

OBSTACLES OF IMPLEMENTING STUDY FROM HOME PROGRAM IN JUNIOR HIGH SCHOOL: TEACHERS' AND PARENTS' EXPERIENCES

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ABSTRACT. The global pandemic in the last two years forces the education practitioners in Indonesia to transform the face-to-face learning to distance learning. The transformation is a massive change in a sudden time. This article discusses one study that addresses the phenomena. The study was a case study of one junior high school which was conducted to find the obstacles faced by the EFL teachers and the students' parents or guardians when they applied study from home program during the pandemic. Phone interview and WhatsApp chat were used to investigate the implementation of two teachers, one mother, and one student's guardian. The findings reveal that the teachers faced obstacles in students' attitude evaluation, integrity evaluation, limited teaching-duration, students directions, students' readiness and uncooperative parents. Whereas, the parent or guardian's obstacle was that they could not participate in the learning process maximally due to work schedule. The various obstacles imply inactive cooperation between the teachers and the parent or the guardian during the program. The findings are directed to provide information to the teaching literature and improve EFL teaching practice.

Keywords: distance learning, EFL teaching, Study from home.

A. INTRODUCTION

Nowadays, the distance learning activity is not a new one. In these last two years, we have experienced a massive transformation of our activities, including the learning activities, due to the global issue of pandemic covid-19. The transformation changes the habit of learning with face-to-face model to distance model in a sudden time.

Responding to the significant change, study from home program was decided to be one program applied by all levels of education in Indonesia. Study from home program is a program of studying in a home. The program requires teachers and students to move their classroom activities to their home during the pandemic. The program brings two models of distance learning which are called *daring* and *luring*. *Daring* is a term for online learning, while *luring* is a term for offline learning. The program requires the active participation of the students' parents or guardians.

Learning models in study from home program are basically distance learning models as the teacher is physically located in a different place from the students (Moore, Dickson-Deane, Galyen, 2010). Both models offered in the program use the assistance of advanced technology. When applying online method, the teachers can give the instruction using online media, e.g.

WhatsApp. In contrast, when they apply offline method, they use the assistance of printed media, such as modules and books.

Distance learning is not a new method applied in Indonesia, although it was implemented massively in these last two years due to the pandemic. The concept of distance learning has been applied in Indonesia since 50th century (Yaumi, 2007). Distance learning became popular when Indonesian Open University applied it for high school graduates with economical issues or geographical barriers (Pannen, 2005). Furthermore, Ministry of Research and Technology informed that there are other education institutes that frequently used distance learning model in an online form before the pandemic (Ristekdikti, 2019). The institutes are Bina Nusantara University, Poltekkes NTT, and Universitas Pelita Harapan.

The frequent use of the distance learning model proves that the concept is applicable in Indonesia. However, the implementation of the model was applied frequently in universities. Thus, this study seeks to reveal the distance learning model that was applied in one junior high school.

In study from home program, teachers and students' parents or students' guardians have vital roles in guiding students (Kemdikbud, 2020). The teachers have a responsibility to facilitate the students, whereas the parents or the guardians have a responsibility to guide the students directly in their home. The teachers can use online learning model, offline learning model or the combination of both models. Teachers must cooperate with the parents or the guardians to organize the students' needs or any difficulty faced by the students during the learning process (Kemdikbud, 2020). The important role of the teachers and the parents is one reason of why this study was conducted.

The implementation of study from home program is also discussed by other studies. Several studies uncovered that teachers found difficulties when implementing the program. The teachers' obstacles are class management, technical issue, and parents' absences, whereas the parents' barriers are difficulty of using smartphone, conflicting work-schedule, uncooperative children, and children boredom (Anugraha, 2020; Mutaqinah & Hidayatullah, 2020; Apriyanti, 2020; Suprapmanto & Utomo, 2021). Previous studies enriched the information to the literature that focused on obstacles of implementing distance learning concept during the pandemic. Nevertheless, they focused on different learning situations and different targets of research.

Hence, the current study is directed to provide an insight about the implementation of study from home program. This study was done in one junior high school in Sengkang, Wajo regency, South Sulawesi province. The school was chosen in this study as it is chosen to be a pilot school in the area. Thus, it specifically shares more information about the real situation

faced by the teachers and the parents when applying the program for the students. Then, it is expected to contribute in the improvement of English teaching in the era of advanced technology.

B. Literature Review

Study from Home Program

Study from Home program is a program from the government to be applied by all education institutions in Indonesia. The program was conducted as a result of a global pandemic Covid-19. In Indonesia, the program is called *Belajar Dari Rumah* program which means that the students study from their home. The main principle of the program is the safety, the mental health and the physical health of those who follow the program (Kemdikbud, 2020 & JDIH Kemdikbud, 2020).

Study from Home program is basically a distance learning program describing the learning that is implemented in a distance (Moore, Dickson-Deane, Galyen, 2010). The program offers two models of learning which are *daring* and *luring* (Kemdikbud, 2020). *Daring*, an acronym of *Dalam Jaringan*, is a term for online learning, the other model of distance learning (Benson, 2002). *Luring*, an acronym of *Luar Jaringan*, is a term for learning without the internet connection or mostly known as offline learning. In the program, *luring* is in two models, *luring* with modules and books and *luring* through TV or radio. The online learning session is followed by the students who have smartphones, whereas the offline learning session is for the students who do not have smartphones and were not able to participate in the online learning sessions.

The program requires all educational practitioners to take part in the program, such as those from the Education Office, the Headmasters, teachers, and students. The students' parents or the guardians are also required to take part in the program. Each of these elements has a vital role, and is needed to actively participate during the program.

From all the elements mentioned in the program concept, the teachers and the students' parents/guardians seem to be the figures of the program as they are the ones who directly teach and guide the students during the program. The teachers take part in teaching the students online, and the parents/guardians are the ones who guide the students at home. In dealing with several things regarding the students' need or issues, the teachers and the parents/guardians are needed to cooperate for finding the solution.

In detail, the teachers could choose three methods. The teachers can use online model, offline model, or the combination of both models. It is situated with the students' condition

and available facilities in their houses. The teachers have to ensure that the learning activity is followed by the students. The teachers need to make sure that the learning activity is run smoothly by cooperating with the students' parents or the students' guardians.

For the parents/guardians, they must guide their children in home. They have to ensure that the learning method is suitable to their children's condition or ensure that their children are ready to follow the learning sessions. Then, they are required to support their children by helping them to prepare the learning tools. The parents/guardians must support their children to be active in the class discussion or any other things that their children need regarding their learning activities. The parents/guardians can discuss their children's learning progress or difficulties with the teachers during the program.

Distance Learning

Distance learning in this study follows several perspectives. First, it is seen as one way of learning without attending the school/college/university and is usually taught over the internet (Cambridge, 2020). Second, it refers to the delivery system of learning that use print or electronic media (Moore, 1990; Guilar, 2008; Newby, Stepich, Lehman, & Russel, 2000). Third, with the involvement of advanced technology in the delivery system, distance learning evolves to be many newest models, including online learning, virtual learning, web-based learning, etc. (Conrad, 2006 & Benson, 2002).

The development of distance learning in Indonesia has three phases (Yaumi, 2007). The first phase is introduction phase which was from 1950 to 1983. The second phase is socialization phase which was between 1984 and 1993. The third phase is innovation phase which was from 1994 until now. Distance education models applied in Indonesia since 50th century are correspondence study, satellite Palapa, communication system through radio, audiocassettes, program slide tape, video, TV, electronic communication system Nusantara 21, and video-conferencing technology.

Previous Researches about Study from Home Program during Covid-19

The phenomenon of the study from home implementation that was applied nationally in Indonesia during the pandemic took major interests. Huge numbers of studies discussed the implementation since the beginning of its realization. Various aspects were investigated about the program to see its realization in the actual situation. However, the studies are mentioned below only share the relevant topic as the current study discussed in this article.

Four studies that were conducted in Indonesia shared different findings about the obstacles of the teachers and the parents when implementing the study from home program. The teachers' obstacles are the unstable internet connection, limited internet data quota, inability to apply the curriculum optimally, uncooperative students and parents, and class management (Anugraha, 2020; Mutaqinah & Hidayatullah, 2020). The studies from Apriyanti (2020) and Suprapmanto & Utomo (2021) recorded the parents' obstacles which are incapable of using smartphone, busyness, uncooperative children, and children boredom during the online learning.

The four studies can give rich data to the literature about the obstacles found by the teachers and the students' parents/guardians. However, this study is believed to give more information about the teachers' and the parents' obstacles when implementing the study from home program. The current study has the characteristic that shares the obstacles faced by the teachers and the parents of junior high school. In contrast, the four studies mostly focused on elementary schools. Moreover, the current study focuses on EFL teaching classroom, whereas the previous studies shared other fields.

C. METHODOLOGY

Research Design and Instrument

The study is a case study of one junior high school located in Sengkang city, Wajo Regency, South Sulawesi province, in which study from home program was applied. The school was chosen by considering that the implementation of the study from home program in the school can be taken as one example to other schools in rural areas in Wajo Regency. It is because the school is chosen to be a pilot school in the area. The instrument is interview through phone call and WhatsApp chat.

Participants

The participants are 2 EFL teachers of junior high school. Then, the other participants are 1 student's mother and 1 student's guardian. The student's guardian is one of the student's family members who guided the student during the learning session.

The interviewees were selected by using purposive sampling technique. The criteria of choosing the interviewees are: (1) the teachers used either the online learning model or the offline model; (2) the parent or the guardian is the student's parent or one of the family members who has responsibility to guide the student when following the online learning model or the offline learning model.

The interview was done using Indonesian and Bugis language in order to avoid misunderstanding during the interview. The use of the two languages during the interview was by the consideration: (1) Bugis language is the local language of the interviewees; (2) They usually use both languages in daily activity. The interview question is “*apa kendalata mengajar daring/luring?*” or “do you have any obstacle when applying the online learning model or the offline learning model?”

Data Analysis

The data were analyzed with analysis data concept in Ananda and Rafida Ref. [18] in their book *Pengantar Evaluasi Program Pendidikan*. The first three techniques are data reduction, data display, data interpretation. The last techniques are conclusion and verification.

D. FINDINGS AND DISCUSSION

Findings

Teachers' Obstacles

In this chapter, one teacher who used the online learning model is referred to Teacher 1, whereas the other teacher who used the offline learning model is referred to Teacher 2.

When asking the questions to teacher 1 and teacher 2 about their obstacles during the implementation of the program, they stated that they had several obstacles. Further explanation of the obstacles is explained below.

Teacher 1 said:

“...The evaluation of the attitude ...”

Teacher 1 mentioned that attitude evaluation was the teacher's obstacle when applying the online learning model. As the learning was conducted online, the class activities were run online. The class discussion and the communication were changed into online model during the pandemic. Teacher 1 felt difficult when evaluating the students' attitude in online learning class.

The other issue faced by the teacher is integrity evaluation. Teacher 1 then added that:

“...The problem is we could not see that the students finished it [their assignment] by themselves or not.”

Teacher 1's statement means that it was difficult to judge whether or not the students did their tasks by themselves because they could not see the students did the assignment directly. The problem of this facet is every task was finished in the students' home and submitted online.

The last issue experienced by Teacher 1 was many students were not ready to learn online. Teacher 1 said:

“I actually enjoyed [online teaching]. The problem is probably the students that are not ready yet.”

Then, Teacher 2 also found difficulty, Teacher 2 stated that:

“...The meeting time with the students is insufficient. It was twice a week, per meeting per class. With online mode, it was only once a week, so the time for the teaching and the learning process was shorter.”

Teacher 2's statement means that the teaching duration was very limited. The teaching duration was shorter than the learning session before the program implementation. The teacher only had one session and about two hours of teaching in one week. Thus, it was difficult for Teacher 2 to arrange the activities of many classes with many students in the limited time.

The other issue that can be a barrier to the teaching is an uncooperative parent. This issue was found by Teacher 2. Teacher 2 stated that the teacher contacted the parents when their children did not finish the assignment. Yet, the parents asked the problem directly to their children after working. It proves that the children were unguided during the learning session as they were not informed directly by the parent after receiving the information.

“The parents always responded if they were contacted. It was just because they were in their work place while their kids were in home [during the learning session]. So, even if they responded it, they asked their kids after work by saying “your teachers called, why did you not do it [your assignment]?”

Teacher 2 also experienced that one student was absence for several sessions and was unable to be contacted by the teacher. The causal factor of the issue was the student's father that took the smartphone. The student's father probably had a reason to take the smartphone. Yet, the

parents or the guardian should communicate their problem to the school counselor or the teacher, so they could find the solution to their child's situation. However, they only let their child to be absence, and missed the learning sessions until the midterm exam without confirming the teacher. The teacher's statement is recorded below.

“There was one student who was not active until the mid-semester. I asked the school counselor and found that the student's father took the hand phone.”

The Parent and The Guardian's Obstacle

The interview with the student's parent and the guardian showed that their children were unguided during the learning session due to the busyness. In the interview, both parent and guardian said “she followed the learning session alone” which means that their children followed the learning session without the guidance. They did not accompany their children because they had to work at the time.

Furthermore, teacher 1 confirmed that the parents' obstacle is their work schedule. The parents could not accompany their children because they had to go to their work place. Teacher 1 said,

“... the causal factor was the work because some parents work in traditional market. When they were back from working, they felt exhausted. So, they could not accompany their children to study.”

Discussion

The findings show that the teachers faced various obstacles. The aspects of teachers' barriers are students' attitude evaluation, integrity evaluation, teaching duration, students' readiness, students directions, and uncooperative parents. The parents' obstacle is conflicting work-schedule.

From all the aspects, the most apparent aspect is the parents' work schedule. Two previous studies from Anugraha (2020) and Suprapmanto & Joko (2020) referred the problem to the busy parents. The other study mentioned it as the working parent (Bhamani, Zainab Makhdoom, Bharuchi, Ali, Kaleem, & Ahmed (2020). The work schedules that could not be avoided by the parents made their children unguided when their children followed the learning session.

The conflicting work schedule or any term referred to it can be one big factor that makes the teacher difficult or unable to manage the students' activities in any distance learning model. If the parents were unable to balance between their work schedule and their children learning guidance as found by Mutaqinah & Hidayatullah (2020), the students would be difficult to follow the learning session maximally. This has to be taken seriously when applying the distance learning model. The teachers' difficulty in managing the students through distance learning model can be resulted by less cooperative between the teachers and the parents. It is as found in the current study and previous studies (Anugraha, 2020; Guilar & Loring, 2008).

The parents are busy due to their work schedule is understandable. Yet, they have to consider the importance of their child learning progress when their child has to follow online learning due to the current condition. The children, in their young ages, need to be guided directly when they conduct online learning, because it involves the use of smartphone. Smartphone has many benefits (O'Keeffe, Clarke-Pearson, & Council on Communications and Media, 2011; Moreno, 2012; Valkenburg & Peter, 2011). Unfortunately, it has potential risks that cannot be underestimated.

Smartphone has many social media applications that can give risks to the adolescents' mental health and well-being (Reid & Weigle, 2020). The risks can be content risk such as violence words, and action risk i.e. murder (Luthfia, Triputra, Hendriyani, 2019). The other potential risk is sexting which refers to a sexual message in the text (Reid & Weigle, 2020). These negative impacts are real problems that potentially affect the students when they are unguided. Therefore, the active participation of the students' parents is needed to prevent such negative effects (UNICEF, 2020).

The other factor that is important to discuss is the students' readiness. As the study from home program has been applied for about two years, the unexpected factor is the students' readiness. Experiencing the distance learning concept in two years shall be enough for the students to be ready for facing the distance learning models. If the students are still not ready after the long implementation, the teachers and the parents must investigate the problems to find the applicable solution.

These various obstacles show that the teachers and the parents had less cooperation during the program implementation. The parents have to get training as suggested in the study from home concept (Kemdikbud, 2020). These obstacles shall be taken into discussion among those who have the responsibility in this implementation. The teachers and the parents can be the first figures to share the problems as they are the ones who teach and guide the students and experience the real condition and situation during the program implementation. Letting these

problems may affect the students' progress. Although the pandemic Covid-19 did not exist, the demand of the technology fast improvement would still force the education practitioners to follow the trend. It includes the transformation of the learning model. Thus, the education practitioners as well as the students' parents have to be ready to face the movement.

E. CONCLUSION AND RECOMMENDATION

The current study discusses the obstacles faced by the teachers and the students' parents when they implemented the study from home program during the pandemic. This study found that the teachers had six obstacles, whereas the parent and the guardian faced one obstacle. The teachers faced difficulties on attitude evaluation, integrity evaluation, teaching duration, managing the students online, students' readiness and uncooperative parents. The parents' barrier was busyness.

The most appealing factor is the parents' conflicting work-schedules as it is considered to trigger the students to not follow the learning process maximally. The other issue highlighted in the study is the students' readiness which is unexpectedly found because the program has been applied for two years. The findings imply that the teachers and the parents have to build active cooperation for teaching and guiding the students. These problems have to be discussed and taken seriously by those who have roles in applying this program for effective implementation in the future.

An essential challenge is to critically investigate the obstacles faced by the EFL students and the advantages of implementing distance learning in English classroom. This can provide valuable information for the next implementation of distance learning model. It can also contribute to the ELT practice in Indonesia.

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APPENDIX – INTERVIEW TRANSCRIPT

Questions for Teacher 1	Answers	Findings
Apa kendala Anda? (Do you have any obstacle?) <i>Penilaian masalah sikap.</i> (.... The evaluation of the attitude.)	Attitude Evaluation
	“.... <i>Cuma masalahnya tidak bisaki lihat apakah betul dia yang kerja [tugasnya] atau bagaimana.</i> ” (The problem is we could not see that the students finished it [their assignment] by themselves or not.)	Integrity Evaluation
	“ <i>Kusuka sekali sebenarnya [mengajar daring]. Cuma masalahnya dari siswanya yang kayaknya belum siap.</i> ” (I actually enjoyed [online teaching]. The problem is probably because the students are not ready yet.)	Students’ Readiness

Questions for Teacher 2	Answers	Findings
Apa kendala Anda? (Do you have any obstacle?)	“.... <i>Waktu pertemuan kurang dengan siswa. Tadinya dua kali 1 minggu, pertemuan per kelas, dalam daring 1 kali 1 minggu, jadi berkurang waktu yang dipakai untuk proses belajar mengajar, itu kesulitannya. Kemudian, kalau anak- anak tidak punya kuota, dia tidak bisa lagi menerima materi saat itu, dengan alasan tidak ada lagi kuotanya, Biasa anak-anak kan dikasih kuota pemerintah, dia pakai main game, jadi alasannya habis, padahal seharusnya dipakai hanya untuk belajar.</i> ” (The meeting time with the students is insufficient. It was twice a week, per meeting per class. With online mode, it was only once a week, so the time for the teaching and the learning process was shorter.)	Limited Teaching-Duration
	“ <i>Sebenarnya kalau orang tua dibubungi, selalu direpson, cuma karena kadang di tempat kerjanya orang tuanya, anaknya di rumah, walaupun ada respon nanti pulang baru dikasih tau anaknya bahwa “gurumu menelpon, kenapa kau tidak kerja”.</i> ” (The parents always responded if they were contacted. It was just because they were in their work place while their kids were in home [during the learning session]. So, even if they responded it, they asked their kids after work by saying “your teachers called, why didn’t you do it [your assignment].)	Difficulty in Managing a Student.

	<p>“Ada [yang tidak aktif]. Biasa sampai tengah semester. Kita tanya [guru] BK, dia bilang HPnya diambil ayahnya.” (There was one student who was not active until mid-semester. I asked the school counselor and found that the student’s father took the hand phone.)</p>	<p>Uncooperative Parent</p>
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<p>Questions for The Parents’ Obstacle</p>	<p>Answers</p>	<p>Findings</p>
<p>Kalau di rumah, apakah kakaknya yang menemani belajar, Bu?</p>	<p>Student’s Mother : Tidak ada. Dia sendiri.</p>	<p>The students followed the learning session without direct assistance of their parent/guardian.</p>
<p>Apa ada yang menemaninya saat belajar [secara] daring?</p>	<p>Student’s Guardian : Tidak ada.</p>	
<p><i>Apakah Anda mengetahui alasan para orang tua murid yang tidak aktif [berpartisipasi pada program ini]?”</i> Do you know why the parents did not actively participate in the program?</p>	<p>Teacher 1 : “... faktor pekerjaan karena biasanya ada yang menjual di pasar. Kalau sudah di rumah, mereka merasa lelah. Jadi tidak bisa menemani anaknya belajar.” (... the causal factor was the work because some parents work in traditional market. When they were back from working, they felt exhausted. So, they could not accompany their children to study.)</p>	<p>Working</p>