STUDENT RESILIENCE FROM POOR FAMILY IN ONLINE LEARNING STUDY

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Abstract

The research aims to determine the form of student resilience from poor family in dealing with online learning studies. Here, online learning requires knowledge capabilities and supporting facilities. Not only lecturers, but especially students are required to have learning tools for online study from home and minimum connecting devices; mobile phones and quotas. Unfortunately, remote areas do not supported for internet signal yet, moreover the inability of parents to buy cellphones and quotas because of poverty. For poor families, it is a burden and online learning activities is an additional problem. In this case, the research result further explains the power and efforts of students both socially and economically in online learning activities during the pandemic. Research was conducted using a descriptive quantitative approach. Selection of respondents was carried out by random sampling. The Amount of the respondents are 30 people. The resilience of students from poor families is showed by the efforts in looking for a job to help the family's economy and looking for a UKT (Single Tuition Fee) deduction facility. The GPA (Gradual Achievement Index) of students during the pandemic covid did not change significantly or remained at 43 percent. However, the most unfortunate thing is that the students who experienced the least increase in their GPA scores were only 17 percent. This shows that there is no significant increase in student GPA scores during the pandemic.

Keywords*: Online Learning Study, Resilience, Student, Poor Family*

INTRODUCTION

The coronavirus has caused a broad impact for Indonesian since its arrival in 2020. The increasing number of Covid-19 cases spread quickly throughout Indonesia. This has an impact both locally and globally.

The Ministry of Education and Culture (Kemdikbud 2020) , issued Circular Letter Number 15 of 2020, concerning Guidelines for Organizing Learning from Home in the Emergency Period for the Spread of Covid-19. This policy is an effort from the 1945 Constitution stating that education is the right of all nations. Thus, in the pandemic condition, the right for education and learning for the community keep continue.

Online learning for some Indonesian challenged by many problems, such as unsupported regional signals, not being able to use technology, and so on. Here, online learning requires knowledge capabilities and supporting facilities. Lecturers and students

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are required to have learning tools that support being able to go online, and students must have a minimum connecting device for mobile phones and quotas to study online at home. In addition, areas in remote areas do not yet have an internet signal, to the inability of parents to buy cellphones and quotas because of poverty. For poor families, those situations become a burden and problem for online learning activities. This happens when they fulfill their daily needs just to eat, then they are burdened again to buy internet quota.

The problems they face in online learning are also diverse. Therefore, this research focuses on analyzing resilience as the abilities and efforts of students from poor families to take part in online learning activities from home. Here, the research further explains the power and efforts of students both socially and economically in supporting online learning activities during the pandemic.

Previous researches have discussed a lot about resilience, one of which is research from Rasmanah about the resilience of students who experience economic difficulties. The research subjects comprise primary data, which were students with academic achievement but experience poverty, while secondary data were close friends and siblings. The results showed that students with the resilience to face economic difficulties can be characterized by those who can regulate emotions, can solve problems, are creative and responsible, optimistic, self-efficacy, that is, having initiative, being able to analyze problems, having achievement motivation, being able to recognize one's potential, having the capital of success and academic achievements (Rasmanah 2020).

The research from Hendriani was in concern with academic resilience in doctoral students. If the students could adapt well to all negative experiences that can hinder the learning process. The negative conditions experienced by the respondents were: problems with the division of time and roles in the college and family environment, communication problems with supervisors and examiners, and problems when carrying out research. There is also a positive adaptation comprising two categoriesthe way. They were the ability of the participants to respond to stressful situations with a positive response, and to adapt quickly to the negative experiences (Hendriani 2017).

The research above shows similarities in how students are resilient in dealing with difficulties during lectures. The object of difficulty in the first study was the economic factor, while the object of difficulty in the second research is the academic system. Therefore, this current research focuses on the resilience of students as econonmic and academic efforts from poor families in online learning during the pandemic. The area has never been investigated before.

Conceptual Framework

Students Resilience

Resilience is one's ability to endure and not give up in difficult circumstances in life, and trying to learn and adapt with that state and then rise from the situation for the better (Ghofur 2020).

Resilience has a meaning as effort and a person's ability to bounce back from negative emotional demands and the ability to adapt and be flexible to the demands of life and stressful experiences. A person has the ability of resilience in deep self-acceptance of oneself, maintain positive personal situations and is able to interpret life events well. Resilience is characterized by several things, that is, one's efforts to survive from pressing problems and learn to respond positively to existing problems to make it easier for the adaptation process to existing conditions and situations even though the condition in life is depressed, either externally or internally (Subair et al. 2015).

Mackay and Iwasaki write that individuals who have resilience are: (a) able to do what they want to do by participating in their lack of self-empowerment ability; (b) can regulate and manage what they feel, be it negative or positive, especially because of trauma. and (c) can shape the future better (Iwasaki, MacTavish, and MacKay 2005). From some of these explanations, student resilience can be stated that individuals with good resilience can cope with being able to control themselves, face every problem with a positive attitude, can manage stress, and think well. Resilience can make a person not stray from the problem and stay focused on the real

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problem so that the individual can overcome the risk of depression and many challenges. People who have good resilience have someone who is optimistic and believes that things can get better. A stronger physique, if accompanied by an optimistic attitude, reduces stress and depression. Resilience is the ability to respond healthily and productively when faced with adversity or trauma, to manage the stresses of everyday life (Subair et al. 2015).

Poor Families

A poor family is a family who have poverty criteria or are in the poverty line. Provincial BPS has established concepts, definitions, and criteria poor families based on a number of variables related to poverty. The variables based on the groups are: a) characteristic places of where the group is living, among others, floor area per capita (perhousehold members), type of floor, facilities latrines, clean water facilities, b) food aspects, that is, a variety of side dishes consumption for a week, c) the clothing aspect, that is, the ability to buy clothes at least one in a year for each member households, d) ownership of productive family assets (Indonesia 2018).

In 2018, rural poverty data reached 15.54 million people or 13.10% of the total population, compared to the urban poor, which was only 6.89% or 10.13 million people (Statistik 2018). Based on data from the Central Statistics Agency, the poverty line in March 2020 was recorded at Rp.454,652/capita/month. (or approximately $30,97). However, suppose we apply the standard value of the poverty line used by the World Bank, which classifies the percentage of Indonesians living with an income of less than $1. 25 per day as living at the bottom of the poverty line, then the percentage above will not look accurate because the value has been increased by several percent.

According to the World Bank, the pretext is that we calculate the number of Indonesians living on an income of less than $1.9 per day so that the figure will jump even more sharply. This means that most of Indonesia's population lives almost below the poverty line. The latest news informs that approximately a quarter of Indonesia's population (amounting to around 65 million people) live just slightly above the national poverty line, and only 10% of the richest people in Indonesia control 75.3% of the total wealth of the Indonesian aged population. This shows the high inequality of wealth that occurs in Indonesian society.

Here, if a family has an income below the poverty line, it is called a poor family. In addition, poverty has many definitions that poverty is related to material shortages, the need for life for social needs is not met. Some people see poverty from a subjective and comparative perspective, while others see it from a moral and evaluation perspective. The forms of poverty are (1) lack of income and wealth, (2) Lack of material, (3) Difficulty meeting social needs, including being isolated (Mutmainnah 2016).

Online Learning Study

Based on Presidential Decree number 11 of 2020 concerning establishment of a COVID-19 public health emergency in Indonesia, which must be carried out in accordance with the provisions of the legislation in order to reduce the growth rate of transmission and spread The COVID-19 pandemic, a learning policy has been issued, that learning should be conducted from home. Face-to-face learning converted into online learning or online (Kemdikbud 2020).

Online learning studies are teaching and learning activities based on information and technology comprising teaching program applications, laptops, cellphones, and internet quotas. Currently, the Parepare State Islamic Institute uses the Sisfo and EdlinK learning applications. In this application, lecturers can present lecture materials, coursework, and teach online via zoom. As for the coursework, in the application settings, the deadline for the assignment can be set and an assessment column is provided. Thus, lecturers can easily give grades to students who are on time to do their assignments.

The quality of education is one of the educational problems that should be an important spotlight in improving the education system, especially those related to the quality of learning (Aryaningtyas 2018). One goal is to develop student-oriented learning. Student-oriented learning can be

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done by building a learning system that allows students to learn to be more interested, interactive, and varied. Thus, students do not feel bored with the existing learning system. Students must be able to have competencies that are useful for their future. Along with the following technological developments, it must be accompanied by supporting infrastructure through the use of these technologies in a system known as online learning (Firman and Rahayu 2020). Online learning was first recognized because of the influence of the development of electronic-based learning (e-learning) which was introduced by the University of Illinois through a computer-based learning system (Riyana 2015). Online learning is a system that can equip students to learn with a wider, more and varied scope. Through the facilities provided by the system, students can learn anytime and anywhere without being limited by distance, space, and time. The learning materials studied are more varied, not only in verbal form but also in more varied forms, such as visual, audio, and motion (Belawati 2019).

RESEARCH METHOD

The research was conducted using a descriptive quantitative research method. Strategy was carried out by making a questionnaire with close-ended questions to explain each answer choice chosen by the respondent. The data that were used in this research were secondary data and primary data. Secondary data were obtained through a literature study conducted to get relevant data and information regarding this research. Meanwhile, primary data was obtained through direct observation. The policy issued by the Government of Indonesia provides four waivers for university students, namely: (a) UKT[1] installments; (b) Postponement of UKT; (c) Decrease in UKT; and (d) the Indonesia Smart Card Scholarship (KIP) for College. For tertiary institutions outside the Ministry of Education and Culture or private universities, they receive tuition fees for poor students with high achievement and KIP Tuition. Permendikbud No. 25 of 2020, article 6, paragraph (1) confirms that university leaders can provide UKT relief and/or impose new UKT on students. In addition, universities can help students by providing, among other things, internet quota subsidies, logistical and health assistance for those in need (Menteri Agama 2020). The Parepare State Islamic Institute also has a policy of cutting UKT payments. The Chancellor of IAIN Parepare issued a policy in the Decree of the Chancellor of the Parepare State Islamic Institute Number 634 of 2020 regarding the reduction of single tuition fees (UKT) for IAIN Parepare students due to the impact of the Covid-19 outbreak.

At the research site where interviews were conducted and questionnaires with closed questions were provided to respondents, namely students who had implemented an online learning system in their place of study. The selection of respondents was carried out by random sampling students from poor families were selected through observation. The Amount of the respondents are 30 person. The criteria for students from poor families are based on their work and parental income at the poverty line from BPS.

DISCUSSION

Poverty conditions at IAIN Parepare are undeniable, as many students come from rural areas. The following is the data for the internet needs of students each month:

Table 1. Overall Index of Resilience of Students from Poor Families during Online Learning

No	Dimension	Indicator	Index (%)
1	Internet Usage	>Rp.100,000	73
		<Rp.100,000	27
2	The need for Government aid data packages	Enough	53
		Not enough	47
3	Receiving the Government aid data package	Yes	60
		Not	40
4	Forms of Poor Family Student Resilience during Online Learning	Work for tuition	52
		Work to help family finances	21

[1] UKT is single tuition paid every semester

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		Receiving assistance with tuition deductions from the Government	27
5	GPA scores during online learning	Increase	17
		Decrease	40
		Permanent	43

Source: Data Analysis

From this data, it shows that 73 percent of students' internet needs are above Rp. 100,000. The rest, 27 percent, bought an internet quota of around IDR 50,000 to IDR 100,000. During the pandemic, the need for internet quota increases.

Permendikbud No. 25 of 2020 Article 6 (1) confirms that higher education leaders can provide UKT cuts and/or apply new UKT to students. In addition, universities can help students, such as providing internet quota subsidies, assistance in providing logistics and health services to those in need (Kemdikbud 2020). In completing online learning, several tools and materials are needed, namely internet quota, cellphones, and computers/laptops. Moreover, internet quotas and internet signals have major strengths in online learning. The need for internet quotas is increasing in online learning, so there are several policies from the government to help internet data quotas for students.

From the data (Table 1), it is shown that 60 percent of students enjoyed internet assistance from the Ministry of Religion and only 40 percent of it did not. This means that most students received internet assistance. As for those who did not receive it, it was caused by an incorrect number entered into a number that had been changed, or the number had not been registered as a recipient of internet assistance from the Ministry of Religion as for number for Whatsapp, telegram, and other social media, except for Instagram.

Data (Table 1) shows that 53 percent of students are dissatisfied with the quota assistance. This is because the quota is limited to 5GB and not all social media applications could be accessed using this quota. As the interview with Sb said,

"Internet quota is very limited. While if you are looking for college assignments, you use a lot of quotas. For example, for once zoom meeting, you can use up until 100MB. Then, certain applications cannot be accessed"

The interview showed that the respondents felt that something was not enough from the internet quota facility provided by the Ministry of Religion. This is because of the lack of quota provided and access to applications on mobile phones is also limited. Thus, the internet quotas are not only used from quota assistance, but they also have to buy their quota to meet their needs. This is showed by previous data that most students issued internet quotas above IDR 100,000.

This is supported by students who mostly come from rural areas such as Suppa Village, Pinrang Regency, Sidrap Regency, Barru Regency, Malusettasi Village. Rural conditions that are close to the city of Parepare are still dominated by agriculture, such as rice fields and vegetable gardens. Beside agriculture, many of the people also work as laborers such as bricklayers, motorcycle taxi drivers, food sellers, and others.

Simultaneously with the growth of the global definition of Uninhabitable Houses, which changed from the MDGs concept to the SDGs, the Central Statistics Agency also changed its calculation pattern. Since 2019, BPS has used 4 markers in the calculation pattern for Uninhabitable Houses . The four markers are adequacy of the area of residence, access to drinking water, access to proper sanitation, and building resilience. To mark the adequacy of living space, BPS refers to *sufficient living space*, which is 7.2 m2 per capita (Wijayanto 2021).

We see markers of access to drinking water from the water sources used by households to meet their drinking needs. A household is said to have access to proper drinking water if the source of drinking water comes from metered pipes, retail pipes, universal faucets, universal hydrants, rainwater reservoirs, boreholes/pumps, protected wells, and protected springs. Households that use bottled water and/or refilled water as a source of drinking water are categorized as having access to proper drinking water if the source of water for

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cooking and toilets uses protected drinking water sources (Wijayanto 2021).

We see markers of access to proper sanitation from 3 aspects. They are the existence of facilities for defecation and the people who use them, the type of toilet used, and the place for final disposal of feces. A household is said to have proper defecation facilities if it has defecation facilities, and the facilities are used only by members of the household and/or shared with certain other household members. The type of toilet used must be of the gooseneck type, with a place for final disposal of feces in a septic tank or WWTP (Wijayanto 2021).

The fourth marker in determining the type of Uninhabitable House is an indicator of building resilience. We see the durability of the building from the type of roof used, the material of the walls of the house, and the type of floor of the house. A house is categorized as a habitable house if the roof of the largest house is made of tile, wood/shingles, and zinc. The cubicle must be made of wall/GRC board, stucco is woven bamboo/wire, wood/board, or logs. The floors of habitable houses are made of marble/ granite, ceramic, parquet/ vinyl/ carpet, tiles/ tiles/ terrazzo, wood/ planks, or cement/ red brick. The type of livable house must meet the four markers without exception. If only one marker is not fulfilled, then the house will be categorized as an uninhabitable house (RTL). Students from poor families have wooden houses with a family of 5-10 people in the house and the size of the house is 70 m2 to 110 m2. Therefore, it can be said that students from poor families who own a house can still be said to be livable houses even though most of them is still wooden building.

Online Learning Conditions for Students from Poor Families Entering the pandemic covid brought major changes, especially in student learning methods. Online learning is one form of teaching during a pandemic covid (Pujilestari 2020). With the development of information technology that is increasingly fast in the current era of globalization, its impact on educational activities can not be avoided. Global demand requires the world of education to forever adapt to technological developments for the sake of trying to improve the quality of education, especially the change of the use of information and communication technology in education, especially in the learning process. The development has been used by several universities in Indonesia. In implementing the education plan, the program is called an online learning program or e-learning/ online learning system. Based on online learning itself, it can be understood that the learning process organized by universities, students, and lecturers as teachers are in separate positions, so the need for interactive telecommunications systems is a must.

During this pandemic, trading activity experienced a very significant difference. Many companies were forced to close because of losses, and their turnover was reduced, so that it has also changed some sales methods to the Internet. Like the one who sold donuts on the roadside, now he may sell donuts online. This pandemic covid also opened up new job opportunities, namely being a mask seller and mask producer, but the situation is getting worse with the increase in raw material prices.

Their efforts to meet the needs of lectures during the covid pandemic mark the resilience of students from poor families during online learning. Resilience is the effort to achieve academic achievement and is a marker between individuals who can succeed and fail. In an academic context, the characteristics of resilience are students who can turn failure into success. Despite poor performance and failure, but the students can survive and achieve academic targets. This ability is called academic resilience. However, to achieve academic resilience during online learning requires resources. One of the important resources in online learning is the internet and cellphone quota.

We can say the condition of students from poor families during the pandemic covid to be far from prosperous. This is due to implementing National-Scale Social Restrictions, where offices, trade, and other economic activities are temporarily suspended for a certain time. As an effect, students from poor families, most of whose parents work as farmers, must receive a meager income. This is because of the decline in sales of rice in the market. Likewise, parents who work as

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bricklayers, motorcycle taxi drivers, cake sellers have experienced a decline in income during the pandemic. This makes students have to make efforts to help with family finances.

For IAIN Parepare students, the conditions of poverty that they have experienced are almost the same as the poverty criteria according to the World Bank, with an income of approximately $1.9 per day. Students who are still under the responsibility of their parents can be seen from their income. Out of 30 respondents that we had, 10 heads of families have incomes below IDR 1,000,000, -. The rest, as many as 15 families have income above IDR 1,000,000, and the remaining 5 are in more than IDR 3,000,000. Here, 25 percent of students from poor families meet the World Bank poverty standards. Older workers are dominated by farmers, as much as 40 percent, and the remaining are daily laborers and self-employed people, each with 30 percent.

Data (Table 1) shows that during the pandemic, most students from poor families worked to meet tuition fees by 52 percent. Meanwhile, 27 percent of them work to help their parents, and the remaining 27 percent enjoy the UKT withholding facility from campus. Based on an interview with AN:

> " I received UKT deduction so I only paid Rp. 400,000, provided that I prepared a photo of the house from the terrace to the toilet, photo of proof of electricity payment, KIP card, and filled in the monthly expenses of around Rp. 1,000,000 - Rp. 1,500,000, its income as a maintenance worker. There are motorcycle taxis nearby, and I have an older brother who also works."

From the interview, those who did not work during the pandemic covid only relied on UKT deductions and income from their families. In addition, students who work during the pandemic covid try to meet the needs of online learning. One of the NS respondents said:

> "I use my salary to buy quotas, buy cellphones with my daily needs. I don't enjoy asking my parents for all the money because my parents are also just bricklayers"

NS felt that his parents' income could not meet the needs of online learning, so he looked for a way out to have his income.

Many learning media use information and communication technology for online learning, such as Google Classroom media (platforms), Zoom meetings, and much more. Media (platform) is used as a facility where teachers or lecturers carry out face-to-face alternative learning processes outside the classroom. But in the platform, teachers, lecturers, or students still have obstacles, both in using the platform itself or in the means and supports the infrastructure used by this platform. Consistent with the results of Ni'mah's research where she explained the problem further. Distance learning sometimes also meets problem like power cuts, poor Internet, poor parents and students. No promises, the child learns faster and sometimes does not match the class schedule.

During the pandemic, changes in student learning styles from offline to online also require them to adapt to these conditions. Not infrequently, students experience changes in their grades in the adaptation process. The data (Table 1) shows that the GPA (Gradual Achievement Index) of students during the pandemic covid did not change significantly or remained at 43 percent. Students have decreased GPA by 40 percent. However, the most unfortunate thing is that the students who experienced the least increase in their GPA scores were only 17 percent.

Research by Zuhdy Tafqihan (2011) concerning with media selection revealed that media selection must be done properly so that it communicate the material or content properly. To have such media, cheap infrastructure is needed. Therefore, planning is needed so that the infrastructure is commensurate with the level of use and its usefulness. In addition, the lack of using E-learning media, poor ability to understand the material, and the lack of responsibility of students because they are not interested make them feel lost and in vain. Meanwhile, for lecturers, interaction with students is lacking in lecturers because face-to-face is better for lecturers because they do not know the characteristics of students.

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CLOSING

During the pandemic of covid-19, implementing large-scale social restrictions (PSSB) turned out to cause impact to the community, especially in education. Parepare is part of the AJATTAPARENG area which includes the cities of Barru, Sidrap, Enrekang, Pinrang. This concept makes people from the area provide college opportunities for their children to study at IAIN Parepare. In addition, the location of the campus is closely located that it makes a lot of enthusiasts from the area. The number of students at IAIN Parepare is 25667 male students and 5740 female students.

Students provide information about the lack of internet quota facilities provided by the Ministry of Religion. This is due to the lack of quota provided and access to applications on mobile phones is also limited. Thus, that internet quotas are not only used from quota assistance, but they also have to buy their quota to meet their needs. This is indicated by previous data that most students spent internet quotas for above IDR 100,000.

The resilience of students from poor families is indicated by looking for work to help the family's economy and looking for a UKT (Single Tuition Fee) deduction facility. the GPA (Gradual Achievement Index) of students during the pandemic covid did not change significantly or remained at 43 percent. Students who have decreased GPA by 40 percent. However, the most unfortunate thing is that the students who experienced the least increase in their GPA scores were only 17 percent. This shows that there is no significant increase in student GPA scores during the pandemic.

Suggestions and Feedback

The results showed that parents of students from poor families have income below Rp. 1.000.000,-. This proves that their income is below the Provincial Minimum Wage (UMP). There is in conformity with the World Bank poverty standard with an income of 1.9 US $/day. This is homework for local governments to overcome poverty, in particular, employment and income eligibility guarantees for poor families.

The online learning system, which consumes a lot of expenses to buy internet quota, turns out to be a burden on family income. In ternet quota assistance also cannot cover the need for online learning. Decreased income during the pandemic covid sometimes cannot even cover the quota needs. This affects the increase in student GPA scores, which are not significant. Besides internet quotas, the government should be able to work together with the Education Office to provide free Wi-Fi internet facilities in open spaces that are easily accessible by students. Thus, the burden of internet quota for students, especially for poor families, can be lighter.

This research is only limited to students from poor families during the pandemic. Therefore, this research needs further research on the condition of students after the pandemic, especially their condition in the social and economic fields after the pandemic.

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