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Learning and Fullfilment of Children's Right in the New Normal Era at Islamic Elementary School

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**Abstract:** Learning in the new normal requires various adjustments to existing conditions in order to remain able to achieve the goals. These adjustments are needed so that children's rights are still fulfilled during the learning process, especially at the basic education level, where the potential of students is in a period of great development. In this regard, this research was conducted with the aim of comprehensively describing how learning is carried out in one of the Islamic elementary schools in Banyumas, namely MI Miftahul Huda. while still fulfilling the rights of the children in it. The methods used in collecting data include observation, interviews and documentation. The results showed that the adjustments made in the learning process specifically includes learning methods and media, flexibility of place and time to study, and how to access learning resources. With this adjustment, students at these institutions have the opportunity to receive learning materials, find and access learning resources and do assignments and present the skills they have acquired according to their level of intelligence and age.

**Keywords:** *learning, children right, elementary school*

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### A. INTRODUCTION

The world was shocked by the outbreak of COVID-19, not only in a regional context, but globally. In particular, a brief chronology in the records of the World Health Organization (WHO), starting on December 31, 2019, where the WHO China country office was notified of a case of pneumonia of unknown etiology detected in Wuhan City, Hubei Province of China. Furthermore, as of 3 January 2020, a total of 44 patients with pneumonia of unknown etiology had been reported to WHO by the national authorities in China. Of the 44 reported cases, 11 people are seriously ill, while 33 other patients are

in stable condition. According to media reports, the concerned market in Wuhan was closed on January 1, 2020 for environmental sanitation and disinfection. The causative agent has not been identified or confirmed. On 1 January 2020, WHO requested further information from national authorities to assess the risk.(WHO, 2020)

Along with the development of research and investigation, the cause of this is due to the corona virus or what was later called COVID-19 or SARS-CoV-2. This virus is very dangerous because it attacks along the respiratory tract from the nasal cavity, mouth, directly to the lungs to the bubbles



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at the end of the lungs. This virus grows and multiplies along the walls of the respiratory tract. Therefore, in a person whose body has the corona virus when he coughs, sneezes, talks, then some of the walls of this respiratory tract will be released to the outside along with very small saliva splashes called droplets. (Kemkes, 2020) The impact of this virus is very dangerous for health, even as of August 19, 2021, the Government of the Republic of Indonesia has reported 3,930,300 people who have been confirmed positive for COVID-19 and there have been 122,633 deaths (CFR: 3.1%) related to COVID-19 reported and 3,472,915 the patient has recovered from the disease. (Annisa, 2021) Therefore, all levels of society are asked to be more careful by always obeying health protocols to prevent the transmission of COVID-19, which includes washing hands, wearing masks, maintaining distance, staying away from crowds, reducing mobility.

COVID-19, which eventually became a pandemic, then had an impact on various areas of human life, so that humans then tried to make new adaptations in life or what is known as the new normal period. During this period the education sector is also undergoing adjustments, as well as to break the chain of the spread of the COVID-19. (Siahaan, 2020) As for some of these adjustments, it can be seen from the Government's efforts to implement several policies during the COVID-19 pandemic, including: *first*, change the system learning, from offline into online. The online learning carried out is in accordance with the Joint Decree of the four Ministers Number 03/KB/2020, Number 612 YEAR 2020, Number HK.01.08/Menkes/502/2020 and Number 119/4536/SJ. Where the outline of the Joint Decree provides an overview of offline learning in educational units in the 2020/2021 academic year and the 2020/2021 academic year carried out in stages throughout Indonesia with the

following provisions: 1) educational units located in green and yellow zones based on data from the National COVID-19 Handling Task Force can conduct offline learning in the education unit after obtaining permission from the local government through the provincial or district/city Education office, regional office of the Ministry Provincial religion, and district/city Ministry of Religion offices according to their authority based on the approval of the local COVID-19 handling acceleration task force. 2) Education units located in the orange and red zones, based on data from the National Covid-19 Task Force, are prohibited from conducting face-to-face learning processes in education units and continuing to study from home (SFH) activities.

Second, the implementation of the curriculum in special conditions. This is based on Kepmendikbud No. 719/P/2020 concerning Guidelines for Curriculum Implementation in Education Units in Special Conditions, where the Special Condition in this case is a disaster situation determined by the Central Government or Regional Government. Implementation of the Curriculum in Special Conditions aims to provide flexibility for the Education Unit to determine the curriculum according to the learning needs of students. As for the learning process in the Education Unit, in relation to this, tolerance is given to choose a) continue to refer to the national curriculum that has been implemented by the Education Unit, b) refer to: 1) the national curriculum for early childhood education, basic education, and secondary education which is in the form of a high school with simplified core competencies and basic competencies for Special Conditions determined by the Head of the Research and Development Agency and Books; or 2) the national curriculum for secondary education in the form of vocational high schools with simplified core competencies and basic competencies for Special Conditions

determined by the Director General of Vocational Education. c) make curriculum simplification independently. In addition, Education Units under special conditions are not required to complete all curriculum achievements for grade promotion or graduation

Third, the fulfillment of infrastructure to support the implementation of health protocols in the education unit. In this case, the reference that can be used is the Guidebook for Implementation of Learning in the Time of the COVID-19 Pandemic published by the Government based on the Decree of the four Ministers. In the guidebook, the Head of the Education Unit at least needs to make an Education Unit activity plan and budget related to funding for outreach activities, capacity building, and procurement of sanitation, hygiene, and health infrastructure for education units. As for the preparation of learning, the Education unit needs to take several steps, namely: disinfecting the infrastructure and environment of the Education unit, ensuring the adequacy of disinfectant liquid, hand washing soap, clean water in every facility for Hand Washing with Soap, and hand sanitizer. ), ensure the availability of masks, and/or spare invisibility masks and ensure the thermogun (body temperature gauge) works properly.

By observing the various policies of the Government, it shows the seriousness of the Government to ensure that every citizen continues to receive education services, especially for school-age citizens / studying in formal education institutions. However, in a pandemic situation like now, it is unavoidable that the policies taken will still bring up limitations that can have a negative impact on students. Some of the limitations are as follows: *first*, there are limitations in accessing learning using gadgets. A total of 11.6 percent stated that the gadget is jointly owned by a parent or sibling. Then 17.1 percent they have to borrow from their

parents.(Setiawan, 2020) This, of course, will be greatly influenced by the economic background of parents who are in the lower middle category. *Second*, In addition, the fate of students who live in remote areas is also worried, because of course the internet network facilities are not yet adequate in terms of coverage and the level of understanding of students is still low about the use of online learning applications.(Al Hakim, 2021) In addition, there are limitations in distance learning during the pandemic, which causes many children to be psychologically depressed and even drop out of class.(Setiawan, 2020) *Third*, there are limitations in the supervision of the teacher during the learning process, including in the process of evaluating the learning carried out.(Unissula, 2020)

Based on that fact, it is necessary to have support from various parties, so that the policies that have been set by the Government can run well, the education services can still be carried out optimally and minimize the negative impact of these various limitations, especially in fulfilling children's rights in the learning process. which at least includes the right to get subject matter, get fair treatment, use school facilities, ask questions, express opinions and the right to get appropriate grades.(Stella-maris, 2020) The support from various parties would at least include support from parents, schools, stakeholders, and society in general.

For the scope of schools, the teacher as the main figure needs to make various efforts in the learning process so that the rights of the child can still be fulfilled even in the new normal period, especially at the level of basic education, where at this level a child is experiencing a fairly rapid growth and development of various potentials. Therefore, research related to this is important and urgent to do.

## **B. MATERIALS AND METHODS**

This research uses a qualitative approach with field studies. The location of the research is MI Miftahul Huda Banyumas. The method of collecting data during the research was conducted by using interviews with the Principal, Class Teachers and Subject Teachers, accompanied by documentation and observation of the learning process. The data analysis was carried out with data reduction techniques, data display and drawing conclusion

## **C. RESULT AND DISCUSSION**

Based on the results of the analysis of research data that has been obtained, the fulfillment of children's rights in the learning process during the new normal period at MI Miftahul Huda Banyumas is carried out in several ways, namely:

1. Applying various methods and media in the learning process

In the learning process, teachers have implemented various methods and learning media that are adapted to the material, objectives and conditions being faced. The learning method itself is an orderly way or procedure in carrying out the learning process to achieve goals.(M.Ilyas & Syahid, 2018) The learning media is anything that can convey or distribute messages from a source in a planned manner, so that a conducive learning environment occurs where the recipient can carry out the learning process efficiently and effectively.(Atapukang, 2016) In this context, the application of learning methods and media such as for example in thematic learning on August 5, 2021 in third grade, the teacher uses the lecture, discussion and question and answer method with students, while the media used is in the form of powerpoint containing material. Then on August 12,

2021, in third grade in learning Arabic and Religion, the teacher applied the lecture, discussion and practice methods. Then on August 19, 2021, in the thematic learning in first grade and second grade teachers use the lecture, question and answer and practice methods.

In addition to these various methods, teachers also use various ice breaker to attract students' attention during the learning process, such as singing, finger exercises and doing certain movements. As for online learning, teachers use social media, especially WhatsApp to communicate and provide information, share materials, directions in working on assignments and learning videos. For the learning videos themselves, there are teachers at the institution who make them independently and there are also those who take advantage of the learning videos on YouTube. As for video conferencing facilities, although they have been used, they tend not to be a priority, this is due to various limitations in the implementation process, especially related to the time and financial capacity of parents in providing the facilities needed.

2. Applying flexibility in the learning process, especially regarding the place and time to learn

In the online learning process, teachers provide flexibility for students to study from their respective homes. However, in the directions given by the teacher in the class whatsapp group, students are in the learning process at home, so that they ask to be accompanied by their parents and siblings, so that the directions related to the material, assignments from the teacher can be well received by students. This can be seen in the third

grade whatsapp group, August 6 and 9, 2021 for thematic learning, then August 20 in third grade for sports learning and also in first grade for thematic learning.

As for the flexibility of time given by the teacher to students, so that students are more optimal in learning, especially for students whose parents work, so that when learning hours are in the morning, parents have limitations in accompanying their children to study. Besides that, there are also limitations of some parents in providing learning facilities at home, because there are students who do not have their own cellphones, while their parents bring cellphones to work, so that after coming home from work, parents can only inform their children regarding the learning that is held today. It is through the information shared in the class whatsapp group by the teacher.

### 3. Implementing ease of accessing learning resources

Learning resources are all sources such as messages, people, materials, tools, techniques, and backgrounds that are used by students as sources for learning activities and can improve the quality of their learning. (Supriadi, 2017) In the context of MI Miftahul Huda, the teacher makes it easy for each student to access learning resources, because all the materials and assignments that are available during the online learning process are given to students through the class whatsapp group. So that all students have the opportunity and convenience in accessing learning resources that have been prepared by their respective teachers. This means that wherever students are and at any time, as long as they are connected to the internet, every student has the same opportunity to access learning resources

With these several ways, the fulfillment of student rights in the learning process at MI Miftahul Huda can be described as follows: first, the right to obtain subject matter is still obtained by students during the learning process, this is because in online learning, teachers always share material, assignments and exercises through the class whatsapp group, where all students through their parents are connected in the group. Second, the right to fair treatment. All students get the same treatment, both from the ease of accessing learning resources, flexibility in time and place to study, the opportunity to ask questions if there are things that have not been understood in the learning process. Third, the right to use school facilities. In using school facilities for the learning process in general, it is more limited, especially the physical facilities in the school are lacking because the majority of the learning process is carried out online. However, for all online learning facilities provided by schools, all students have the same opportunity to use them. Fourth, the right to ask questions/express opinions. This right is facilitated by the teacher through the class whatsapp group, where usually students through their parents convey things related to the learning process, assignments that are not understood directly to the teacher. Including when in sports learning, students are asked to practice certain movements as well as make videos about these movements and send them via WhatsApp to the teacher directly. Fifth, the right to obtain the appropriate value. The teacher always gives an assessment of every assignment done by the students, although sometimes there are some students who are late in sending the assignment to the teacher. And the

value given by the teacher adjusts to the task that has been done.

Although teachers and schools in general have tried to provide fulfillment of children's rights during the learning process in the new normal era, there are some limitations that appear and are not fully optimal, including: first, the limited ability of teachers to control the learning process, especially when online learning is done in the class whatsapp group. This happens because not every child has their own cell phone for learning, so sometimes learning is carried out in the morning, but students only get information about learning in the afternoon, because the cellphones are brought by their parents to work. Second, the limited ability of teachers to control students in doing assignments. Third, the limited use of video conferencing in online learning, so that it has an impact on the low interaction process during the learning process.

#### **D. CONCLUSION**

Learning in the new normal era requires various adjustments, so that the rights of children in the learning process can still be fulfilled. In the context of MI Miftahul Huda this is done by the teacher in several ways, namely the application of various methods and media in the learning process, the flexibility in the learning process, especially regarding the place and time to learn, the ease of accessing learning resources. With the application of these methods, it shows that schools in general have made efforts so that children's rights in learning can still be fulfilled, in particular including the right to receive subject matter, get fair treatment, use school facilities, ask questions, express opinions and the right to receive education. appropriate value. However, what has been done by the school, there are still some limitations, but these limitations are not a

reason for the school to continue trying to fulfill the rights of children during the learning process in the new normal period.

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