



Teacher's Perspective: Implementation of Online Learning during the Covid-19 Pandemic

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ABSTRAK

Pandemi Covid-19 menyebabkan terjadinya transformasi besar-besaran di berbagai bidang kehidupan. Salah satunya, terjadi transformasi pembelajaran tatap muka menjadi pembelajaran daring. Penelitian ini bertujuan untuk menganalisis proses pembelajaran dalam jaringan (daring), faktor-faktor pendukung serta faktor-faktor penghambat guru dalam melaksanakan pembelajaran daring di masa pandemi Covid-19. Penelitian ini menggunakan jenis penelitian metode deskriptif kualitatif. Subjek yang digunakan dalam penelitian ini adalah guru Kelas V sekolah dasar. Teknik pengumpulan data yang digunakan dalam penelitian ini berupa angket terbuka, wawancara semi terstruktur, dokumentasi dan catatan lapangan. Analisis data dilakukan secara kualitatif melalui proses reduksi dan verifikasi. Hasil dan pembahasan penelitian ini menunjukkan bahwa pembelajaran daring dirasakan kurang efektif bagi guru terutama untuk pembelajaran di jenjang sekolah dasar. Hal tersebut dikarenakan pembelajaran dilaksanakan secara daring membuat guru merasa kurang maksimal dalam memberikan materi pembelajaran sehingga menjadikan materi tidak tuntas. Selain itu, penggunaan media pembelajaran dalam pembelajaran daring juga dirasa tidak maksimal. Berdasarkan hasil penelitian tersebut, perlu diadakan studi lanjut untuk mengevaluasi pelaksanaan pembelajaran daring di sekolah dasar untuk memperoleh solusi yang tepat untuk menangani permasalahan yang terjadi.

ABSTRACT

The Covid-19 pandemic has caused a major transformation in various fields of life. One of them is the transformation of face-to-face learning into online learning. This study aims to analyze the online learning process and the supporting and inhibiting factors for teachers in carrying out online learning during the Covid-19 pandemic. This research uses a qualitative descriptive research method. The subjects used in this study were elementary school fifth-grade teachers. Data collection techniques used in this study were open questionnaires, semi-structured interviews, documentation, and field notes. Data analysis was carried out qualitatively through a reduction and verification process. The results and discussion of this study indicate that online learning is less effective for teachers, especially for learning at the elementary school level. This is because learning carried out online makes teachers feel less than optimal in providing learning material so that the material is incomplete. In addition, using learning media in online learning is also not optimal. Based on the results of this research, further studies need to be conducted to evaluate the implementation of online learning in elementary schools to obtain the right solution to deal with the problems that occur.

1. INTRODUCTION

Education must be carried out to prepare citizens with superior human resources (Fauzia & Kelana, 2021; Margunayasa et al., 2021). The specialization in online learning has increased, ensuring affordability in accessing education (Darmalaksana et al., 2020; R. D. P. Putri & Suyadi, 2021). Online learning is a learning activity that utilizes the internet network with flexibility, accessibility, connectivity, and capabilities to bring out various types of learning interactions (Dewantara & Nurgiansah, 2020; Rahma & Pujiastuti, 2021; Rigianti, 2020). Online learning or e-learning is defined as learning which involves the use of the internet with accessibility, connectivity, flexibility, and the ability to bring up various types of interactions in the process of implementing learning (Agustina et al., 2021; Harahap et al., 2021). At the elementary school level, learning is carried out "online" with the help of parents as mentors in the learning process at home (Sakti, 2021; Wulandari & Purwanta, 2021). The implementation of online learning is supported by online learning devices such as smartphones and computers/laptops with an adequate connection and is supported by several applications such as google classroom, video conference, telephone or live chat, zoom or Whatsapp groups. Of course, implementing this "online" learning system requires the competence of technologically literate teachers and parents' readiness to facilitate facilities and

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infrastructure to support the learning process (Saugi, 2020; Stoica & Roco, 2013). The role of parents in making their children happy in the learning process at home is very necessary. This supports the facilities and markets in carrying out online learning, such as the availability of Android-based device that supports the implementation of learning from itself and the availability of internet access data packages to support the running of online learning (Cheng & Szeto, 2016; Lau et al., 2020).

However, the reality in the field, online learning still cannot be implemented optimally due to the limited infrastructure supporting the learning system, the characteristics of diverse students, teacher contributions in implementing the online learning system, and various other factors (Asrul & Hardianto, 2020; Ritonga et al., 2020; Wijayanti & Fauziah, 2020a). Online learning is considered less effective for teachers, especially for children of primary school age, because learning is carried out online. Teachers are also not optimal in providing learning materials, so the learning subject is incomplete, and the use of learning media in online learning is considered not optimal (Knoop-van Campen et al., 2020; Saugi, 2020; Suarsi & Wibawa, 2021). In addition to the many complaints of parents regarding online learning, it turns out that learning also has several advantages (Ritonga et al., 2020). Some of the benefits of online learning are the flexibility of time and place of study. For example, learning can be done in the room, living room, and so on, as well as the time that is adjusted to be morning, afternoon, evening, or night (Putria et al., 2020; Rosyidiana, 2021). It can solve problems regarding distance. For example, students do not have to go to school first to study. There are no restrictions and can cover a large area. In addition to the advantages of online learning, online learning also has disadvantages. The advantage of online learning is that it builds a new learning atmosphere. Online learning will bring a new atmosphere for students who usually study in the classroom (Rosyidiana, 2021; Yunitasari & Hanifah, 2020).

The limitation of internet quota or internet or wifi packages that are a link in online learning and the interference of several other things. Online learning results in a lack of interaction between teachers and students and students themselves (Malyana, 2020; Mansyur, 2020). This lack of interaction can slow down the formation of values in the teaching and learning process. Online learning being carried out today is a new thing felt by teachers and students (Süt & Öznaçar, 2021; Zakaria et al., 2021). In addition, one of the obstacles experienced by teachers is the lack of teacher skills in operating digital products. As a result of which, online learning in the early days of the pandemic was mostly only filled with the assignment process because it is undeniable that with this online learning, teachers are required to quickly adapt to digital technology (Garbe et al., 2020; Pernantah et al., 2022). During the Covid-19 pandemic, teachers are required to be creative in presenting mathematics learning that is fun and easy to understand so that students can continue to learn productively even though the learning method is carried out online. The new atmosphere can increase students' enthusiasm for learning (Purwanto, 2020; Syachtiyani & Trisnawati, 2021). Some of the shortcomings that have become the nature of the learning process n online include the availability of facilities and infrastructure, mastery of technology that is still lacking, additional internet city costs, and additional work for parents in accompanying children. This problem occurs because not all parents have smartphones or laptops. Limited quota to get an internet or wifi network that functions as a link in receiving and collecting online learning information is an obstacle to the learning process. The atmosphere of the house that is not conducive makes students unable to focus on learning, especially the characteristics of elementary school students who are easily not focused on learning, as well as the readiness of parents to guide students in the learning process (Muhammad Fikri, Muhammad Zaki Ananda, 2021; Sumarno, 2020). Based on these problems, this study analyzes the online learning process, supporting factors, and factors inhibiting teachers from online learning during the Covid-19 pandemic.

2. METHOD

The type of research used in this study was a qualitative descriptive method. The results of qualitative research in the realm of education were descriptive. Qualitative research aims to understand individual views, find and explain processes, and explore in-depth information about limited research subjects or backgrounds (Sugiyono, 2019). The research subjects used in this study were all teachers of SD Class V, Jembrana District, for the 2021/2022 Academic Year. In selecting the research subjects, researchers used purposive sampling techniques. Purposive sampling was a sample determination technique with certain considerations. The selection of subjects was motivated because this study aimed to determine how the learning process was online and what factors supported and hindered teachers in the online learning process for elementary school teachers. The data collection methods used in this study were interviews, questionnaires or questionnaires, and documentation. The type of interview used in this study was in the form of semi-structured interviews. The type of questionnaire used in this study was an open questionnaire. An open questionnaire is a questionnaire that contains questions or statements that can be filled in freely

by respondents. A document is a record of an event that has passed. Documents can be in the form of writings, images, or monumental works of a person (Sugiyono, 2019).

The research procedure used in this study was divided into three stages: the pre-field stage, the fieldwork stage, and the data analysis stage. In the pre-field stage, the researcher compiled research design of an understanding of the methods and techniques in the research. Choosing a research field, exploring and assessing the field in field orientation form. The researchers tried to explore all elements of the social, physical, and natural environment. The field recognition was also intended to assess the situation, situation, background, and context. Checking whether there was suitability with the problem. Preparing research equipment needed or used in research, such as research permits, stationery, and other equipment in supporting research. At this stage of fieldwork, the researcher understands the research background first. Researchers must prepare themselves to research to obtain the data or information required for the research. The data came from questionnaires and interviews conducted with elementary school teachers at the designated research site. Researchers analyzed to get more in-depth results on the online learning process carried out by elementary school teachers during the COVID-19 pandemic and the supporting factors that hinder teachers in implementing online learning during the COVID-19 pandemic. After the data was obtained, researchers compile the data descriptively and in-depth so that the data that has been received can be adequately studied. In the data analysis stage, in qualitative research, the data comes from various data sources collected through various data collection techniques and is carried out continuously until the data is saturated. Data analysis carried out by researchers is to process data that has been collected and obtained while in the field in the form of information and documents in the previous stage, then compiled into a study.

3. RESULT AND DISCUSSION

Result

Based on the results of research with qualitative descriptive methods through data collection techniques in the form of questionnaires and interviews that have been conducted on class V teachers of Jembrana District, about the online learning process and the factors hindering teachers during online learning during the COVID-19 pandemic, it can be concluded that the COVID-19 pandemic has greatly impacted the world of education. This pandemic has resulted in the learning process being significantly disrupted, the learning process, which was usually carried out face-to-face between teachers and students in the classroom during the learning pandemic, has turned into online learning. The teacher revealed that online learning still has many obstacles for elementary school children. The participation of students in learning also does not reach 100% in online learning. Some students did not even follow the learning from beginning to end, so the teacher felt confused in the assessment process of these students. The online learning process was carried out following previously determined learning hours. Based on the study results obtained from open questionnaires and semi-structural interviews conducted online. The questionnaire was distributed online through a google form, while the interview was conducted using WhatsApp.

The questionnaire was distributed to all class V teachers of the Jembrana District. The questionnaire used in this study was an open questionnaire, where the open questionnaire was a questionnaire whose answers were filled in by respondents. This questionnaire aimed to obtain information in the implementation of the learning process online during the COVID-19 pandemic as well as supporting factors and obstacles for teachers in carrying out the learning process online during the COVID-19 pandemic at SDN Kec. Jembrana. During the COVID-19 pandemic, class V teachers at SDN 4 Pendem implemented an online learning process. The procedure for implementing the online learning process that has been carried out was that students were directed to watch TV (TVRI) according to the direction of the Ministry of Education and Culture.

Furthermore, students fill in or answer questions given by broadcast TV (TVRI) then students report to their class guardians. The teacher expects that even if the students do the questions at home, the students still do well. The teacher explained that the factors supporting teachers in learning activities during the COVID-19 pandemic are computers, cellphones, TVs, and internet quotas. With these facilities, teachers can carry out online learning activities. The actors who hindered teachers in learning to teach during the COVID-19 pandemic were; first, some students did not have cellphones to facilitate them while studying. Second, parents of students who were too busy at work. Parents of students who are too busy working become obstacles when teachers were about to conduct online learning. Parents cannot accompany their children while studying online, so the student had to postpone his attendance while studying online. Third was the limited quota. Limited quotas were also an obstacle to online teaching and learning activities. Sometimes parents complain directly to the teacher regarding the number of quotas that must be prepared

when the teaching and learning activities are conducted online. If there are students who do not have a quota, those students cannot participate in online learning activities.

The interviews used in this study were a type of semi-structured interview with two primary respondents, namely class V teachers of SDN 4 Pendem and class V teachers of SDN 3 Pendem. The interview was conducted to deepen the data obtained from the questionnaire. The results of the interviews with two respondents were due to the pandemic when teachers apply online learning. Procedures were carried out face-to-face through video calls or voice notes in some learning materials, such as science learning. This was done because the teacher does not only write down the learning material recorded or through writing, so the teacher uses video calls or voice notes. In addition, Whatsapp was a medium of liaison between teachers and students. Through the WhatsApp group, teachers can give assignments and collect assignments that students have done. Assignments were also sometimes not following important learning materials. Some tasks were given to students. The gift was also not composed, sometimes repeating the teacher's material. When online learning, students only repeat so they don't have to give a lot of explanatory material. When there was an order to study online the next day, it was hoped that the delivered learning material had been completed. This had become a habit. Two months before there is an exam, the material must be completed so that the next two months, the teacher and students stay repeat and strengthen the material for the final exam material so that teacher does not pursue the learning material.

During this online learning process, all tasks that were done must be written in the same book. Learning was also carried out according to the lesson schedule the teacher had prepared for teachers in teaching and learning activities during the covid-19 pandemic at SDN 3 Pendem. First, there must be credit and a full quota. The existence of credit and quota will facilitate online learning activities to be carried out between teachers and students. Second, there are cell phones for learning facilities. So a beneficial tool for cellphones and internet connections for online learning. Factors that hindered teachers' teaching and learning activities during the COVID-19 pandemic were the limitation of students having cellphones or not all students having cellphones. This makes for delays in delivering the material to students. Second, students who were lazy even though they had their own cellphone or did not comply with the established rules, for example, the teacher gives a task from 08.30 suddenly the student sends or collects the task did not know what time sometimes until the evening or passes the deadline for the collection that has been determined. Then the third factor was the material that was not completed when online learning was carried out. Unlike the case with learning carried out directly, for example, giving assignments at the time of learning, students only dwell on one task, not moving to the next task. This makes it difficult for the teacher to move to the next learning material because everything had not been completed.

Discussion

Based on the results of research with a qualitative descriptive method through data collection techniques in the form of questionnaires and interviews that have been conducted on class V teachers of Jembrana District, about the learning process in the network (online) and the factors hindering teachers during the implementation of online learning during the COVID-19 pandemic. This pandemic has resulted in the learning process being greatly disrupted the learning process, which was usually carried out face-to-face between teachers and students in the classroom during the learning pandemic has turned into online learning. The teacher revealed that online learning still has many obstacles for elementary school children. The participation of students in learning also does not reach 100% in online learning. Some students did not even follow the learning at all from beginning to end, so the teacher felt confused in the assessment process of these students. The online learning process was carried out following previously determined learning hours. Online learning is carried out by teachers using Whatsapp as a medium for teachers to deliver material or send assignments to students. Online learning can use digital technology, but what must be done was the provision of assignments through monitoring mentoring by teachers through WhatsApp groups so that children learn. Teachers must also coordinate with parents through video calls or photos of children's learning activities at home to ensure interaction between teachers and parents. The teacher also makes video calls for some learning materials that require direct explanation. In addition, in terms of giving assignments given, sometimes it was not by the material that should be. It was because online learning causes teachers to find it difficult to move from one material to the next, but teachers strive to give assignments according to the handbook of students and teachers.

The development of covid-19 cases that are still high in Indonesia has encouraged the government to take anticipatory steps in the field of education, including limiting student learning to meet face to face in person (Latifah & Supena, 2021; Ritonga et al., 2020; Wijayanti & Fauziah, 2020b). Therefore, the government offers the concept of Distance Learning (PJJ) with an online system. Distance learning is a learning system that does not take place in one room, and there is no face-to-face interaction between teachers and learners (Firman & Rahayu, 2020; Muhammad Fikri, Muhammad Zaki Ananda, 2021;

Prawiyogi, Anggi Giri, 2020). PJJ is learning using a medium that allows interaction between teachers and students who do not directly meet face to face (N. A. Putri et al., 2021; Ritonga et al., 2020). Online learning, in its application, is very dependent on the internet connection and the availability of online-based media as a means of learning. However, learning designs implemented online must still pay attention to the competencies expected to be mastered by students, considering that learning has a very complex nature because it involves pedagogical, psychological, and didactic aspects simultaneously.

Online learning has an impact on students, the impact experienced by students was that they feel very saturated and bored with learning. The enthusiasm and enthusiasm shown by students were decreasing day by day. This condition differs from when students study in class with their friends. Another reason for the COVID-19 pandemic for students was that schools were closed for too long to make children bored. The children begin to get bored at home and want to go to school immediately to play with their friends. Students are used to being in the process of interacting with their friends, play and joking with their friends and joke. Face-to-face with his teachers. The teacher also assesses that the student's sense of responsibility is seen if he can take part in learning and fill out the online learning attendance list (Lau et al., 2020; Mpungose, 2021). Students often complain because they were only given continuous tasks, when in fact, the teacher feels uncomfortable because they cannot provide learning materials directly to scale participants and only give assignments. The way to overcome this feeling of saturation is for teachers to take the initiative to provide interesting learning media such as videos. Still, most online learning teachers also experience obstacles or limitations in using learning media.

The teacher's assessment process also has the same system as the usual learning grading system. Teachers' assessments in online learning grades were also given when learners collect their assignments, and all subjects also have the same assessment. Online learning for elementary school children is considered less effective. If it is concentrated, the effectiveness is only around 70%. Online learning can be carried out because of several supporting factors, including cellphones, credit, quotas, and a stable and good internet network (Mpungose, 2021; Önal et al., 2017; Widoretno & Dwiastuti, 2019). Mobile phones are the main supporting factor in online learning because, without a cellphone, online learning will not be carried out (Fitriani, 2020; Windhiyana, 2020). This facility is very important for the smooth teaching and learning process, such as laptops, computers or cellphones, making it easier for teachers to provide online teaching and learning materials (Asrul & Hardianto, 2020; Kim, 2011). Teachers take advantage of supporting factors in online learning is to maximize their use by looking for learning media in the form of videos and continuing to follow the development or progress of students in following online learning reported by parents through the WhatsApp group.

In addition, the teacher also provides information or things that students in learning ask. In addition to the supporting factors in implementing online learning, several inhibiting factors exist in online learning. This happens because online learning is something new for teachers. With the remote learning method, teachers need time to adapt, and they face new changes that will indirectly affect the quality of learning outcomes (Ong et al., 2022; Tang et al., 2021; Wibawa et al., 2018). These inhibiting factors include that not all students have cell phones. The next factor is laziness in students when doing assignments, even though it has been supported by facilities that support learning. The next factor was that many parents still work, so they cannot fully guide students in learning. There were several ways to overcome these obstacles, including providing information at the beginning before learning was carried out so that at the time of learning, everything was ready to follow the learning. Next was to collaborate with the class committee regarding students who do not have cellphones to be able to ask friends whose homes are close so that they can both participate in learning. In addition, teachers provide easing in the collection of tasks for parents who are busy working. Online learning is also inseparable from the role of parents of students because it considers the age of elementary school children who still need guidance and insight into learning (Brom et al., 2018; Paul & Singh, 2020). Parents always provide new information about their children's development in online learning (Daheri et al., 2020; Yulianingsih et al., 2020). In online learning, motivation from teachers is needed by students to remain enthusiastic about participating in learning. Teachers provide motivation by giving interesting and fun assignments, and all teachers make a video (Yulianingsih et al., 2020).

Based on the discussion of the COVID-19 pandemic, it significantly impacts the world of education, especially in the learning process carried out by teachers. The learning process carried out by teachers has changed, usually carried out directly in online learning. Online learning was considered less effective for teachers, especially for elementary school-aged children, because learning was carried out online. Teachers also do not feel optimal in providing learning materials, so the material was incomplete, and the use of learning media in online learning is also considered not optimal. In its implementation, online learning requires facilities that support the effective implementation of these learners. This study implied that it was hoped that the performance of learning during the Covid-19 pandemic can still be carried out even though there are still things that need to be refined to hinder the learning process.

4. CONCLUSION

The COVID-19 pandemic has significantly impacted education, especially in the learning process carried out by teachers. The teacher's perception of the impact that is felt on students is the availability of inadequate facilities and infrastructure and differences in atmosphere when studying in class with studying at home, affecting student motivation. And the tendency of online learning styles was visual and written. Teachers and students feel the burden on internet quotas, especially if they are in an area disturbed by signals, monitoring children's development are limited, and teachers feel that they are not as free as in class. In the future, it is necessary to evaluate the implementation of online learning so that it provides maximum results.

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