



Online Learning in Primary School during Covid-19 Pandemic: How Does It Look Like?

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ABSTRAK

Pandemi Covid-19 memaksa sistem pembelajaran di sekolah berubah drastis dari pembelajaran tatap muka menjadi pembelajaran online. Meskipun pemerintah menganggap pembelajaran online sebagai solusi untuk melanjutkan proses pendidikan, transformasi mendadak dari pembelajaran tradisional menjadi pembelajaran online telah menimbulkan banyak tantangan bagi guru dan siswa. Guru tidak memiliki pengalaman dan pengetahuan yang cukup tentang pembelajaran online seperti platform dan media pembelajaran online. Ini adalah masalah serius yang perlu dipecahkan karena platform pembelajaran online dapat membantu siswa dan guru untuk berkomunikasi dan berinteraksi dalam pembelajaran online. Penelitian ini bertujuan untuk mengeksplorasi platform atau media pembelajaran online, tantangan dan strategi berdasarkan perspektif guru sekolah dasar. Penelitian ini merupakan penelitian kualitatif dengan desain fenomenologis. Penelitian ini melakukan wawancara mendalam secara online terhadap 24 guru sekolah dasar. Berdasarkan hasil wawancara, ditemukan bahwa guru menerapkan berbagai platform dan media pembelajaran online seperti Whatsapp, Telegram, Google Classroom, Youtube Zoom, Google Meet, Microsoft Teams, Rumah Belajar, TVRI, dan Google Form berdasarkan pertimbangan keunggulannya, kondisi siswa dan tujuan pembelajaran. Namun, guru menghadapi tantangan terkait persiapan, pelaksanaan, dan penilaian pembelajaran online. Dengan demikian, guru menerapkan strategi yang bervariasi dengan meningkatkan keterampilan mereka sendiri dan memiliki kolaborasi dan komunikasi yang baik dengan orang tua, siswa, dan teman sebaya lainnya.

ABSTRACT

The Covid-19 pandemic has forced the learning system on schools to change drastically from face-to-face learning to online learning. Even though governments consider online learning as a solution to continue educational process, the sudden transformation from traditional learning into online learning has caused many challenges for teachers and students. Teachers did not have enough experience and knowledge about online learning such as online learning platforms and media. This was serious issue that needed to be solved since online learning platforms can help students and teachers to communicate and interact in online learning. This study aims to explore the online learning platform or media, challenges and strategies based on primary school teachers' perspective. This research was a qualitative phenomenological design. This research conducted in-depth online interview towards 24 primary school teachers. Based on the result of interview, found that teachers applied varied online learning platform and media such as Whatsapp, Telegram, Google Classroom, Youtube Zoom, Google Meet, Microsoft Teams, Rumah Belajar, TVRI, and Google Form based on the consideration of its advantages, students condition and purpose of learning. However, teachers faced challenges regarding preparation, implementation, and assessment of online learning. Thus, teachers implemented varied strategies by improving their own skills and having good collaboration and communication with parents, students, and other peers.

1. INTRODUCTION

The Covid-19 pandemic has forced the learning system on schools to change drastically from face-to-face learning to online learning. Even though governments consider online learning as a solution to continue educational process, the sudden transformation from traditional learning into online learning has caused many challenges for teachers and students (Jhon et al., 2020). Teachers did not have enough experience and knowledge about online learning such as online learning platforms and media (Atmojo & Nugroho, 2020; Rajhans et al., 2020). This was serious issue that needed to be solved since online learning platforms can help students and teachers to communicate and interact in online learning. Through online learning platforms, teachers and students are not required to stuck in one space and time in order to join learning activities. Likewise, teachers can change and add learning material anytime and anywhere in the

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form of text or video (Putra, 2020). There are several applications and platforms that are often used in online learning such as Google Classroom, Rumah Belajar, Edmodo, Ruang Guru, Zenius, Google Suite for Education, Microsoft Office 365 for Education, Sekolahmu, and Kelas Pintar (Basori, 2013).

Aside from having good knowledge about online learning platform, teachers also need to have supporting digital devices and tools such as smartphones that are connected to the internet network (Irwanto, 2020). Online learning is the delivery of learning in the form of information, communication, education and training provided online. The term online learning model was originally used to describe learning that utilizes computer-based internet technology (Kuntarto, 2017). Thus, the access of electronic devices such as tablets, smartphones, laptops, computers and internet connection is crucial. However, based on the research, teachers still faced challenges related to technical obstacles, student conditioning, the participation of students, and online teaching experience (Rasmitadila et al., 2020). Technical challenges were related to bad signal connection and lack of digital devices (Agustin et al., 2021; Ayuni et al., 2021; Muhdi et al., 2020). These influenced the low participation in online learning. These challenges were caused by lack of finance and unsupportive environment. Teachers also faced challenges in conditioning students (Rasmitadila et al., 2020). Teachers claimed that students were having difficulties to concentrate and focus in online learning due to uncondusive learning environment (Rasmitadila et al., 2020).

Problems regarding online learning especially in primary schools in Indonesia still often occur. In preparation of online learning, primary school teachers still struggled in designing materials that were relevant with the acquired core and basic competence (Atmojo & Nugroho, 2020). Teachers also struggled in designing materials that could be easily understood by students (Atmojo & Nugroho, 2020). Other teachers also had difficulties in choosing types of learning style, method, and approach that were suitable for their students (Atmojo & Nugroho, 2020; Rajhans et al., 2020). In terms of preparation of supporting digital devices and tools, teachers found that there were still students who did not have supporting digital devices and tools such as smartphone. Based on a survey towards 45 primary school teachers in Banten and West Java, there were 11 teachers who claimed that lack of digital devices and tools became the main problem in online learning (Fauzi & Khusuma, 2020). Other problems also included expensive internet quota, and lack of time to prepare for learning materials (Fauzi & Khusuma, 2020). The same problem also happened in Vietnam especially for teachers and students who lived in the rural area of Vietnam. Based on the study, students who lived in the rural area had more problems regarding lack of digital device, lack of digital knowledge and skills, and bad signal connection compared to students who lived in the urban area (Nguyen et al., 2018). Teachers need to have good communication and collaboration with parents in order to explain the assignments, exams, and other important things (Lathifah et al., 2020). In fact, some students considered online learning is not as interesting as face-to-face learning in school. Students also did not have motivation to do their assignments since they already felt bored, lazy, tired and stressful. Students especially primary school students still need lots of guidance from parents and teachers (Anggianita et al., 2020; Astini, 2020). Therefore, teachers needed to find an effective way to motivate their students in online learning.

Many studies have already examined online learning during Covid-19 pandemic. However, these studies were mostly conducted in the postgraduate level (Olga et al., 2020), graduate level (Norton, 2020), undergraduate level (Gomez et al., 2020; Perrotta & Bohan, 2020; Rajhans et al., 2020), senior high school level (Basilaia & Kvavadze, 2020; Mulyanti et al., 2020), junior high school level (Clausen et al., 2020; L. Handayani, 2020), and early childhood education (Adhe et al., 2020; Alwiyah & Imaniyati, 2018). Even though there were already researches that focused on the implementation and challenges of online learning in Indonesia (Fauzi & Khusuma, 2020; Purwanto et al., 2020). These researches were mostly conducted in the Java island such as in Banten (Fauzi & Khusuma, 2020; Lathifah et al., 2020), and Tangerang (Purwanto et al., 2020). There were still a few of researches about online learning that were conducted in other areas of Indonesia such as South Sumatera province. This gap analysis encouraged us to describe: 1) online learning platform or media that primary school teachers used in online learning, 2) challenges that primary school teachers faced in online learning, and 3) primary school teachers' strategies in South Sumatera province to solve challenges in online learning. This topic of research is important since there were a few researches that has addressed the implementation of online learning especially in primary school level in South Sumatera province. We hope that the result of this research can give information and knowledge to the school such as principals and teachers regarding online learning platform, challenges, and its strategies in order to achieve successful online learning. We also hope that this research can be useful for the government in gathering overview and evaluating online learning in the primary education.

2. METHODS

This research employed a qualitative phenomenological design to reduce individual experiences from a certain phenomenon to a description (Creswell, 2007). Qualitative method was chosen in order to

get an in-depth approach in understanding and exploring social or human problems attributed to individuals or groups. Qualitative perspective raises deep fact to the surface rather than statistical data obtained from the simple questioning, by providing a more insightful and more comprehensive view in the analysis of the community and the individual. We also chose phenomenology model in order to gather examples, themes, and experiences that will help to describe and reveal a phenomenon. Thus, we could get in-depth and detailed understanding about a phenomenon. This type of research aims to reduce individual experiences from a certain phenomenon to a description (Creswell, 2007). Researchers explored: 1) online learning platform or media that primary school teachers used in online learning, 2) challenges that primary school teachers faced in online learning, and 3) primary school teachers' strategies to solve challenges in online learning. The technique of selecting participants was purposive sampling with consideration of the research objectives. The participants in this study were 24 primary school teachers (17 females and 7 male) in South Sumatra Province. We successfully interview primary school teachers in several districts and cities in South Sumatra such as Musi Banyuasin, Pagar Alam, Lubuk Linggau, Prabumulih, Palembang, Musi Rawas Utara, Ogan Ilir, Ogan Komering Ulu Selatan, Ogan Komering Ulu Timur, Banyuasin, Musi Rawas, Lahat, and Musi Banyuasin. These participants have same background of education which was bachelor of primary education. The data collection technique is in-depth interviews in order to reveal the phenomena and meaning of each research subject. Interviews were conducted via Whatsapp call in order to prevent the spread of the COVID-19 virus from 7-14 April 2021. This interview method has several advantages, namely that it can cover a large geographical area, save energy and costs, and maintain the safety of the interviewer and interviewee (Novick, 2008). We asked the opinions and suggestions from 2 experts, including two lecturers from educational science faculty in Yogyakarta State University regarding the suitability of the questions. Lastly, we revised the questions of interview based on experts' suggestions. Table 1 is the characteristics of each respondent.

Table 1. Characteristics of Each Respondent

Participants	Class	Gender	Address of School	Age
P1	First Grade	Male	Musi Banyuasin	24
P2	Sixth Grade	Female	Lubuk Linggau	25
P3	Fifth Grade	Male	OKU Selatan	24
P4	Second Grade	Female	Banyuasin	36
P5	Second Grade	Female	Musi Rawas Utara	34
P6	Sixth Grade	Female	OKU Selatan	34
P7	Sixth Grade	Male	Banyuasin	24
P8	Fifth Grade	Female	Pagar Alam	28
P9	Fifth Grade	Female	Ogan Ilir	30
P10	Second Grade	Female	Ogan Ilir	34
P11	Fourth Grade	Male	Musi Rawas	24
P12	Second Grade	Female	Pagar Alam	28
P13	Second Grade	Female	OKU Timur	23
P14	Third Grade	Female	Lubuk Linggau	34
P15	Fifth Grade	Male	Musi Rawas Utara	24
P16	Fourth Grade	Female	Musi Rawas	28
P17	Fourth Grade	Female	Prabumulih	37
P18	Sixth Grade	Male	Lahat	29
P19	Second Grade	Female	Musi Banyuasin	28
P20	Third Grade	Female	Palembang	27
P21	Fourth Grade	Female	Lahat	30
P22	Sixth Grade	Male	Prabumulih	40
P23	Fifth Grade	Female	Musi Banyuasin	24
P24	Third Grade	Female	Palembang	28

The data analysis technique in this study used the stages in the model to determine inter-theme relations and gather a more detailed understanding (Bogdan & Biklen, 1982). It begins with data reduction, followed by mapping data reduction into a theme, then identifying the interrelationships between themes, and ending with drawing conclusions on the findings.

3. RESULT AND DISCUSSION

Results

Online Learning Platform or Media that Primary School Teachers Used in Online Learning

Table 2 below showed that teachers applied varied E-Learning platform with the consideration of its advantages, students condition and purpose. We divided these platforms or medias into 3 themes based on their functions. They are media for: 1) chatting and giving information, 2) conducting virtual meetings, and 3) searching and explaining learning materials. In order to give information via chat, primary school teachers used WhatsApp, Telegram, and Google Classroom. From these three applications, WhatsApp is most often used by primary school teachers. Teachers claimed that WhatsApp had many advantages such as easy installation, and easy to use. Teachers also considered WhatsApp as the most popular and common application since many parents also have WhatsApp in their smartphones. Meanwhile, there were also teachers who combined the use of WhatsApp with other applications such as Telegram and Google Classroom. However, WhatsApp still became the main application to communicate and interact with students. Other applications were also used but not as much as WhatsApp.

In order to conduct virtual meetings, teachers used Zoom, Google Meet, and Microsoft Teams. Teachers claimed that these applications enable them to communicate and interact with students. Teachers can also observe students. Based on the interview, we found that teachers in private primary school often conduct virtual meetings since most of the parents had good financial condition. In addition, there is also demand from parents to conduct virtual meeting. However, most teachers in state primary school came did not often Zoom, Google Meet, and Microsoft Teams. Teachers usually used varied applications when there were assessors or supervisors coming to the school. Even if there were also teachers in state primary school who often used Zoom, these teachers came from schools that had good accreditation and schools that were located in the good or wealthy environment. Table 2 is online learning platform that primary school teachers used in online learning and its reasons.

Table 2. Online Learning Platform that Primary School Teachers Used in Online Learning and Its Reasons

Platforms or Media and Reasons	Theme	Inter-theme Relation
WhatsApp (most popular, easy installation, easy to use) Telegram (can include many partipants in a group, secured, and can be accessed in different devices at the same time) Google Classroom (more organized, integrated with Google Drive)	Media For Chatting and Giving Information	Teachers applied varied E-Learning platform with the consideration of its advantages, students condition and purpose.
Zoom, Google Meet, Microsoft Teams (easy to communicate and interact with students, easy to observe students)	Media For Conducting Virtual Meetings	
Youtube (popular, easy to be accessed by clicking youtube link, consists of many interesting and good video) Rumah belajar (more organized, already provide questions for assignmnets and exam, video, animation, simulation, and games) TVRI (giving opportunities for students who do not have digital devices and internet quota)	Media For Searching and Explaining Learning Materials	
Google Form (easy to collect students' attendance, do assessment)	Media For Collecting Attendance List and Assessing	

Teachers used Youtube, Rumah Belajar and TVRI for searching and explaining learning materials. However, Youtube is the most often used by primary school teachers. Youtube was considered popular, easy to be accessed by clicking youtube link. Youtube also consists of many interesting and good video. Usually, teachers attached youtube link via WhatsApp group. Thus, students could easily click the link and open the video. There were also teachers who use Rumah Belajar. However, this application was not often used by teachers since teachers were not familiar with this application. Teachers also ever used Belajar dari Rumah (BDR) program in TVRI as their learning media to explain learning materials at the beginning time of online

learning. The reason was because there were some parents and students who did not have suitable digital devices and internet quota. However, teachers also often received complaints from parents that their TVRI channel is not clear and learning materials in TVRI is not suitable for students. There were also parents who did not use digital television. Teachers used Google Form in order to collect attendance list and assess students' exam. Teachers claimed that this application is feasible since they just need to provide link in WhatsApp group. Students then clicked the link and do the exam. Teachers provided deadline of the exam. Students were only given chance to do exam once.

Challenges that Primary School Teachers Faced in Online Learning

Table 3 below showed that teachers faced varied challenges before, during, and after learning activities were conducted. Teachers faced challenges in the preparation, implementation and assessment of online learning. First, challenges in the preparation of online learning. Some of respondents' answers were as follows: "We have new format of lesson plan. But I am still confused about the format of new lesson plan. I am also confused about the difference between lesson plan in face-to-face learning and lesson plan in online learning. I did not get to learn how to design in college since it is a new policy from the government". "I don't have enough time to design lesson plan and media every day. I search lesson plan in the internet or ask and copy lesson plan from other teachers. However, nowadays I prepared for lesson plan since there were supervisors who came to my school". "I only use videos, and books as my instructional media since students' smartphone of students are not compatible with program's learning platform. I ever applied multimedia in online learning but students and parents often complained about low memory in their smartphone. Students and parents are also not familiar with program learning platform such as zoom, google classroom, and others". "I am having difficulties to find relevant instructional media for my students and application to make videos, and media. I am unfamiliar with electronic media such as multimedia, electronic picture storybooks and other".

Second, challenges in the implementation of online learning. Some of respondents' answers were as follows: "There were only a few of students who answered my greetings and my questions. Thus, it was hard for me to have good communication with my students". "I teach first grade students and I am having difficulties to teach beginning skill and reading. There were only a few of my students who were good in reading and writing. I really need helps from parents to teach them". "I have difficulties in developing character values on students since they studied at home. In school, I can develop their characters through extracurricular and school activities. Thus, I just focused on knowledge of the students by giving assignments". "I am having difficulties in explaining learning materials to my students especially math subject. I use WhatsApp group as my platform of online learning. Thus, I can only give explanation through chat or video. I need to explain it directly to my students. Online learning limits communication and interaction between me and my students. "I want to use Zoom for online learning. However, my students and I have bad signal and connection. Thus, it is hard for me to conduct virtual meetings". "I feel not really close to my students in online learning. I feel like online learning caused me lack of emotional connection to my students since we do not have intense interaction and communication to my students". "I already made lesson plan before online learning. However, I feel like it is hard to achieve learning activities and indicators of achievement that I have planned before. There were a lot of issues regarding lack of response from students, technical issues, and others".

Third, challenges in the assessment of online learning. Some of respondents' answers were as follows: "I am having difficulties to communicate with parents since many of my students did not join online learning and submit their assignments. I think it is because they are busy with their works". "It is hard for me to monitor my students when they do their exams and assignments. I do not know whether they are having difficulties in understanding the learning materials and questions". "I do not really trust my students' scores in exam since most of my students' scores are all good and excellent. I think parents do the assignments and exams". "I only assess my students' assignments twice a week since I do not have enough time to assess them every day. I only focused on assessing knowledge of students". "I have limited memory size to save all of my students' works". "There are some of students who are often late in submitting their assignments and exams".

Table 3. Challenges that Primary School Teachers Faced in Online Learning

Challenges	Theme	Inter-theme Relation
Confusion and difficulties to design lesson plan Lack of time to prepare lesson plan and media Difficulties in providing electronic and digital	Challenges in the Preparation	Teachers faced varied challenges before, during, and

Challenges	Theme	Inter-theme Relation
media to students Lack of digital skills and knowledge Lack of response Difficulties to teach beginning reading and writing Difficulties to develop character values Difficulties to explain learning materials to students signal or connection Lack of emotional connection Learning activities are not in line with lesson plan Difficulties to communicate with parents Difficulties to monitor students Little trust on students' score of time and resources to assess Late submission of assignments from students Limited size of smartphone memory	Challenges in the Implementation Challenges in the Assessment	after learning activities were conducted. Teachers faced challenges in the preparation, implementation and assessment of online learning

Primary School Teachers' strategies to Solve Challenges in Online Learning

Table 4 below showed that primary school teachers' strategies to solve challenges in online learning. These strategies were conducted by teachers to solve challenges that they have faced in the preparation, implementation and assessment of online learning. First, strategies to solve challenges in the preparation of online learning such as the preparation of lesson plan, media, and digital device of online learning. Some of respondents' answers were as follows:

"I usually ask my friends who were also teachers in other schools about how do they teach their students and prepare for online learning. I also ask my friends who were in graduate school about how to design lesson plan and media".

"Sometimes, I join socialization and workshops that were conducted by ministry of education, college, and school about online learning such as how to design media, use application, and others".

"I provide youtube link to the WhatsApp Group so that students did not have to download the media. Students just clicked the link and watched the video. Students are also familiar with youtube compared to other applications".

Second, strategies to solve challenges in the implementation of online learning or during online learning. Some of respondents' answers were as follows:

"Sometimes, once in a week I conduct virtual meetings via Zoom. Students are more active in giving response and asking questions in virtual meetings in Zoom rather than in Whatsapp. They also look happier to be able to see me and their friends".

"I make a list of my students' reading skills. For those who are still struggling in reading, I give them assignments to finish story or a book. Hopefully, it would improve their reading skills".

"For character learning, I integrate character values into learning materials. For example, I give my students stories and assignment about national hero of Indonesia to develop patriotism character. I give them assignments to read stories or book to develop motivation to read and others".

Third, strategies to solve challenges in the assessment of online learning. Some of respondents' answers were as follows:

"I always save number of students' parents. If my students did not submit their assignments and exam, I will dial their parents' number or send a text. I will ask the reasons and ask them to remind their children".

"I conduct virtual meetings to observe my students whether they are having difficulties in understanding learning materials or not. By seeing their face via virtual meetings, I know who are still struggling in learning. I also ask my students to send their pictures and video when they learn".

"I encourage my students to finish their exams honestly. I think honesty is crucial character for students".
"I use google form as a media for the assessment".

Table 4. Primary School Teachers' strategies to Solve in Online Learning

Challenges	Theme	Inter-theme Relation
Sharing knowledge with other teachers Joining socialization or workshops Managing time Provide youtube link	Strategies to Solve Challenges in the Preparation	Teachers implemented varied strategies by using and improving their own skills and knowledge and having good collaboration and communication with other teachers, parents and students
Conducting virtual meetings Grading students' reading skills and giving assignments to finish a book Integrating character values into learning materials	Strategies to Solve Challenges in the Implementation	
video chatting applications	Giving Using	
Dialing parents Conducting virtual meetings and asking students to take a picture Encouraging students to work honestly Using google form, Giving deadlines and motivation	Strategies to Solve Challenges in the Assessment	

Discussion

Based on the result of interview, we found some facts. First, teachers applied varied E-Learning platform and media such as WhatsApp, Telegram, Google Classroom, YouTube Zoom, Google Meet, Microsoft Teams, Rumah Belajar, TVRI, and Google Form based on the consideration of its advantages, students condition and purpose of learning. Second, teachers faced varied challenges before (preparation), during (implementation), and after (assessment) learning activities were conducted. Third, in order to solve challenges in online learning, teachers implemented varied strategies by improving their own skills and having good collaboration and communication with parents, students, and other peers. First, teachers applied of varied E-Learning platform and media such as WhatsApp, Telegram, Google Classroom, YouTube, Zoom, Google Meet, Microsoft Teams, Rumah Belajar, TVRI, and Google Form based on the consideration of its advantages, students condition and purpose of learning. This is in line with the statement that the selection of instructional media should be based on the condition of learning environment and learning materials in order to make learning process becomes more effective and motivate students to learn (Wahyudi & Sari, 2016). This is crucial since instructional media is a tool which educators use in the learning process in order for learning materials can be transferred to students easily (Muhson, 2010). Without instructional media, teachers will have difficulties in delivering learning materials (Kenedi et al., 2019). Thus, teachers must be clever in choosing the appropriate learning media whether in the form of visual, audio, audio-visual and multimedia media. The reason is because teachers; belief, knowledge, and experience influence the ICT usage (Tay et al., 2014). Thus, teachers' role is crucial in the integration of ICT in the learning process.

Teachers claimed that E-learning platform or media that they often used for chatting and giving information was WhatsApp. Based on the research result conducted by Putra (2020), two most commonly used applications in online learning are Zoom and WhatsApp Group since these two applications have no access restrictions. WhatsApp has been media for providing important information to students such as assignments, exam, and others even before Covid-19 pandemic (Baishya & Maheshwari, 2020). WhatsApp is also considered reliable and fast application (Cetinkaya, 2017). It has an important impact on the social, personal, and professional life of students. Another E-learning platform and media that teachers used in online learning is Google Classroom application. It is one of the free and familiar application (Rosali, 2020). According to Arizona et al., (2020), Google Classroom allows teachers and students to learn without face to face meeting in the classroom by providing learning materials in the form of power point slides, e-books, learning videos, and varied assessments. Google Classroom can become a means of collecting and submitting students' assignments. Teachers and students can also join discussion forums associated with

learning materials. This could encourage interactive learning. Recently, Google Classroom application includes Google Meet which allows students and teachers to conduct a video teleconference.

E-learning platform or media that teachers often used for virtual meeting was Zoom. It has been proved as E-learning platform that has many advantages. First, students considered Zoom as a flexible E-learning platform since they can see their teachers and friends anywhere (Serhan, 2020; Wang et al., 2018). Second, students' experience in using Zoom was very pleasing or highly satisfactory (Archibald et al., 2019). Students also preferred the application of Zoom in online learning compared to telephone and other applications. Third, students claimed that Zoom reduce their feeling of isolation and develop relationship with their teachers and schools (Maul et al., 2018). E-learning platform or media that teachers often used for searching and explaining learning materials was Youtube. The result of research showed that the application of video can improve student knowledge about learning concept (Koto, 2020). Youtube was also considered as an effective platform to increase student motivation (Yusri et al., 2018) and academic achievement (Prastiyo et al., 2018).

Teachers often used Google Form in order to collect attendance list and assess students' exam. Google Forms is a free google application whose main function is to create form both for information gathering and online quizzes. Google form is a tool that is easy to use even for users even for beginners (Mulatsih, 2020). Google form can also be integrated with other sites or media such as google docs, google drive, and YouTube. Second, teachers faced varied challenges before, during, and after learning activities were conducted. Teachers faced challenges in the preparation, implementation and assessment of online learning. These problems already existed even before online learning. These problems need to be solve because lack of preparation in online learning will cause ineffective online learning (Purwanto et al., 2020). As a result, teachers became dissatisfied and students had bad performance in learning (Fauzi & Khusuma, 2020). In the preparation of online learning, teachers often faced challenges regarding lesson plan, media, digital skills and knowledge. This is in line with the result of research stated that in terms of the preparation of digital knowledge and skills, there were still teachers who were not yet fully able to use the tools or facilities to support online learning activities (Purwanto et al., 2020). Teachers claimed that they still need assistance and training regarding online learning. Teachers were still used to prepare, implement, and assess face-to-face learning in the classroom (Fauzi & Khusuma, 2020). There were still primary school that did not have good infrastructure (Bakalar, 2018).

In the implementation of online learning, teachers often faced challenges such as lack of response, difficulties to teach beginning reading and writing, difficulties to develop character values, difficulties to explain learning materials to students, bad signal or connection, lack of emotional connection and learning activities are not in line with lesson plan. This is in line with the result of research that stated during online learning process, teachers faced problems such as difficulties to interact and communicate with students (Purwanto et al., 2020). As a result, online learning became passive. There were also teachers who had technical difficulties such as errors in using online learning platform (Rajhans et al., 2020), difficulties to explain learning materials in detail, and difficulties to condition students (Fauzi & Khusuma, 2020). Another problem also included difficulties to teach beginning reading and writing skills in lower grades (Fauzi & Khusuma, 2020). Lower grades students did not understand teachers' instruction well compared to upper grades. They still need a lot of assistance and guides from parents and teachers. Thus, teachers need to give clear instruction with the help of parents. In the assessment of online learning, teachers often faced challenges regarding lack of time and resources to assess and late submission of assignments from students. This is in line with the result of research that in the assessment of online learning, teachers had difficulties in giving immediate response and feedback to students (Firman & Rahman, 2020; Mukhtar et al., 2020). Teachers could not give fast feedback since student were also late in submitting their assignments (Bao, 2020; Firman & Rahman, 2020).

Third, teachers implemented varied strategies by using and improving their own skills and knowledge and having good collaboration and communication with other teachers, parents and students. The quality, attitude and approach of teachers can affect the quality of learning and experiences of students in the future (Fauziah et al., 2020). Teachers are actors who are directly involved in educating students. Teachers have responsibility to ensure that the online learning process goes well. Therefore, teachers should have good knowledge and skills about E-learning platforms or media and strategies to solve challenges in online learning. Teachers should also have good preparation, implementation and assessment of online learning. In addition, that there should be good collaboration between government, teachers, parents, and the community in order to achieve successful online learning (Rasmitadila et al., 2020). Communication and collaboration between parents and teachers is crucial (O. D. Handayani, 2021). The word of collaboration is a term that has the meaning of taking part or having a role on certain activity (Irwanto, 2020). It means that both teachers and parents are involved in the learning process. Therefore, learning goals can be achieved successfully. Good communication and cooperation between parents and

teachers greatly strengthen the relationship between parents and children and increase children's learning interest (Taliawo et al., 2019). Parents also have important roles in educating children, providing cognitive skills, providing mental and physical health education, and improving the quality of family psychological health. The role of parents in online learning is to provide safe and comfortable study environment for children at home (Wijayanti & Fauziah, 2021). Parents also has important role to deliver messages from educators to children (O. D. Handayani, 2021). Parents must be able to translate the message and instruction given by the teacher so that parents are able to explain the message to children at home (Irwanto, 2020). In other words, parents should have good understanding about learning materials, children development and technological literacy or skills.

Teachers applied varied online learning platform and media based on the consideration of its advantages, students' condition and purpose of learning. However, teachers faced varied challenges before (preparation), during (implementation), and after (assessment) learning activities were conducted. In order to solve challenges in online learning, teachers implemented varied strategies by improving their own skills and having good collaboration and communication with parents, students, and other peers. This result of research is crucial since online learning is still new in Indonesia. The sudden change from face-to-face learning to online learning encourage teachers to improve their knowledge about online learning in a variety of sources including researches. This is especially the case since primary school students are children who still need guidance, and support from parents and teachers. The limitation of this study was the limit of sample size. We only identify the need analysis from primary schools in South Sumatera province. In addition, we only included responses from teachers' perspective. Therefore, we propose research about online learning in other area of Indonesia such as Kalimantan, Sulawesi and Papua from students and parents' perspective.

4. CONCLUSION

Teachers applied varied online learning platform and media based on the consideration of its advantages, students condition and purpose of learning. However, teachers faced varied challenges before (preparation), during (implementation), and after (assessment) learning activities were conducted. In order to solve challenges in online learning, teachers implemented varied strategies by improving their own skills and having good collaboration and communication with parents, students, and other peers. This result of research is crucial since online learning is still new in Indonesia. The sudden change from face-to-face learning to online learning encourage teachers to improve their knowledge about online learning in a variety of sources including researches. This is especially the case since primary school students are children who still need guidance, and support from parents and teachers.

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