

Readiness of Students to Do Assignments During the Covid-19 Pandemic

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Abstract

Readiness to learn is the overall condition of a person that makes him ready to respond or answer in the learning process. The learning process will run well if it is supported by several things, including: readiness to learn, doing assignments, reading, and so on. This study aims to: (1) describe the level of readiness of students to do assignments, (2) describe the form of student difficulties in doing assignments, and (3) the role of counseling teachers to overcome student difficulties in doing assignments at SMA N 11 Padang. This research uses a quantitative approach with descriptive research methods. The research subjects were students of SMA N 11 Padang at grade X and XI, totaling 224 people. Collecting data using a Likert scale model questionnaire, data were analyzed using percentage analysis techniques. The results revealed that: (1) the readiness of students to do assignments in the aspect of understanding the task was in the sufficiently ready category with an achievement score of 60.7%, (2) the readiness of students to do assignments in the aspect of providing resources was in the sufficiently ready category with an achievement score of 62, 5%, (3) the readiness of students to do assignments in the task completion aspect is in the sufficiently ready category with an achievement score of 57.6%, (4) the readiness of students to do assignments in the assignment aspect is in the sufficiently ready category with an achievement score of 70%.

Keywords: Readiness, Task, Pandemic Period

Introduction

Quality education is the key to the progress of a nation that can create quality and productive human resources (Saputri & Ilyas, 2020). Increasing the quality of education in the current era of technology and information requires that each individual be able to prepare himself through skills (Sukmawati, Neviyarni, Syukur & Said., 2013). Nasution (2005) states that learning readiness is a condition that precedes the learning activity itself. Without proper readiness the learning process will not go well.

In addition, Djamarah (2002) suggests that readiness as learning readiness is a condition for someone who has been prepared to carry out an activity. The point is that a learning activity includes preparing textbooks according to the schedule, preparing study equipment or making assignments and so on.

A task is a job that demands to be done to completion. Students who realize that they will be given an assignment by their teacher after they receive the lesson material, and concentrate on the lesson. it is feared that they cannot complete the task properly. In giving assignments, a balanced range of time is needed according to the level of weight or lightness of the nature of the task, so that students do not feel rushed in doing the assignment or being chased by the time to complete the task (Djamarah, 2002).

To gain experience (in learning) an activity is needed because learning is doing, acting to change behavior into learning activities. There will be no learning if there is no activity, because in learning students need to respond to what the teacher says, it requires emotional, thought, and applies what is

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known (Puspitasari, 2002). Students will learn well if students have readiness to learn, know what to do, otherwise learning activities will not be perfect if students do not understand why they should study (Wikipedia, 2007: Wong Leung & Woon 2000)

Based on the results of research by Rahma Fitriani, State Islamic University of Sultan Syarif Kasim Riau Pekanbaru (2013), it was revealed that the assignments given by the teacher could be in the form of summarizing subject matter, making conclusions, or answering questions that had been provided by the subject teacher. The steps for carrying out the task are: 1) given supervision by the teacher, 2) given encouragement so that the child wants to carry it out, 3) attempted or done by the child himself, 4) recorded all the results obtained properly and systematically

Entering the middle of March, namely March 16, 2020 (Lockdown) the period of physical distancing in the face of the Covid-19 pandemic was enforced in the West Sumatra Province, causing many schools to be closed so that children learn and do activities at home. But this doesn't mean just sitting around and sitting around. But they have to learn online, learning activities must still be carried out between educators and students. This has a tremendous impact on learning carried out online, namely making students unprepared for doing school work.

There are many ways that the government has taken to prevent the spread of the Corona virus in Indonesia (Firman, 2020), one of which is through a circular letter from the Ministry of Education and Culture (Kemendikbud) of the Directorate of Higher Education No.1 of 2020 concerning the prevention of the spread of the Corona virus Disease (Covid-19). Therefore, the government instructed remote operations and suggested learning from their respective homes.

One of the alternative forms of learning that can be done during the Covid-19 emergency is online learning, which is learning using the internet network with accessibility, connectivity, flexibility, and the ability to generate various types of learning interactions. In addition to the economic, transportation and agricultural sectors, the Covid-19 pandemic has also had a huge impact on the world of education (Firman, 2020) Educational institutions are also expected not to carry out activities as usual, this is expected to reduce the spread of Covid-19.

Based on interviews with three teachers at SMA N 11 Padang on Monday, October 19, 2020, it turns out: 1) there are students whose tasks are just done, 2) there are students who do not understand the lesson during the implementation of online learning, 3) there are students who make assignments not in accordance with the demands. 4) there are students who do not do assignments at all, 5) there are students who often delay sending assignments, with the excuse that internet packages have run out, cellphones that are often damaged, etc.

Furthermore, based on interviews with five students on Wednesday, October 28, 2020, data were obtained: 1) there were students who did not have a manual when working on assignments, 2) there were students who did not understand how to do assignments, 3) there were students who did not have packages internet while studying, 4) there are students who are waiting for answers from their friends' assignments.

For to increase the readiness of students to do assignments during the Covid-19 pandemic at SMA N 11 Padang, it is necessary to have Guidance and Counseling. BK teachers can use information services, individual counseling services, group counseling services, group guidance services, and content mastery.

According to Prayitno & Amti (1999: 117), the purpose of guidance and counseling services in general, the main purpose of individual counseling services is to help clients to be able to alleviate the problems they face and make clients independent, independent of others or dependent on counselors. With the individual counseling services provided by counseling teachers can help provide direction and motivation to students. Furthermore, through group guidance, it can improve students' readiness to do assignments in conditions of pandemic or normal times, and train students to be able to do assignments in accordance with the demands and assignment criteria instructed by the teacher.

Based on the above phenomena, it encourages researchers to conduct research entitled "Student Readiness to Do Tasks During the Covid-19 Pandemic Period at SMA N 11 Padang".

Method

This research uses quantitative methods with descriptive research that aims to describe the level of readiness of students to do assignments, to determine the form of student difficulties in doing assignments, and the role of counseling teachers in overcoming student difficulties in doing assignments. The research subjects were students of SMA N 11 Padang at grade X and XI, totaling 224 people. Collecting data using a Likert scale model questionnaire, data were analyzed using percentage analysis techniques. Data collection in this study used the instrument "student readiness to do assignments during the Covid-19 pandemic". The collected data were analyzed using descriptive statistics with the help of the SPSS for Windows version 20.0 program..

Results and Discussion

Based on the results of data processing, the results of the research can be explained as follows:

1. Readiness to do tasks on the aspect of understanding

Based on the results of the research data analysis that has been carried out, the results obtained from the aspect of understanding the task are in the "Self-Ready" category which is shown by 136 students with a percentage of 60.7%. The proof is that students have readiness in the aspect of understanding the assignment material provided by the teacher, understanding assignment instructions, and being able to do assignments in accordance with the assignment criteria given by the teacher can be seen in table 1.

Tabel 1. Readiness to do assignments in the aspect of understanding

Kategori	Interval	F	%
Sangat Siap	≥ 46	2	0,9
Siap	37-45	75	33,5
Cukup Siap	28-36	136	60,7
Kurang Siap	19-27	11	4,9
Tidak Siap	≤ 18	0	0,0
Jumlah		224	100,0

Based on table 1, it is known that the readiness of students to do assignments from the aspect of understanding is in the "Very Ready" category. 2 students are categorized as "Very Ready" with a percentage (0.9%) then, 75 students are categorized as "Ready" with a percentage (33, 5%) then, 136 students were categorized as "Sufficiently Ready" with a percentage (60.7%), then 11 students were categorized as "Less Ready" with a percentage (4.9%) and none of the students who were readiness to do their assignments were categorized "Not Ready" in the aspect of understanding.

Self-study readiness will make him ready to respond or answer what is in the lesson or ready to accept the lesson well. Student readiness as a person's overall condition makes him ready to respond or answer in a certain way. Learning readiness is one of the factors that influence a person's learning process, one of which is the understanding that students have" (Slameto, 2013). Students are said to be quite ready to do assignments on the aspects of their understanding.

2. Readiness to do tasks on the aspect of providing resources

Based on the results of the research data analysis that has been carried out, the results obtained from the aspect of providing resources are in the "Ready Enough" category shown by 140 students with a percentage of 62.5%. The proof is that students have task readiness in the aspect of providing resources, trying to do assignments by looking for examples of assignments that are considered good by the teacher concerned, capable to do assignments according to instructions from the teacher, able to do assignments with a variety of assignment models, and be able to complete tasks with various available resources.

Table 2. Description of Readiness to Do Tasks on the Aspect of Provision of Resources

Kategori	Interval	F	%
Sangat Siap	≥ 46	1	0,4
Saip	37-45	71	31,7
Cukup Siap	28-36	140	62,5
Kurang Siap	19-27	12	5,4
Tidak Siap	≤ 18	0	0,0
Jumlah		224	100,0

Based on table 2, it is known that the readiness of students to do assignments based on the aspect of providing resources is in the "Very Ready" category. The proof is 1 student is categorized as "Very Ready" with a percentage (0.4%) then, 71 students are categorized as "Ready" with a percentage (31,7%) then, 140 students were categorized as "Enough Ready" with a percentage (62.5%), then 12 students were categorized as "Less Ready" with a percentage (5.4%) and none of the students were readiness to do their assignments. categorized as "Not Ready" in the aspect of providing resources.

One determining factor for students' success in learning (Yusri, 2017) is the extent to which they can complete certain tasks given by the teacher well, always take exams or exams that are done independently in other words, they do not cheat on others. students with the aim that students get better learning outcomes (Syaiful Bahri Djamar, 2000).

3. Readiness to do tasks in the aspect of completing tasks

Based on the results of the research data analysis that has been carried out, the results of the task completion aspect are in the "Quite Ready" category shown by 129 students with a percentage of 57.6%. The proof is that students have deep task readiness complete the assignment as best as possible, be able to complete the task with confidence, and be able to complete the assignment given by the teacher before the time of submitting the assignment.

Table 3. Description Readiness to do tasks on the aspects of task completion

Kategori	Interval	F	%
Sangat Siap	≥ 49	0	0,0
Siap	40-49	91	40,6
Cukup Siap	30-39	129	57,6
Kurang Siap	20-29	4	1,8
Tidak Siap	≤ 19	0	0,0
Jumlah		224	100,0

Based on table 3, it is known that the readiness of students to do assignments based on the aspects of task completion is in the "Ready" category, the proof is that 91 students are categorized as "Ready" with a percentage (40.6%) then, 129 students are categorized as "Sufficiently Ready" with a percentage (57.6%), then 4 students were categorized as "Less Ready" with a percentage (1.8%) and none of the students who were readiness to do their assignments were categorized as "Very Ready", and "Not Ready" in the aspect of task completion.

In giving assignments to students, it is necessary to consider the number of assignments to be given, and the allocation of time according to the differences in the conditions and abilities of each student, so that they can practice what they have learned and need to understand and master the material well (Charles & Senter, 2008).

4. Readiness to do tasks on the aspects of assignment

Based on the results of the research data analysis that has been carried out, the results obtained from the aspect of the assignment are in the "Pretty Ready" category shown by 156 students with a percentage of 70%. The proof is that students have readiness to submit assignments, are capable collect assignments according to time and place that have been ordered by the teacher, and try to collect assignments according to the form of assignments instructed by the teacher.

Table 4. Description Readiness to do tasks on the aspects of assignment

Kategori	Interval	F	%
Sangat Siap	≥ 41	0	0
Siap	33-40	34	15
Cukup Siap	25-32	156	70
Kurang Siap	17-24	33	15
Tidak Siap	≤ 16	1	0,4
Jumlah		224	100

Based on table 4, it is known that the readiness of students to do assignments based on the aspects of assignment is in the "Ready" category, the evidence is that 34 students are categorized as "Ready" with a percentage (15%) then 156 students are categorized as "Self-sufficient" with a percentage (70%) 33 students were categorized as "Less Ready" with a percentage (15%) then 1 student was categorized as "Not Ready" with a percentage (0.4%) and none of the students who were readiness to do their assignments were categorized as "Very Ready", and "Not Ready" in the aspect of assigning assignments.

According to Bichler & Snowman (1982), what has been learned in class needs to be applied (transferred) in everyday life, in order to train these students' abilities. To complete structured assignments, it is necessary to transfer the knowledge and skills acquired during the learning process.

Conclusion

Based on the results of research that has been done regarding the readiness of students to do assignments during the Covid-19 pandemic, it can be concluded that: 1) The readiness of students to do assignments is seen from the aspects of understanding the material, providing resources, completing assignments, and submitting assignments in the fairly ready category the average achievement score was 51.8%. Even so, there are also not a few students who have readiness to do assignments in the very ready and ready category, 2) Each student has a different level of difficulty in doing assignments during the Covid-19 pandemic, one of which is that there are students who find it difficult to complete assignments in accordance with the Covid-19 pandemic. demands from teachers, the evidence is in the achievement score of 57.6%,

Suggestion

Based on the conclusions of the research results, several suggestions will be submitted to the relevant parties: (1) BK teachers, it is hoped that BK teachers can help improve students' readiness to do assignments by compiling BK programs related to readiness in learning, and BK teachers should collaborate with parents and other schools to increase student readiness in doing assignments, and (2) The next researcher, It is suggested that further research can be developed with a wider scope by research.

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