Teachers' Views on Online Learning Implementation in the Primary School Context in North Bali

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ABSTRACT

The rapid shift of face-to-face learning to online learning brings many issues to all level of education. Primary school as the first level of formal education gets some challenges in its implementation. The compatibility of online learning especially for the lower graders (1st, 2nd, 3rd) are questioned. Therefore, the present research is aimed at analyzing teachers' perception on the compatibility of online learning for the elementary students. Through descriptive qualitative model from Creswell (2014), the responses from the teachers collected and analyzed. There were three teachers from three primary schools in Singaraja used as the respondents in the present study. From the knowledge of the teachers, most of them were familiar with blended learning because before the outbreak they frequently used it to teach the students. In addition, most of the primary school teachers perceived that students in grade 1, 2 and 3 actually do not suitable with online learning. Yet, in the pandemic situation, all learning activities implemented through online platform. Further, the teachers viewed that elementary school students still need direct guidance from the teachers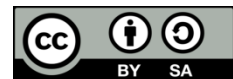 and real practice in the school. However, the implementation of online learning especially in primary education need to be prepared well and get support from patents at their home.

1.   INTRODUCTION

Covid-19 pandemic hits teaching method of all education level in Indonesia. All teaching and learning activities change into online activities (Abidah et al., 2020; Rahiem, 2020; Fitriani et al., 2020). This distance learning is introduced as SFH (School From home), in which teachers provide meaningful learning experience for students without being burdened with curriculum requirement (Rusmiati et al., 2020). According to Rahma et al. (2020) the policies and regulation toward online learning during the outbreak bring innovation, wide skills and knowledge and the development of learning innovation and platform. Some previous studies have been reported the benefit of online learning especially during pandemic situation. They find that online learning is able to improve students language learning engagement (El Khairat, 2021; Mulyani et al., 2021), flexibility (Hidayati & Saputra, 2020; Ariyanti, 2020) and give chance for students to learn various online learning application (Nadeak, 2020; Wahyuni et al., 2021).

Online learning can be defined as learning system which uses worldwide technology where students spend their time in learning platform or video conferencing (Sari, 2020; Fauzi & Sastra Khusuma, 2020). According to Perveen (2016) and Xie et al. (2018), online learning can be classified into 3 types namely synchronous, asynchronous and hybrid online learning. Synchronous learning provides real time online activities (Francescucci & Rohani, 2019; Rausch & Levi, 1996), asynchronous learning has high flexibility because it does not have real time online activities (Majeski et al., 2016), while hybrid learning is the integration between synchronous and asynchronous online learning (Perveen, 2016). In other hand, Thorne (2013) reveals that the revolution of online learning also brings potential development in the integration of online learning and face-to-face learning activities. It is because online learning might not meet the need of an individual, therefore the integration of the best practice of technology and face-to-face integration can be implemented. Relating to the best practice of those online learning, primary education as the first formal institution for young learners have to take consideration in implementing types of online learning especially during the pandemic situation.

According to Lubis and Dasopang (2021) elementary school children in age 7-12 years old are still difficult in analyzing an object, besides they need control in technology use even though they were born in technological development. Rahma et al. (2020) adds that the fact that some primary schools have not apply online learning because they see that the students are not able to perform online learning well. Yet, the outbreak forces them to do it. Many previous study show positive and negative results toward the implementation of online learning during the outbreak especially in elementary school. Ganesha and Nandiyanto (2021) conducted a study on the implementation of Zoom meeting application for the students in grade 3 and 6. It was found that the implementation showed positive responses from the students even though there were some challenges in internet connection and facilities. While in term of the obstacles in the implementation of online learning have been conducted from many researchers (Rusmiati et al., 2020; Lubis & Dasopang, 2021; Fauzi & Sastra Khusuma, 2020).

Referring to those previous research on the obstacle and the effectiveness of online learning, there is no research is conducted to see the teachers' point of view on their familiarity and compatibility of online learning especially for the students in grade 1, 2 and 3. From these gap, it can be formulated two research questions, 1) how does the teachers' familiarity on online learning before pandemic situation? and 2) what is the teachers' point of view on the compatibility of online learning for the students in grade 1, 2 and 3? Further, the research gives a view on primary teachers' perception toward the implementation of online learning especially during the pandemic outbreak.

2. METHODS

Research Design

The present study uses qualitative design by Creswell (2014). The design contains of three major steps such as data collection, data analysis and data display or writing. The data collected through an online questionnaire, which contained nine questions. Then, the data was analyzed based on the previous related literature. The results of data collection and data analysis written and displayed to be a result of the study.

Setting and participants

Three primary schools in Singaraja chosen as the settings of the present research. Singaraja is a capital city in Buleleng Regency that has the highest number of elementary schools in Bali (dapo.kemendikbud, 2020). In those schools, the teachers who teach grade 1, 2, and 3 chosen as the participants of the research. Therefore, the total of the participants were three English language primary school teachers, 2 female teachers and a male teacher. All the participants implemented online learning during Covid-19 pandemic situation. Further, their familiarity of online learning before the outbreak also analyzed.

Data collection and analysis

A questionnaire used to collect the data from the participants. There were nine questions offered to the teachers, which contained four closed ended questions and five open ended questions. The closed ended questions were about their familiarity of online learning and their view of the compatibility of online learning for elementary students especially in grade 1, 2 and 3. While the open-ended questions were used to know their reasons in the closed ended questions.

The data collected, classified and interpreted based on their answers. The data displayed for each questions based on their answer in order to make deep analysis on their reasons. The empirical evidences also added in order to give further explanation based on previous empirical studies. After all discussions are described, the data were concluded as the final results of the present study.

3. RESULTS AND DISCUSSION

3.1. Results

The participants completed the questionnaire. The participants was given code namely T1, T2 and T3. The data was displayed by pie charts and tables based on their responses of the questions.
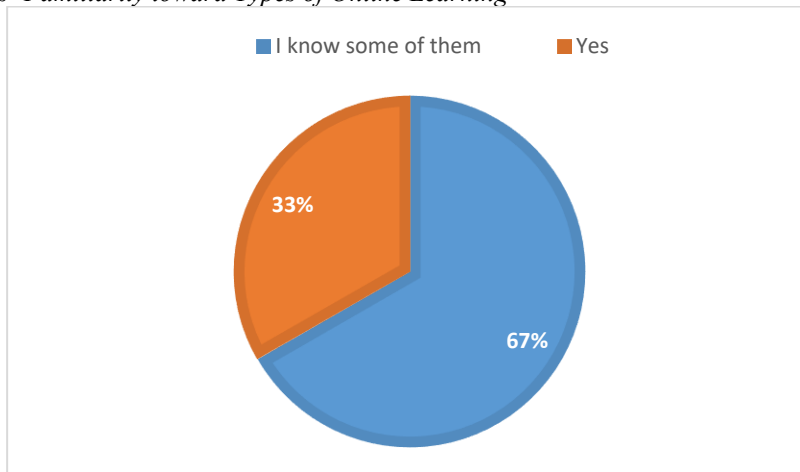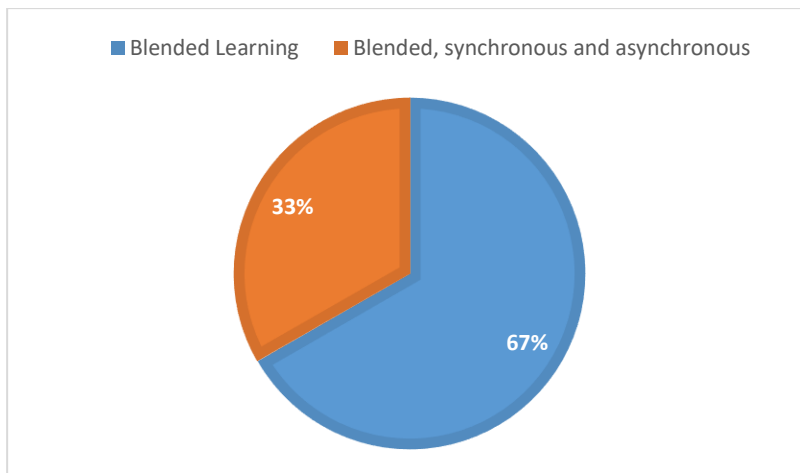
Figure 1
Teachers' Familiarity toward Types of Online Learning

Figure 1 showed the teachers' familiarity on online learning before pandemic situation. The types of online learning mentioned in the question, such as blended learning, synchronous, asynchronous and hybrid online learning. Based on the figure above, it was known, T1 perceived that she was familiar with all the types of online learning. While T2 and T3 revealed that they just known some of them. In the next questionnaire actually related with the first question, that all of the participants perceived that they already implemented some of online learning before the outbreak.

Figure 2
The implementation of Online Learning Types

The next figure is about the types of online learning that was implemented by the participants. That was only T2 perceived that she already implemented 3 types of online learning which blended, synchronous and asynchronous online learning. While 2 other participants revealed that they implemented only blended learning with the use of Schoology as the application in their online learning. In the next questions, all participants revealed that they faced obstacles in the implementation of online learning, even there were the implementation did not fully online before the outbreak.

Table 1

The Teachers' Obstacles and Solution in Implementing Online Learning Activities

Participants	Obstacles	Solution
T1	The biggest obstacle was connection when the students uploaded their learning activities in Schoology	Giving other alternative platform to send their learning results
T2	The materials and instruction for the task have to be explained twice or more	Giving more clear instruction or giving examples
T3	Unstable connection	Change the providers with better connection

Before the pandemic situation, the biggest challenges that was faced by the participants was unstable connection because the students have to upload their task in different file size. Referring to the table above, it can be seen that the participants had their solution with the biggest challenges that they faced, but this challenges might be faced just in the process of file uploading because most of them revealed that they mostly implemented blended learning before the pandemic situation.

Table 2

The Teachers' View on the Compatibility of Online learning for Primary Students

Participants	Online Learning Compatibility	Reasons
T1	Yes	It is a must especially in the outbreak situation. However, the use of learning platform should be planned well before its implementation. The various application will help students with learning new thing
T2	No	In the primary education, face-to-face learning is needed in order to give students deepest explanation of the materials. Further, the decision of online learning activities must be based on students' need and interest
T3	No	It is because students in grade 1, 2 and 3 are the level where they need direct guidance from the teachers

It was clear, most of the respondents perceived that online learning is not suitable for elementary students especially in grade 1, 2 and 3. Two respondents who did not agree that online learning fully implemented in primary school because the students in the grade 1, 2 and 3 still needed face-to-face and direct guideline from the teachers at the school. In other hand due to the outbreak, a respondent perceived that online learning was a must to be implemented. In addition, the implementation must be well planned because the various application was able to help students in learning activities. In responding their reasons toward the compatibility of online learning, they also gave their suggestion. Three different suggestions were found. Video conferencing, teachers' creativity and parents' involvement were needed in order to support online learning activities.

3.2. Discussion

According to Wahyudi and Winanto (2018), a teacher has to be able to collaborate their planning ability, teaching pedagogy and material mastery with the technology in order to complete the demand of 21st century education era. Thus, it is important for the teachers to be familiar with the integration of technology in teaching and learning process. Before the pandemic situation, based on the results of the data, the teachers were mostly familiar with blended learning rather than the other types of online learning. But, the findings of the present study showed opposite result with the study from Syarifah and Handayani (2019). Syarifah and Handayani (2019) found that most of primary school teachers know about the types of online learning, but only some of them know and implemented blended learning. The present study showed that most of teachers used blended learning to teach their students.

Relating to the different results of the studies, the decision and teachers' professional development might affect in the implementation and their knowledge toward online learning. Beach (2017) mention the teachers' experience self-directed learning in online environment. There are 9 experiences model that affect the teachers in taking online learning decision namely their perception on professional learning, students' needs, their motivation, finding a professional development website, evaluating information, keeping information, learning reflection, self-

efficacy and willingness in practicing. In the other hand, the implementation of online learning still faces obstacles and challenges that will be faced especially for the teachers.

Based on the results of the present study, internet connection was the biggest problem in implementing online learning. This problem is not only can be found for primary education but also tertiary education level (Suratno & Aydawati, 2017; Agung & Surtikanti, 2020; Hamid et al., 2020). Besides, Graham et al. (2019) adds that most of primary school teachers do not ready in implementing online learning especially online learning activities. In arguing to Graham's statement, the present study found that most of the participants perceived that they already implemented blended learning through learning platform for their students to downloading materials or uploading the students' assignment.

The next discussion is about the compatibility of online learning for the primary school students. The present research found that most of respondent viewed it was not effective and a respondent perceived it was a must because of the outbreak situation with some suggestions. It supports with the findings from Fauzi and Sastra Khusuma (2020) who find that viewed online learning is ineffective to be applied even though it is a must in the pandemic situation. The reasons of the ineffectiveness of online learning for elementary students are facilities availability, internet access, planning, evaluation, and parents' collaboration. Further, the present research found that, the other reasons why online learning is ineffective for the students is that the needs of direct guideline for the students and low parents' involvement. It must be known that elementary school students have different cognitive ability, learning readiness and motivation level that is still in the development processes (Leasa et al., 2017).

According to Cui et al. (2021), lack of direct interaction and preparation can be the main factors the ineffectiveness of online learning. Further, their study indicates that the highest pressure of parents happen for the 1, 2 and 3 graders parents. It is might be in line with the reasons of the respondents that, it was difficult to integrate parents in the online learning process. However, online learning is a must in present situation in order to reduce the spread of the virus (Rahiem, 2021; Octaberlina & Muslimin, 2020). The challenges must be faced by the educators and students (Kintu et al., 2017) and it was known that they already got the solution on the challenges of online learning activities for their students.

4. CONCLUSIONS AND SUGGESTIONS

The implementation of online learning activity gives challenges especially for teachers in primary level. Based on the survey that have been conducted to the teachers, it is known that the teachers already know types of online learning and most of them perceive that they already implemented blended learning. In addition, the challenges in the implementation is still felt by the teachers with some consideration such as students' need, materials preparation, parents' involvement and internet connection. In the compatibility of online learning for primary school students, the teachers perceived that the students in grade 1, 2 and 3 do not suitable for fully online learning activities because they still need direct guidance and the parents also might have high pressure to teach their children in home. However, the rapid chance of online learning force all education level to do online learning activities. Therefore, the preparation and parents support are needed in conducting online learning especially in primary education.

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