The Role of Teachers in the Implementation of Online Learning for Third Grade Students in Learning Citizenship Education at Tamansari 2 Yogyakarta Elementary School

Wachid Pratomo [1), Nadziroh [2), Chairiyah [3)
Primary School Teacher Education Study Program Faculty of Teacher Training and Education
University Of Sarjanawiyata Tamansiswa, Indonesia [1, 2, 3)
wachid.pratomo@ustjogja.ac.id

Abstract. This study aims to describe the role of teachers in the implementation of online learning for third grade students in learning citizenship education at Tamansari 2 Yogyakarta Elementary School. The method used in this research is descriptive qualitative. The data analysis technique used in this study was an interactive model from Miles and Huberman which consisted of several stages, namely data collection, data reduction, data presentation, and conclusion drawing. The results of the collected data indicate that: The role of teachers in online learning is more in delivering material that is made as attractive as possible so that it is easy to understand and not boring for students. Supporting factors in online learning include providing internet quotas for teachers and students, so that learning that takes place online can continue without any quota constraints. Constraints in online learning are that some parents are lacking in the use of technology, some parents of students with inadequate technology, slow internet is also one of the obstacles in this online learning. Online learning should be given in stages, because not all parents are technology savvy. Efforts to overcome obstacles in the implementation of online learning, before using technology for learning such as google classroom the teacher conducts socialization first so that parents also understand how to use this technology, provide internet quota for teachers and students so that learning goes well. Cooperation between teachers and parents of students is also important, because when the teacher conveys learning to students, the teacher must first provide direction to the parents of students and then to the students.
Keywords: Role of Teachers, Online Learning, PPKn

Abstrak. Penelitian ini bertujuan untuk mendeskripsikan peran guru dalam pelaksanaan pembelajaran daring untuk siswa kelas III dalam pembelajaran pendidikan kewarganegaraan di SD Negeri Tamansari 2 Yogyakarta. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Teknik analisis data dalam penelitian ini peneliti menggunakan model interaktif dari Miles dan Huberman yang terdiri dari beberapa tahapan yaitu pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Hasil data yang terkumpul menunjukkan bahwa: Peran guru dalam pembelajaran daring lebih banyak menyampaikan materi yang dibuat semenarik mungkin agar mudah dipahami dan tidak membosankan bagi siswa. Faktor pendukung dalam pembelajaran daring antara lain diberikan kuota internet untuk guru dan siswa, sehingga pembelajaran yang berlangsung secara daring dapat terus berjalan tanpa ada lagi kendala kuota. Kendala dalam pembelajaran daring adalah sebagian orang tua siswa kurang dalam penggunaan teknologi, sebagian orang tua siswa dengan teknologi yang kurang memadai, internet yang lambat juga menjadi salah satu kendala dalam pembelajaran daring ini. Pembelajaran daring harus diberikan secara bertahap, karena tidak semua orang tua paham teknologi. Upaya mengatasi kendala dalam pelaksanaan pembelajaran daring, sebelum menggunakan teknologi untuk pembelajaran seperti *google classroom* guru melakukan sosialisasi terlebih dahulu agar orang tua siswa juga paham bagaimana cara menggunakan teknologi tersebut, memberikan kuota internet untuk guru dan siswa sehingga pembelajaran berjalan dengan baik. Kerja sama antara guru dan orang tua siswa juga penting, karena ketika guru menyampaikan pembelajaran kepada siswa, guru harus memberikan arahan terlebih dahulu kepada orang tua siswa kemudian kepada siswa.
Kata Kunci: Peran Guru, Pembelajaran daring, PPKn

INTRODUCTION

Education is a very important element and cannot be separated from human life. Because in education itself there is knowledge that studies human life. In the concept of Tamansiswa teaching, there is something called three education centers, namely the Tamansiswa education system whose educational environment is a. Family environment, namely regarding character education, religion, and formal society. b. The school environment is about science, intelligence, and character. c. The community environment is about developing skills training skills, non-formal talent development. The three environments are closely related to each other, carried out in the form of colleges that promote the existence of: the guardian's house, teaching and learning activities, training activities, family-based community life activities, and dormitories for students (Tim Dosen Ketamansiswaan, 2014:30).

The important role of education is to be able to provide change and progress in humans for life in general. There is a concept of Ketamansiswaan teaching "Suci Toto Ngesti Tunggal", namely "Sacred Orderly with Single Aspirations". The single word has a broad meaning, can be united with God, but also interpreted as perfect. Holy is clean in the spiritual sense, that is, apart from all the lusts of wrath, being orderly means, regularly behaving, Ngesti (esti) means aspiring high. So Suci Toto Ngesti Tunggal means to promise

to be pure inwardly: orderly birth: Noble means and perfect purpose: "The motto is Condro Sengkolo commemorating the founding of the Tamansiswa Association (Javanese 1854) = 1923 AD ((Tim Dosen Ketamansiswaan, 2014:44). Currently in various countries the same problem is being hit, namely the outbreak of the corona virus disease 2019 (Covid-19) and it provides its own challenges, one of which is for educational institutions. In Indonesia, currently, to fight Covid-19, the Government has prohibited crowding, social distancing and physical distancing, wearing masks and always washing hands.

With the Covid-19 virus in Indonesia, it is very impacting for all people. According to Kompas, 28/03/2020 the impact of the Covid-19 virus occurred in various fields such as social, economic, tourism and education. Circular Letter issued by the government on March 18, 2020, all indoor and outdoor activities in all sectors are temporarily postponed to reduce the spread of Covid-19, especially in the field of education.

On March 24, 2020, the Minister of Education and Culture of the Republic of Indonesia issued Circular Letter Number 4 of 2020 concerning Implementation of Education Policies in an Emergency for the Spread of Covid-19. In the Circular letter, it is explained that the learning process is carried out at home through online / distance learning carried out to provide meaningful learning experiences for

students. The Learning from Home process is carried out with the following conditions: a. Learning from home through online / distance teaching is carried out to provide a meaningful learning experience for students, without being burdened with demands to complete all curriculum achievements for grade promotion and graduation. b. Learning from home can be focused on life skills education, including regarding the Covid-19 pandemic. c. Learning activities and assignments Learning from home may different between students, according to their respective interests and conditions, including considering gaps in access / learning facilities from home. d. Evidence or products of Learning from Home activities are given qualitative and useful feedback from the teacher, without being required to give a quantitative score.

According to Moore, Dickson-Deane, & Gaylen (2011) Online learning is learning that uses internet networks with accessibility, connectivity, flexibility, and the ability to generate various types of learning interactions. Online learning is learning that is able to bring together students and lecturers to carry out learning interactions with the help of the internet (Kuntarto, E. (2017). Online learning can be interpreted as learning which is implemented using an internet network that is directly connected and has global / wide coverage (Bilfaqih & Qomarudin).2015: 1).

Learning carried out in elementary schools is currently using online / distance learning through the guidance of parents and teachers. With online learning, students have the flexibility of learning time, can study anytime and anywhere. Students can interact with the teacher through several applications such as classrooms, video conference, telephone or live chat or via the WhatsApp group.

Based on the results of observations during the pandemic at SD Negeri Tamansari 2 Yogyakarta, it was shown that online learning was carried out in all classes. This online learning was carried out because of the Covid-19 pandemic that has hit all circles. Learning can be carried out as usual but not face to face, therefore the role of the teacher is very important in online learning this time so the students can still get knowledge, lessons, and material from the teacher in accordance with existing rules.

There are several problems in implementing online learning, the author will explain a little about some of the problems that occur. The problems that occur include: (a) Parents brought cellphones to work, so some students did not make it on time to study or send their assignments. (b) Students do not understand the theme provided by the teacher online, that the teacher must make an explanation of the theme that the student has not understood so that students can better understand the theme provided by the teacher. (c) There are some parents who are less capable of guiding and accompanying their

children in learning from home, so the teacher has to increase communication between the teacher and the parents through WhatsApp. Therefore, the role of the teacher here is very important online learning can continue to be implemented and executed how it should.

RESEARCH METHODS

This research design is a qualitative descriptive research. Descriptive research is used in research that aims to explain an event. In descriptive research, the data collected is in the form of words, pictures and not numbers. Qualitative research emphasizes the process rather than the product; this is because the relationship of the parts being studied will be much clearer if observed in the process.

Qualitative research is a study that is shown to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, people's thoughts individually or in groups. According to Sugiyono (2015: 15) the qualitative research method is a research method based on the post-positivist philosophy, used to examine the conditions of a scientific object, (as opposed to an experiment) where the researcher is an instrument purposively and snowball, a collection technique with triangulation (a combination of), analysis and is inductive / qualitative, and the results of qualitative research emphasize meaning rather than generalization. So this research was to find out the role of teachers in online learning for grade

III students of SD Negeri Tamansari 2 Yogyakarta.

DISCUSSION

The teacher's role is as an agent for students who acts as a facilitator, motivator, guide, and as a learning resource. A teacher is required to be able to present an innovative, creative, and attractive learning for students so that students don't feel bored while learning is taking place.

Based on the results of observations and interviews with the principal, grade III teachers, and grade III students of SDN Tamansari 2 Yogyakarta, namely the role of the teacher in the implementation of online learning, the teacher becomes an important role figure in this case, the role of classroom teachers today is more as a provider of material that made as attractive as possible so that it is easily understood by students, teachers are required to be creative and innovative in this case to make the subject matter as attractive as possible for students, so that students become more interested and not bored. In this online learning teacher must be able to use technology creatively, to create or create interesting material. The teacher makes lesson materials using learning videos, ppt, handouts and students can access the material that the teacher created via google classroom, WhatsApp.

Talking about distance learning or online, the importance of mastery of

technology for a teacher so that distance / online learning can still be carried out effectively during the current pandemic. Online learning is a new way in today's teaching learning process that utilizes electronic devices, especially the internet, in the delivery of learning. Online learning is entirely dependent on internet access.

Based on the results of observations and interviews regarding the supporting factors in the implementation of online learning at SDN Tamansari 2 Yogyakarta, namely the existence of an internet quota from the government for teachers and students so that online learning can continue to run smoothly without being constrained by internet quota. Support from parents of students and also collaboration between teachers and parents of students also determines the success of online learning, so that the material presented by the teacher can be conveyed properly to students through communication between the teacher and the parents of students. At SDN Tamansari 2 Yogyakarta health protocol remains the main one, while learning video lessons, ppt, handouts, also uses google classroom, whatsApp. The implementation of this online learning is to implement the system, for example using google classroom, there must be socialization first.

Currently in various countries the same problem is being hit, namely the outbreak of the corona virus disease 2019 (Covid-19) and it provides its own challenges, one of which is

for educational institutions. In Indonesia, currently, to fight Covid-19, the Government has prohibited crowding, social distancing and physical distancing, wearing masks and always washing hands.

Therefore, online learning is applied to reduce the spread of the Covid-19 virus, however, online learning that is applied also has several obstacles experienced by schools, teachers, students, and also parents of students.

Based on the results of observations and interviews regarding the obstacles in the implementation of online learning SDN Tamansari 2 Yogyakarta, namely learning currently uses online, which means that technology is very important in this case. There are some parents of students who are lacking in the use of technology, some parents of students with inadequate technology, slow internet is also one of the obstacles to this online learning. Online learning must be given in stages first, because not all parents are technology savvy.

There are several obstacles that were experienced when online learning was implemented, various efforts to overcome the obstacles were also carried out so that online learning could run optimally. Based on the results of observations and interviews conducted at SDN Tamansari 2 Yogyakarta, one of which is about efforts to overcome obstacles in online learning at SDN Tamansari 2 Yogyakarta, namely before using technology for learning, the teacher conducts socialization

first so that the parents of students also understand how to use the technology, providing internet quotas for teachers and students so that learning runs well. Cooperation between teachers and parents of students is also important, because when the teacher delivers learning to students, the teacher must first provide directions to the parents of the students and then to the students.

CONCLUSION

Based on the results of the research and discussion above, the following conclusions can be drawn:

1. The role of the teacher in the implementation of online learning for third grade students of SD Negeri Tamansari 2 Yogyakarta is that in this case the teacher is more of a provider of material that made as attractive as possible so that it is easily understood by students. The material to be taught is in google classroom, so the teacher provides socialization in advance about how to use the google classroom to parents of students. Then in this online learning the teacher must be creative and innovative in creating learning. The knowledge of teachers in using technology is also very important, so that in making material it can be interesting and not boring

2. Supporting factors in the implementation of online learning for third grade students of SD Negeri Tamansari 2 Yogyakarta. In this online learning between teachers and students, the government is given an internet quota for facilities, so that learning that takes place online can continue without any more quota constraints. Various technologies that exist today are also useful in online learning, at SDN Tamansari 2 Yogyakarta, for grade III teachers use google classroom, where various materials and assignments that have been made by the teacher can be accessed by students. Sometimes teachers also use WhatsApp to communicate with students and their parents.

3. Constraints experienced in the implementation of online learning for third grade students of SD Negeri Tamansari 2 Yogyakarta. In online learning, there are several obstacles, namely learning at this time using online, which means that technology is very important in this case. There are some parents of students who are lacking in the use of technology, some parents of students with inadequate technology, slow internet is also one of the obstacles to this online learning. Online learning must be given in stages first, because not all parents are technology savvy.

4. Efforts to overcome obstacles in the implementation of online learning for third grade students of SD Negeri Tamansari 2 Yogyakarta, efforts to overcome problems that occur in online learning at SDN Tamansari 2 Yogyakarta namely before

using technology for learning such as google classroom, the teacher conducts socialization first so that Parents of students also understand how to use this technology, providing internet quotas for teachers and students so that learning runs well. Cooperation between teachers and parents of students is also important, because when the teacher delivers learning to students, the teacher must first provide directions to the parents of the students and then to the students.

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