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Distance learning and student motivation reinforcement during the COVID-19 pandemic through KKN Tematik UPI program

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ABSTRACT

During the COVID-19 pandemic, the government decided to stop activities at schools. Students are forced to carry out learning activities boldly. In distance learning, several obstacles must be identified, and solutions sought. This service aims to help teachers, students, and parents deal with problems arising from implementing distance learning. One way to organize community service activities is KKN in the field of education at SDN Pancasila Lembang. The service method strengthens distance learning by selecting suitable learning media for students. Also, the implementation of talk show activities with the theme of growing student learning motivation to achieve goals. This activity is carried out to make it easy for students to carry out distance learning activities while remaining enthusiastic to reach their goals. The findings from the KKN program activities are that teachers and parents perceive positively related to the implementation of the entire program. Teachers and parents were satisfied with the series of actions that had been prepared and found it helpful to find new ways and perspectives. Also, activity programs make student learning experiences more effective and increase student motivation.

ABSTRAK

Masa pandemi COVID-19 membuat pemerintah memutuskan untuk menghentikan kegiatan di sekolah. Para siswa terpaksa harus melaksanakan kegiatan pembelajaran secara daring. Dalam proses pembelajaran jarak jauh, terdapat beberapa kendala yang terjadi sehingga perlu diidentifikasi dan dicari jalan keluarnya. Tujuan dari pengabdian ini yaitu untuk membantu guru, siswa dan para orang tua dalam menghadapi permasalahan yang muncul dari pelaksanaan pembelajaran jarak jauh. Salah satunya cara menyelenggarakan kegiatan program pengabdian yaitu KKN pada bidang pendidikan di SDN Pancasila Lembang. Metode pengabdian yaitu penguatan pembelajaran jarak jauh dengan pemilihan media pembelajaran yang cocok untuk siswa. Juga pelaksanaan kegiatan talk show dengan tema menumbuhkan motivasi belajar siswa untuk meraih cita-cita. Kegiatan ini dilakukan untuk memberikan kemudahan bagi siswa dalam menjalani kegiatan pembelajaran jarak jauh dengan tetap semangat demi menggapai cita-cita. Temuan dari kegiatan program KKN ini yaitu bahwa para guru dan orang tua memandang positif terkait dengan penyelenggaraan keseluruhan program. Para guru dan orang tua merasa puas dengan rangkaian kegiatan yang telah disiapkan dan merasa terbantu dalam menemukan cara dan perspektif baru. Juga program-program kegiatan untuk membuat pengalaman belajar siswa menjadi lebih efektif dan juga peningkatan motivasi belajar siswa.

Kata Kunci: KKN; Kuliah Kerja Nyata; menumbuhkan motivasi; pandemi COVID-19; penguatan pembelajaran jarak jauh

INTRODUCTION

It has been almost four years since humanity has coexisted with COVID-19 in this world. From 2019 to 2023, the COVID-19 disease has claimed many lives in various countries, including Indonesia. According to the official website of BAPPEDA of NTB Province in 2020, as reported by BBC correspondents, the virus originated from Wuhan, China. It was transmitted from bats to humans, and from human to human (Peeri et al., 2020). According to Parwanto (2020), the initial spread of the COVID-19 virus occurred not only in Wuhan but also in other cities, including Zhejiang, Yunnan, Guizhou, Guangxi, and Shaanxi. The high level of activities leading to increased human interactions was a significant factor in the rapid spread of the COVID-19 virus to other individuals. Rachmanti et al. in their book "Agama dan pandemi," noted that ultimately, the World Health Organisation (WHO) officially declared the COVID-19 outbreak a global pandemic. According to Castiglione et al. (2020), the COVID-19 outbreak causes respiratory disturbances in humans, ranging from the common cold to rarer and more severe diseases, such as Severe Acute Respiratory Syndrome (SARS) and Middle East Respiratory Syndrome (MERS). COVID-19 has spread to various countries worldwide, including Indonesia.

The government then implemented a lockdown policy or regional quarantine that lasted for two weeks. Lockdown itself, according to Ahmad (2020), can be defined as a measure to protect the community from the virus that spreads rapidly from person to person. Subsequently, the government changed the lockdown policy to PSBB or Pembatasan Sosial Berskala Besar in several provinces vulnerable to the virus. In 2021, the government further revised the policy from PSBB to PPKM, or Pemberlakuan Pembatasan Kegiatan Masyarakat, in emergencies. As of April 2023, the COVID-19 variants spreading in Indonesia include the Kraken and XBB (also known as Arcturus) variants, most of which originated in India (Yagisawa & Foster, 2023).

The implementation of the lockdown, PSBB, and PPKM policies has undoubtedly had a significant impact on various sectors of community life, including the economy, tourism, public services, and the education sector (Yamali & Putri, 2020). The policies enacted by the government have taken into account several crucial aspects, especially in the education sector. Since the announcement of the lockdown policy, the government decided to close schools, forcing students to conduct distance learning through online media. The main objective of the government in implementing this policy is to break the chain of COVID-19 virus infection, especially in areas with high mobility, such as schools (Sinaga & Manik, 2021). As of 2021, the distance learning policy or PJJ, continues due to the increase in COVID-19 infection rates in Indonesia since the delta variant was first identified.

In November 2020, the government issued a regulation, written in the Surat Keputusan Bersama (SKB) Empat Menteri, dated November 20, 2020, which encouraged the commencement of hybrid learning —a combination of PJJ and face-to-face learning. During the learning process, which was mainly conducted online from 2020 to 2021 and then transitioned to a hybrid format in the subsequent period, various impacts were felt by students, parents, teachers, and families directly involved in the students' learning activities within the educational sphere. Moreover, inadequate preparation due to sudden notifications and varying pandemic conditions in different regions of Indonesia has made it difficult for students and all supporting parties in the educational environment to implement this hybrid learning (Sumardiana et al., 2022). According to Erni et al. (2021), UNESCO reports that approximately 300 million students worldwide are experiencing disruptions in their teaching and learning activities (KBM). Additionally, students, teachers, and educators are reportedly facing difficulties in learning activities due to the implementation of online or distance learning methods. Furthermore, Purwanto et al. (2020) mention that almost all educational institutions, from elementary schools/Madrasah Ibtidaiyah to high schools/Madrasah Aliyah and

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universities under the Kemendikbudristek and Kementerian Agama, have been negatively impacted as students, college students, and teachers are required to adapt to online learning activities. In line with the current situation, it is evident that some remote areas still lack access to reliable information and communication technology, facing significant challenges in accessing the internet, which remains very limited (Suhada et al., 2022).

The internet network itself has become a significant factor in online learning activities, which are primarily conducted through video conferencing media. This aligns with previous theoretical statements that indicate the internet network is a significant issue in the implementation of distance learning (PJJ), causing many students and their parents to complain because, during the learning process via video conference, some students experience network difficulties. This certainly complicates students' understanding and absorption of the knowledge conveyed by the teacher. Asrori (2016) stated that the learning process aims to acquire the knowledge and information provided by the teacher to the students. Therefore, to achieve learning objectives, good facilities and learning tools that meet established standards are necessary, as well as the ability to address complaints arising from the implementation of this network-based distance learning (Mutaqinah & Hidayatullah, 2020; Rahayu & Haq, 2021; Utomo et al., 2021). In addition to network issues being a significant factor, parents also complain about the predominance of assignments given by teachers to students compared to learning activities and the delivery of materials. Both of these issues occur in almost all educational institutions across various regions in Indonesia.

Observing several educational conditions in Indonesia that have undergone changes and impacts leading to a decline in students' motivation to learn, Universitas Pendidikan Indonesia, as a higher education institution focused on providing knowledge and expertise in various fields of education, in collaboration with the Kementerian Pendidikan, Kebudayaan, Riset dan Pendidikan Tinggi, organised a Kuliah Kerja Nyata Tematik with the theme "Membangun Desa Melalui Bidang Pendidikan dan Ekonomi dalam Implementasi MBKM pada Masa Pandemi COVID-19." This KKN thematic program was conducted online, focusing on the students' areas of residence. The KKN tematik was carried out both individually and in small groups.

This KKN thematic activity was not only conducted by Universitas Pendidikan Indonesia but also by other universities. One of the previous KKN tematik implementations was titled "Efektivitas Pembelajaran Dalam Penerapan New Normal di Lingkungan Kelurahan Tingkir Tengah 2021." This was the result of a presentation on the organisation of the KKN tematik program at Universitas Islam Sultan Agung Semarang, which carried out KKN tematik activities through the establishment of reading park facilities and tutoring sessions directly held in the target village of this KKN tematik program. They found that most children participating in the tutoring sessions and visiting the reading park experienced difficulties and obstacles in understanding learning through online methods or distance learning. The research results of Handayani et al. (2021) indicate that the strategies and methods used in their school's learning activities are less engaging, leading to solutions in the form of recommendations to address these issues, namely updating the strategies and methods used, which are now varied into podcasts, discussions via interactive video conferences, and virtual museum tours.

One of the students who wrote this journal article conducted an online KKN tematik with the target partner being Sekolah Dasar Negeri Pancasila, located at Jalan Peneropongan Bintang No. 52, Gudangkahuripan, Lembang District, West Bandung Regency, West Java Province. The objectives of the KKN tematik program at Sekolah Dasar Negeri Pancasila include strengthening online learning programs for fifth- and sixth-grade students and their parents, as well as providing assistance to parents in the online learning process. In this KKN thematic activity conducted online, students identified the problems faced by students and their parents regarding online learning activities at Sekolah Dasar Negeri Pancasila in Lembang.

The difference between the KKN tematik program organised by students of Universitas Islam Sultan Agung Semarang and that conducted by the student service team of the Universitas Pendidikan Indonesia lies in the central theme and the design of the program that is taken and arranged. Students from Universitas Islam Sultan Agung Semarang explored the theme of learning effectiveness by designing a reading garden and implementing a tutoring program. Meanwhile, the community service team from Universitas Pendidikan Indonesia, based on the issues arising at the KKN implementation site, identified the central theme of strengthening distance learning and student motivation through the design of a socialisation program and a talk show.

METHODS

The methods used in the community service are mentoring and talk shows. To address the issues occurring at the KKN site, a field case study method was employed. A case study itself involves learning processes outside, observation, interviews, and real assessments of events or problems occurring in a region to reveal specific facts (Portuguez-Castro & Gomez-Zermeno, 2020). Based on the results of the observations, the community service team implemented programs tailored to the existing conditions and problems. The observation process in the field was conducted through KKN tematik activities held at SDN Pancasila Gudangkahuripan Lembang.

The service team, through the KKN program, carries out a series of activities organised based on issues that have been previously observed. This series of activities is conducted for all research subjects over a specified period. After conducting observations, each object being studied will be interviewed to identify their responses to the implementation of the program carried out in this online KKN tematik activity. The expected responses include impressions, messages, and views on the series of activities organised and how they affect the distance learning process in the related schools afterwards. The primary target of this service is all parties within the SDN Pancasila Gudangkahuripan Lembang learning environment, which includes students in grades 5 and 6, their accompanying teachers, and related parents.

RESULTS AND DISCUSSION

Compared to several previous pandemics that have occurred in the world, such as the Plague, Cholera, Influenza, HIV/AIDS, SARS, and Ebola, the COVID-19 pandemic is one of the most serious pandemics in terms of its impact. This is because almost every country in the world has been affected by the disease caused by this virus. The virus has been present in Indonesia for almost four years, and for more than two years, learning has been conducted online. The government took this measure to prevent crowds that would lead to widespread virus transmission (Handarini, 2020; Pujaningsih, 2020; Yunus & Rezki, 2020). The Kemendikbud implemented distance learning policies to ensure that students continue to have the right to learn, even if it must be conducted through online media (Sari et al., 2020).

The implementation of online learning is an alternative approach taken by the Kemendikbud to ensure students' right to education. However, this online learning appears to be ineffective when applied in the long term (Septiadi et al., 2022). According to Simamora (2020), an article that explains that online learning activities utilising advanced e-learning media do not guarantee an effective learning process. Furthermore, online learning often encounters several obstacles, making it difficult for students during the learning process.

Universitas Pendidikan Indonesia organised a Kuliah Kerja Nyata tematik held from July 1 to July 30, 2021. This activity involved deploying students to the field to address issues faced by the community in the

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education and economic sectors. The goal is to research, observe, and provide solutions to the community on how to adapt to the ongoing pandemic conditions.

During the observations, the service team interviewed the 5th- and 6th-grade teachers about the challenges they faced in the distance learning process. From the interviews with the teachers at SDN Pancasila Lembang, the service team identified several points that became obstacles in the distance learning process, namely:

1. Students and their parents do not prioritise the use of video conferencing media such as Zoom and Google Meet;
2. Instead of using online media like video conferencing that allows teachers to interact 'live' with students, the learning materials are only disseminated through WhatsApp in the form of videos that should have been presented directly by the teacher to the students via conference media.
3. Assignments are given daily, but collection is done once a week and delivered to school by parents.
4. At the beginning of the distance learning period, teachers briefly used e-learning media, namely Edmodo. However, due to parents' busy schedules and the students' limited understanding of this media, its use was discontinued.

The service team also interviewed parents regarding the challenges faced by students concerning the distance learning implemented by the government. The results of the interviews are as follows:

1. Network issues are the main problem faced by the students' parents in facilitating distance learning activities.
2. The decline in the enthusiasm for learning among the students of SDN Pancasila Lembang is likely due to the students experiencing a higher level of boredom than before.
3. The obligation to purchase textbook packages is implemented so that students can understand and engage with the material better, making it easier for them to complete assignments.

The service team then planned a series of socialisation activities for students and their parents that addressed the aforementioned issues. Below is a table of the planned socialisation activities for the Kuliah Kerja Nyata Tematik MDBPE-MBKM:

Table 1. KKN Tematik Program at SDN Pancasila Lembang

No	Name of Program	Description of Program	Target of Program
1	Opening of socialisation activities for Kuliah Kerja Nyata with teachers, 5th-grade and 6th-grade students, and parents.	This activity marks the opening of the KKN Tematik socialisation, which includes introductions to teachers, students, and parents.	Teachers, 5th and 6th-grade students, and parents.
2	Distribution of Infographics in groups related to COVID-19 prevention and strengthening student learning.	In this activity, college students will distribute infographics containing information on COVID-19 prevention, activities to engage in at home, and other relevant details.	Students and parents.
3	Counselling on the use of distance learning media for parents.	This activity aims to provide parents with insights into the use of distance learning media, enabling them to avoid difficulties when assisting their students with learning activities.	Students' parents.
4	Distribution of a video on easy tips and tricks for	This video aims to provide information to students and their	Students and parents.

No	Name of Program	Description of Program	Target of Program
	making disinfectants with materials available at home.	parents regarding a simple way to make disinfectant using only materials found at home.	
5	Talk show with the theme "Menumbuhkan Motivasi Belajar Siswa Untuk Meraih Cita-cita"	This activity serves as a reinforcement for students to continue nurturing their learning motivation despite the challenges posed by the pandemic and the obligation to study from home.	Students.

Source: Community Service 2021

Presentation on COVID-19 Prevention for Students

The activity was conducted through three meetings, utilising video conference media as a tool for socialising this KKN tematik MDBPE-MBKM program. The first activity was the opening of the KKN tematik socialisation, which took place together with teachers, students from grades 5 and 6, and their parents. This was followed by a presentation from the service team providing general information about COVID-19 and guidance on how to prevent it. The presentation on the COVID-19 pandemic is important because public understanding, especially among those in the school environment, has begun to experience fatigue and tends to neglect health protocols in their daily activities (Rusdiyana et al., 2020). Therefore, this educational effort is expected to enhance the participants' awareness of the COVID-19 pandemic. This activity was well-received and lasted approximately 1 hour and 30 minutes. **Figures 1 and 2 document the training conducted during the event, as shown below**.

Figure 1. Training on the theme of COVID-19 and how to avoid it
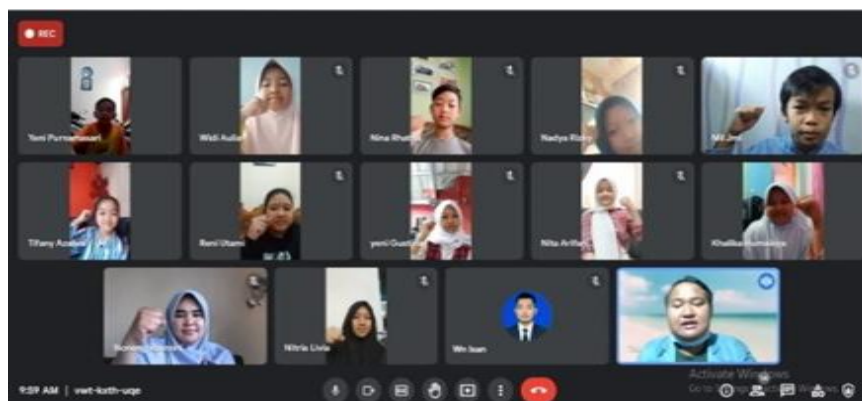*Source: Author's Documentation 2021*

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Figure 2. Training on the theme of COVID-19 and how to avoid it
Source: Author's Documentation 2021

Socialisation of Distance Learning to Parents

The next activity was a socialisation session with the parents of students from SDN Pancasila Lembang, themed "Tips Pembelajaran Jarak Jauh dan Penggunaan Media PJJ yang efektif dan cocok untuk Siswa." During this socialisation, the service team provided parents with knowledge on how to conduct distance learning interactively, so that parents are expected to educate their children to be enthusiastic about participating in this form of learning. According to Yusuf (2021), the selection and use of appropriate digital learning media can enhance alternative solutions, making students more active and engaged in the learning process while minimising boredom. The service team also provided education on engaging and interactive learning media suitable for students, enabling them to carry out distance learning activities with enthusiasm and interactivity. In this socialisation session, the service team also opened a question-and-answer session for parents regarding the obstacles and issues encountered during the distance learning process, and provided an opportunity for teachers to share insights with students' parents about the importance of learning, even when conducted online. **Figures 3 and 4 illustrate the socialization** activities that took place.

Figure 3. Socialization Activities with Parents Regarding Tips for Distance Learning
Source: Author's Documentation 2021

Figure 4. Socialization Activities with Parents Regarding Tips for Distance Learning
Source: Author's Documentation 2021

During the socialisation activities with parents, the service team also provided several recommendations for learning websites that can be accessed by SDN Pancasila Lembang students, including Rumah Belajar

by Pusdatin Kemendikbud, Kemendikbud's educational TV, Meja Kita, Kelas Pintar, Zenius, and Ruangguru. In addition, the service team also informed parents about downloading an application developed by the Dinas Perpustakaan dan Kearsipan Daerah Jawa Barat called Candil (Maca dina Digital Library). According to its official website, the Candil application is a digital library application owned by Dispusipda Jabar. The purpose of this application is to enhance literacy skills and reading interest among all students, university students, teachers, lecturers, and the general public in West Java province. The Candil application offers various features that certainly facilitate readers in accessing content through their smartphones. The purpose of the service team recommending the Candil application to parents of students is to provide a diverse collection of reading materials that are easily accessible anytime and anywhere, serving as a solution or alternative to the issues related to textbook package obligations.

Learning Motivation Talkshow

In the third activity, a talk show titled "Menumbuhkan Motivasi Belajar Siswa untuk Meraih Cita-Cita" was held. For this event, the service team invited two speakers who are quite experienced in their fields. The first speaker is Abdul Rohman, S.Sos., a graduate in Guidance and Counselling. The second speaker is Mochamad Rezkha F., who is the presenter of the program Plesir on TVRI. The aim of this event is to foster and enhance the learning motivation of students at SDN Pancasila Lembang during the COVID-19 pandemic and to keep their spirits high in achieving their aspirations. This increase in motivation aligns with the research findings of Hadiapurwa et al. (2021), which state that motivation is very important for students during the COVID-19 outbreak. Learning motivation can influence students' enthusiasm for learning, learning outcomes, and academic achievement, and Ghifari et al. (2022) noted that the effectiveness of online learning can still improve if the issues that arise are minimized. Additionally, it is necessary to enhance students' learning motivation so that the quality of online learning can also improve. **Figure 5** and **Figure 6** are publications and documentation of the joint talk show activities.

Figure 5. Joint Talk Show Activities with the Students of SDN Pancasila Lembang
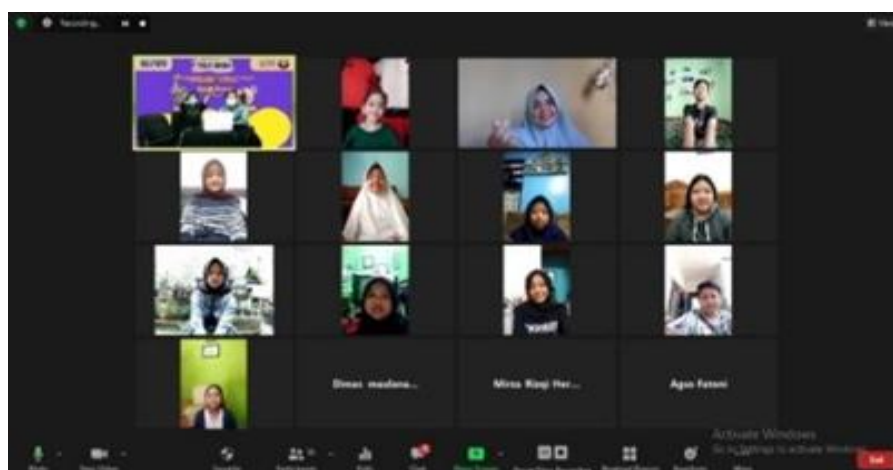*Source: Author's Documentation 2021*

Figure 6. Joint Talk Show Activities with the Students of SDN Pancasila Lembang
Source: Author's Documentation 2021

Evaluation of Service Activities

The KKN tematik MDBPE-MBKM activities, along with several flagship programs mentioned above, are initiatives that have been planned by the service team. The basis for this planning was derived from the processes and results of interviews with teachers and parents of students at SD Pancasila Lembang. After the activities were conducted, the service team carried out an evaluation involving the teachers and parents of the students. This evaluation was conducted using a survey method, utilizing Google Forms created by the service team, which were then distributed to a group for completion by the teachers and parents.

In the results of the interviews with a representative of the teachers, they provided an evaluation of all the activities with a positive rating. They stated that the KKN tematik MDBPE-MBKM activities were beneficial for the students in better understanding the COVID-19 virus and instilling a learning spirit in the children, encouraging them to maintain their aspirations even while studying from home. Regarding the impressions of this KKN tematik activity, they expressed that it was engaging, especially during the talk show segment. In this talk show, the speaker provided motivation on how children should have aspirations and be enthusiastic in pursuing them. Then, for the interviews with the parents of the students, there were several evaluations provided by each parent of the students at SDN Pancasila Lembang. The number of parents who filled out this Google Form was 11 respondents. Below are some graphs of the evaluation results from the parents regarding the implementation of the KKN tematik MDBPE-MBKM activities presented in **Figure 7** and **Figure 8**.

Figure 7. Graphs on the evaluation from the parents of SDN Pancasila students
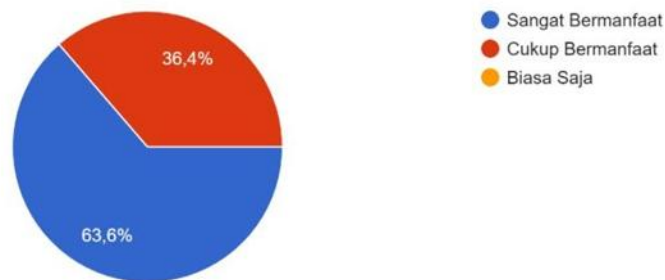*Source: Author's Documentation 2021*

Figure 8. Graphs on the evaluation from the parents of SDN Pancasila students
Source: Author's Documentation 2021

For the next question, which concerns the benefits provided by the KKN tematik activities to the respondents, there were 7 respondents who stated that these KKN tematik strengthening activities were very beneficial. Meanwhile, 4 other respondents answered that this activity was quite beneficial. Additionally, the majority of respondents indicated that this activity provided a more significant experiential impression for the parents and, of course, for the students of SDN Pancasila Lembang. Furthermore, the parents also conveyed messages and appreciated this KKN tematik activity positively, hoping that it would continue so that future distance learning practices could be conducted even better.

CONCLUSION

The Kuliah Kerja Nyata Tematik activities that conducted online certainly aim for students to engage with the community and directly assist with the challenges and issues faced by society in both the education and economic sectors. In the field of education, there are undoubtedly many challenges that teachers, students, and parents must face during the pandemic learning period. However, the implementation of KKN tematik at SDN Pancasila Lembang is expected to assist teachers, students, and parents in solving the problems that arise in distance learning or online education.

AUTHOR'S NOTE

The author states that there are no conflicts of interest related to the publication of this article. The author emphasises that the data and content of the article are free from plagiarism.

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