Volume 6 Issue 4 (2022) Pages 3133-3146
Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini
ISSN: 2549-8959 (Online) 2356-1327 (Print)

Adaptation of Lampung Families in Reconstructing 21st Century Skills Implementation During Pandemic

Andi Windah[1]✉, Purwanto Putra[2], Ifaty Fadliliana Sari[3], Vina Karmilasari[4], Renti Oktaria[5]
Ilmu Komunikasi, Universitas Lampung, Indonesia(1); Perpustakaan, Universitas Lampung, Indonesia(2); Sosiologi, Universitas Lampung, Indonesia(3); Administrasi Negara, Universitas Lampung, Indonesia(4); Pendidikan Guru Pendidikan Anak Usia Dini, Universitas Lampung, Indonesia(5)
DOI: 10.31004/obsesi.v6i4.2243

Abstract
The government's policy of Learning From Home (LFH) during pandemic emphasizes the importance of 21st Century Literacy Skills due to the ability needed to access media, information and technology. The urgency to increase family adaptive behavior appears as a demanding condition whilst the literacy skills also oppose great challenges for parents as students companions. This study is a cross-sectional survey with quantitative data collection, through questionnaires for 123 respondents at State Elementary School 3 Rajabasa, Bandar Lampung City. Data analysis is done by descriptively and inferentially method. The survey results showed that 87.8% of respondents have facilities to support online access to information. It is also found that the 21 st Century Literacy Skills are mandatory capital owned by each family during LFH activities. The family adaptive abilities in supporting children 21st century literacy skills implementation can be seen through the literacy skills of the students' families.
Keywords: *21st century literacy skills; family; policy; pandemic*.

Abstrak
Kebijakan Pemerintah RI dengan kegiatan belajar dari rumah (LFH) selama pandemi menekankan pentingnya keterampilan Literasi Abad 21 karena keterampilan ini sangat dibutuhkan dalam mengakses media, informasi dan teknologi. Urgensi untuk meningkatkan perilaku adaptif keluarga muncul sebagai kondisi yang menuntut disebabkan keterampilan literasi juga menjadi tantangan besar bagi orang tua sebagai pendamping siswa. Penelitian ini merupakan penelitian *cross-sectional* dengan pengumpulan data kuantitatif, melalui kuesioner kepada 123 responden di SDN 3 Rajabasa Kota Bandar Lampung. Analisis data dilakukan dengan metode deskriptif dan inferensial. Hasil survei menunjukkan bahwa 87,8% responden memiliki fasilitas untuk mendukung akses informasi secara online. Ditemukan pula bahwa Keterampilan Literasi Abad 21 merupakan modal wajib yang dimiliki setiap keluarga selama kegiatan LFH. Kemampuan adaptif keluarga dalam mendukung penerapan keterampilan literasi anak abad 21 dapat dilihat melalui keterampilan literasi keluarga siswa.

Kata Kunci: *21st century literacy skills; keluarga; kebijakan; pandemi*.

Copyright (c) 2022 Andi Windah, et al.

✉ Corresponding author :
Email Address : andi.windah@fisip.unila.ac.id (Bandarlampung, Lampung, Indonesia)
Received 4 November 2022, Accepted 26 January 2022, Published 16 Februari 2022

DOI: 10.31004/obsesi.v6i4.2243

INTRODUCTION

The Covid-19 pandemic in Indonesia has lasted more than three semesters. The number of patients with Covid-19 continues to grow, although the number of survivors is also increasing. The government must remain careful in taking strategic steps to end this pandemic period, including in terms of the learning process for all levels of education (Siahaan, 2020). The impact is not always negative, but also positive. Namely, the existence of learning from home activities can trigger creativity, accelerate educational transformation, increase parent and teacher collaboration (Wibowo & Deta, 2020), the emergence of various online learning applications and so on. These things are a must because people are required to use technology to minimize direct contact with other people during the pandemic. This condition also triggers the emergence of problems during learning from home activities, namely the unpreparedness of the technology and psychological skills of teachers, parents, and students (Handayani, Khasanah, & Yoshinta, 2020).

During this pandemic, people have no other choice but to be able to use technology quickly but not necessarily correctly. This causes vulnerability to culture shock, shown by the inability of the community to use technology (Revilda, Hadi, & Purwasih, 2021) (Oktavia et al., 2021) and culture lag arising because so far people have used technology only to take advantage of the entertainment function. On the other hand, psychological problems that arise in the process of learning from home are indicated by the high level of stress in society, especially parents (Amalia & Sa'adah, 2020). Every family must have the right adaptation strategy in adjusting to all kinds of changes. Through good understanding and analysis, adaptive family behavior will emerge in learning activities from home. The urgency to improve adaptive behavior does not only arise because of the demands of physical conditions, but also other demands in the form of 21st century skills which are the challenges of the millennial generation. In other words, the mandatory requirements to be successful in this century must be abilities that are in accordance with 21st century skills, including critical thinking, creativity, communication, and collaboration (Redhana, 2019). Likewise, the learning from home policy implemented by the government is increasingly leading to an agreement on the importance of 21st century skills, especially related to 21st century Literacy skills.

21st century literacy skills are media, information and technology literacy. This skill is becoming increasingly important during this pandemic because it is directly related to the process of assisting parents in learning at home which requires access to information through various media. So it is no exaggeration to say that the study from home policy is the main gate where technology becomes a source of information that cannot be underestimated, so it requires a strong filter in using it. The main filter must be built from the family's ability to adapt to changes that occur during the Covid-19 pandemic. Seeing this condition, the process of adaptation or family adaptive behavior needs to be further identified. This mapping is expected to provide more value to explore the problems faced by the community, especially families. In addition, the adaptation patterns that will be found can also be a reference for other community groups in relevant situations. Adaptive behavior is a form of initiation carried out by the community in response to a change. The forms of adaptive behavior carried out by the community are a form of effort to maintain their existence. This point is also proof that the community recognizes itself and the situation at the same time. This adaptive behavior will be different from one group to another. This becomes even more interesting when the family as the smallest group and the primary element in society has its own adaptive behavior. Furthermore, referring to the description of the background that became the thought of the importance of this research, the formulation of the problem in this research is: how is the adaptive behavior of families in implementing 21st century Literacy skills during the policy of learning from home during the pandemic. The purpose of this study is: to map the adaptive behavior of families in the implementation of 21st century Literacy skills during learning from home policies, so that various problems faced by families during the Covid-19 pandemic can be identified and at the same time find solutions that are relevant to these conditions.

DOI: 10.31004/obsesi.v6i4.2243

The development of human resources who master 21st century skills will be effective if taken through education (Redhana, 2019). However, the phenomenon of the global crisis in various aspects of life caused by the Covid-19 pandemic has raised various challenges for the world of education in achieving this. Preventive policies in the form of social restrictions taken by the government in an effort to control the spread of Covid-19 have resulted in changes in education access patterns. The temporary closure of educational institutions has changed the learning process in schools to Learning from Home (the abbreviation term made by the Indonesian government is *Belajar Dari Rumah*/BDR). Learning from Home activities make the role of parents very important because they have to take over the role of teachers as educators (Lutfiyah & Roviati, 2020). This phenomenon is a problem because parents have different capacities in providing mentoring support for their children during Learning from Home (Alifia, 2020) and parents have to add more time to accompany their children (Anugrahana, 2020).

Based on several studies that have been carried out in the implementation of Learning from Home activities, it shows various variations and raises various inequalities, (i) variations between teachers in terms of teaching abilities and learning methods, (ii) variations between schools in terms of financial support, and (iii) variations between home environments related to conditions. the socio-economic status of parents and the availability of supporting facilities play a role in supporting or hindering the implementation of Learning from Home (Arsendy, Sukoco, & Purba, 2020). The results from international studies indicate that teaching strategies for 21st century competencies are often not well implemented in actual educational practice (J. Voogt, Erstad, Dede, & Mishra, 2013). In the 21st century, schools are required to have creative thinking skills, critical thinking and problem solving, communication, and collaboration, or what is commonly called the 4Cs (Septikasari & Frasandy, 2018). Students are trained to explain and exchange information with their friends when the learning process takes place, learn how to convey information correctly, so that it can be understood and understood by their friends. 21st century skills can grow and increase cooperation in a group to solve certain problems, increase their tolerance for differences in peer opinion, strive to think critically and creatively to solve problems (Chalkiadaki, 2018).

The emergence of 21st century skills in the 21st century requires various skills that must be mastered by everyone. Education is expected to prepare students to master these various skills in order to become successful individuals in life (Zubaidah, 2019). Various 21st century skills that must be explicitly taught to these students have a different formulation of competence and skills and development from each organization. Wagner and the Change Leadership Group of Harvard University identified the competencies and survival skills needed by students to face life, the world of work, and citizenship in the 21st century, emphasizing the following seven skills: 1) critical thinking and problem solving skills; 2) collaboration and leadership; 3) dexterity and adaptability; 4) initiative and entrepreneurial spirit; 5) able to communicate effectively both orally and in writing; 6) able to access and analyze information; and 7) have curiosity and imagination (Zubaidah, 2019).

The US-based Partnership for 21st Century Skills (P21) in (Zubaidah, 2019b), identifies the competencies needed in the 21st century, namely "The 4Cs" –communication, collaboration, critical thinking, and creativity. These competencies are important to be taught to students in the context of core subject areas and 21st century themes. The Assessment and Teaching of 21st Century Skills (ATC21S) categorizes 21st century skills into 4 categories, namely way of thinking, way of working, tools for working and skills for living in the world (Griffin, McGaw, & Care, 2012). 21st century skills can be divided into three categories, namely learning skills, literacy skills, and life skills. Each category consists of several abilities: (1) Learning skills, consisting of critical thinking, creativity, collaboration, and communication or commonly abbreviated as The Four C's; (2) The ability in literacy skills is usually abbreviated as BMI, namely information literacy, media literacy, and technology literacy; (3) The life skills

DOI: 10.31004/obsesi.v6i4.2243

category has five abilities consisting of flexibility, leadership, initiative, productivity, and social skills, or FLIPS for short (Joke Voogt & Roblin, 2010).

Literacy skills or IMT, focus on how students can distinguish facts, data, and supporting technology, so that students can determine reliable sources, which in the end students can distinguish factual information from misinformation in cyberspace (Ramdhany, Setiawan, Hardiana, & Sobandi, 2020). **Information literacy** is a basic skill, which can help students to understand facts and big data, most of which will be obtained online. Information literacy can also help students not to get lost in a sea of invalid data and information, so that they can distinguish fact from fiction. **Media literacy** is the practice of identifying methods, media channels, and sources of information through certain media (print or online) and being able to sort out trustworthy and untrustworthy media and sources of information. Media literacy is very helpful to find the truth in a global world full of information.

Technological literacy is related to understanding the supporting technology contained in this Digital Information Age. At least, students are familiar with computers, laptops, mobile devices, and other latest technological devices. At the very least, technological literacy provides students with the basic information needed to understand what gadgets are, what they do, and why to use them. By mastering these literacy skills, students are expected to be able to adapt to the world more effectively and play an important role in the evolution of this literacy (Ramdhany et al., 2020).

In accordance with the Circular Letter of the Ministry of Education and Culture Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Corona Virus Disease (Covid-19), as well as the SE Secretary General Number 15 of 2020 concerning Guidelines for the Implementation of Learning from Home During the Covid-19 Emergency, during the Covid-19 pandemic all teaching and learning activities in schools were changed to Learning From Home. It was chosen by the government in an effort to control the spread of Covid-19 and ensure the fulfillment of students' rights to obtain educational services during the Covid-19 pandemic. Based on the circular, the Learning from Home process is carried out with several provisions. 1) Learning from Home through online/distance learning is carried out aiming to provide a meaningful learning experience for students by not burdening students with the obligation to complete all curriculum achievements as a condition for grade promotion and graduation; 2) Learning from Home Activities are focused on education and life skills, including regarding the Covid-19 pandemic; 3) Learning from Home learning activities and tasks may vary between students, according to their individual interests and conditions, including considering the gap in access/facilities for learning at home; and 4) Learning from Home activity products are given qualitative and useful feedback from the teacher, without being required to give a quantitative score.

In its implementation, Learning from Home has two first approaches, distance learning in the network (online); second, remote learning outside the network (offline). Schools can choose an online or offline approach or combine both according to the availability (Utomo, Soegeng, Purnamasari, & Amaruddin, 2021) and readiness of facilities and infrastructure (Pradnyana, Sudirman, & Janawati, 2020). The government seeks to maximize the achievement of the learning process from home by providing various facilities in the form of media and learning resources (Amalia & Sa'adah, 2020).

Adaptive behavior as a person's ability to adapt to the norms or standards that apply in their environment (Carina & Supriyadi, 2016). When a person is able to behave in accordance with the standards of norms that apply in his environment, that person can be categorized as an individual who has adaptive behavior. During the Learning from Home process, not only teachers and students are required to be able to be adaptive. Learning from Home requires families, especially parents, to be adaptive by playing more roles in assisting children's learning processes. The means and support of parents are very diverse between students, even in classes taught by the same teacher, causing the practice of learning from

DOI: 10.31004/obsesi.v6i4.2243

home to be very varied. This condition causes the gap in learning between students to widen. Students with limited support from their families and parents are the ones who most feel the negative impact of stopping learning activities at school (Alifia, 2020). The condition of the Covid-19 pandemic that has hit the world, including Indonesia, has prompted the government to issue a study from home policy. This condition makes the parents are required to master the 21st Century Literacy Skills in order to accompany the children to learn from home. Family adaptive behavior with this situation has an important role.

METHODOLOGY

This study is a quantitative study using a cross-sectional survey research design. According to Creswell, survey research is a procedure in quantitative research in which the researcher administers a survey on a sample or on an entire population of people to describe attitudes, opinions, behaviors, or specific characteristics of the population (Creswell, 2015). In this study, it involved participants who came from parents of students at State Elementary School 3 Rajabasa, Bandar Lampung City. Participants were respondents in filling out questionnaires as a survey of the family of adaptive behavior in the implementation of 21st Century Skills For Learning From Home Policies on parents State Elementary School 3 Rajabasa, Bandar Lampung City. Data analysis was carried out descriptively and deferentially.

Table 1. Instrument of research

Dimension	Sub-dimension	Adaptive Behavior Indicator
Study From Home (SFH)	online/distance or online learning that is meaningful and not burdensome	• Accompanying children in the online learning process • Teaching children during the offline learning process at home
	focused on education and life skills, including regarding the COVID-19 pandemic	• Being familiar to the term COVID-19 pandemic and its health protocols • Obtaining sufficient brief on SFH and its application
	learning activities and assignments may vary between students with consideration of access/learning facilities at home	• Providing a variety of learning activities while taking into account access and learning facilities at home • Giving assignments in varied learning process while taking into account access and learning facilities at home
	activity products are given qualitative feedback and useful comments from the teacher, without being required to give a quantitative score.	Receiving qualitative feedback from the teacher from the results of the activity products that have been collected by the child
21st Century Literacy Skills	Information literacy : understanding data (fact or fiction) obtained online	Understanding the fact data and fiction data obtained from online
	Media literacy : identifying methods, media channels, and sources of information through certain media (print or online) and being able to sort out trustworthy and untrustworthy media and information sources	• Being able to identify media channels and sources of information through print or online media • Being able to sort out media and sources of information that can be trusted and which are not
	Technological literacy : getting to know computers, laptops, mobile devices, and other latest technology devices, understanding what gadgets are, what their functions are, and why to use them.	• Being familiar to technology devices such as computers, laptops, and mobiles • Understanding its function and why use it

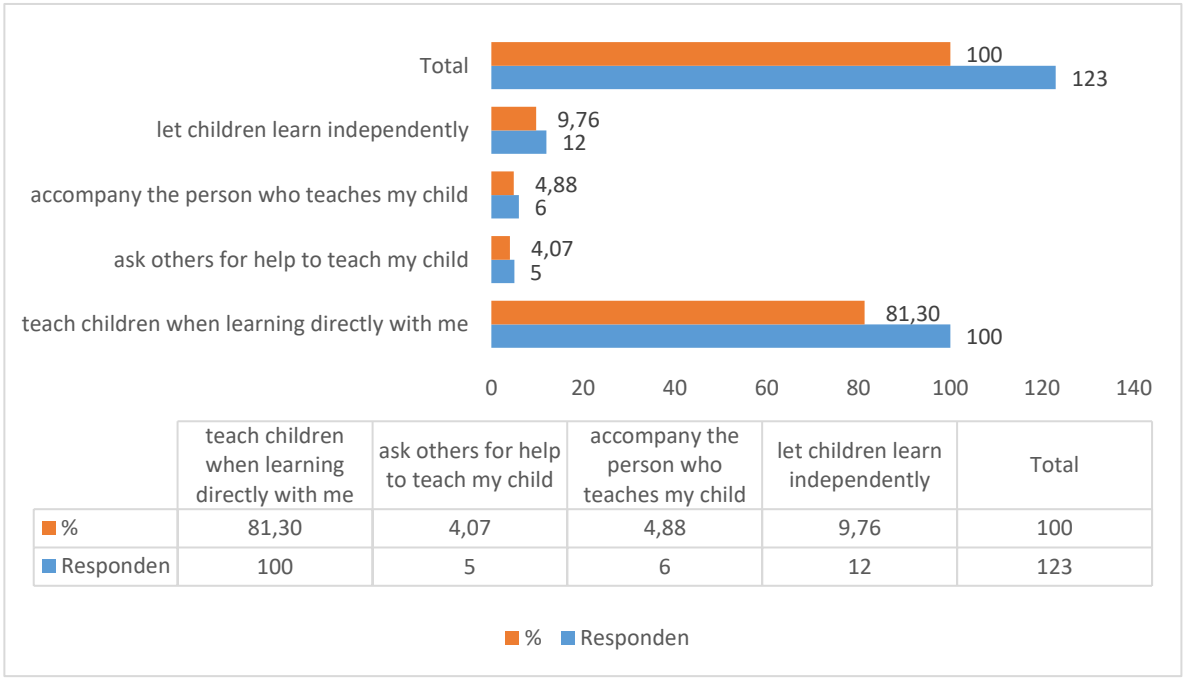
DOI: 10.31004/obsesi.v6i4.2243

This research was carried out in Bandar Lampung City with a population of parents in early grades (grades 1, 2, and 3) at State Elementary School 3 Rajabasa as many as 123 participants. The sample in this study was selected using a purposive sampling method with the consideration of taking the entire population as respondents. Respondents were parents of students who are heterogeneous, namely from educational backgrounds and have various occupations and live in the vicinity of Rajabasa Nunyai Village, so that the entire population is designated as a sample. Instrument of research can see at table 1.

RESULT AND DISCUSSION

In this study, a total of 123 respondents filled out a questionnaire via google form. Based on the latest education, it is known that there are five categories of parents with the latest educational background having elementary, junior high, high school, undergraduate and postgraduate diplomas. Of the five categories, the largest percentage is parents with the last education of Master's degree as many as 10 people (8.13%), S1 as many as 31 people (25.2%). Another distribution of parents with the latest education is high school as many as 58 people (47.15%), parents with the last education junior high school as many as 15 people (12.2%), and parents with the last education elementary school only 9 people (7.32%). The table below shows

Parents are the first and foremost educators in the formation of the child's personality and character. The success of parents in educating will depend on the skills and parenting they have. In the midst of the Covid-19 pandemic, the policy of learning from home has increasingly encouraged the participation of parents as teacher partners in the child's learning process. In Figure 1. below, it can be seen that during the learning process from home as many as 81.3% of respondents, parents or guardians of students stated that teaching children when learning directly. From this percentage, it is undeniable that there are some other parents who choose to let their children learn independently because there is a teacher, asking for help from others to teach, and accompanying people who teach children.



	teach children when learning directly with me	ask others for help to teach my child	accompany the person who teaches my child	let children learn independently	Total
%	81,30	4,07	4,88	9,76	100
Responden	100	5	6	12	123

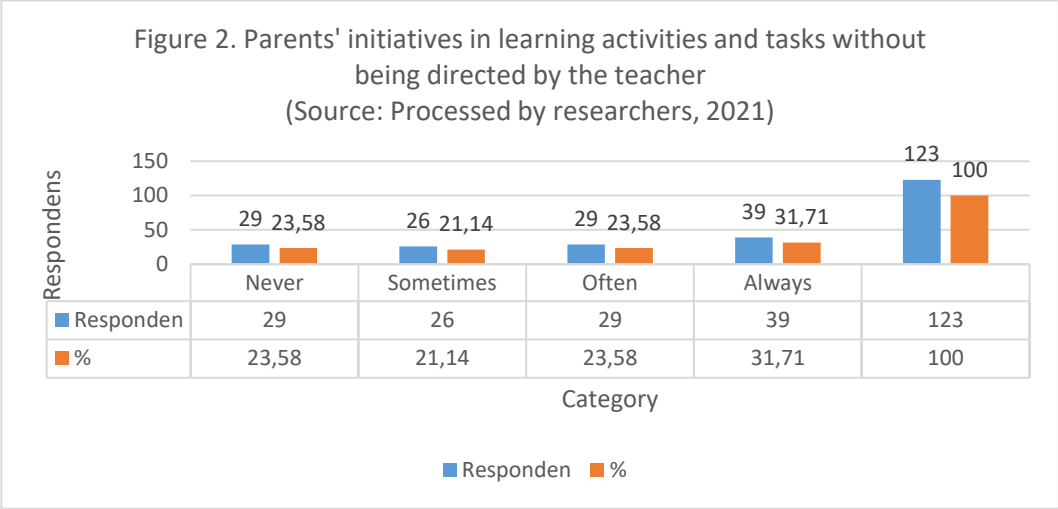
Figure 1. Attitudes of parents during Learning From Home

The initiative from parents or guardians of students is one of the important factors in supporting the success of the learning process from home. In order to achieve the learning

DOI: 10.31004/obsesi.v6i4.2243

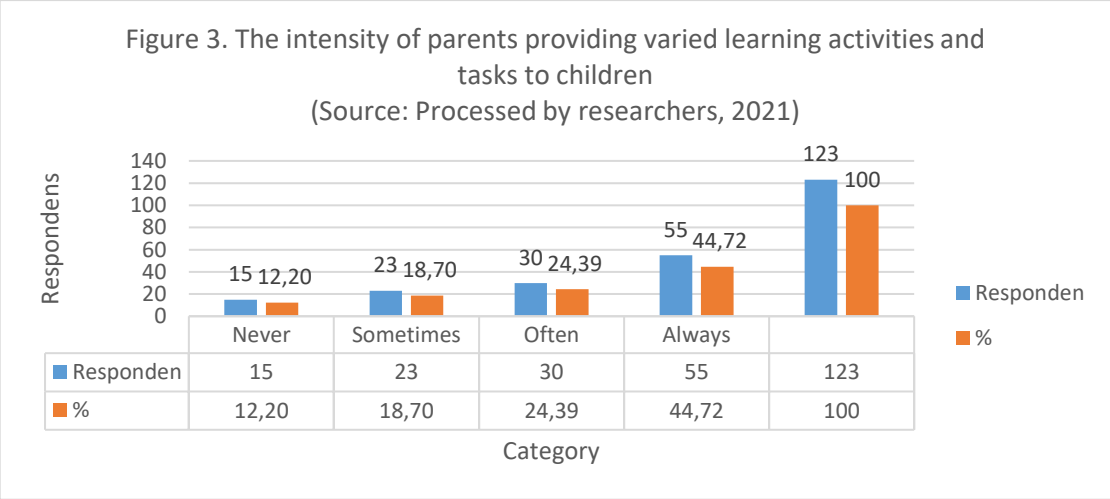
achievement target, the initiative or awareness from parents or guardians of students will certainly have a positive influence in the child's learning process. Referring to Figure 2 below, it can be seen that 31.7% of parents or guardians of students have the initiative to provide learning activities and assignments without having to be directed by the teacher.

Figure 2. Parents' initiatives in learning activities and tasks



The variety of learning given to children will certainly reduce the level of boredom caused during the learning process. During the learning process from home, teachers and parents have the opportunity to explore various models and forms of varied learning activities. Figure 3 below shows that 44.7% of parents provide varied learning activities and tasks to their children.

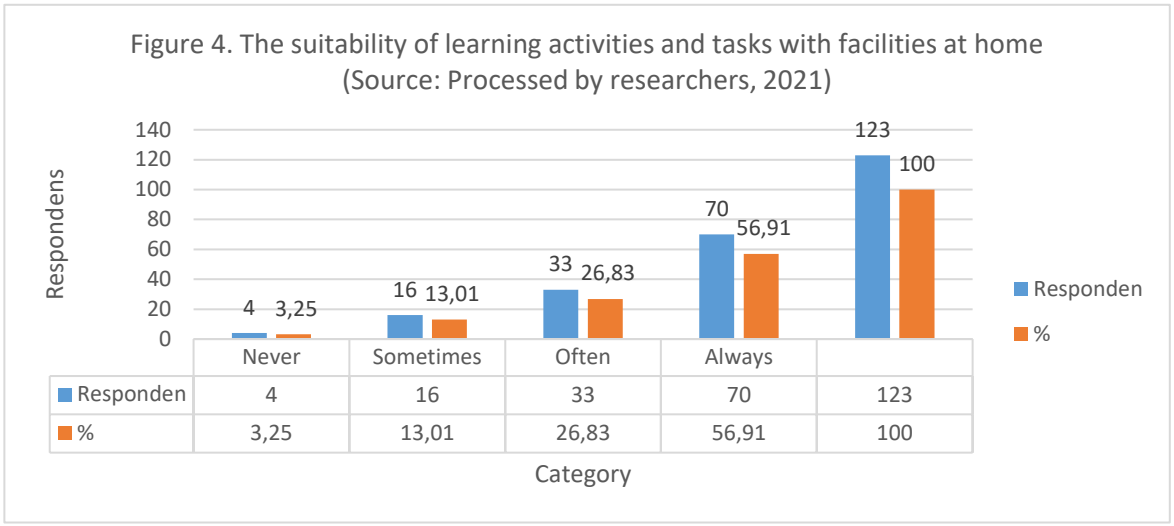
Figure 3. The intensity of parents providing varied learning activities and tasks to children



Learning initiatives and variations given to children during the learning process from home must of course pay attention to the abilities of parents or guardians of students. A total of 56.9% strongly agree that these learning initiatives and variations must also pay attention to facilitation at home. Only 3.3 respondents chose to disagree with this.

DOI: 10.31004/obsesi.v6i4.2243

Figure 4. The suitability of learning activities and tasks with facilities at home



During the learning process from home, the assignment model is one of the ways chosen by the teacher to ensure and measure the learning and understanding of the child. The existence of errors in answering when working on the assignment sheet shows that the child has not achieved the expected understanding in the learning process. Feedback from the given task becomes a form of explanation in order to correct the child's mistakes in understanding the material in learning. In Figure 5 below, it can be seen that 56.9% of assignments submitted to teachers always receive feedback containing an explanation of what the children have done.

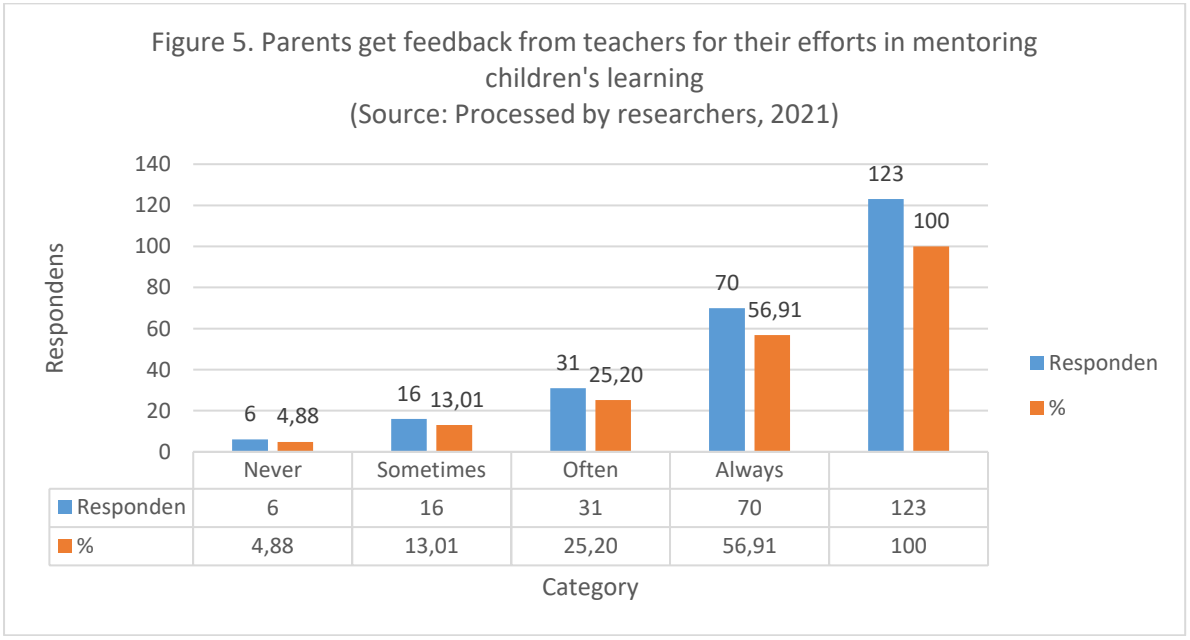


Figure 5. Parents get feedback from teachers for their efforts in mentoring children's learning

The internet has become an important commodity in helping learning activities from home during the Covid-19 pandemic. During the learning process from home, 66.7% of parents or guardians of students admitted to using the internet to help their children in the learning process.

DOI: 10.31004/obsesi.v6i4.2243

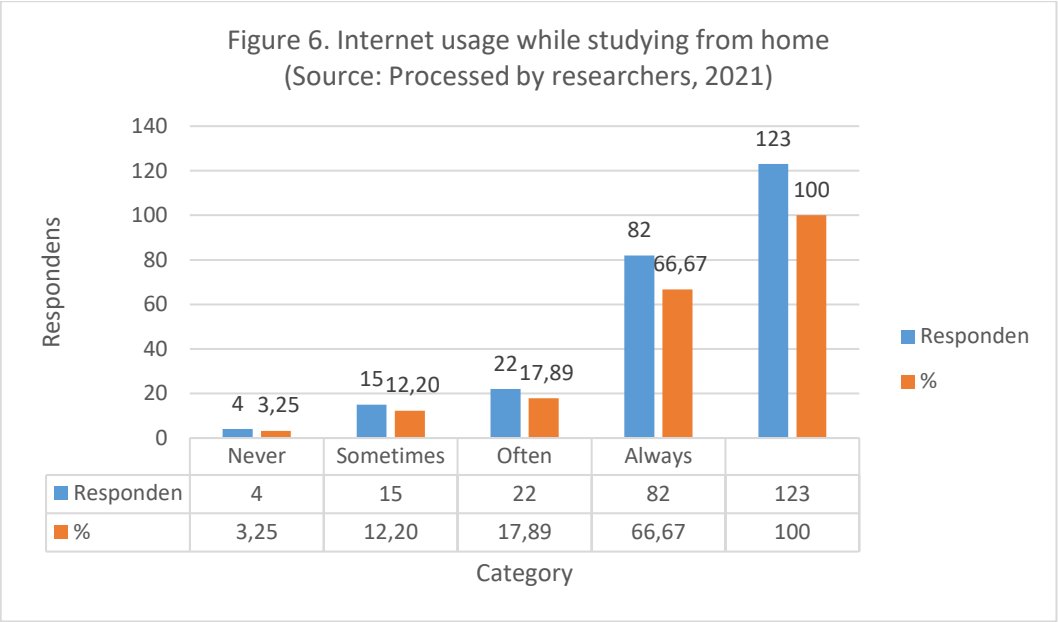


Figure 6. Internet usage while studying from home

Furthermore, Figure 7 shows that 44.7% of parents are able to access the internet to get all the information their children need when learning from home.

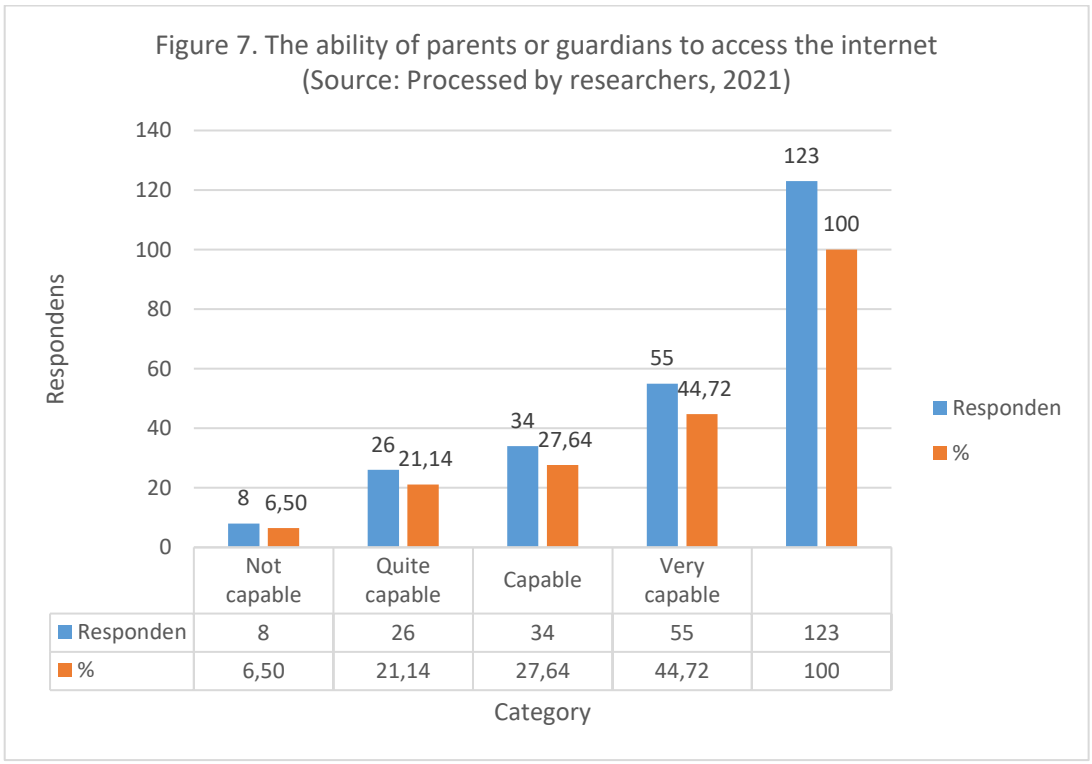


Figure 7. The ability of parents or guardians to access the internet

The level of parents' ability to access the internet and obtain information for learning needs from home affects the form of information sources or children's learning activities. In Figure 8, it can be seen that the chosen alternatives are quite varied. Various forms of variations in sources of information on tasks or learning activities can be seen in Figure 8.

DOI: 10.31004/obsesi.v6i4.2243

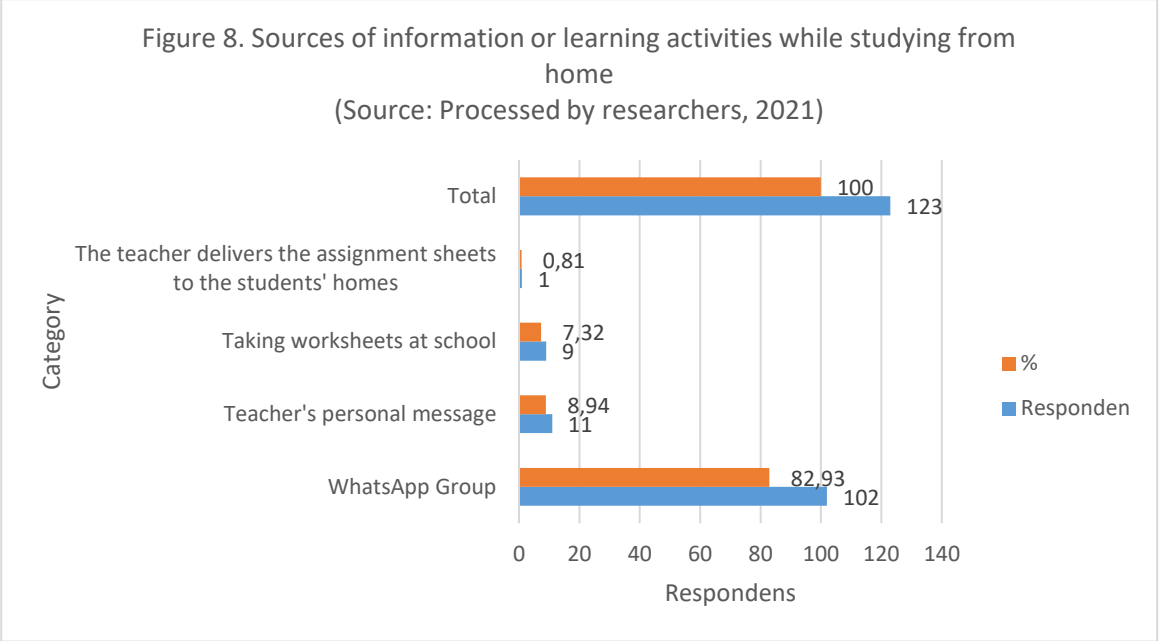


Figure 8. Sources of information or learning activities while studying from home

The use of learning resources listed in Figure 8. above is of course supported by adequate learning technology devices.

Discussion

Since the spread of the Corona Virus Disease (Covid-19) in Indonesia, the government through the Ministry of Education and Culture of Indonesia has tried to suppress the spread of the virus by taking steps to change the learning process at school into learning from home (BDR). The policy is stated in the Minister of Education and Culture's Decree Number 4 of 2020 concerning the Implementation of Education in the Corona Virus Disease (Covid-19) Emergency Period. In the circular, it was emphasized that the implementation of Learning from Home aims to ensure the fulfillment of children's rights as students to continue to receive educational services during the Covid-19 emergency.

To ensure the implementation of Learning from Home activities, the Ministry of Education and Culture also issued Circular Letter Number 15 of 2020 concerning Guidelines for Organizing Learning from Home. This circular is a reference for the Ministry of Education and Culture and the Regional Government in managing and coordinating the implementation of Learning from Home policies, as well as by the Education Unit, Teachers, Students, and Parents in implementing Learning from Home. Referring to this, parents or guardians are included in the targets who have a role in ensuring the implementation of Learning from Home activities.

The role of parents or guardians as stated in the guidelines for implementing learning from home includes: (1) Agree on ways to communicate with the school; (2) Discuss inclusive learning plans with teachers according to students' conditions; (3) Prepare learning tools; (4) Ensuring students are ready to take part in learning; (5) Set aside time to support the online learning process; (6) Encourage children to be active during the learning process; (7) Ensure that children fill out activity sheets as material for daily learning monitoring; (8) Collect photos of activity sheets and assignments every day; (9) Actively discuss with teachers about the challenges and obstacles faced during the online learning process; and (10) Ensure that the place and learning facilities are comfortable.

During the learning process from home, based on the results of the survey through the form, it was found that more than half of the respondents stated that they participated in listening and assisting the online learning process provided by the teacher. In addition, most

DOI: 10.31004/obsesi.v6i4.2243

of the respondents also teach children when learning directly during the learning process from home. These results indicate that respondents as parents or guardians of students have an awareness and sense of responsibility for the educational needs that must be obtained by children. Methods and media for implementing learning from home are implemented through two approaches, namely distance learning in the network (online) and distance learning outside the network (offline). In its implementation, educational units are given the freedom to choose an approach that is in accordance with the conditions of readiness and availability of facilities and infrastructure.

Table 2. Learning from Home Implementation Method

Distance Learning in the Network (Online)	Distance Learning Outside Network (Offline)
Using gadgets or laptops through several portals and online learning applications	Using television, radio, self-study modules and worksheets, printed teaching materials, teaching aids and learning media from objects in the surrounding environment.

Source: Guidelines for the Implementation of Learning from Home

Referring to the survey results of parents or guardians of students who stated that 82.93% of children's learning activities use Whatsapp Group, it can be concluded that the method of implementing Learning from Home activities in Bandar Lampung City is dominated by Distance Learning in the Network (Online). From several studies that have been conducted, it is known that most students use laptops and smart phones in participating in the learning process. These results are similar to those obtained by the researchers as shown in Figure-9 which shows that 72.4% of respondents use laptops and cellphones during the Learning from Home process.

Learning from home with distance learning method in a network (online) is to be one solution to break the chain of Covid-19 and guarantee the fulfillment of the right to education of children. However, it cannot be denied that learning activities like this cause boredom for teachers and children. It takes creativity and initiative from teachers and parents to reduce boredom. Seto Mulyadi in the Jakarta Koran stated that there were many challenges faced during Learning from Home, including the unfamiliarity of parents in teaching and caring for children. This results in parents not infrequently applying violence in teaching and parenting.

In addition, children who are used to activities outside the home are also easily stressed, all of this leads to learning at home being ineffective. Referring to the survey that has been conducted to 123 respondents, 55 respondents or 44.7% stated that they had provided various learning activities and tasks to children. Variations in the forms of activities and learning tasks given to children during BDR show results in the form of compatibility between the availability of facilities at home and variations in the forms of activities and learning tasks. The intensity of internet use throughout the world, including Indonesia, has increased during the Covid-19 pandemic. The internet has become an important commodity to help workers who have to work from home as well as children who participate in learning from home programs. Launching the Kominfo page, Internet usage rose 40% at work and study and at home. The use of the internet which was originally centered in offices has now shifted to being used more in residential areas.

Learning from Home is an opportunity for parents or guardians of students to be able to accompany children during the learning process. Referring to the survey that is done on average, parents or guardians of students spend one to two hours accompanying children to learn from home. During the learning process, as stated in Circular Letter Number 15 of 2020 concerning guidelines for implementing learning from home, parents or guardians of students are required to be able to carry out their role.

DOI: 10.31004/obsesi.v6i4.2243

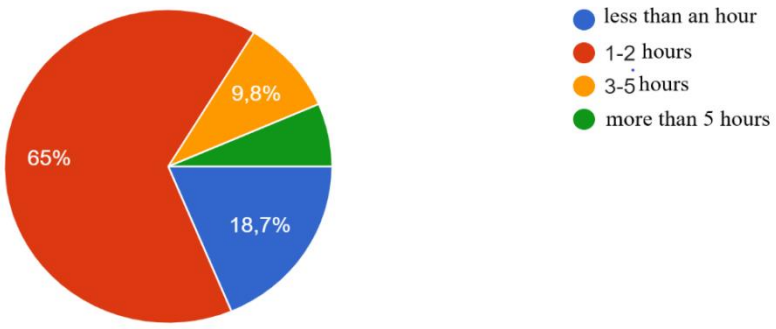


Figure 9. Duration of time using the internet during Learning from Home
Source: Processed by researchers (2021)

Understanding of information literacy owned by parents or guardians of students is an important part in supporting BDR activities. This literacy ability means that parents or guardians of students have the ability to recognize information needs to solve problems, develop ideas, ask important questions, use various information gathering strategies, and determine appropriate, relevant and authentic information. Through a survey conducted, it is known that parents or guardians of students have realized that there is information that is both (reality) and fiction (not reality). The discourse on education, especially in the midst of the Covid-19 condition, continues to be a conversation. The change in learning patterns to Learning from Home poses new challenges. Technological literacy includes all knowledge and skills in utilizing technology, starting from recognizing devices, operating them, processing and communicating information. Technological literacy in this context means the competence of parents or guardians of students in the implementation of Learning from Home. Referring to the survey results, it is known that 87.8% of respondents have facilities to support online access to information. The adaptation process carried out by the community becomes an ability to adapt to their social environment, face various kinds of pressures that arise and have a goal to survive (Syani, 2020). Referring to the understanding of adaptation, it is clear that this process cannot be separated from the process of survival. In defense, the community shows its strengths and weaknesses in dealing with problems, until in the end this concept presents efforts in community survival (Kristio Budiasmoro, 2014). In general, community resilience can be identified through four stages, namely learning to live in change and uncertainty, developing diversity for reorganization and renewal, combining various kinds of knowledge and creating possibilities for self-organization. This identification stage is to analyze strategic interventions from several options available to the community (Susanto, 2017).

Learning from Home activities undertaken photographing people during a pandemic, suggesting that the 21 st Century Literacy Skills is a mandatory capital owned by each family. Capital in the form of knowledge is an asset that becomes a strength in the adjustment process. At the same time this knowledge must be attached to every family because of the demands of the learning process from this house. This knowledge asset does not stand alone. Aspects of resources and social institutions needed to support the adaptation process of the community during the implementation of this Learning from Home policy. The resources in question are in the form of technology or devices used to support learning from home, as well as an adequate internet connection. Meanwhile, the social institutions involved in this adaptation process are the family and school. Schools are important social institutions because they have a curriculum that becomes a reference for the learning process. Schools also need to be able to motivate and provide stimulus to boost the 21 st Century Literacy Skills. Not much different from schools, families who have a primary role become the main key in the learning process as long as the Learning from Home policy is implemented.

DOI: 10.31004/obsesi.v6i4.2243

CONCLUSION

It can be concluded that the method of implementing LFH/BDR in Bandar Lampung City is dominated by online learning activities. LFH/BDR activities during pandemic showed that the 21st Century Literacy Skills is mandatory capital that should be owned by each family. Respondents literacy skills in the form of information literacy, media literacy, and technological literacy serve as important determinants in supporting the LFH/BDR process. Regarding the understanding of information literacy, it can be concluded that most families of students understand that information exist in form of both reality and fiction (not reality). Respectively, it can be concluded that respondents posse adequate media literacy to get the information that children need during LFH/BDR activities. Furthermore, related to technological literacy, it can be concluded that respondents already have satisfactory cognition, this is illustrated by the availability of facilities owned by respondents to support online access to information.

ACKNOWLEDGEMENT

Authors would like to present greatest gratitude to the Faculty of Social and Political Studies for supporting this research. The research was supported by a grant from the Faculty of Social and Political Studies at the University of Lampung (Grant Number: 2406/UN26.16/KP.03.03/2021).

REFERENCES

Alifia, U. E. A. (2020). Belajar dari Rumah: Potret Ketimpangan Pembelajaran pada Masa Pandemi COVID-19. Smeru Institute, (1), 1-8.

Amalia, A., & Sa'adah, N. (2020). Dampak Wabah Covid-19 Terhadap Kegiatan Belajar Mengajar Di Indonesia. Jurnal Psikologi, 13(2), 214-225. https://doi.org/10.35760/psi.2020.v13i2.3572

Anugrahana, A. (2020). Hambatan, Solusi dan Harapan: Pembelajaran Daring Selama Masa Pandemi Covid-19 Oleh Guru Sekolah Dasar. Scholaria: Jurnal Pendidikan Dan Kebudayaan, 10(3), 282-289. https://doi.org/10.24246/j.js.2020.v10.i3.p282-289

Arsendy, S., Sukoco, G. A., & Purba, R. E. (2020). Riset dampak COVID-19: potret gap akses online "Belajar dari Rumah" dari 4 provinsi.

Carina, T., & Supriyadi. (2016). Prestasi Belajar Pada Siswa Underachiever Di Bali. 3(1), 35-44. https://doi.org/10.24843/JPU.2016.v03.i01.p04

Chalkiadaki, A. (2018). A systematic literature review of 21st century skills and competencies in primary education. International Journal of Instruction, 11(3), 1-16. https://doi.org/10.12973/iji.2018.1131a

Creswell, J. (2015). Riset Pendidikan: Perencanaan, Pelaksanaan, dan Evaluasi Riset Kualitatif dan Kuantitatif (Terjemahan, Cetakan ke-1). Yogyakarta: Pustaka Belajar.

Griffin, P., McGaw, B., & Care, E. (2012). Assessment and Teaching of 21st Century Skills. Springer Netherlands. https://doi.org/10.1007/978-94-007-2324-5

Handayani, T., Khasanah, H. N., & Yoshinta, R. (2020). Pendampingan Belajar Di Rumah Bagi Siswa Sekolah Dasar Terdampak Covid-19. ABDIPRAJA (Jurnal Pengabdian Kepada Masyarakat), 1(1), 107. https://doi.org/10.31002/abdipraja.v1i1.3209

Kristio Budiasmoro, I. Y. (2014). Membangun Resiliensi Kolektif Masyarakat Tradisional Melalui Pendidikan Multikultural. In Jurnal Pembangunan Pendidikan: Fondasi dan Aplikasi (Vol. 2). https://doi.org/10.21831/jppfa.v2i1.2615

Lutfiyah, & Roviati, E. (2020). Pendampingan Belajar Di Rumah Selama Masa Pandemi Covid-19. DIMASEJATI, 2(2), 181-190. https://doi.org/10.24235/dimasejati.v2i2.7015

Makdori, Y. (2020, September 17). Belajar Online Menelan Korban Jiwa. Liputan 6.

DOI: 10.31004/obsesi.v6i4.2243

Oktaria, R., & Putra, P. (2020). Pendidikan Anak Dalam Keluarga Sebagai Strategi Pendidikan Anak Usia Dini Saat Pandemi Covid-19 Child Education In The Family As An Early Childhood. Jurnal Ilmiah Pesona PAUD, 7(1), 41-51. https://doi.org/10.24036/108806

Oktavia, M., Rahma, S., Akmalia, R., Teguh, A., Ramadhani, A., Kusuma, A., & Darmadi, D. (2021). Tantangan Pendidikan Di Masa Pandemi Semua Orang Harus Menjadi Guru. Jurnal Pendidikan Dan Konseling (JPDK), 3(2), 122-128. https://doi.org/10.31004/jpdk.v3i2.1821

Pradnyana, P. B., Sudirman, I. N., & Janawati, D. P. A. (2020). Pendampingan Kegiatan Belajar Di Rumah Secara Privat Di Masa Pandemi Covid-19 Dilingkungan Kabupaten Bangli Bagian Utara. SELAPARANG Jurnal Pengabdian Masyarakat Berkemajuan, 4(1), 551. https://doi.org/10.31764/jpmb.v4i1.3383

Ramdhany, M. A., Setiawan, Y., Hardiana, R. D., & Sobandi, A. (2020). Penguatan Keterampilan Abad Ke-21 dan Pengembangan Efikasi Diri Mahasiswa Pendidikan Akuntansi. JPAK : Jurnal Pendidikan Akuntansi Dan Keuangan, 8(2), 211-222. https://doi.org/10.17509/jpak.v8i2.26164

Redhana, I. W. (2019). Mengembangkan Keterampilan Abad Ke-21 Dalam Pembelajaran Kimia. Jurnal Inovasi Pendidikan Kimia, 13(1). Retrieved from https://journal.unnes.ac.id/nju/index.php/JIPK/article/view/17824/8934

Revilda, E., Hadi, N., & Purwasih, J. H. G. (2021). Dampak Belajar Dari Rumah. NATURALISTIC : Jurnal Kajian Penelitian Pendidikan Dan Pembelajaran, 5(2), 822-832. https://doi.org/10.35568/naturalistic.v5i2.1133

Septikasari, R., & Frasandy, R. N. (2018). Keterampilan 4C Abad 21 dalam Pembelajaran Pendidikan Dasar. Tarbiyah Al-Awlad, VIII(2), 112-122. Retrieved from https://ejournal.uinib.ac.id/jurnal/index.php/alawlad/article/view/1597

Siahaan, M. (2020). Dampak Pandemi Covid-19 Terhadap Dunia Pendidikan. Jurnal Kajian Ilmiah (JKI) Universitas Bhayangkara Jakarta Raya, 1(1), 1-3. https://doi.org/10.31599/jki.v1i1.265

Suciati, P., & Syafiq, A. (2021). School From Home (SFH): Perjuangan Para Orang Tua Siswa Usia Dini Di Masa Pandemi Covid-19. Jurnal Sosial Humaniora Terapan, 3(2), 7-16. https://doi.org/https://doi.org/10.7454/jsht.v3i2.129

Susanto, A. (2017). Strategi Peningkatan Resiliensi Masyarakat Pesisir Terhadap Tekanan Sosio-Ekologis (Studi Kasus Pesisir Kota Semarang). Jurnal Matematika Sains Dan Teknologi, 18(1), 11-27. https://doi.org/10.33830/jmst.v18i1.170.2017

Utomo, K. D., Soegeng, A. Y., Purnamasari, I., & Amaruddin, H. (2021). Pemecahan Masalah Kesulitan Belajar Siswa Pada Masa Pandemi Covid-19. Mimbar PGSD Universitas Pendidikan Ganesha, 9(1), 1-9. https://doi.org/http://dx.doi.org/10.23887/jjpgsd.v9i1.29923 https://doi.org/10.23887/jjpgsd.v9i1.29923

Voogt, J., & Roblin, N. P. (2010). 21 st Century Skills Discussion Paper. Pacific Policy Research Center in Research & Evaluation (2010).

Voogt, J., Erstad, O., Dede, C., & Mishra, P. (2013). Challenges to learning and schooling in the digital networked world of the 21st century. Journal of Computer Assisted Learning, 29(5), 403-413. https://doi.org/10.1111/jcal.12029

Wibowo, D. C., & Deta, Y. (2020). Efektivitas Belajar dari Rumah di Tengah Pandemi Covid-19. Jurnal Pendidikan Dasar Perkhasa, 6(2), 228-241. https://doi.org/10.31932/jpdp.v6i2.893

Zubaidah, S. (2019). Keterampilan Abad Ke-21: Keterampilan Yang Diajarkan Melalui Pembelajaran. Seminar Nasional Pendidikan Dengan Tema "Isu-Isu Strategis Pembelajaran MIPA Abad 21, (Desember), 1-17. https://doi.org/10.36312/e-saintika.v3i2.125