
EFFORT FOR EMPOWERMENT OF RESILIENT EDUCATION IN THE MIDDLE OF THE COVID 19 PANDEMIC AND LIMITATIONS OF FACILITIES IN STATE ELEMENTARY SCHOOL 3 CIJEMIT

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Abstract

Education is an important aspect for everyone. However, not a few people can experience an education that is fulfilled by the adequacy of good facilities to support the acquisition of knowledge in school. This condition, of course, gave birth to various obstacles which are the shared responsibility of every element in the field of education, especially the Government in responding to the continuity of the teaching and learning process in schools optimally. In this case, the Government needs to empower the education aspect, especially in frontier, remote and underdeveloped schools. No wonder the education gap in the area is still the center of attention today, due to the lack of balance in the provision of educational service facilities. In this regard, this community service activity focuses on seeking various learning methods at elementary schools that have low accreditation and are located in frontier, remote and disadvantaged areas. One of them is at State Elementary School 3 Cijemit, Ciniru District, Kuningan Regency to provide learning innovation services for students. The school has limited facilities to support learning. Aspects that are focused on are: (1) innovation in teaching and learning activities, (2) technology adaptation, (3) school administration, (4) providing library facilities, and (5) implementation of work programs. The method used refers to the MBKM program. In its implementation, these five aspects can provide synergy to support the provision of optimal educational services.

Keywords – Empowerment, Elementary School, Efforts, Education, Limitation.

1. Introduction

Education is an important aspect that cannot be separated from the human element. Education also acts as a process to shape the attitudes and behavior of a person or group of people by means of teaching, training, coaching, and educating. The formation of this behavior is interpreted as the result of continuous and directed learning. As for efforts to achieve the formation of positive behavior, it requires a motivation. In general, motivation is an impulse that originates within the individual to take action consciously or unconsciously in order to achieve certain goals. Motivation in learning provides continuity in exploring or obtaining planned knowledge to change behavior in order to mature themselves through formal, non-formal and informal teaching processes (Irham, 2013).

The National Education System in Indonesia is regulated based on Law Number 20 of 2003, explaining that Indonesian educational institutions consist of 3 (three) levels, namely: (1) formal educational institutions that include Elementary School, Junior High School, High School/Vocational High School, and tertiary education institutions. (2) non-formal education institutions are carried out in a structured manner outside of formal education; and (3) informal educational institutions that emphasize more on the family and community components.

The essence of the purpose of education is to grow hard skills, soft skills and the character of students so that they take part in the scope of democratic life of the nation and state (Ndofirepi, 2012). Not only that, through education, students are equipped to recognize their potential so that they can become more creative and innovative individuals.

This indicates that education plays an important role in ensuring a better quality of life by having various advantages. So that the quality of education becomes a benchmark in reflecting the quality of education in a country. In Indonesia, the quality of education refers to the National Education Standards. One of the reliable efforts to achieve the quality of the SNP is that it requires contributions from the local government to organize education in the area according to the local needs of the community (Fatkhuri, 2019). There are several approaches in measuring the quality of education, for example by looking at the relationship between input, process, and

output. Input in this case emphasizes the overall resources needed to support education. Process is identical to an action that leads to scientific activity. Output is the final result obtained after the process is run (Wani & Mehraj, 2014; Widodo, 2019). The impact of this view is that if education expects optimal quality, then an education must meet the input needs required by the process. So that education will get the expected output. Therefore, input is a central aspect that is very influential in creating quality education. The input components include educators (teachers and lecturers), students, learning facilities, educational curriculum, and the environment (Kurniawan, 2016).

However, in reality there are still many problems that hinder the quality of education. One of them is marked by the inequality that is clearly visible in the scope of schools located in urban and rural areas. It is no longer surprising that both of them are difficult to show synergy in balancing optimal education services. As a result, students choose schools located in big cities, so schools in rural areas are less desirable and allow for setbacks to occur.

These conditions have similarities that occur in rural areas in Ciniru District, Kuningan Regency, one of which is State Elementary School 3 Cijemit. State Elementary School 3 Cijemit is an elementary school that has accreditation C and is located in the front, remote, and disadvantaged area. This school has 6 educators (government employees and honorary staff), as well as a principal with 21 students. It can be seen that the school has limitations in all its aspects in supporting the learning process for its students. For example, the shortage of educators, limited study space, a less supportive school environment, and inadequate facilities. The limitation that is the main obstacle is face-to-face learning during the Covid-19 pandemic that is currently happening. The Covid-19 pandemic requires schools to learn via the internet on mobile phones, which has an influence in achieving the success of learning activities at this school. Learning through the internet, of course, requires adequate internet access. However, at this school, internet access is limited and on the other hand the use of smartphones among parents of students is still relatively small. Not only that, parental assistance is still lacking, because most have double jobs. That is, parents act as housewives but also as farmers.

Based on the urgency above, the purpose of this service is to maximize it in order to make various efforts amid existing limitations by empowering educational facilities that can be applied in schools. The efforts made emphasize the innovation component of learning activities, technology adaptation, assisting school administration, providing library facilities for students of State Elementary School 3 Cijemit, and implementing work programs.

2. Method

This activity is carried out in a span of \pm 3 months starting from March 22 to June 26 2021 through the “Merdeka Belajar Kampus Merdeka (MBKM)” program from Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. MBKM is an alternative effort to build attitude of dedication and attitude of serving the community to hone soft skills as well as hard skills for students obtained from learning outside the program studies. The result of this program is as a means to increase the role and contribution real universities and students in national development through development of insight in collaborating across fields of science and various origins students to solve the problems faced in order to instill empathy and social sensitivity in students towards life problems the surrounding community.

With reference to the program, efforts to empower education services are carried out through:

- a. Make observations or direct observations in order to photograph the initial conditions in State Elementary School 3 Cijemit in order to design the provision of educational services for students.
- b. Develop activity plans based on the results of school observations regarding teaching and learning activities to be carried out, learning methods to be applied, technology adaptation activities, and improving literacy culture aimed at the school and students.
- c. Develop a work program during service in order to minimize the limitations that occur in the school.
- d. Implementation of activities by always coordinating with the school.

3. Result and Discussion

This service activity was carried out at State Elementary School 3 Cijemit, located in Ciniru District, Kuningan Regency, West Java. As is well known, that this school has a background that is quite worrying. Even to get to that location, it takes ± 1 hour drive from the center of Kuningan City with fairly steep road conditions.



Figure 1. Road Condition to State Elementary School 3 Cijemit

According to one of the schools, the Elementary School has a C accreditation with the status of a State which was established on February 1, 1982. The curriculum applied in daily learning is the 2013 Curriculum with the number of students as many as 21 people which from year to year has decreased and enhancement. This is because students who attend school are only around the location of the elementary school, where the number of elementary school children is very minimal.

State Elementary School 3 Cijemit, has 4 (four) classrooms, 1 (one) teacher's room and the principal's room, 2 (two) toilets, and 1 (one) library room. The details are as follows:

- a. Class 1 and class 2 are combined, so that in one room there are 9 students;
- b. Class 3 and class 4 are combined, so that in one room there are 2 students;
- c. Class 5 is made into a special room with a total of 4 students; and
- d. Class 6 is made into a special room with a total of 6 students.



Figure 2. State Elementary School 3 Cijemit

State Elementary School 3 Cijemit has teachers who are already civil servants and honorariums, always providing education to students in order to educate, direct, teach, and assess students. Not only that, State Elementary School 3 Cijemit already has qualified educators and has a high commitment to the welfare of their students, even though in small numbers. However, it would be better if these conditions were also supported by adequate facilities, for example in aspects of learning methods, use of technology, improving literacy culture, and so on. Based on the conditions found, these aspects are not yet available optimally. Therefore, the main focus in this service activity is to empower education in the school by providing innovations, including the following:

a. Learning Activities

During the Covid-19 pandemic, it had an impact on learning in schools, due to an appeal to implement physical distancing so that learning was carried out remotely. State Elementary School 3 Cijemit refers to the conditions or policies of the local government regarding the learning system. In practice, State Elementary School 3 Cijemit implements a distance learning system and learning in schools. For distance learning, it is done by studying at the home of one of the students. Learning is explained orally based on the available Learning Implementation Plan.



Figure 3. Learning outside the school environment

The implementation of learning outside the school environment is not always applied because basically this school has implemented the Covid-19 health protocol. Characterized by the minimal coverage of school residents, so it does not cause crowds.

As for the implementation in schools, more emphasis is placed on learning in combination, namely with verbal explanations and learning through video learning facilities, through the YouTube platform. Learning through YouTube, has never been applied before by teachers. With the use of different learning media, it is intended to make it easier for students to understand the substance of learning by creating new learning experiences, so as to stimulate enthusiasm and motivation to learn in the classroom.



Figure 4. Learning Activities in Class

Not only based on video learning, the implementation of learning also applies a project-based creativity system. Where the system is a reflection activity listed in the student learning module. This project-based creativity learning uses simple tools by making a work from the hands of students.



Figure 5. Learning Project Base Creativity

Implementation of learning activities at State Elementary School 3 Cijemit with a minimal number of students, it can be said that the spirit of 'competition' in learning is quite lacking. So that the implementation of the above learning activities has the following objectives:

- 1) Assist the school in carrying out learning.
- 2) Provide learning innovations based on project-based creativity to hone the creative potential of students.
- 3) Bringing change in learning methods by collaborating learning modules with video learning.
- 4) Build a pleasant learning atmosphere, so that students can understand the lesson well.

b. Technology Adaptation

In the context of implementation in the field of technology, the activities carried out include: introducing technology to students to fulfill Minimum Competency Assessment (MCA). MCA is carried out on a computer-based basis in order to create an even distribution of MCA questions. MCA is very important, because MCA is an assessment needed by students to develop competence and self-capacity. However, MCA activities based on the use of technology are certainly a major obstacle for State Elementary School 3 Cijemit. The reason is that this school does not provide computer or laptop laboratory facilities. As a result, this school builds cooperation with other elementary schools to carry out MCA activities for their students. This service makes it easier for schools to introduce technology so that later students will have knowledge when working on MCA questions.



Figure 6. Technology Adaptation Activities

c. Helping School Administration

This activity is focused on covering designing materials (themes, sub-themes, lessons and subjects), learning media, learning methods, student worksheets, filling out student report cards online. As for media activities and learning methods by utilizing Microsoft Power Point facilities and giving questions to students. The substance in Microsoft Power Point, refers to the provision of examples and videos, the goal is that students get a real picture of a learning material, so it is very effective for transferring knowledge.



Figure 7. Study Material Design

At State Elementary School 3 Cijemit, teachers usually do not provide worksheets in the form of hard files so that students are accustomed to writing practice questions in notebooks. Thus, it is very time consuming for the duration of learning. Therefore, through the learning method above, it can streamline time so that students are more focused on understanding the material, so they do not depend on taking notes. Meanwhile, considering that this service activity was carried out during the Covid-19 Pandemic, the activity was focused on helping homeroom teachers to input student values into the online e-report system.

The e-report is based on the Decree of the Research and Development Agency and Books Number 018/H/KR/2020 concerning Application of K13 Report Cards in Emergency Conditions.



Figure 8. Student Grade Activity Entries On E-Report

d. Providing Library Facilities

Libraries are the main means to add insight or knowledge in order to find information. As previously mentioned, State Elementary School 3 Cijemit has one library room. However, the reality shows that the library is not optimally empowered by the school, so the synergy of various elements is needed to organize the library space. The problems faced are: the condition of the library space that is not organized; reading books that are not maintained; and the room was very dusty. More precisely, the library room is used as a storage place for various unused items. The following is the condition of the center before and after the action.



Figure 9. Library Condition

From the picture above, it can be clearly seen that with the library empowerment activities, a literacy culture system can be created for students. Not only that, literacy is an alternative to strengthening to create the realization of welfare in the school scope as a goal in the context of educating the nation's life in accordance with what is stated in the opening of the 1945 Constitution. The existence of library facilities can also attract the attention of students to always visit to read textbooks, history and fiction stories in between learning time in the classroom.

e. Implementation of Work Program

In addition to the implementation of the activities above, there are also several work programs, namely the implementation of "non-core lessons" activities. Activities "not core lessons" are educational activities carried out outside school subjects with the aim of providing a variety of learning materials to students. This activity is also intended to add insight for students to be able to explore applicable knowledge that is not and/or has not been taught during class learning. The "non-core lessons" activities carried out are:

1. Hydroponic Activities

The materials needed in this activity are very simple, such as: used drink bottles, paint, flannel, net pots, polybags, and seeds. The purpose of using this unused material can be used as material for transfer of function as an educational medium.



Figure 10. Hydroponic Material



Figure 11. Implementation of Hydroponic Activities

2. Planting Activities

The planting activity is none other than to cultivate the behavior and attitude of 'love' towards plants for students. With this activity, students can know how to cultivate at an early age, so that it is expected to be embedded in them. This planting education starts from how to give fertilizer to transfer the seeds into polybags. In this activity, the object of the plant is chili seeds.



Figure 12. Planting Implementation Activities

3. Eco-brick Activities

This activity clearly reflects the behavior of going green, because ecobricks aim to fill plastic waste into used drink bottles. This behavior is also in line with the purpose of this activity, which is to provide education to students with the 'learning while playing' method, because the bottles that have been filled with plastic waste are formed into unique items according to the creativity of the students. During the activity, students showed an

enthusiastic attitude and had a lot of curiosity during the implementation of the activity.



Figure 13. Eco-brick Implementation Activities

4. Conclusion

This service activity is an activity that is facilitated through the “Merdeka Belajar Kampus Merdeka (MBKM)” program in 2021. This service starts from carrying out observations to planning activities at State Elementary School 3 Cijemit. The programs contained in this activity are carried out in a simple manner by utilizing the available facilities and adjusted to the needs of the school. However, with this simplicity, this educational empowerment effort as a whole can help in solving the problems experienced by State Elementary School 3 Cijemit, in order to achieve the success of providing knowledge based on innovation in learning materials, learning methods, technology, and oriented towards improving student literacy. Where it is aimed at improving the quality of education in leading, underdeveloped, and outermost areas in rural areas as well as to improve the quality of human resources, especially students so that they can experience new learning experiences in order to create prosperity in learning. This means that this activity encourages the existence of schools in rural areas, so that they can develop their existing potential and can contribute optimally to the quality of education in Indonesia.

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