

Describing remote learning at Neutron Yogyakarta tutoring institution

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Abstract

This study aims to describe the activities of remote learning at the tutoring institution (Lembimjar) Neutron Yogyakarta. This research was conducted at the head office of Lembimjar Neutron Yogyakarta using descriptive qualitative research methods. The subjects in the study were staff and teachers who were involved in remote learning. Data collection techniques through direct observation and unstructured interviews. The implementation of remote learning is carried out by collaborating with interactive live streaming learning through Zoom Meetings and programmatic consultation. Activities for remote learning as a form of adaptive learning during the COVID-19 pandemic.

Keywords: informal education, remote learning, tutoring institution

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INTRODUCTION

In early 2020 the COVID-19 outbreak was identified by the World Health Organization (WHO). The first case was reported in Wuhan, China, in 2019 (WHO, 2020). Droplets, airborne, feces, and contact with Covid-19 patients as a way of transmitting the virus (Wang e. al, 2020). The transmission of the virus has made the government set a policy of limiting social activities, one of which is delaying activities that gather large numbers of people at every level of society (Thorik, 2020). The high number of COVID-19 cases and the risk of transmission also impact all sectors globally, one of which is education. The existence of a policy of limiting social activities causes activities in the education sector to be affected, through a letter issued by the Ministry of Education and Culture No. 4 of 2020 regarding the determination of the implementation of remote or online teaching and learning activities to prevent the transmission of the Covid-19 outbreak.

The implementation of distance learning is a new policy set for all levels of education. The implementation of learning that is usually done traditionally is hampered, so a change in the learning mechanism is needed that allows students and teachers not to be physically present at the same time through distance learning (Setiawan, 2020). Distance learning is mainly carried out through WhatsApp and causes students to understand the subject matter (Sinerjaya & Fitra, 2021). The number of obstacles students, teachers, and parents or guardians felt during the

implementation of online distance learning, including the lack of mastery of technology (Sakti, 2021).

The difficulty parents and students have with distance learning offers a commercial opportunity for non-formal educational institutions such as tutoring. While tutoring is a lucrative business opportunity, tutoring institutions faced competition in giving tutoring services both offline and online (Anam & Laily, 2021). Institutions that provide tutoring services each have their own set of advantages. The advantages that come during a pandemic are about providing technology, such as learning to utilize simple-to-use programs through electronic devices such as smart phones or computers. Many tutoring institutes exist in Indonesia, particularly those that are technologically advanced. Ruang Guru, Zenius, Quipper, and Lembimjar Neutron Yogyakarta were all tutoring services that included technology and grew popular during the pandemic's early stages. Tutoring has included technology; they enable students to access instructional videos and material suited to their educational level, as one of the tutoring institutions in Yogyakarta, Neutron, has done.

By offering remote learning, the tutoring institution (Lembimjar) Neutron Yogyakarta is able to adjust to market demand. Remote tutoring is one of the services that the market requires. Based on the results of interviews with teachers at Lembimjar Neutron Yogyakarta, one of the reasons students seek tutoring is to build potential throughout the learning process, such as comprehending the subject and practice questions. Lembimjar Neutron Yogyakarta makes use of modern technologies to link students and teachers. The appropriate use of technology ensures that teaching and learning continue to operate smoothly, even in the midst of a Covid-19 pandemic (Pakpahan, 2020). The use of technology is then packaged as interactive learning via the usage of Zoom Meeting, Webex, Microsoft Team, Google Meet, and Skype, among others (Kisno et al. 2021). Lembimjar Neutron Yogyakarta use Zoom Meeting to provide interactive teaching and learning activities with its students. Zoom Meeting is a web-based collaborative video conferencing application that supports voice, video, and screen sharing, making virtual meetings a perfect fit (Serhan, 2020).

Based on the explanation above, the researcher wants to describe the remote learning activities carried out by Lembimjar Neutron in Yogyakarta.

RESEARCH METHOD

The research method used in this research is descriptive qualitative. Sukmadinata (2005) reveals that descriptive research is research carried out without any treatment or manipulation activities on the variables but in the form of a description of all activities or events running on each component and variable to be generalized and produce a conclusion. Descriptive qualitative research produces a comprehensive description and interpretation of activity from data that has been collected by paying attention to and recording the aspects studied. The data can also be obtained from interviews, photos, official documents, videos, field notes, observations, and documents (Krisyantono, 2007).

The population of this study was staff and teachers of Lembimjar Neutron Yogyakarta, while the sampling technique used was purposive sampling. Purposive sampling is a sampling technique with specific considerations. The staffs and teachers of the online education department of Lembimjar Neutron Yogyakarta are the subjects of this research. Implementation of the research process from September to October 2021.

Primary and secondary data are the data sources in this study. Primary data is a data source that directly provides data to data collectors (Sugiyono, 2017). The primary data from this research are the staff and teachers of the online education department of Lembimjar Neutron. At the same time, secondary data is a data source that does not directly provide data to data collectors, for example, documentation or through other people (Sugiyono, 2017). Secondary data in this study in the form of company information and literature.

Data collection techniques used in this qualitative research are observation and interview techniques. Observation techniques are the process of observing and recording a phenomenon obtained to solve problems or for research (Samsu, 2017). Observations to obtain remote learning at Lembimjar Neutron Yogyakarta, namely direct observation. These observations were carried out to determine remote learning activities ranging from the equipment, the applications, the learning system, and learning methods.

The interview is a question and answer technique between the questioner and the person being questioned, which is carried out to obtain information (Samsu, 2017). The interview used in this study is an unstructured planned interview. An unstructured (open) planned interview is planned according to a schedule that has been prepared but does not use a standard format (Yusuf, 2017). After the data is obtained, data analysis will be carried out. The qualitative data analysis techniques are used by Miles and Huberman are data reduction, data display, and conclusion drawing/verification (Sugiyono, 2017).

RESULTS AND DISCUSSION

The remote learning program is centrally managed at the studio on the second level of the Lembimjar Neutron Yogyakarta head offices. This Course program is opened from elementary school grades 4-6, junior high school grades 7-9, high school grades 10-12, to alumni.

The equipment used in the remote learning studio room is quite complete and it has standard operating procedures, starting with a computer, the premium Zoom Meeting program, and an iPad for explaining the material and conducting discussions. In operating the activity, the teacher is assisted by an operator.

Before remote learning is implemented, the staff arranges schedules and preparations in the studio for live streaming. Every week, the online education department has compiled zoom links, teachers, materials, and passwords. On weekends, the staff will give student passwords via WhatsApp to access the class via the neutron website, Neutron.co.id. Students who successfully enter the class can view the material and receive the Zoom Meeting link for the following week's meeting.

On the other hand, the staff will check the material and questions presented in the lesson, and then if it is acceptable, it will be uploaded to Google drive. The time for uploading the material and questions is the day before the remote learning is carried out. This activity makes it easier for the teacher to explain the material and questions when learning begins. Before learning begins, the staff on duty will print the questions. These questions will later be displayed during learning. However, the staff ensures the teacher by asking to check that the material is correct when the teacher arrives, the Operator will prepare the Ipad to be used in learning and prepare the material contained in the Ipad.

After the preparation stage is complete, it is continued with remote learning, and students access the Zoom Meeting link through the Neutron.co.id website, while waiting for students to access the zoom link. for the first three minutes, Operator will play a video about Neutron as you can see in Figure 1.



Figure 1. The learning process in the main studio

The implementation of remote learning starts from praying and then greeting students. At this time, the Operator will send a template that the online education department has provided to greet students via the zoom chat column. The teacher will give the code to the Operator to do the share screen. Then the Operator will help the teacher to share the screen, as you can see in figure 2. The teacher conveys the material by discussing the question. After 30-45 minutes of learning. The Operator will send a presence link via the chat column. At that time, the teacher will help remind students to fill attendance. The duration of teaching and learning activities is carried out within 90 minutes.

At the end of the lesson, the teacher and students will screenshot the answer of the questions. After that, the operator will end the share screen and send a closing sentence in the chat column (See Figure 2). Throughout the remote learning process. Operators and teachers work in harmony to maximize remote learning. Students who do not understand may contact the teacher for online consultation. The consultation program both covers the material and consults for school assignments. Lembimjar Neutron Yogyakarta also provide tests such as tryouts to students through Media

Scanner. On the other hand, at the end of each semester, the education department will evaluate the teachers and activities to review the shortcomings of the remote learning program.

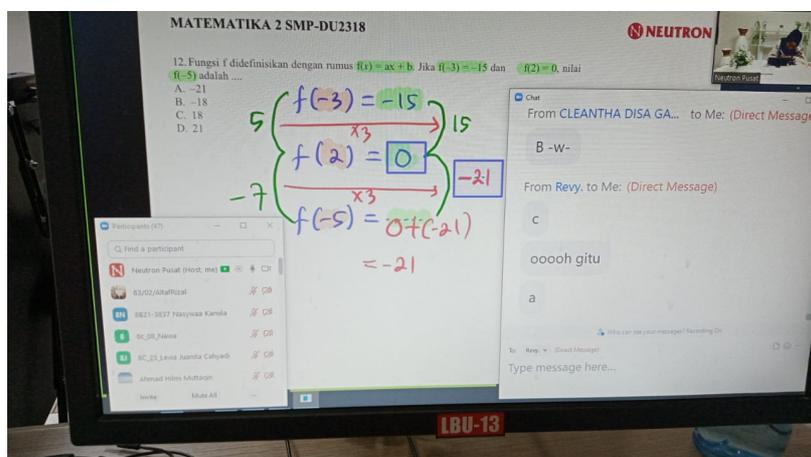


Figure 2. Operator screen display when learning activities take place.

CONCLUSION

Based on the results of qualitative research using observation and interviews. The techniques were carried out at Lembimjar Neutron Yogyakarta in the remote learning program. It can be concluded that Lembimjar Neutron Yogyakarta provides remote learning facilities as a form of adaptive learning during the COVID-19 pandemic. The implementation of remote learning is carried out by collaborating with interactive live streaming learning through Zoom Meetings and programmatic consultation.

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