

Students' Learning Activities In Executing Policy Of Study From Home (Sfh) As Response Over Covid-19 Pandemic (Case Study: City of Serang)

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ABSTRACT

The Covid-19 pandemic has negatively affected human life. Indonesia Government issued policy on SFH (Study from Home) to respond this situation. This research tried to find out the effectiveness of implementation of that policy on the students both in state and private Junior High Schools (SMP), Senior High Schools (SMA), and Vocational High Schools (SMK). Data was collected from the distributed closed-ended and open-ended questions to 180 students in City of Serang, Banten Province, Indonesia. The scores ranged from minimum 1.00 as Very Poor and 5.00 as Very Good. The implementation of SFH resulted Mean score 2.7911, which was in Fair category. The independent T-Test with probability value 0.05 showed that there were no differences on performances of the school groups, except between the Junior High School (SMP) and Senior High School (SMA) with Vocational High School (SMK). The dominant problems were less various learning design, non-interactive learning, too much assignment, less optimum learning on practical courses for students of Vocational School, less experienced teacher in distance learning, less assistance by parents, and cost for using social media. To sum up, distance-learning SFH was not effectively executed for there were technical problems related to the unpreparedness of the stakeholders, including the government. It is recommended that the implementation of SFH is made *lesson learned* as the input to design the education providence in new normal era including methods, management, and funding.

Keywords: Covid-19, Study from Home, Learning Activity.

INTRODUCTION

Background of the Study

Since the global spread of Covid-19 entered Indonesia, Indonesia government has implemented various policies to overcome the virus. One of them is social distancing, which aims to stop the transmission of the virus. This policy was followed up by supporting policy, including Study from Home (SFH). The implementation of SFH is stated on Minister of Education and Culture's Circular No. 4 of 2000 on 9 March 2000, on The Implementation of Education Policy in Emergency Time over Covid_19 Outbreak. The point of the circular is to implement SFH for a while so the students and the entire schools can avoid the Covid_19 outbreak.

Unfortunately, the content of the first circular on SFH does not clearly and concretely assert how the technical implementation of SFH should be executed. This was why every school interpreted the SFH on their own perspectives. They initiated to execute the SFH within their own strategies. Still, the implementation of learning looked strongly as trial-and-error. This was because SFH, whose point is distance learning, was brand new for the teachers, students, parents, and regular schools' stakeholders. We can imagine that it is hard to achieve the qualified education within various learning settings.

The less conducive situation was later responded by the Indonesia's Minister of Education and Culture by issuing a second circular No. 36962/fr1PK.A/HK/2020 on online learning and work from home in order to avoid the outbreak of Covid_19. The circular attached 8 websites as the means for online learning which covered facilities for independent learning, including online schools, both for the teachers and for the students.

The Policies of Indonesia's Minister of Education and Culture on SFH, which focused on the online learning systems, has agitated the people. There were three concerns after the second Circular had been issued. First, every teacher executed the learning on their own ways. Second, the implementation of online learning was obstructed by the teacher's incompetency in utilizing software of IT-based learning. They merely utilized their mobile phone to send learning material by SMS or WhatsApp. Third, some places were found impossible to conduct online learning because they could not be reached by the electronic telecommunication system service.

Still, the parents were not ready to be teachers for their own children. Thus, as reported by *Kompas Online*, the emergency situation due to the Covid_19 pandemic caused the parents giving up when the online learning was still on progress. Meanwhile the students had to keep their longing for their friends and schools. Responding to these less conducive situations, Minister of Education and Culture issued the third circular No. 15 of 2020 on 18 May 2020 on Guidelines on The Implementation of Study from Home in Emergency Time of the Covid_19 Outbreak.

The third Circular of Minister of Education and Culture provided more technical and detailed guidelines. Besides that, the circular does not only mention the online but also offline learning method to be applied in places where online learning is impossible to implement. However, SFH is a new learning model in terms of technology utilized, learning strategy, and roles of every stakeholder. Thus, this research tried to provide depiction on how effective was the implementation of SFH for the students of Junior High School (SMP), Senior High School (SMA), and Vocational High

School (SMK), either the state or the private ones, in Serang City, Indonesia, during the outbreak of Covid-19.

Research Questions

This research tried to answer these questions:

1. How effective is Study from Home implemented in schools in Serang City?
2. Is there any different performance of SFH regarding to the level and status of schools in the city?
3. What are the problems faced by the stakeholders to implement SFH?
4. Based on the two previous questions, what follow-ups can the government (the Minister of Education and Culture) do in order to implement the education during new normal era?

LITERATURE REVIEW

Distance Learning

Jalil (1994, p24) defines distance learning as "...the education delivered by media to its participants whose locations are distant from the education providers." From this definition, he continues, the quality of distance learning is determined by two factors: the design of learning material, including the test and practical materials, and learning multimedia, either electric or non-electric (1994, p24). Based on its main characteristic, which is the different physical locations of teachers and students, there are two main components of distance learning system. They are instructional system and evaluation-test system. Instructional system that is comprehensively set will guarantee the effective and efficient implementation on learning process, meanwhile the valid and reliable evaluation-test system will guarantee the learning results or outputs. Both systems should be synergistic, so the implementation of learning process can actualize the qualified distance learning and equal with the regular education. In Indonesia, Universitas Terbuka (Open University) as the executor of distance learning for Higher Education, has officially been a part of national education system since 4 September 1993. Later, the distance learning on the levels of elementary and middle education existed after Ministerial Decree of Republik Indonesia's Minister of Education and Culture No.053/U/1996 had been enacted.

The formal distance learning has been held since some decades ago. However, many parties are still doubt whether this education mode can effectively function just like regular education in affective domain of learning or not. These doubtful parties think that education on attitude learning is only effective when it involves face-to-face learning activities between teacher and student. Interpersonal relationship by face-to-face learning raises deep impression for the students. According to them the deep impression of the moral messages conveyed by the teacher to students who are physically separated is impossible to develop in students. However, this is considered as a weak opinion. If indeed attitudes cannot be influenced remotely, why is an age limit needed to watch adult films on television.

INSTRUCTIONAL DESIGNS

Definition and Approach

Instructional design basically refers to arranging scenario to embody the process of effectively and efficiently mastering competence by the students. The scenario covers hardware, software, and steps to provoke and facilitate learning process by the students.

There are many instructional designs developed by experts. The well-known and mostly used is known as ADDIE, which stands for Analysis, Design, Development, Implementation, and Evaluation. Short descriptions on ADDIE are as following:

1. **Analysis:** In this step, we try to find out and later decide what competence that should be mastered by students as the learning objectives.
2. **Design:** By referring to the competence gaps, it is later important to design the learning scenarios. The learning scenarios include student's activities, teacher's activities, media, learning material, and others that needed to facilitate efforts to achieve learning objectives.
3. **Development:** In this stage, the concepts of learning scenario designs are developed and manifested into making the media, learning material, and other necessary devices.
4. **Implementation:** In this stage, the learning activities are actualized by referring to the previously composed scenario. They are executed by using media, learning materials, and other devices previously developed.
5. **Evaluation:** Every step in the process of instructional designs is evaluated. If it is necessary, the outputs are followed by improving or correcting actions.

Components of Learning Design

To sum up ADDIE approach, the main components of instructional design consist of: students, objectives of learning, learning analysis, learning strategy, learning materials, and learning assessment (Pusdiklat Keuangan Umum–Badan Pendidikan dan Pelatihan Kementerian Keuangan, 2018) It is important that these components are equipped by teachers because teacher is the significant component involved in learning process.

Variety and Format of Learning Designs.

It is certain that there are different aspects influencing the learning process: topics, types of subjects or courses, student groups, etc. Thus, variety in instructional designs is a must. Variety in instructional designs is also required to accommodate the characteristics of practical subjects for the students of Vocational High School. This is in line with the uniqueness of practical subjects which involve psychomotor movement (Syah, 2004, p. 126; Silberman, 2002, p. 22). Instructional design of practical courses implemented in SFH, of course, should be different from instructional design for practical courses in regular classes. This difference is essential since the practical courses in SFH is not assisted by the teachers and is conducted at their home instead of at the practical workshop.

Besides diversity, another important task for teachers in executing the learning process is designing learning materials into independent learning forms (Yamin, 2012, p. 157). This statement is really relevant to apply in SHF-based learning design because of the physical absence of both teachers and peers when the learning is on progress.

Homework

Homework is defined as learning assignment given by the teacher to the students to be done at home and outside the school hours. Giving homework aims at strengthening and enriching the learning materials given in the classroom and preparing the students for the next materials (Cooper, 2020).

Actually, there are pros and cons on giving homework. This is summed up by Smith (2019). The pro people believe there is great benefit to homework and that is vital to the student success. However, the con people believe homework should be little or non-existent.

In SFH, where all the learning process is conducted at home, homework is essential and inseparable part of learning process. Homework can replace asking-answering question activities in the classroom where the teacher evaluates the students' understanding over the learning material they give. In the classroom, the teacher can directly provide feedback. But, in the distance learning, the feedback can be provided either directly or indirectly. If the teachers utilize synchronous techniques such as WhatsApp, telephone, etc., teachers and students can have live discussing in real-time. But, if the teachers utilize asynchronous techniques such as printed material and email, the students cannot directly receive feedbacks. And the teachers cannot have live discussions with their students in real time (Simamora, 2002, p. 351).

Teacher's Roles in Learning

According to the Law No. 14 of 2005 on Teachers and Lecturers Article 1 Paragraph (1), it is stated that teachers are professional educators whose main tasks are to educate, to teach, to guide, to direct, to train, to asses, to evaluate the students of early childhood learning, formal education, elementary schools, and middle schools. In distance learning, as implemented in SFH, teacher's flexibility and creativity are essential to conduct the learning and to effectively achieve its learning objectives (Darling-Hammond, 1997, p. 72).

To reach the effective distance learning, teachers should be able to guarantee that students are seriously involved in learning process. They should establish communication with the students and their parents, both in oral and in written, in order to find out, to monitor, and to motivate the students to get involved. In written communication, the homework the students do, and the portfolio can be its media.

For online-based learning, Haryono (2003, p. 393) reminds us to hold competence sharing by the teachers who are experienced enough using e-learning software and hardware to their colleagues who are still incompetent enough. Thus, virtual classes for all courses can be well conducted. Still, there are also some needs toward experts on virtual learning which include learning design, learning evaluation, class management, computer programming, and web-based learning.

Parents' Roles in Learning at Home

Actually, home is the first school and parents are the first teachers of every child. In family, the children acquire education on life values and life skills. As the need for knowledge increase, the children need to access the education out of their homes whether it is formal, informal, or non-formal. However, the involvement of students on outside-of-home education does not mean parents' roles are unnecessary because after finishing all the activities at school, they go back home. The parents' roles in their children learning consist of support both for facilities and non-facilities. Facility includes financial support and learning infrastructures. Non-facility includes psychological support such as to motivate the children to study, monitoring the learning and non-learning activities, and providing guidance and such kinds.

Various researches confirm the correlation between parents' roles and children's achievement, including in solving the academic problems (Rahman, 2014). For example, Eliyawati and Meiyuntariningsih in their research in Ba'engas Village, East Java (2018) proved that parents' roles in education have strong and significant correlation with children's learning achievement. Another research was conducted by Rusparinda over 10th grade students of Vocational High School of Fashion Design at SMK Negeri 4 Yogyakarta. She found out that there were positive and significant impacts between the variables of parents and students' independency.

In executing SFH, the roles of cooperation between parents with the schools and the teachers are getting more centralized, including in developing awareness and social responsibility to overcome Covid_19 outbreak. This is according to what Illies states:

Various different sectors in society – the public administration, educators, therapists – are aware that the family is the sphere in which children develop their social skills, acquire values, and receive the encouragement needed to carry on learning outside the family context". (Illies as cited in Bernal et al., 2008)

This is why the cooperation is essential in learning as stated by Bernal et al. (2011, p. 134) that "...mutual support and the satisfaction that these produces are particularly important in the area of education in values".

RESEARCH METHOD

Research Location

This research was conducted in Serang city, which is the part of Banten Province. The researchers considered Banten province because Universitas Faletahan is also located in the same city. Thus, this research can be associated with Universitas Faletahan's efforts to build the environment as the part of *Tri Dharma Perguruan Tinggi* (Three Pillars of Higher Education). Besides that, as the local resident, the researchers would not have to deal with serious mobility problems since PSBB (*Pembatasan Sosial Berskala Besar*/Large-scale Social Restrictions) is enacted to stop the Covid-19 transmission.

Data Collection Technique

The data were gathered by using two sets of questionnaires, they are close-ended questions and open-ended questions.

Close-ended Questionnaire

The questionnaire was used to collect the data from the students who are also the samples. This questionnaire contained 15 questions endowed with 5 Likert scales

5 = Very good or always

4 = Good or often

3 = Fair or sometimes

2 = Poor or seldom

1 = Very Poor or Never

Questions consist of 15 items and every 3 items represent one dimension. Thus, there are five 5 dimensions:

1. Learning design
2. Giving learning assignment
3. Students' learning activities
4. Teachers' roles
5. Parents' roles

Open-ended questionnaire

Open-ended questionnaire is intended to elaborate the answers of closed-ended questionnaire. This open-ended questionnaire has 5 items of questions. Each of them consists of one dimension of SFH implementation.

Respondents of Questionnaires

The respondents are 180 students of junior high school (SMP), senior high school (SMA), and vocational high school (SMK) from both state and private schools. The distribution of respondents can be seen in Table 1. However, the individual respondents were randomly chosen from every school.

Table 1: Distribution of Research Respondents

Group of School	Status		Total
	State	Private	
SMP	30	30	60
SMA	30	30	60
SMK	30	30	60
Total	90	90	180

Interviews

To gain information on SFH management, the researchers conducted direct interview with 3 principals and 6 teachers. Because of the enactment of Large-scale Social Restrictions (PSBB), the researcher interviewed them using social media. The researcher utilized WhatsApp from their phones.

Data Analysis on Close-ended Questions

The respondents' answers on closed-ended questions were analyzed using 3 statistic techniques as follows:

1. Analysis on Central Tendency to find out the Mean, Variant, Median, and Mode of data;
2. Analysis on the data distribution to find out variant and deviation standard; and
3. T-test to find out whether there are different performances in implementing SFH between the groups of the correspondents.

Data Analysis on Open-ended Questions and Interviews

The answers for open-ended questions and interviews were grouped based on the question topics and answer tendency by the respondents. The results were made as data triangulation obtained from the distribution of questionnaires.

FINDINGS

Analysis Results on Central Tendency and Data Distribution for Every Group of Students

This analysis was conducted to answer the question of how the central tendency and data distribution of activities in are implementing SFH which covers Mean, Variant Deviation Standard,

and Mode. The followings are steps and analysis results of central tendency and data distribution using software IBM-SPSS for the group of junior high school (SMP) students.

Statistics		
Q1		
N	Valid	900
	Missing	0
Mean		2.658
Median		3.000
Mode		3.0
Std. Deviation		.5897
Variance		.348
Skewness		.266
Std. Error of Skewness		.082
Sum		2392.0

Q1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.0	363	40.3	40.3	40.3
	3.0	482	53.6	53.6	93.9
	4.0	55	6.1	6.1	100.0
	Total	900	100.0	100.0	

The same method was also applied to analyze the central tendency and data distribution of the group of senior high school (SMA) and vocational high school (SMK) students, the combination of state schools, the combination of private schools, and combination of all sample schools. The conclusion can be seen in the Table 2 as following:

Table 2: Central Tendency and Data Distribution

School Groups	Mean	Median	Mode	Variant	Deviation Std	Category
Junior High School (SMP)	2,8700	3	3	0,0639	0,2529	Fair
Senior High School (SMA)	2,8456	3	3	0,0281	0,1676	Fair
Vocational High School (SMK)	2,6578	3	3	0,0587	0,2422	Fair
State Schools	2,7919	3	3	0,0467	0,2145	Fair
Private Schools	2,7904	3	3	0,0721	0,2685	Fair
SMP/SMA/SMK	2,7911	3	3	0,0587	0,2423	Fair

Analysis Results on Central Tendency and Data Distribution by every Dimension of SFH Implementation

The analysis results on central tendency and data distribution by every dimension of the SFH implementation can be seen as following:

Table 3: Analysis Results on Central Tendency and Data Distribution by Dimension

SFH Dimension	Junior High School (SMP)		Senior High School (SMA)		Vocational High School (SMK)		Cumulative	
Designs of Learning Material	2,4056	Poor	2,4056	Poor	2,4056	Poor	2,4056	Poor
Giving learning assignment	2,4156	Poor	2,4556	Poor	2,3778	Poor	2,4163	Poor
Students' learning activities	3,4160	Fair	3,3889	Fair	3,1056	Fair	3,3035	Fair
Teachers' roles	3,4056	Fair	3,4167	Fair	3,5056	Fair	3,4426	Fair
Parents' roles	2,4156	Poor	2,4889	Poor	2,4889	Poor	2,4645	Poor
Sub-Total	14,0584	Fair	14,1557	Fair	13,8835	Fair	14,0325	Poor
Mean/Category	2,8065		2,8314		2,7767		2,8048	

Results of T-Test on SFH Implementation between the Student Groups

To find out whether there was difference or not in the implementation of SFH-based activities between student groups, t-test was conducted for the two Means of two independent groups in both directions by using SPSS software. The T-test was performed using 95% confidence interval. You can see the examples from the steps and results of T-test of the SFH implementation between SMP and SMA students which used t-Test method.

Rules of hypothesis testing are as follows:

- 1) P-value > α (0.05), the decision is to accept H_0 .
- 2) P-value < α (0.05), the decision is to reject H_0 .

The hypotheses of this case are:

- a) $H_0: m_1 \leq m$, there was no difference between students of SMP and SMA in executing SFH.
- b) $H_1: m_1 > m$, there was difference between students of SMP and SMA in executing SFH.

T-Test Summary

Data Summary				
	N	Mean	Deviation Std.	Std Error of Mean
SMP	60.000	3.417	.411	.053
SMA	60.000	3.389	.051	.007

Independent Sample Tests					
	Mean Difference	Std. Error of Difference	t	df	Sig. (2-tailed)
Equal variances assumed	.028	.053	.520	118.000	.604
Equal variances not assumed	.028	.053	.520	60.788	.605
Hartley test for equal variance: F = 65.975, Sig. = 0.0000					

Based on the P-value 0.604 and 0.605, which were bigger than 0.05, so H_0 is to accept. This means there was no significant difference between students of SMP and SMA in executing SFH.

The same method was later used to perform T-test in executing SFH over learning activities between the student groups of SMP and SMK. Here are the results:

- There was significant difference between students of SMP and SMK in executing SFH.
- There was significant difference between students of SMA and SMK in executing SFH.
- There was no significant difference between state schools and private schools in executing SFH.
- There was no significant difference between students of SMK and SMP in executing learning activities during SFH. The mean of SMK students was 3.1056 and the mean of SMP students was 3.4160. From these means, we can conclude that students of SMK had lower performance than students of SMP when comparing their learning activities.

DISCUSSION

Learning Design

Analysis result of the Mean scores given to the respondent students over the learning design was only 2.4056. This score belongs to the category of poor. The further search on sub-dimension of learning design was later performed. It was found out that suitability of the material, students' level of needs and initial competence, and variety of learning activities had the lowest Mean scores. The conclusions of open-ended questionnaires indicated that teachers kept giving new learning material even though the students had not mastered the previously given ones. This means that teachers had designed the learning materials without analysis and evaluation steps as suggested by ADDIE approach.

Another factor contributing to the low Mean score of instructional design, as the answers of closed-ended and open-ended questionnaires tended to provide, was less variation of learning activities designed by the teachers. From day to day, almost all courses implemented nearly the same learning activities; study the learning materials, do homework and send it to the teachers. These routines, of course, got the students bored (Marno and Idris, 2009, p. 141). To avoid the tendency of invariance in learning designs, the teachers should implement Pannen's suggestion, *"from the perspective as a scholar, a teacher will create changes which lead to the increase of effective learning during SFH"* (2003, p. 78).

Giving Learning assignment

From the data analysis of closed-ended questionnaires, giving learning assignment belonged to the Poor category with the Mean score 2.1463. This low dimension score was caused by problems in giving assignment and the result of assignments the students did.

Learning assignment, including homework, was given to the students in order to implement the independent learning. Thus, students could continuously enrich their knowledge with the new ones. But it is important for the teacher to make sure whether the students are capable or not to do the given assignment. Success has a role as a reinforcer, which leads to continuous success or multiplier effects (Gintings, 2014, p. 24; Sanjaya, 2006, p.116-117). On the contrary, incapability of doing assignment will cause learning demotivation to occur (Gintings, 2014, p. 100) and increase the saturation so they cannot do anything (Syah, 2004, p. 179).

To avoid learning demotivation, the assignment given should not be either too difficult or too easy. Instead, it should challenge students' creativity and intellect. Besides the level of difficulty, teacher should also carefully consider the number of problems and allocated time to do the assignment. Thus, the students will not get discouraged because they cannot do the assignment which later leads to procrastination.

Actually, the summary of students' answers on open-ended questionnaires indicated that the assignment given by their teachers did not really consider difficulty level and time allocation. If on the same day they had two or more subjects to attend, every teacher gave them assignment so that the students had too much homework and felt incriminated. This means, there were no coordination between the teachers themselves in giving learning assignment.

Besides being direct part of learning process, homework in SFH can also be used as indirect learning to establish communication between parents and children, to fulfill directions from school administrator, and to inform parents what is going on in school. But, the students' answers on open-ended questionnaire confirmed that homework was still not maximally utilized to facilitate communication between parents and teachers and school.

Student Learning Activities

The analysis results of closed-ended questionnaires showed that dimension of student learning activities gained Mean score 3.3035, which belongs to category of Fair. This was the achieved category because there were some disadvantages in executing the learning during SFH. In other hand, there were also some advantages as explained below.

During the implementation of SFH, there were many schools carrying out the Minister Education and Culture's suggestions to implement e-learning with its various model options. But, from the answers of students' open-ended questionnaires and results of interviewing the school principals, it was found out that e-learning could not be optimally implemented. The main obstacle to implement e-learning was the limited finance to top-up for quota or credit both by the teachers and by the students, the sluggish transaction of information due to technical issues, and the absence of signal in both student and teacher locations.

When executing the learning for theoretical subjects, the students of SMP, SMA, and SMK did not encounter serious problems. They executed the learning activities by reading the learning material and do the problems sent by the teachers. If they have enough credit, it was possible to contact their teachers or friends for short discussion.

However, the open-ended questionnaires revealed that students of SMK could not execute the practical subjects during SFH. One significant factor for their low performance on practical learning was the unavailability of practical facilities at their homes. Their answers on this problem were confirmed by the principals and teacher. The absence of practical facility also caused the teacher only delivered theoretical subjects. The situation was worse in some SMKs. The principals admitted that the students could not conduct practical test during SFH. And they were scored only based on their daily scores they had achieved before SFH was implemented.

Teachers' Roles in Learning

The analysis on closed-ended questionnaires showed that teachers' roles in learning gained Mean score 3.4426. This belongs to category of Fair. This is the same category as gained by dimension of Student Learning Activities and higher than other four dimensions. However, this category was insufficient because it reached neither category of Good nor category of Very Good.

If we carefully see the sub-dimensions, one of many reasons why the teachers' roles in learning during SFH were less optimal was the limited dialogues between teachers and students. This was because they were physically separated. No face-to-face learning disabled the teacher to provide assistance when the students had to deal with psychological problems, including to motivate them to study just like what they do in the regular classes. Students required more and more psychological assistance. Being isolated raised various psychological issues, such as boredom and demotivation. In this psychological state, student's intrinsic motivation decreased. To compensate this situation, students needed extrinsic motivation from other people, including the teachers (Syah, 2004, p. 152).

Based on their research, Malik, Murtaza, and Khan (2011, p. 790) argued that, "Successful teachers are indicated by the high level of student involvement in the learning process with a low rate of academic setting." These three researchers add that many students need to be motivated to reduce their confusion, boredom, and frustration which cause them to retreat from the risks and commit contra-production actions. The teachers interviewed in this research revealed that some students had also undergone this condition when executing SFH.

Even though the teachers' roles were not optimal, the teacher could actually provide psychological assistance without physical presence. Psychological assistance with no-physical-meeting can be substituted by sending motivational quotes using online media or by having them written on the learning modules. However, not every teacher is able to execute distance psychological assistance because this needs training and specific experience to perform.

Besides the disadvantages, there was one pleasant thing from the teachers. Their performance showed that they supported the implementation and execution of SFH-based learning. This is in line with students' responses in open-ended questionnaires and interviews with the school principals. The teachers, regardless their weakness and strength, had compiled learning material to be sent for the teachers, checked homework and sent it back to the students, communicated with the students in limited frequency and time because of their insufficient phone credit and quota. As the students stated, the teachers executed the learning as scheduled by their schools.

Parents' Roles in Learning

This dimension gained Mean score 2.4645, which belong to the category of Poor. This category indicates that parents provide lack of assistance for their children. The study on the closed-ended questionnaires and answer summary of open-ended questionnaires indicated that parents had not optimally facilitated, assisted, and directed their children to attend the learning and to do the homework. Many parents communicated less intensively with the teachers to discuss the learning process of their children.

To assist children is the nature for parents. This is the key for the independence of their children. Psychologically, parents' roles in order to encourage the children to independently learn in SFH provide much benefit. So, parents should emphasize to the children that learning is their need instead of their burden (Yamin, 2012, p. 158). It is also necessary for the parents to remind their children to create their own schedule and be consistent for that.

Students' answers for the questions on the closed-ended and open-ended questionnaires indicated less parents' roles to assist their children in learning were caused by three factors. First was economy factor. Some parents weren't able either to top-up their credit to buy internet quota or to buy learning tools for distance learning, such as android phones of certain specification. Second was parents' assumption that learning was only responsibilities of students and teachers. Thus, parents seldom supervised their learning activity while they were doing their domestic works and making money. Third was mastery on the subject. There were parents who thought they did not master subject substance. So, they were not really confident when they discussed the substance with their children.

Parents' in confidence confirmed Eccless and Harold's opinion (1993) and Deplanty et al. (as cited in Ahmad et al., 2007, p. 78) who state "In terms of learning at home, parents become less involved when the child starts to enter high school because they thought that they did not have the skills to help their child to learn or to do assignments." Meanwhile, in children's learning process, parents' presence as the partner for discussion will extend the ZPD (Zone of Proximal Development) (Vygotsky as cited in Fauziah, 2008, p. 65).

CONCLUSIONS AND SUGGESTIONS

Conclusions

1. The execution of SFH by all groups did not effectively run. The performance was just at moderate level. This was because the weak learning design was not comprehensive, too much assignment, and the not-optimal support by parent.
2. There were no significant differences between the school levels and status in executing SFH. But there was significant difference in executing SFH between the general schools, they are between SMP and SMA with SMK.
3. The execution of SFH was not really optimal because of these problems:
 - a. All the stakeholders were not experience enough to play their roles in distance learning system.
 - b. Students of SMK cannot execute practical learning because the facilities for those activities were not available at their homes.
 - c. The use of communication technology, especially online-based learning, was still an obstacle since they had to deal with some technical problems in their locations, and financial issues to top-up for some credit and quota both for the teachers and students.

Recommendations

However, there were some positive things. All the stakeholders later learnt about what and how to execute SFH. These worthy experiences can be viewed as lesson learnt, which can be made as input for government's policy when starting new normal life. Thus, it is suggested that Ministry of Education and Culture to cooperate with the local governments:

- a. Allocating budget to facilitate both teachers and students so they can utilize the services of information and communication technology for free. This can be done by allocating some school operation cost fund (BOS)
- b. Providing training for the teachers (who need it) so they can master the competence of distance-learning. The training may cover learning design, homework management, and execution of learning process. The distance learning here includes both online-based learning and offline-based learning.
- c. Maximizing the role of PUSTEKOM (Technology and Communication Center) in producing learning material and learning media for standardized distance-learning as part of guaranteeing the learning quality.
- d. Providing assistance for parents to have competence in mentoring their children to execute SFH, both by training and by publishing guidebook of parent's assistance, which are freely distributed for them.
- e. Making use of experiences in executing SFH as lesson learnt, making them as input to overcome troubles when executing the education because distance-learning will overcome the lack of teachers, the inequal quality, and non-optimal participation of parents' in their children's education.

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