjustments being made in many areas, one of which being the domain of education. The conventional method of delivering education in physical classrooms has rapidly shifted to remote online learning. Undoubtedly, a considerable percentage of these learners and students are situated in socioeconomically deprived communities.

As a result of the persistent epidemic, various policies have been implemented, encompassing the enforcement of measures promoting social distancing, the avoidance of gatherings of substantial size, the implementation of physical distancing practices, and the discouraging of crowded activities involving a significant number of participants. This safeguard has been implemented to reduce the excessive propagation of the Covid-19 virus. Due to the implementation of the work-from-home (WFH) policy, the Ministry of Education has issued a directive requiring educational institutions, encompassing both schools and universities, to use remote learning practices.

In recent times, there has been a shift from traditional teaching and learning methods to online learning, wherein individuals can access network-based platforms from the comfort of their own homes. (kemendikbud, 2020) defines the term "online" as denoting a network capable of establishing connections across various networks on the internet or computer. The accessibility of online resources allows individuals to effortlessly obtain educational materials from any location and at any time, encouraging continual learning beyond the confines of traditional educational environments. However, the emergence of online learning has presented a range of issues that can be attributed to both educators and learners.

One notable problem pertains to the replacement of insufficient course material with assignments, converting the process of learning from home into a more demanding task in comparison to conventional in-person instruction. Furthermore, apart from the concerns above, there are other obstacles related to internet interference and accessibility, encompassing restrictions on data use and interruptions to WiFi connectivity. The occurrence of information deprivation might arise as a consequence of interference with internet transmission. In certain circumstances, it is common for individuals to periodically have challenges adhering to the prescribed deadlines for delivering tasks designated by their teachers and educators.

An additional concern develops due to the insufficient dissemination of educational material, notwithstanding the teacher's confidence in the effectiveness of the selected distribution method. The data collected suggests that a prevalent issue among students in the context of online learning is around the perceived challenges associated with

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understanding the course material when it is delivered through online platforms. This matter is impacted by a multitude of aspects, including the pedagogical approach utilized, the learning environment of the students encompassing both external influences and their disposition, and the arrangement of the instructional content, among other variables. It is argued that online education still has certain limits regarding its efficacy.

3.2 Learning assistance program

The learning aid program is a structured educational initiative designed to provide support and resources to students to enhance their academic performance and overall learning experience.

Numerous pupils perceive the experience of engaging in online learning within the ongoing epidemic as somewhat challenging. In addition to the requisite sufficiency of network and communication technologies, it is relatively uncommon for students to have challenges accessing educational resources. Furthermore, it is worth noting that many assignments are assigned by educators even though pupils may only partially embrace the content disseminated by teachers via online platforms. Learning support programs in various places in Indonesia have shown to be advantageous throughout the COVID-19 pandemic. If the intervention proves successful, pupils will have substantial assistance in mitigating academic setbacks at school.

The learning aid offered by students from PGRI Wiranegara University is mainly concentrated on specific locations within Pasuruan City. This learning support is provided by students who are organized into groups based on topic matter or who encounter difficulties engaging with online learning. The present learning support program addresses the challenges faced by ninth-grade junior high school students who are encountering economic difficulties, hence hindering their ability to engage in optimal studying practices. Additionally, these students are concurrently confronted with the demands of examinations.

The features of learning aid subjects are categorized based on numerous factors, including gender, class, address of study support, type of study assistance activity, and quantity of study assistance activities. The number of female participants in learning aid programs exceeds that of male participants by a margin of 10%, or equivalently, by a ratio of 1 in 10 individuals. The majority of the participants in the study also had educational backgrounds from state secondary schools (SMPN), private institutions, and madrasahs. Specifically, one individual attended SMPN (60%), another attended a private school (10%), and three children were enrolled in madrasahs (30%).

In addition to the point above, it is worth noting that the location of the learning help facility may also differ. In the region of Jambangan, there exist multiple localities, each comprising three individuals who share the exact residential location inside their respective villages, constituting 30% of the population in each town. In the present scenario, a group of 8 individuals, each residing at distinct locations, with an equal distribution of 20% in each city.

Most self-study help activities, around 83.5%, are conducted offline. The frequency of learning assistance activities in this program also exhibits variability, with some children participating in less than five sessions. Up to three youngsters engage in educational support for five sessions. A significant proportion of children, namely up to six individuals, or 30% of the total, engage in learning aids. There were more than five meetings. The subsequent text entails student paperwork about providing learning aids, as depicted in Figure 1.

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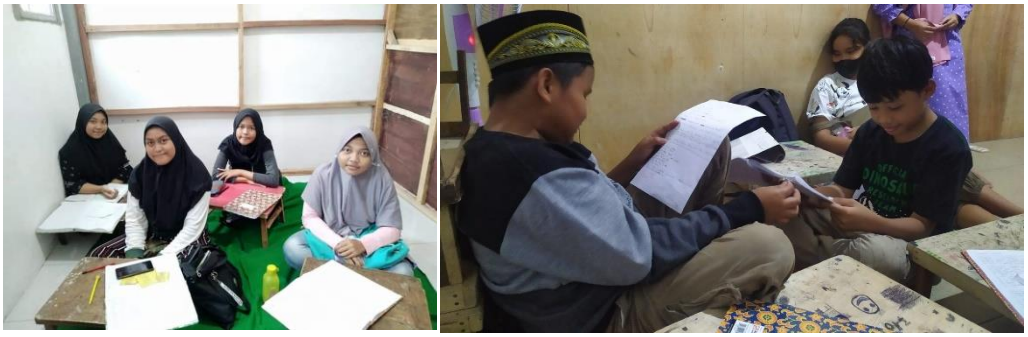

Figure 1. Providing learning aids

3.3 Responses on the Level of Student Satisfaction in Engaging in Learning Assistance

The evaluation of student satisfaction in engaging with learning support is primarily centered around many aspects, including Providing learning assistance, which has been found to positively impact students' interest in learning and alleviate the burden of schoolwork. The students exhibit a sense of contentment and wholeheartedness as they engage in learning assistance activities. The provision of learning assistance contributes to the enhancement of students' understanding and perspectives.

The students have effectively engaged in mentorship activities. The findings from the disseminated questionnaire indicate that the students expressed a high level of satisfaction with their participation in the learning support program offered by PGRI Wiranegara University students. Study support can enhance students' motivation towards learning and facilitate the completion of academic tasks. The students exhibit a high level of satisfaction and actively engage in study support programs. It is noteworthy that all ten students who completed the questionnaire awarded a perfect score of 100% to the students who offered satisfactory assistance. The learning help program, aimed at expanding pupils' understanding, received a 95% approval rating, with eight students agreeing and two expressing disagreement. Nevertheless, a significant majority of students, above 90%, expressed their agreement regarding the efficacy of the learning support offered by PGRI Wiranegara University students in facilitating the execution of online educational endeavors. The learning assistance activities have a restricted student capacity and continue to adhere to health guidelines.

Based on the research above findings, it may be inferred that the education sector has been profoundly affected by the Covid-19 pandemic. One tangible manifestation of this phenomenon is the implementation of government policies, specifically the adoption of online teaching and learning activities (referred to as KBM) within the confines of one's home, to reduce physical interactions outside the household while ensuring continued supervision by educators. One issue lies in the limited access to contemporary technology resources among specific segments of the Indonesian population, hindering their ability to engage in online educational endeavors effectively. Due to the COVID-19 pandemic, students from PGRI Wiranegara University have undertaken the initiative of offering remote learning support to fellow students who have had academic setbacks. The findings from the survey administered to the student population provide evidence that remote learning assistance is highly beneficial and yields favorable outcomes for pupils.

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4. Conclusion

The Home Learning Assistance Program, implemented by students from PGRI Wiranegara Pasuruan University, has yielded favorable outcomes for the students involved. The provision of study support has been implemented. The students demonstrate notable contentment and actively participate in study assistance initiatives. It is worth mentioning that all ten participants who responded to the survey received a flawless score of 100% about the pupils who received satisfactory support. The learning assistance software, designed to enhance students' comprehension, garnered a 95% acceptance rating, with eight students indicating their concurrence and two voicing dissent. However, a substantial majority of students, above 90%, indicated their consensus with the effectiveness of the learning assistance provided by students from PGRI Wiranegara University in easing the execution of online educational initiatives. The learning assistance activities possess a restricted student capacity and persist in adhering to health rules. The students' feedback regarding their level of pleasure in participating in the mentoring program offered by PGRI Wiranegara Pasuruan University was highly positive.

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