

## Conference Paper

# “Guest Teacher” As a Class Inspirational Program in Pandemic Covid-19

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## Abstract

This study aims to (1) describe the “Guest Teacher” program in TK Laboratorium UM Malang, (2) analyze the efforts of the “Guest Teacher” program in PAUD learning, (3) and identify the factors inhibiting the activities of the Guest Teacher program. Respondents in this study were teachers and parents who participated in the Guest Teacher program. Data collection techniques in this study used interviews, observation, and documentation. This research employs the descriptive qualitative approach. The research was conducted based on initial observations of teachers and parents in TK Laboratorium UM Malang. The results showed that the efforts that have been made with the Guest Teacher program for parents show that most parents have an awareness of the importance of their participation in children. With the implementation of the Guest Teacher program, it can foster parental participation in education and childcare. Parents raise awareness of their roles as supporters, teachers, students, advisors, protectors, and as inspirations for students.

**Keywords:** guest teacher program, inspiration class, kindergarten

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## 1. Introduction

Based on Presidential Regulation (Perpres) Number 87 of 2017 (“Presidential Regulation (Perpres) Number 87 of 2017 Concerning Strengthening Character Education,” n.d.), concerning Strengthening Character Education comes with the consideration that in order to create a cultured nation through strengthening religious values, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, spirit of nationality, love of the country, respect for achievement, communicative, love peace, love to read, care for the environment, care socially, and be responsible, the government sees the need to strengthen character education. So on the basis of these considerations, on September 6, 2017, President Joko Widodo signed Presidential Regulation (Perpres) Number 87 of 2017 concerning Strengthening Character Education. This Presidential

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Regulation also stated that Strengthening of Character Education, hereinafter abbreviated as PPK, is an educational movement under the responsibility of the education unit to strengthen the character of students through the harmonization of heart, feeling, thinking, and sports with involvement and cooperation between educational units, families, and society as part of the National Movement for the Mental Revolution (GNRM). Through the implementation of learning in Early Childhood Education (PAUD), these education providers can prioritize Strengthening Character Education (PPK), so that the role of parents is very fundamental, especially in early childhood, not only in education but also the growth and development of children and character.

Technically, (Hayati, 2011) shares the attitudes of parents that support the development of children's potential and those that hinder their potential. According to research at Vanderbilt University, parental involvement is not just a static process but it lasts all the time and is very dynamic. Parents have an important role to play in helping children achieve their goals. For that parents must be role models for children. The conditions in the field show that parents are being imitated or imitated by children. Usually what is done by parents will be followed by children. For example, if parents are smokers, children will also have the potential to become smokers, if parents are diligent in exercising, they will participate in sports, and so on.

Thus, parental involvement is closely related to children's achievement results both academically and in character. If a child will be motivated to get perfect grades in school, behave well, have religious spiritual strength, and have social skills, if parents actively participate in supporting their children and provide a true example of life. Therefore it is important for schools to involve parents of students in activities at school.

In TK Laboratorium UM Malang, 90% of the 97 parents/guardians of students, both of the students' fathers or mothers, mostly work. That's why most parents submit their full educational tasks to school. One of them is when there is an activity that involves parents attending school, but only 30% of the 97 students attend.

## 2. Literature Review

Based on the results of previous research obtained from the field, the Guest Teacher Program Implementation activities were the Guest Teacher Program as an Inspiration Class, the aim is to inspire children with various professional stories that the resource person has, namely the parents of the school students themselves. The presence of resource persons as inspiration makes children motivated to aspire even higher, and encourages children to be enthusiastic and continue their studies. In accordance with

the statement in (Wibowo, 2017) that inspirational classes can provide insight, motivation, inspiration, and train children's empathy. When the activity took place, the researcher through observation saw the children were very happy to participate in these activities; the children were very enthusiastic because the learning activities were different from usual. It happened because the new inspirational class for them has never been before in school.

Amini (2015) in her journal stated that in terms of behavior for early childhood, the effect of parental involvement in children's education can be seen from the following research results: (1) when a child tells that he feels supported by school and home, the child will have higher self-confidence, perceiving school as more important, and tend to do things better, (2) violent and antisocial behavior of children shows a decrease with increasing parental involvement, and (3) children show more positive attitudes and behaviors when parents are actively involved.

The role of children is also the role of parents and teachers. Especially during a pandemic, how can learn methods be optimally accepted by students and finding personal figures as role models. Based on this, to foster a sense of responsibility for students' parents towards their children, TK Laboratorium UM Malang has a superior program, namely "Guest Teacher" as an inspiration class by involving students' parents who come from different professional backgrounds.

### 3. Method

This research approach uses a qualitative approach, because this approach can understand the perspective of a more in-depth research object that cannot be represented by statistical figures. The type of approach used in this study is a case study approach. Meanwhile, John W. Best (as cited in Riyanto, 2001) stated that a case study deals with anything meaningful in the history or development of a case, which aims to understand the life cycle or part of the life cycle of an individual unit (individual, family, group, social institution of a society).

This research on the Guest Teacher program is an effort to foster parental in participation which is carried out in TK Laboratorium UM Malang. The subjects of this research were parents and students who attended the Guest Teacher program at TK Laboratorium UM Malang.

Data collection techniques in this study using in-depth interviews, participant observation and documentation. In-depth interviews were conducted with parents and students who participated in the Guest Teacher program. Observation and documentation

techniques are carried out during implementation and related to the Guest Teacher program.

The data analysis techniques used in this study were data condensation, data presentation, and conclusion drawing. Technically, the data condensation activities that have been carried out by this study include conversations from interviews, and then observation of the results of collecting documents related to the focus of the study. Data presentation is a structured collection of information that gives the possibility of drawing conclusions and taking action. The final stage of drawing conclusions contains a decision-making process that leads to answers to the research questions asked. Then the data that has been analyzed is tested for its validity by means of credibility test, dependability test, transferability test and conformability test.

## 4. Result and Discussion

### 4.1. Program Implementation

The Guest Teacher Program is a program designed to invite parents of students to become guest teachers a day as inspiration for students from various professions, as an effort to lay the foundation for the proud children's love of their parents and respect for the various professions of their friends' parents. This program intensively engages students' parents by introducing the profession or work done by parents and providing motivation for children to improve learning achievement. By holding the Guest Teacher program as an inspiration class in schools that involves parents as a speaker; it will foster a child's sense of pride in their parents. In addition, parents become acquainted with and close to their children's friends in the classroom.

Guest Teacher is an inspiration program; students are taught about respectful and respect the profession of their friends' parents so that a sense of kinship will be felt in the classroom. The motivation given by parents in the inspirational class can stimulate children's enthusiasm for learning and help children start imagining about their dreams in the future. The author believes that an inspirational class that presents students' parents will be a strong memory in students that will be remembered continuously. Parental support for children's education is not only material, attention and participation of parents in school activities is the biggest motivation for children to achieve. The tools and materials used are conditional in nature (In accordance with the profession of each student's parents who will be a 'Guest Teachers'). The person in charge of each activity is the teacher (homeroom teacher) each in collaboration with the parents of the

students. The Guest Teacher Program as an inspiration class was held once a month by bringing in the parents of students. During a pandemic, this was done virtually / online, through the Zoom Meeting application with all students.

The Guest Teacher Program obtained significant results in the learning program at TK Laboratorium UM Malang. The aspects of development that are implemented in this program are as followed:

#### **4.1.1. Aspects of Religion, Moral, Social**

The Guest Teacher program automatically invites children to have inspiration or aspirations in the future, instilling a religious character (praying to God Almighty so that students' ideals can be fulfilled) character and praiseworthy attitudes such as independence, discipline, responsibility, mutual love, sharing, etc. It is hoped that with the Guest Teacher program, students will be able to instill the values of goodness in themselves, try and study diligently and pray / worship. In addition, polite attitude when receiving guests in class, respecting elders, listening when other people talk are also good social emotional habits for students.

#### **4.1.2. Language Aspects**

Language skills are not only represented in reading skills only. The complex language process begins with listening-speaking-writing-reading. Language skills are also known to consist of expressive and receptive language skills. In a complex manner, the Guest Teacher program is able to accommodate all aspects of the language mentioned above. Every parent who is a guest teacher will convey their profession and make direct interactions with students. After stimulating their listening and speaking skills, students begin to practice conversing directly with the guest teacher.

#### **4.1.3. Cognitive Aspects**

In the cognitive aspect, students are stimulated by their ability to do questions and answers. A 'Guest Teacher' will show the tools they carry according to their profession, so that the students' ability to answer is also sharpened by their knowledge of what objects a 'Guest Teacher' carries.

#### 4.1.4. Motor Aspects

Students' abilities in the motoric aspect, Guest Teachers will definitely invite students to move actively, starting from inviting clapping hands, movements and songs to even playing roles such as the Guest Teacher profession.

#### 4.1.5. Aspects of Art

The Guest Teacher Program fosters creativity, imagination, and giftedness for art in students. In accordance with their age, namely an early age, at that time the child will imitate, demonstrate how the "Guest Teacher" was present at that time. The role of improved communication and contribution of parents are the biggest driving factor for the success of the "Guest Teacher" program. "Guest Teacher" activity is able to increase parental participation in attending school. The presence of parents makes students very enthusiastic and fosters a sense of pride in their children. With good communication between the school and parents, it will strengthen the relationship between the sense of belonging to the school together and of shared responsibility. Thus parents will be enlightened that being a teacher, especially in PAUD institutions, is not as easy as imagined. The presence of parents is also a positive contribution to the school so that parents better understand the condition of the school with material and non-material contributions (ideas for school progress).

In parental participation in children's education in school, parents have various roles. According to Coleman, the role of parents (Prabhawani, 2016) includes support, the role of parents as teachers, the role of parents as students, the role of parents as advisors, the role of parents as protectors, and as ambassadors.

(i). The role of parents as support

In this study, parents have the awareness to fulfill their role as a support. Parents are aware of their responsibility to support their children's learning at school and at home. Parents also play an active role even before guest teacher activities exist; parents often help teachers prepare school activities or programs. With the Guest Teacher program, their role as a support for children's education increases. This is in accordance with the statement of (Yuniarti et al., 2016), the desired result of the Guest Teacher program is that families attend parental involvement activities in schools.

(ii). The role of parents as teachers

Parents are the first and foremost educators for a child. Parents' participation as educators has a great influence on the learning process and learning achievement of

children. Observations show that parents take part in organizing learning at school, during class inspiration parents are given the opportunity to teach directly in class by providing experience and knowledge related to their profession. This is in accordance with (Yuniarti et al., 2016) that the results to be achieved by the Guest Teacher program can establish positive communication with children.

(iii). The role of parents as students

Being a parent who can raise and educate children well is not an easy matter. Parents' awareness and knowledge plays a big role in giving birth to the best future generations. Nowadays, a lot of science and technology has developed, therefore the knowledge of parenting that parents have must also develop. Therefore, parents are required to continue learning to be good parents, because in educating and raising children there is a big responsibility as parents to God.

(iv). the role of parents as teachers

Parents still need to learn and attend parent class activities, because before that there had never been any parent class activities at school. This is in accordance with the statement of (Yuniarti et al., 2016) that the results to be achieved by the family Guest Teacher program carry out activities that support children's development.

(v). the role of parents as advisors

Involving parents in making various provisions chosen by the school regarding school programs or learning facilities in schools is important. Parents must be open to school, and vice versa. Parents must always monitor schools to improve school quality. By taking part in school decisions, schools can also adjust to children's needs. In the observations made in TK Laboratorium UM Malang, the school tries to involve parents in making school decisions. Through meetings with the homeroom teacher and involving the committee, the parents are invited to discuss how to choose a program that suits their children.

(vi). The role of parents as protectors

Every child born has the right to security and affection. Parents / families are obliged to provide protection, such as meeting the physical and emotional needs of children. In the research conducted, parents are aware of their responsibility to fulfill children's basic needs, both physically and emotionally. The needs of children must always be considered so that their potential can be developed properly. Parents as protectors are also responsible for disturbances or threats that disturb their children's comfort. Because they are still at the ECP level, parents are still taking their children to school; some are waiting for their children to come home from school. Parents can increase

their role as protectors by participating in assistance with family issues in the Guest Teacher program, namely the parent class.

(vii). The role of parents as ambassadors

In research conducted at TK Laboratorium UM Malang, the Guest Teachers can be called ambassadors. They can provide examples of other parents to be able to participate in school activities. This is in accordance with Coleman's statement in (Prabhawani, 2016) that parents help to facilitate positive relationships between teachers and families.

## 4.2. Obstacles encountered

Some of the obstacles faced in implementing the Guest Teacher are the Guest Teacher program; there are still a number of parents who are still constrained in managing time. The other obstacles faced during School from Home (SFH) happened for example, when a policeman as a guest teacher showing what tools the police were working on (pistols, handcuffs, etc.), students could not touch / hold the tools used / used directly.

## 4.3. Solution offered

By the above constraints, the solutions offered are:

4.3.1. Promote the program at the beginning of the school year

4.3.2. Forming a class coordinator from the class forum with the teacher and the school committee and scheduling the time according to mutual agreement

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