

Schooling from Home: Challenges and Strategies to Address Learning Inequality during COVID-19 Pandemic

Florischa Ayu Tresnatri

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Structure of Presentation

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Learning during Schooling from Home

- Challenges during Schooling from Home (Teachers)
- Challenges during Schooling from Home (School Support)
- Challenges during Schooling from Home (Parents)
- Learning Inequalities during Schooling from Home

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Strategies to Mitigate Learning Losses due to Learning Inequality

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Conclusion

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Learning during Schooling from Home

Government Policy on Schooling from Home

Schooling from Home would continue until the end of year 2020

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Rahel Narda Chaterine - detikNews

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SIARAN PERS

Nomor: 137/sipres/A6/VI/2020

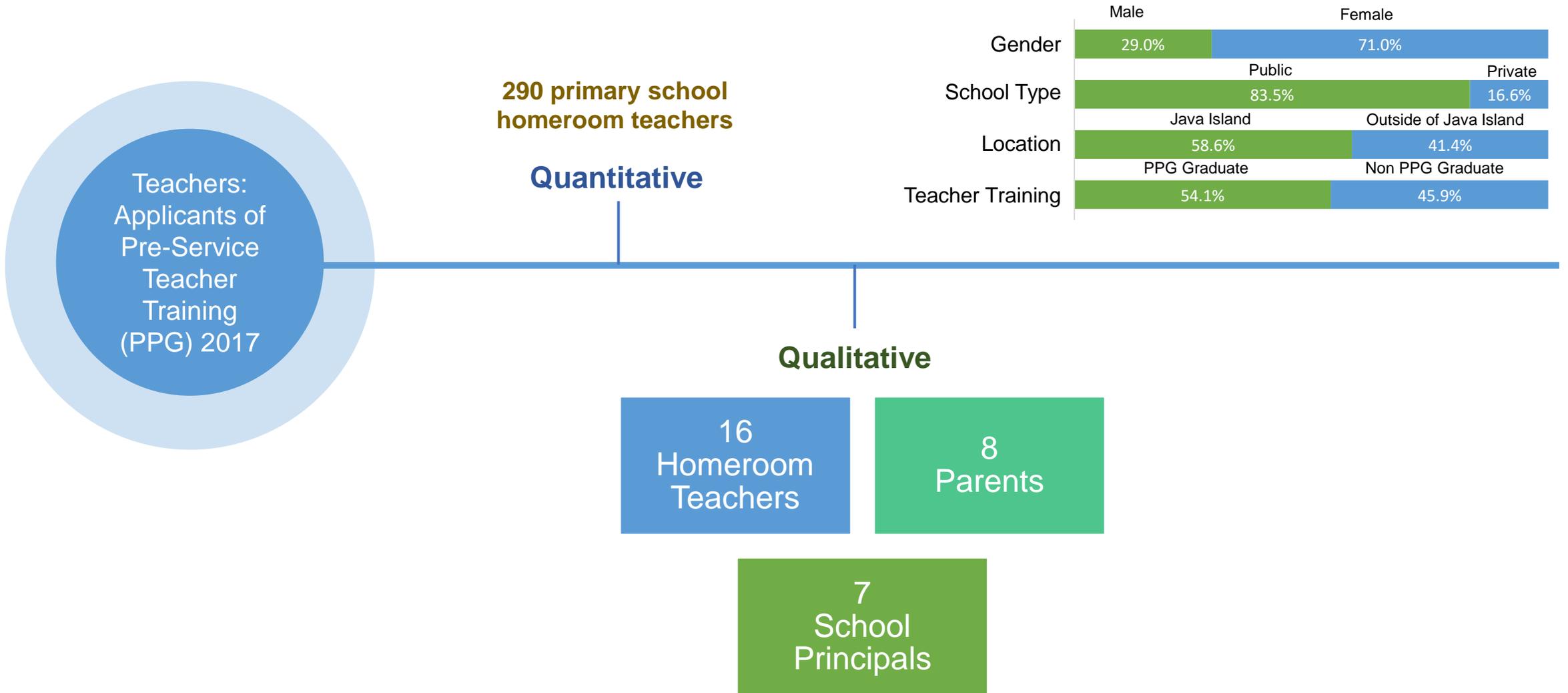
Panduan Penyelenggaraan Pembelajaran pada Tahun Ajaran dan Tahun Akademik Baru di Masa Pandemi Covid-19: Satuan Pendidikan di Zona Kuning, Oranye dan Merah Dilarang Melakukan Pembelajaran Tatap Muka

Tahun ajaran baru bagi pendidikan anak usia dini (PAUD), pendidikan dasar, dan pendidikan menengah di tahun ajaran 2020/2021 tetap dimulai pada bulan Juli 2020. Namun demikian, "Untuk daerah yang berada di zona kuning, oranye, dan merah, dilarang melakukan pembelajaran tatap muka di satuan pendidikan. Satuan pendidikan pada zona-zona tersebut tetap melanjutkan Belajar dari Rumah," terang Mendikbud Nadiem Anwar Makarim, pada webinar tersebut.

Terkait jumlah peserta didik, hingga 15 Juni 2020, terdapat 94 persen peserta didik yang berada di zona kuning, oranye, dan merah dalam 429 kabupaten/kota sehingga mereka harus tetap Belajar dari Rumah. Adapun peserta didik yang saat ini berada di zona hijau hanya berkisar 6 persen.

Variation and Learning Inequality during Schooling from Home (March – May 2020)

Researchers: Ulfah Alifia, Arjuni Rahmi Barasa, Luhur Bima, Rezanti Putri Pramana, Shintia Revina, and Florischa Ayu Tresnatri



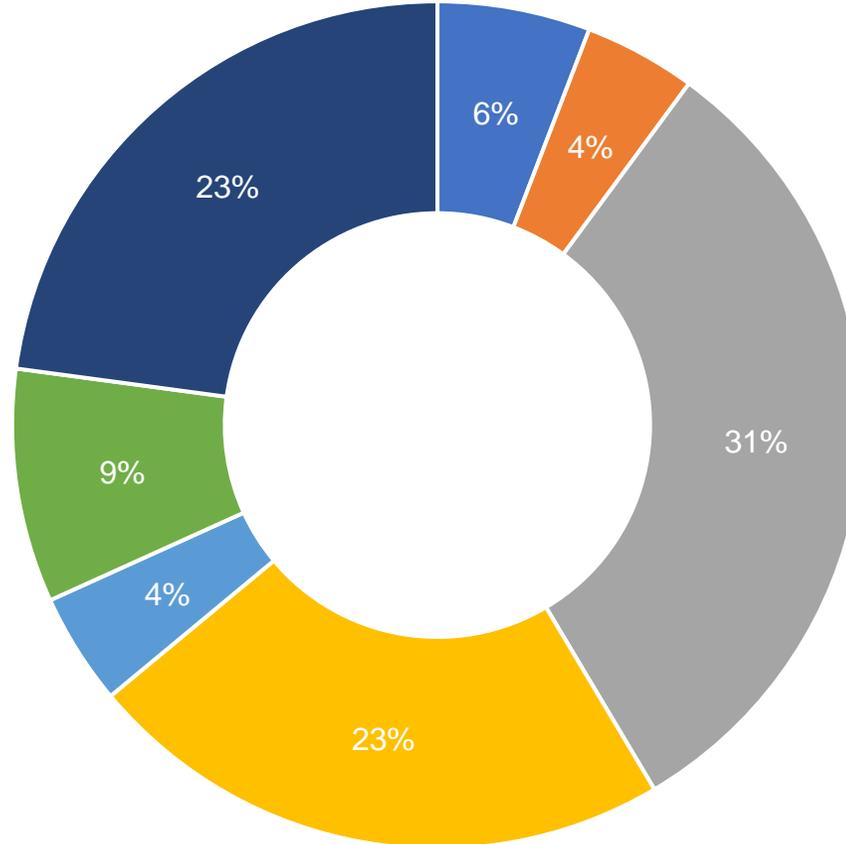
Challenges during Schooling from Home (Teachers)

Teachers' Difficulties

Encountered during Schooling from Home

Most of the teachers face difficulties in **monitoring students' learning progress** and **encounter unstable internet connection**.

Several teachers are confused by which **teaching technique that should be used** during the remote learning.



- Confused with remote teaching technique
- Hard to divide time between working and taking care of household
- Unable to monitor students' learning progress
- Unstable internet connection
- Required to visit students' houses
- Limited fund (internet quota, photocopy, etc.)
- Others

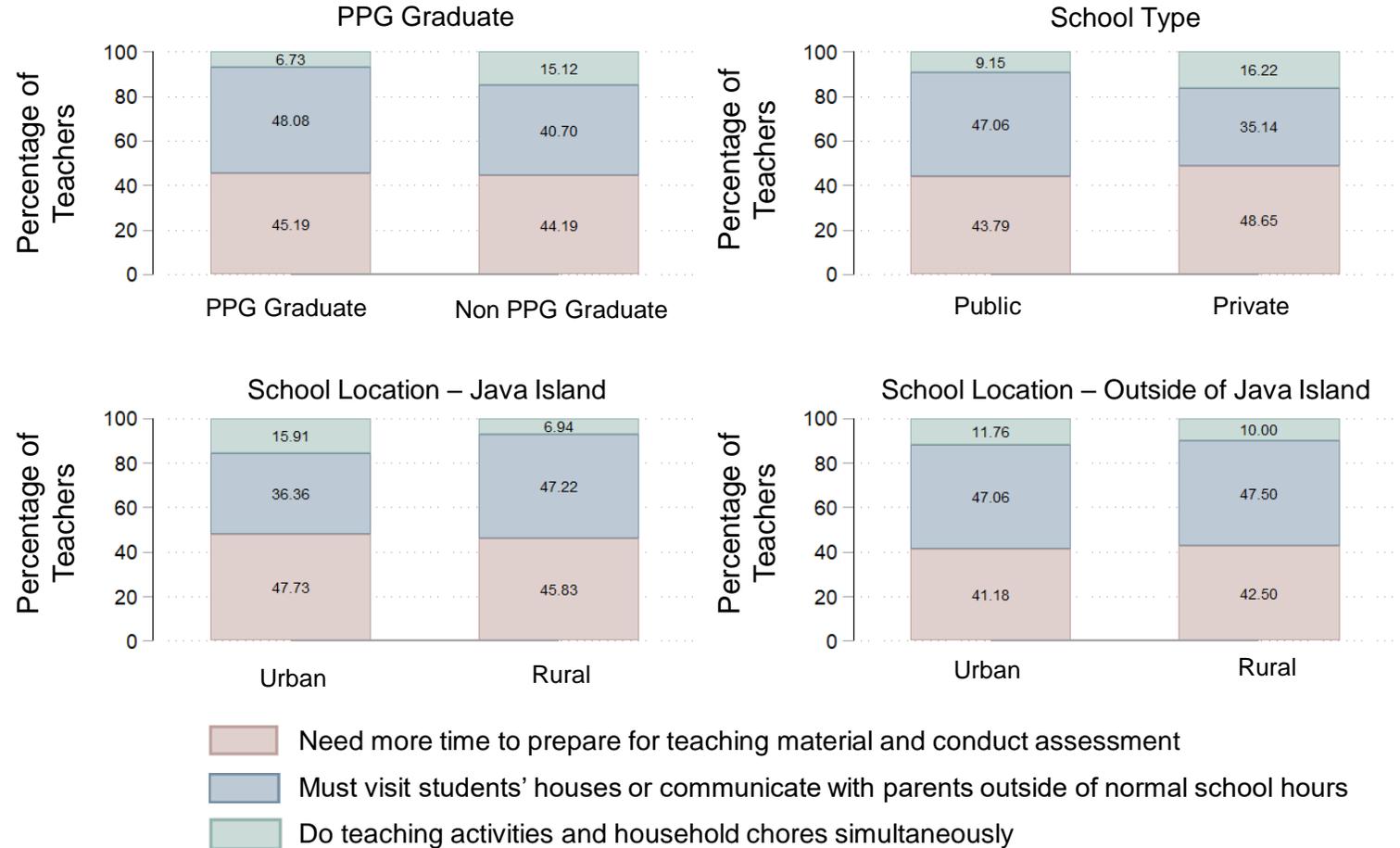
Teachers' Workload

Majority of the teachers are busy, but due to different issues

Teachers in **private schools** and **urban areas** in **Java Island** are busy preparing teaching materials and assessment.

Teachers in **public schools** and **rural areas** are busy visiting students' houses or communicating with parents outside of normal school hours.

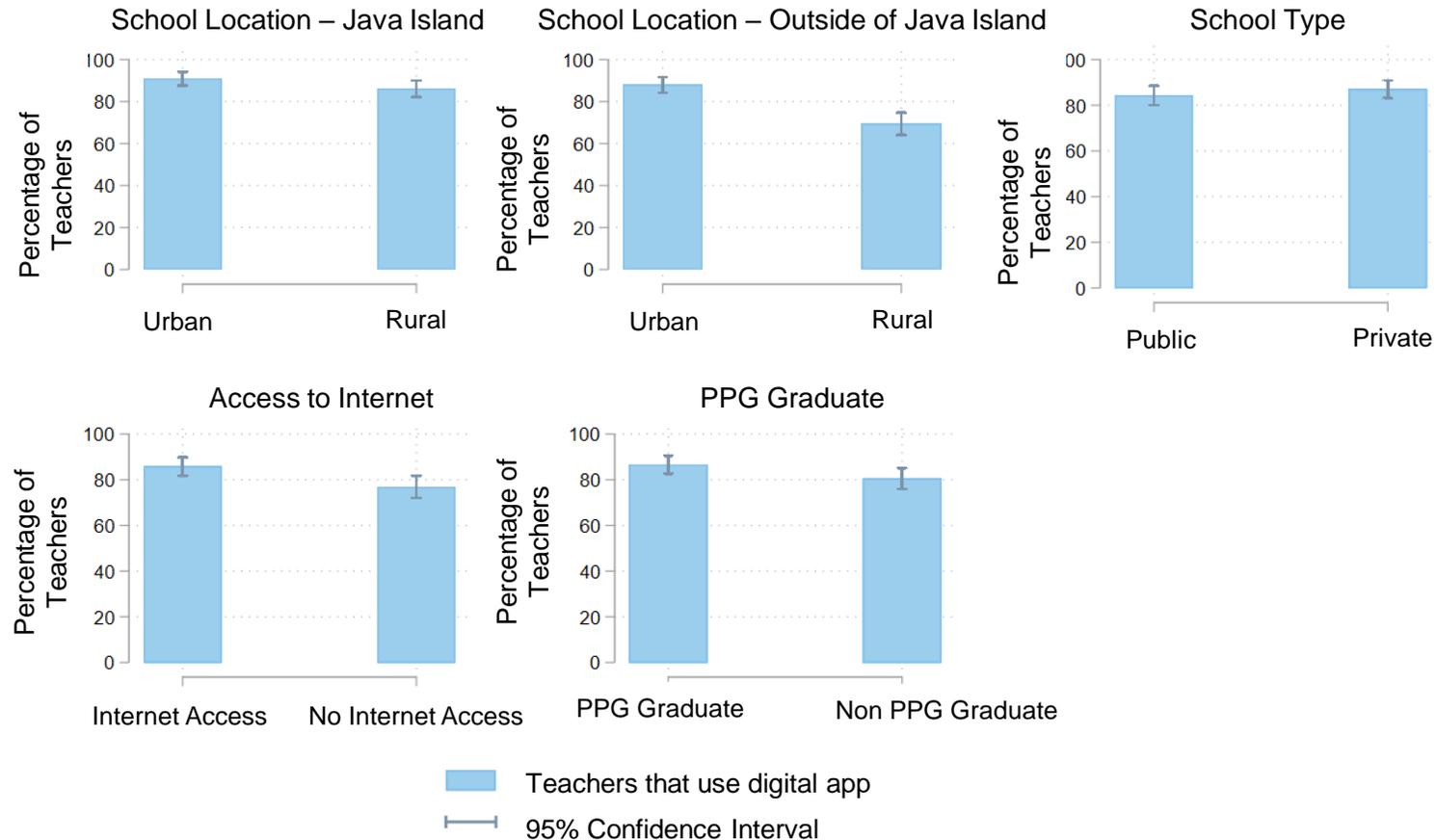
Why do teachers become busier during Schooling from Home?



Use of Digital Application by Teachers

Use of digital application varies across characteristics

Do teachers use digital application during Schooling from Home?



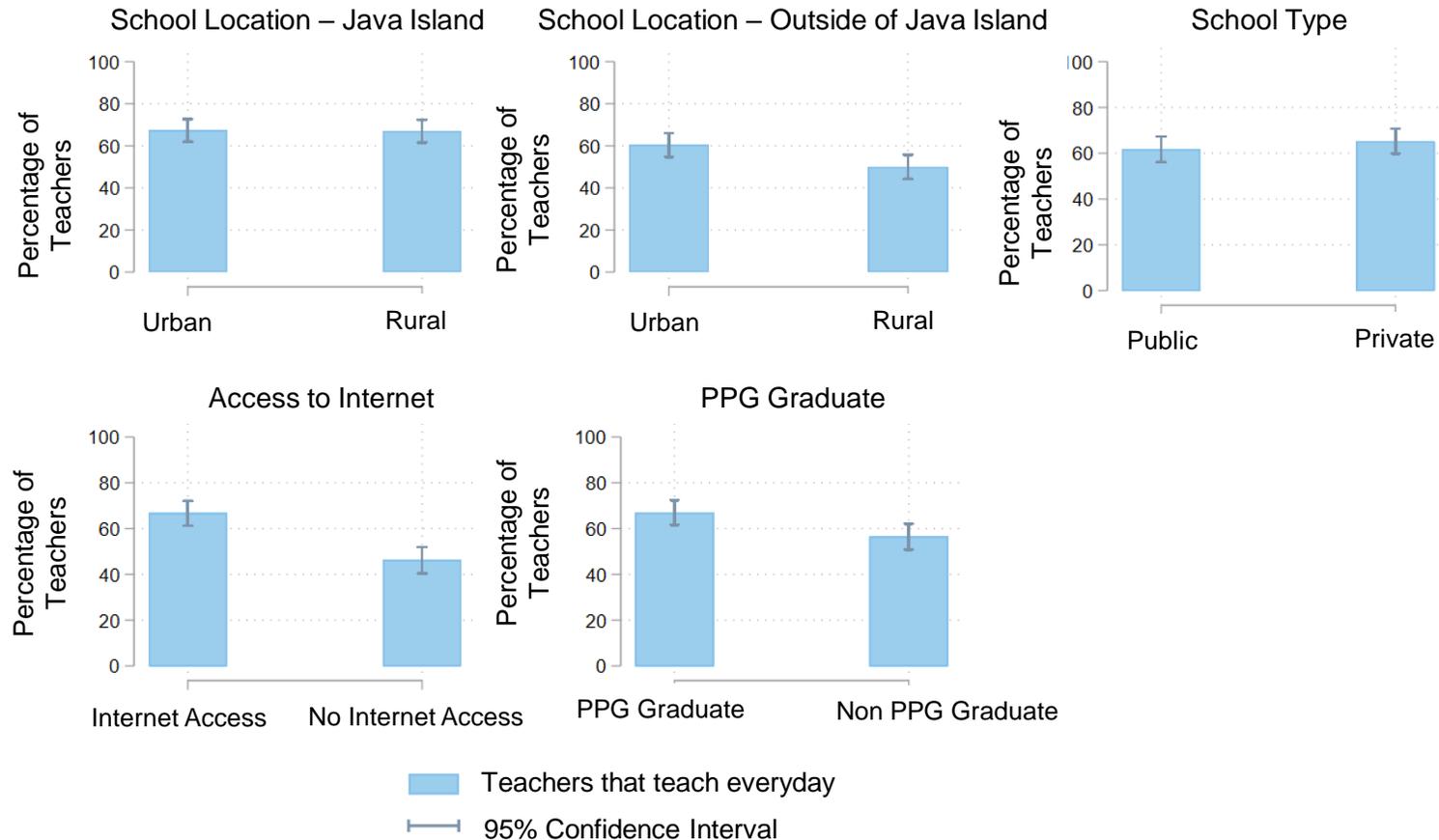
Teachers with **proper internet access in urban Java** can utilise digital applications such as WhatsApp, YouTube, Google Classroom, Google Form, Zoom, and Google Meet in teaching.

Teachers in **rural areas outside of Java Island** have to meet students directly to give or collect assignments. Yet, the meeting is not supported with adequate teaching and learning activities.

Teaching Practice by Teachers

Some teachers teach everyday, while other teachers teach sometimes or even do not teach at all

Do teachers teach everyday during Schooling from Home?



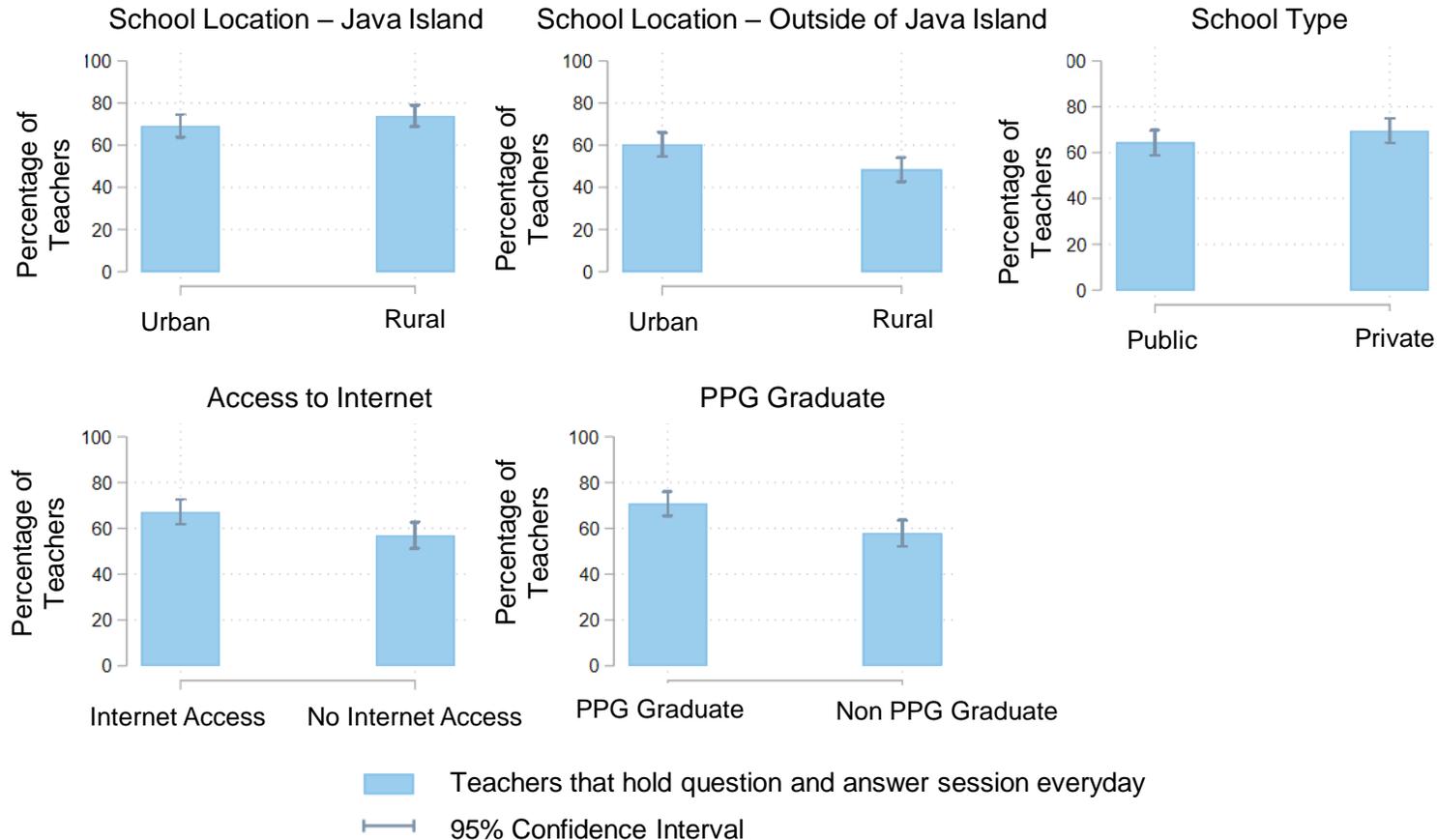
Half of the teachers outside of Java Island do not conduct teaching everyday. Main barriers to conduct teaching is limited availability of internet connection.

PPG Graduate teachers tend to conduct teaching everyday compared to Non PPG Graduate teachers.

Question and Answer Session by Teachers

Many teachers do not give students opportunities to raise questions

Do teachers hold question and answer session everyday during Schooling from Home?



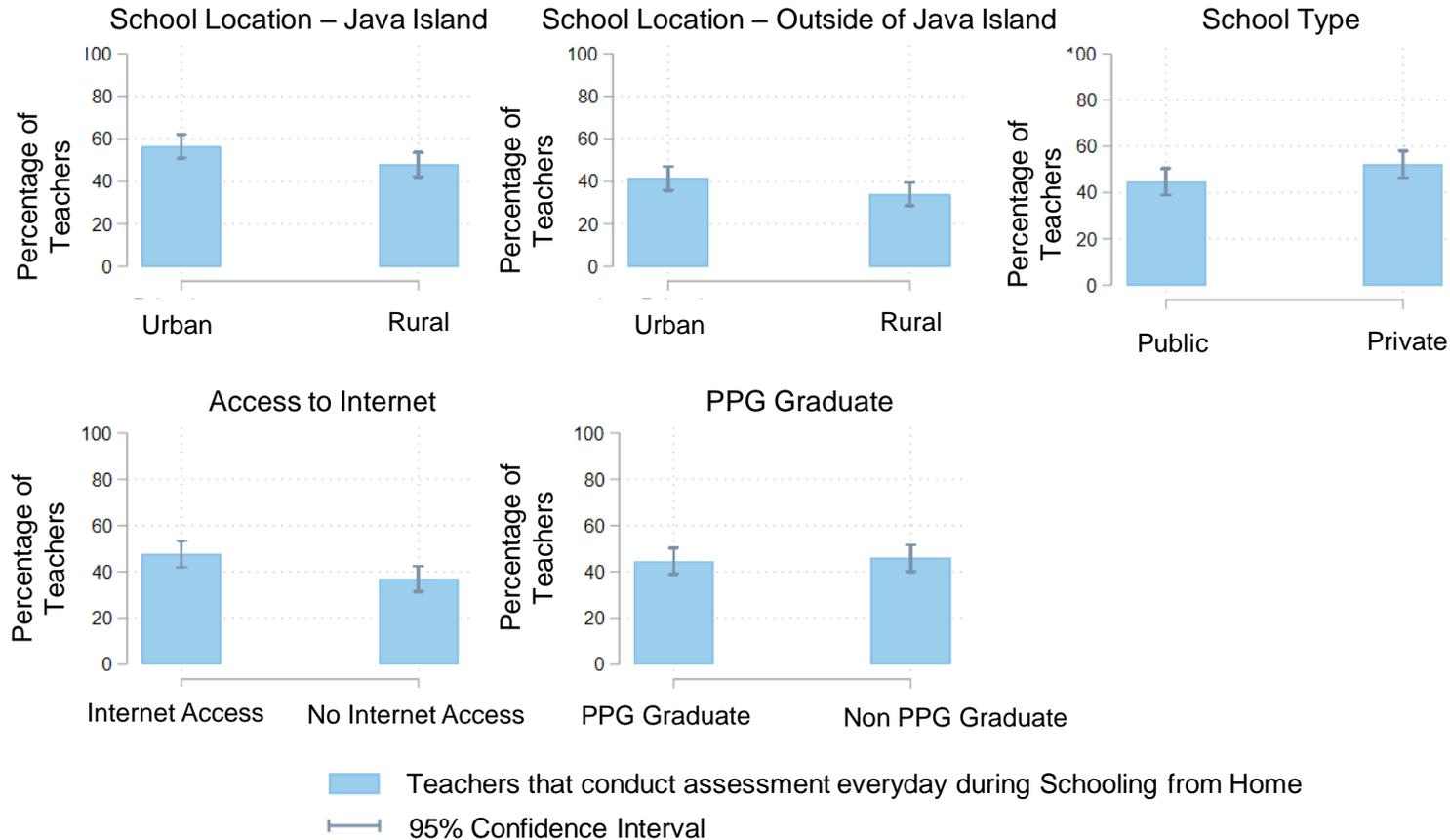
Teachers in Java Island with access to internet are more frequent in giving the students opportunities to ask questions.

PPG Graduate teachers more frequently allocate time to hold question and answer session with students.

Assessment by Teachers

Most teachers give assignments everyday

Do teachers conduct assessment everyday during Schooling from Home?

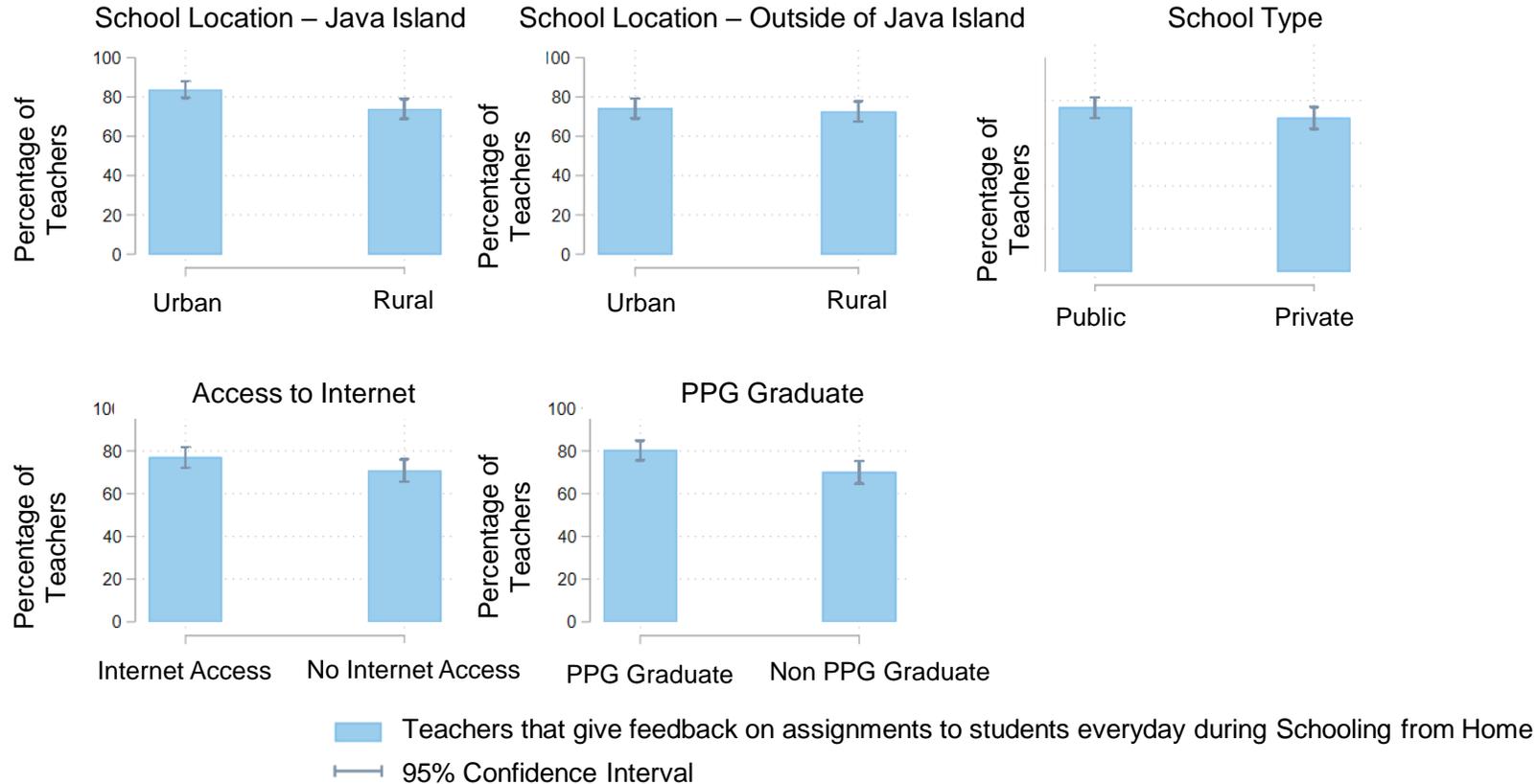


Higher proportion of **teachers with access to internet in the urban areas of Java Island** that conduct assessment everyday than teachers outside of Java Island.

Feedback on Assignment by Teachers

Teachers give materials and assignments, but not all teachers give feedback to students

Do teachers give feedback on assignments to students everyday during Schooling from Home?



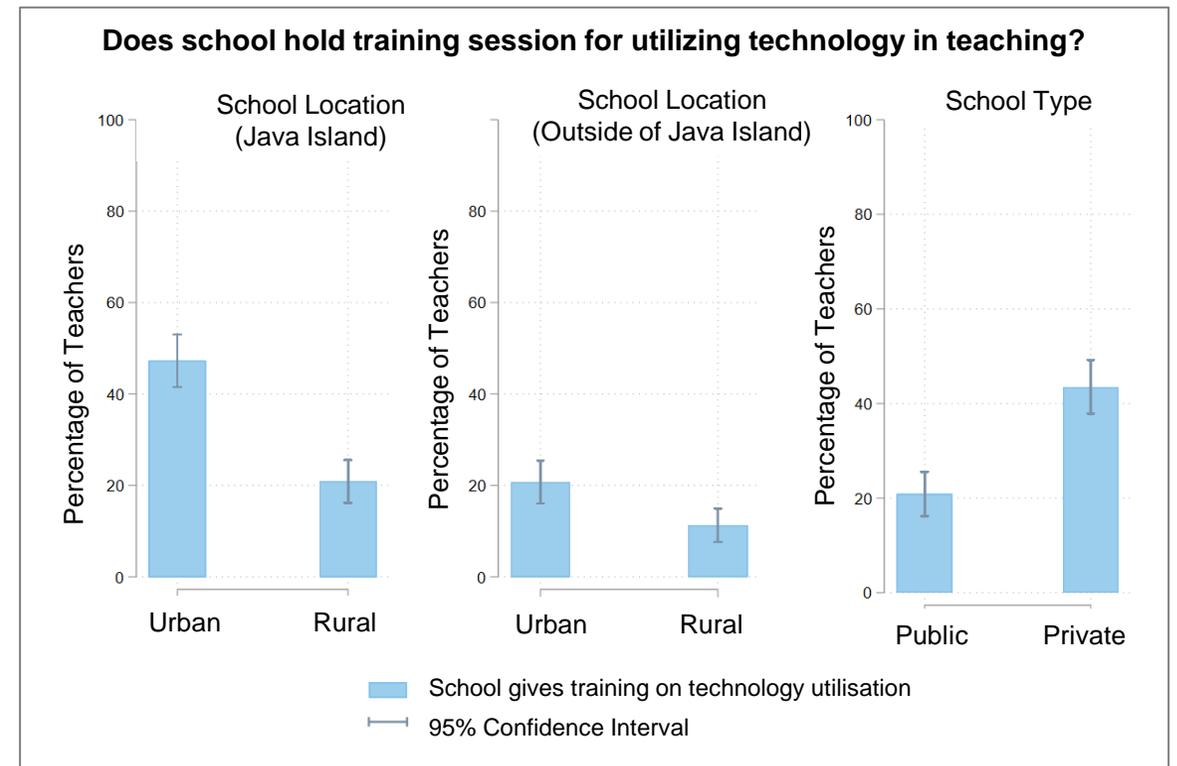
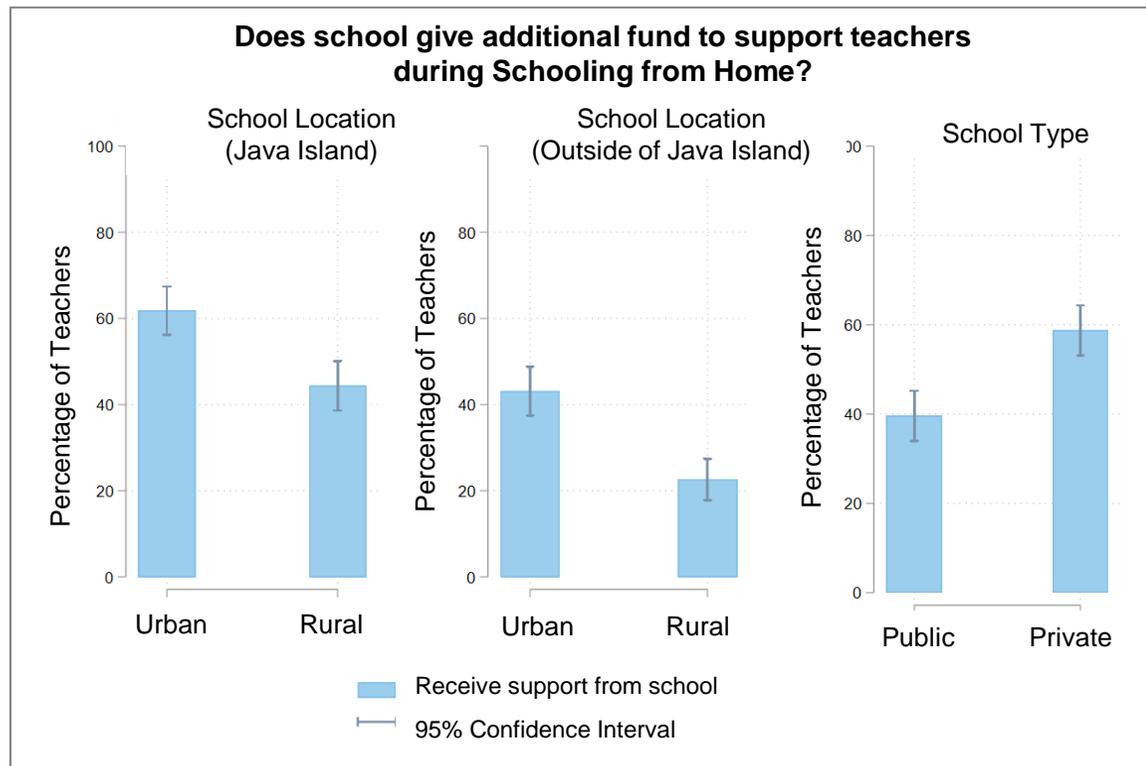
Teachers in Java Island are more frequent in giving feedback on assignment to students.

PPG Graduate teachers tend to return assessment result to students than Non PPG Graduate teachers.

Challenges during Schooling from Home (School Support)

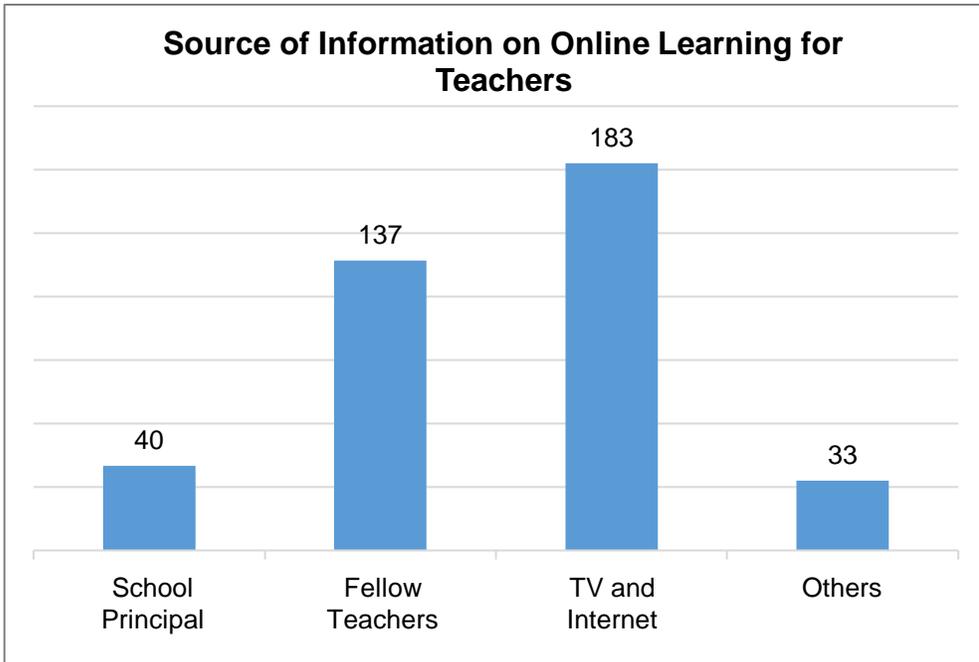
Unbalanced Support for Teachers from School

- 43% of the teachers receive additional fund from school for teaching activities during Schooling from Home.
- 24% of the teachers receive training related to technology utilisation in learning.
- More teachers in **urban areas and private schools** receive training and additional fund from school.

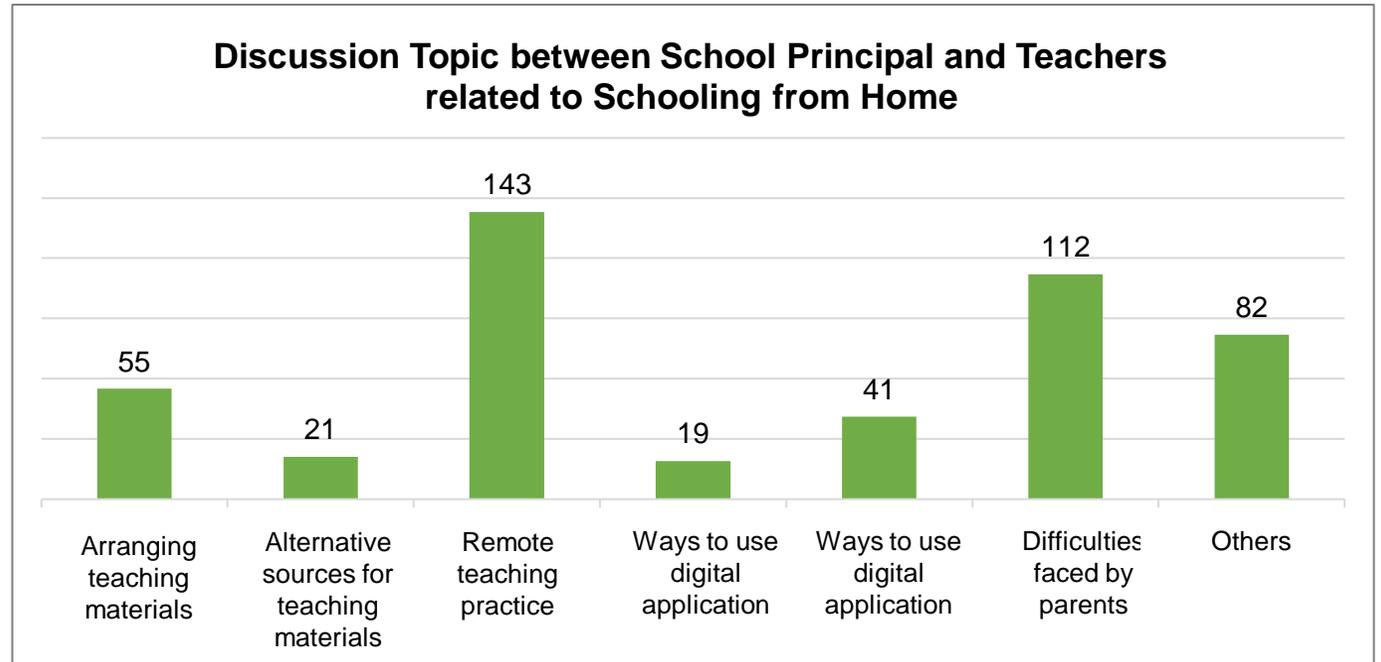


Role of School Principal in Supporting Teachers

The **role of school principal has not been optimum** in conveying information to teachers, compared to fellow teachers, TV / internet, and other sources.



Lack of discussion about the use of digital app, use of alternative sources in preparing for the learning materials, and how to arrange teaching materials during Schooling from Home.



Challenges during Schooling from Home (Parents)

Parental Support

Parental support affects children's study effectiveness during Schooling from Home

Factors that influence **parental ability to support** Schooling from Home:



Parental Support

Parental support affects children's study effectiveness during Schooling from Home



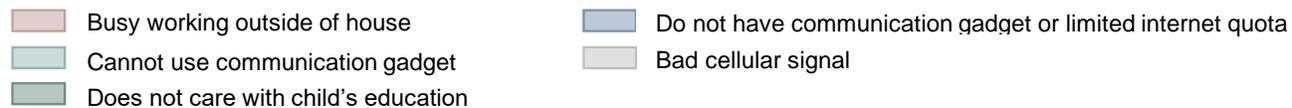
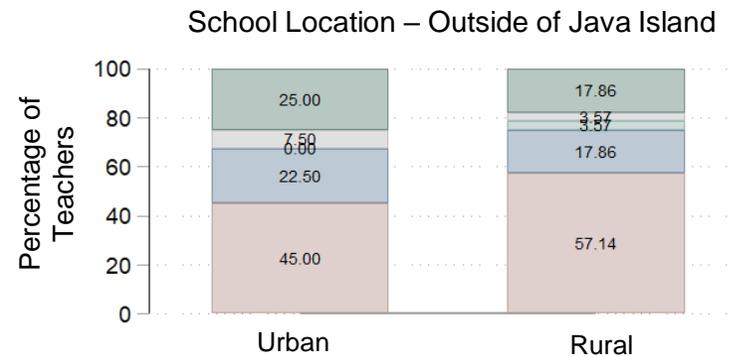
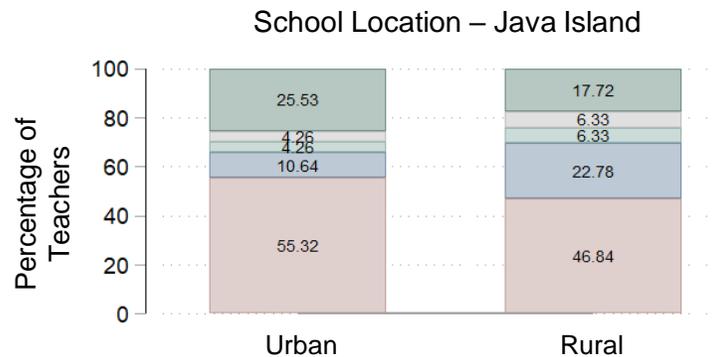
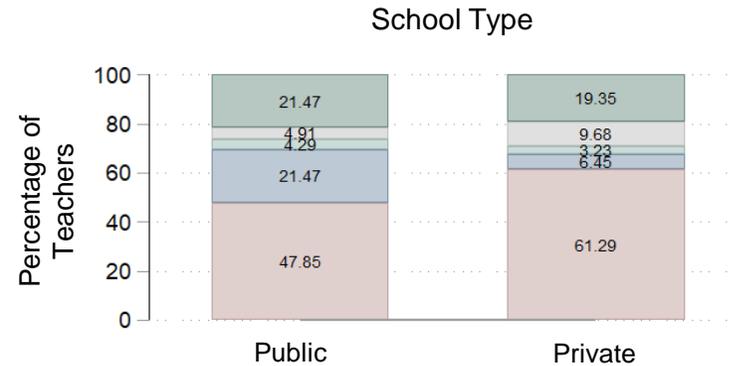
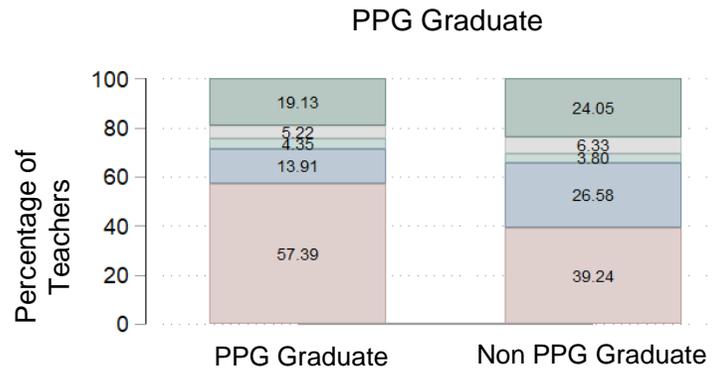
“What should we teach to our children? We are farmers. We cannot teach like teachers.”
(Parent, Female, Rural Area in East Indonesia)



“I set a study schedule for my child from 8 AM to 10 AM. Then, my child will create a handcraft which I help her with. I always tell my child to not procrastinate doing tasks from her teacher. After my child finishes studying and doing tasks, then I will allow her to play.”

(Parent, Female, Urban Area in West Indonesia)

Communication between Parents and Teachers



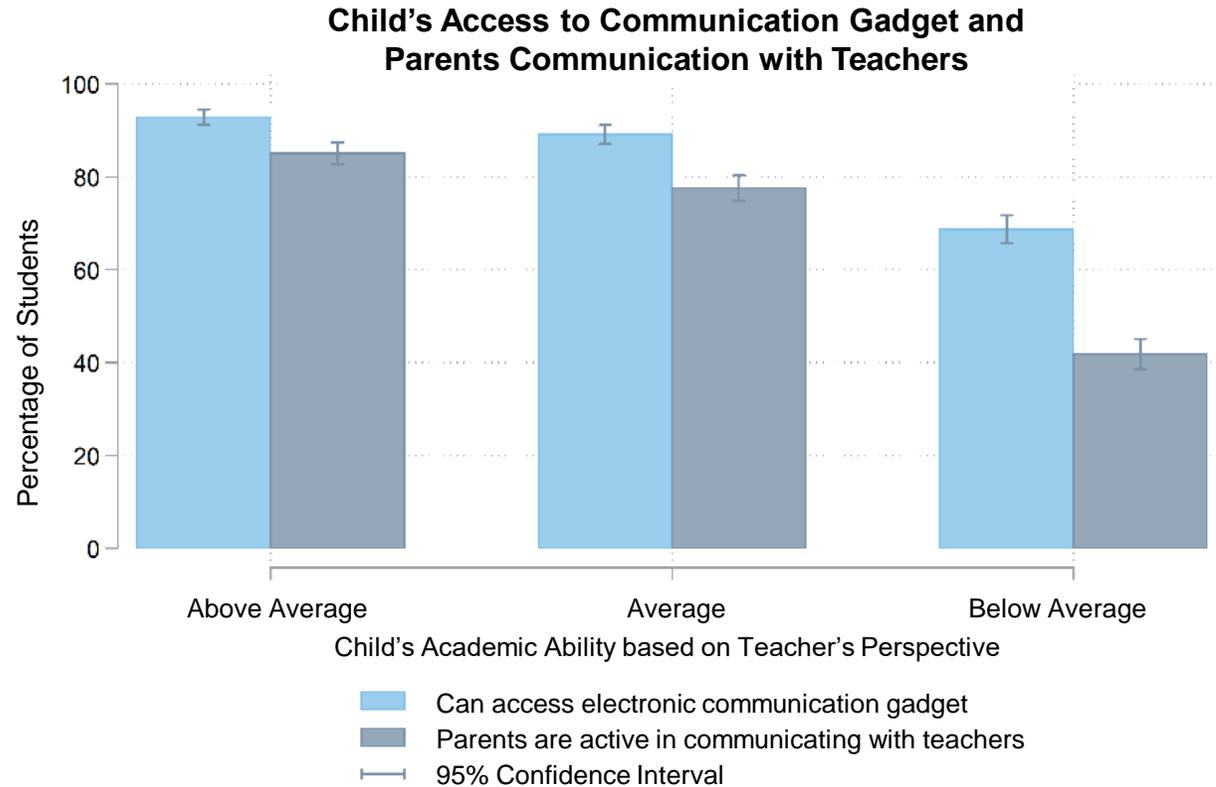
87% of the teachers complain that **parents are not responsive** in communicating with teachers during the Schooling from Home.

Main factors that cause lack of communication between parents and teachers:

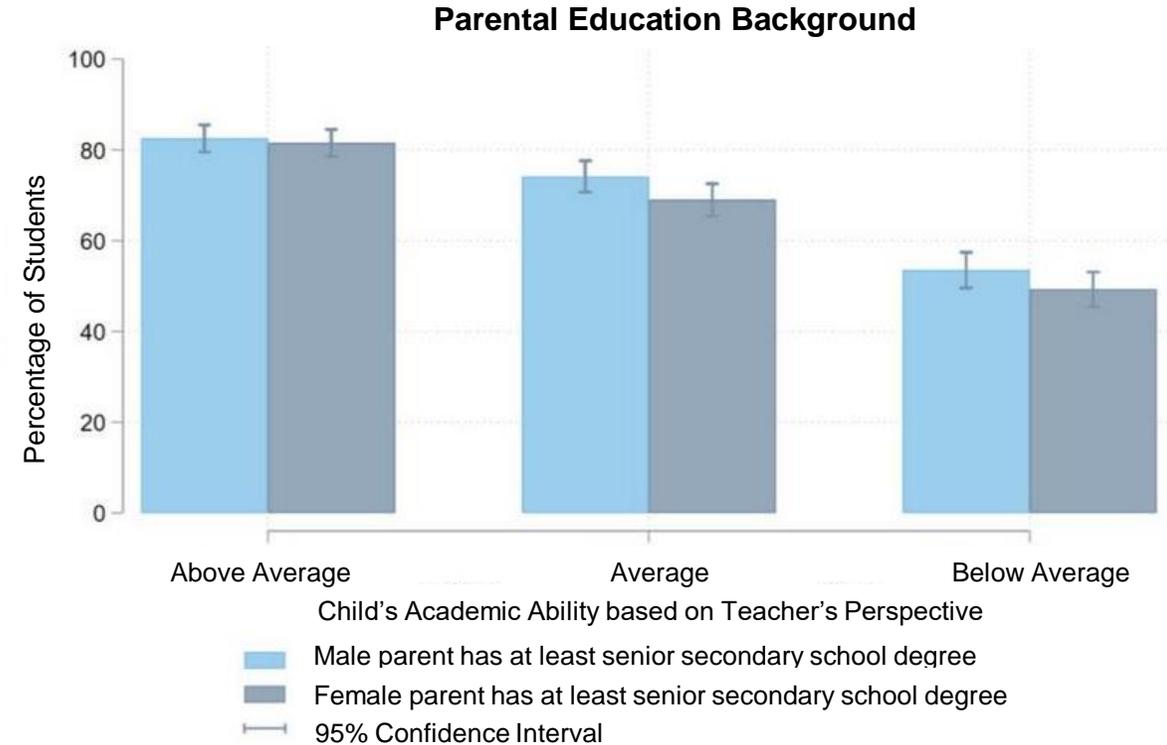
1. Parents are busy working outside of house.
2. Limited possession of communication gadget or internet quota.
3. Low concern for child's education.

Different Supporting Environment for Learning

Child with above average academic ability tends to have supportive environment during Schooling from Home



Child with above average academic ability tends to have access to communication gadget and have parents who actively communicate with teachers.



Child with above average academic ability gets support from parents with high education background.

Learning Inequalities during Schooling from Home

Learning Inequality for Certain Group of Students during Schooling from Home

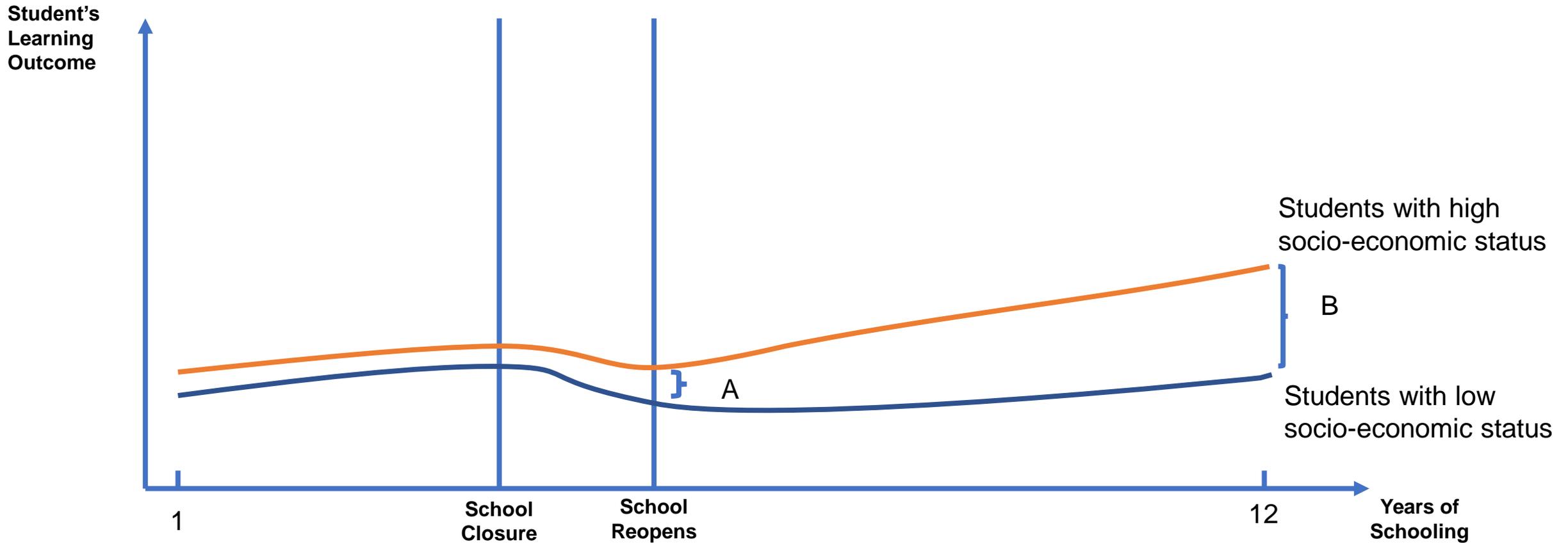


Disadvantaged students, **who primarily go to public schools in rural areas outside of Java Island**, are prone to encountering **learning losses**.



Students with **above average academic ability** tend to have **supportive parents and better access to supporting facilities** during the Schooling from Home.

Illustration of Student's Ability (School Closure without Government Intervention after School Reopens)



Source: Andrabi et al (2020)

Impacts of School Closure on Student



Learning losses



Declining academic ability



Widening learning inequality



Disturbed emotional and psychological development



Prone to school drop out



Lower future earnings

→ Recovering student's learning loss is **a must** thing to do.

2

Strategies to Mitigate Learning Losses due to Learning Inequality during the COVID-19 Pandemic

Steps to Recover Learning Losses when School Reopens (1 of 2)

1) HOLD MEETING WITH PARENTS

- Explain to parents the plan to reopen school.
- Could be undergone online or through visits to students' houses.

2) CONDUCT DIAGNOSTIC ASSESSMENT FOR STUDENTS

- Diagnostic assessment based on application or computer for 4th graders and above.
- Individual literacy and numeracy diagnostic assessment for 1st to 3rd graders.

3) IMPLEMENT DIFFERENTIATED TEACHING

- Varied student's learning loss due to Schooling from Home.
- Use result from diagnostic assessment to group and teach students according to their current learning levels.

4) CONTINUE TO ASSESS STUDENTS PERIODICALLY

- Short cycle: once in every 2 weeks.
- Conduct low stakes assessment.
- Use assessment instrument that can be compared over time.

5) FOCUS ON MAKING PROGRESS IN STUDENT LEARNING

- Focus on remediation of literacy and numeracy.
- Do not base on curriculum standards, but improvement from baseline learning levels.

Steps to Recover Learning Losses when School Reopens (2 of 2)

6) POTENTIAL OF BLENDED LEARNING IN THE NEAR FUTURE

- Alternating learning mode (learning at school and at home) will feature prominently.
- Government should invest in a system that involves parents.

7) MONITOR STUDENTS AND TEACHERS' CONDITION

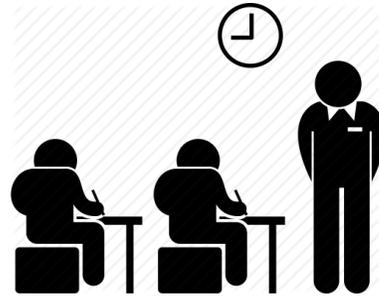
- Psychological pressure due to school closure.
- School counsellor for junior and senior secondary schools.
- At the primary level, the local government could provide counsellors to visit schools or homes.

8) SCHOOL FEEDING PROGRAM

- Government may allow schools to use part of the School Operational Fund to provide nutritious food for students at school.
- The program is especially important to support learning and may help alleviate the negative impact of economic stress.

Diagnostic Assessment and Differentiated Teaching

Diagnostic Assessment



Identify assessment materials that are essential or precondition of the next learning topics.

Arrange 10 simple questions:

- 2 questions from the 1st semester in the current grade.
- 6 questions from the 1st and 2nd semester in one grade lower.
- 2 questions from the 2nd semester in two grades lower.

- Conducted periodically in every class.
- To identify student learning level.
- Result of the diagnostic assessment is used to determine learning materials.



Differentiated Teaching to 3 groups of students:



Students with **average score** is taught by the homeroom teacher.



Students with **score 1 semester below the average** get remedial class from the homeroom teacher.



Students with **score 2 semesters below the average** will be taught by teacher from a lower grade class.

Evidence on the Effectiveness of Differentiated Teaching



School Tracking (Kenya)

Improved math and language scores by 0.18 standard deviation.



Balsakhi (India)

Improved math score by 0.14 standard deviation in the first year and 0.28 standard deviation in the second year, for the low performing students.



Improved language score by 0.15 standard deviation.

3

Conclusion

Conclusion

Learning inequality had existed long before the COVID-19 pandemic.

School closure due to the COVID-19 pandemic has led to the widening of the existing learning inequality.

The learning inequality potentially creates learning losses in which without proper government intervention, the impact will persist and accumulate until affecting the student's earnings.

Periodical diagnostic assessment and differentiated teaching are the key to mitigate student's learning loss.

Curriculum adaptation is required to implement the differentiated teaching.

Thank You



+6221-3193 6336



rise@smeru.or.id



riseprogramme.id

www.rise.smeru.or.id

