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Online Learning Problems for Elementary School Students

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ABSTRAK

Adanya pandemi Covid-19 menyebabkan pelaksanaan pembelajaran tidak dapat dilakukan secara tatap muka melainkan hanya melalui media online dengan model pembelajaran online yang menimbulkan berbagai kendala yang dirasakan oleh siswa. Penelitian ini bertujuan untuk mengkaji permasalahan apa saja yang dialami oleh siswa sekolah dasar dalam pembelajaran online berdasarkan permasalahan tersebut. Jenis penelitian yang digunakan adalah penelitian deskriptif dengan menggunakan teknik analisis data kuantitatif. Populasi dalam penelitian ini adalah 401.321 siswa. Dalam penelitian ini digunakan 2 teknik sampling yaitu random cluster sampling dan accidental sampling dengan jumlah sampel akhir sebanyak 1.104 siswa. Dalam penelitian ini pengumpulan data dilakukan dengan cara memberikan kuesioner kepada responden, kemudian dianalisis menggunakan rumus persentase dengan analisis kuantitatif. Temuan dalam penelitian ini menunjukkan terdapat 8 permasalahan yang dialami siswa SD dalam pembelajaran online di masa pandemi, diantaranya adalah kurangnya kenyamanan siswa saat mengikuti pembelajaran online, rendahnya kemampuan literasi digital siswa, siswa belum mampu beradaptasi dengan baik, siswa tidak memiliki perangkat pembelajaran yang memadai, kurangnya ketersediaan biaya penunjang, siswa sulit memahami materi pelajaran, dan motivasi belajar yang rendah. Penelitian ini diharapkan dapat memberikan pengaruh positif terhadap peningkatan penyelenggaraan pendidikan dan diharapkan dapat menjadi landasan dalam pengembangan ilmu pengetahuan dan teknologi pendidikan.

ABSTRACT

The existence of the Covid-19 pandemic causes the implementation of learning can not be done face-to-face but only through online media with an online learning model that poses various obstacles felt by students. This study aims to examine what problems experienced by elementary school students in online learning based on these problems. The type of research used is descriptive research using quantitative data analysis techniques. The population in this study was 401,321 students. In this study, 2 sampling techniques were used: random cluster sampling and accidental sampling with the final sample count of 1,104 students. In this study, data collection was conducted by giving questionnaires to respondents, then analyzed using a percentage formula with quantitative analysis. The findings in this study show that there are 8 problems experienced by elementary school students in online learning during the pandemic, including the lack of comfort of students when attending online learning, low digital literacy skills of students, students have not been able to adapt well, students do not have adequate learning tools, lack of availability of supporting costs, students difficult to understand the subject matter, and low learning motivation. This research is expected to positively influence the improvement of the implementation of education and was expected to be a foundation in the development of science and technology education.

1. INTRODUCTION

The change in the order of implementation of education in Indonesia that was initially implemented through face-to-face learning turned into online learning due to the covid-19 virus that attacks most Indonesians. Covid-19 virus or *Corona Virus Disease* is one of the new types of virus, which first appeared in December 2019 in the Chinese city of Wuhan (Cho &Hong, 2021; Storch et al., 2021). Common signs and symptoms of Covid-19infectioninclude acute respiratory disorders, such as fever, cough, and shortness of breath (Anugrahana, 2020; Fruehwirth et al., 2021; Liu, 2020). In Indonesia, covid-19 cases were first reported on March 2, 2020, with two cases. Data from March 31, 2020, shows 1,528 confirmed cases and 136 deaths. The covid-19 mortality rate in Indonesia is 8.9%; this figure is the highest in Southeast Asia (Susil et al., 2020).

The existence of the COVID-19 virus has affected all aspects of people's lives, not least in the educational element (Oyedotun, 2020). To control the spread of the covid-19 virus in education, the government issued a policy of closing all educational institutions and requiring students to learn from

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home in the form of online learning (Xue et al., 2021). In Indonesia itself, this regulation is outlined in Circular Letter No. 4 of 2020 concerning the Implementation of Education Policy in the Emergency Period of The Spread of COVID, in the Circular Letter explained that the learning process is carried out at home through online learning that is implemented to provide a meaningful learning experience for students (Dewi, 2020). Online learning is one of the breakthroughs in the world of education in Indonesia, this is because in general, the implementation of learning is done by doing face-to-face with students and without intermediary tools, but with this online approach, teachers and students do not need to meet in person in the learning process by utilizing available electronic media (Mardianto &Prayitno, 2020; Rigianti, 2020). Online learning is a learning process that is done virtually using virtual applications, the concept of the online learning process is almost the same as the conventional learning process is only poured in digital format over the internet network (Imania &Bariah, 2019; Syarifudin, 2020).

Online learning is one of the best solutions used during the distance learning process during the pandemic (Yunitasari &Hanifah, 2020). This is because online learning can allow students to follow the learning process anywhere and anytime and can condition themselves as comfortable as possible to learn without formal rules. Through the implementation of online learning, students can also save time and energy in carrying out the learning process, so that students have more time in doing other activities outside of academic activities, such as taking competitions, taking dance lessons or developing talents and other interests (Nugraha et al., 2020; Sobron et al., 2019; Wahyono et al., 2020). Online learning is conducted using online learning application intermediaries such as *google classroom, google* meet, zoom, and various other learning applications (Khurriyati et al., 2021; Kristiawan et al., 2021). Online learning has several benefits such as, it can build communication and discussion very efficiently between teachers and students, students can interact and discuss with each other without teacher intermediaries, facilitate interaction between students, with parents, the right means to conduct exams and quizzes, teachers can easily provide material to students in the form of pictures and videos in addition students can also download the teaching materials, and facilitate teachers in the process of making questions anywhere and anytime (Yunitasari &Hanifah, 2020).

The process of implementing online learning, especially in elementary schools, can still run to the maximum and there are still various obstacles in it. The decision to implement online learning seems to suddenly cause teachers difficulties in the adaptation process, this is because not all teachers have the same digital literacy skills and not all teachers and students have learning tools that can be used, so at the stage of implementation, online learning can not run to the maximum (Roni &Asep Priatna, 2020). In addition to the problems experienced by teachers, distance learning also poses a variety of problems in terms of students, such as the lack of supporting facilities for the implementation of online learning owned by students, students feel saturated to carry out the learning process at home because they are used to learning with friends and teachers, students have difficulty understanding the materials provided, the loss of student learning motivation slowly (Mastur et al., 2002; Purwanto et al., 2020). This is in line with the findings on the results of research which shows that there are a variety of problems faced by students in the process of implementing online learning, among them are: material content submitted online is not necessarily understandable to all learners; learners are less active and interested in following online learning even though they are supported with adequate facilities; learners do not have mobile devices/gadgets used as online learning media; if any, they belong to parents; some students live in areas that do not have internet access (Asmuni, 2020). Furthermore, another research also found that there are some problems experienced by students in online learning, among others: some children who do not have gadgets (HP); constrained hp facilities and an internet connection, hampered in sending assignments because of difficulty in signaling; students are not fluent in using online learning applications; in monitoring students' honesty in doing evaluations because they can not meet face-to-face with tutors and friends; many students experience saturation and boredom of learning online so that sometimes answer questions originally (Anugrahana, 2020). Teachers have made various efforts, governments and parents in addressing online learning problems such as providing learning videos instead of teacher explanations, providing internet quota assistance for students, using simpler online learning applications, adjusting students' learning hours, and various other efforts (Anugrahana, 2020; Asmuni, 2020; Mastur et al., 2020).

Based on all the above studies can be known that there are still a variety of obstacles in the process of implementing online learning; it's just that the challenges presented by previous research are limited to only one area with a small number of samples, so in this study, the study seeks to find the problems of elementary school students who are in the province of Bali with a large number of samples. This study aims to examine the issues experienced by elementary school students in the implementation of learning daring in the pandemic. Through the study of the problematic online learning of elementary school students, the education provider will be able to provide the right solution to all problems that exist

in addition to the results of this research. The education provider is expected to develop and improve the quality of education, especially at the time of online learning.

2. METHODS

The type of research used was descriptive research with quantitative and qualitative data analysis techniques. Quantitative descriptive research was a type of research whose data was systematically arranged in numbers or percentages and related to the object studied. Further qualitative descriptive research is a study that presents data by describing all data obtained using sentences or words according to existing categories and contexts (Agung, 2014). The research was conducted through 3 stages: research preparation, research implementation, and final stage (Emzir, 2008). At the stage of preparation, the researchers identify the problem to be studied, which was then continued by compiling the research instrument. Furthermore, at the stage of implementation of the researchers conducted questionnaire dissemination to find out the Problematika Learning Process of Elementary School Students in Bali Province in online learning, after all the data was intercepted then continued with the final process of research, namely conducting data analysis, drawing conclusions, and compiling a report of the results of the study.

The population in this study was all elementary school students in the province of Bali, which amounts to about 401,321 students. This study used 2 sampling techniques, namely *cluster random sampling* and accidental *sampling* techniques. The cluster random sampling technique was used to select and group populations into 3 clusters and, in this case, chosen 3 sample districts, namely Bangli, Buleleng, and Denpasar. The total number of students in the 3 districts/cities was then grouped into 3 clusters, namely urban areas, suburbs, and village areas. The withdrawal of the number of samples was made using a solvin formula with a significance level of 3%, so that a sample of 1,104 students with different characteristics was obtained. The characteristics of respondents in the study can be seen in Table 1.

Table 1. Characteristic Data of Elementary School Students

Characteristic	Information	Frequency	Percentage
Class	1	133	12%
	2	119	11%
	3	125	11%
	4	233	21%
	5	209	19%
	6	285	26%
	Number of Respondents	**1.104**	**100%**
Gender	Male	564	51%
	Female	540	49%
	Number of Respondents	**1.104**	**100%**
Parents' income	< Rp 1.000.000	420	38%
	Rp 1.000.000 - Rp 2.500.000	393	36%
	Rp 2.500.000 - Rp 5.000.000	198	18%
	> Rp 5.000.000	93	8%
	Number of Respondents	**1.104**	**100%**
School Address	City	303	27%
	Suburban	393	36%
	Village	408	37%
	Number of Respondents	**1.104**	**100%**

The data collection in this study was conducted using online learning problematic questionnaires. The online learning problematic instrument consists of 20 negative statement items grouped into 8 dimensions, which can be seen in Table 2.

The instruments in the study used *Guttman* scales with alternative answers "yes" and "no". Instrument validity test was done by giving the instrument to 5 experts who then the test results were analyzed using CVR and CVI formulas. Based on CVR test results obtained results, all instrument items made were declared valid and eligible for use with CVR products of 19.2. Once the results of ∑CVR are known, the analysis was continued to the CVI calculation. The CVI analysis that has been done obtained CVI results of 0.96, so it can be stated that the instrument of online learning problematika elementary school students has qualified very well (Widiana et al., 2020).

Table 2. Research instrument grid

No	Dimension	Indicator	Total Items
1	Comfort	a. Feelings when following online learning	2
		b. Psychological conditions when following online learning	2
		c. Feelings generated in the use of online learning applications	2
2	Digital literacy capabilities	a. Online learning app usage capabilities	1
		b. Difficulty using online learning apps	1
3	Students' Adaptability to Online Learning	a. The adaptation process to online learning	1
		b. Adaptability	1
4	Device Adequacy	a. Device availability	2
5	Internet Connection	a. Availability of internet connection	2
6	Online Learning Costs	a. Availability of fees to buy internet quota	1
		b. Availability of fees for other purposes in online learning	1
7	Level of material understanding	a. Material comprehension skills	1
		b. Material mastery skills	2
8	Motivation to learn	a. Learning motivation level	1
		b. Commitment to online learning	1

The data obtained from the research results were then analyzed using quantitative descriptive analysis and qualitative descriptive analysis. Quantitative descriptive analysis was done by determining the average percentage of each dimension of the research instrument, which was then categorized into a percentage category table as in Table 3. This was then continued by conducting qualitative descriptive analysis, namely describing the percentage result data and linking it to the results of previous research.

Table 3. Percentage Value Category

No	Percentage interval limit	Rating categories
1	0-20%	Very Low
2	21-40%	Low
3	41-60%	Intermediate
4	61-80%	High
5	81–100%	Very High

(Kamelta, 2013)

3. RESULT AND DISCUSSION

Results

This research obtained results as expected, namely there are some problems experienced by elementary school students during the implementation of online learning.

Tabel 4. Reseach Result

No	Online Learning Problems Dimensions	Average percentage of each cluster		
		City	Suburban	Village
1	Comfort	50%	47,8%	53,6%
2	Digital literacy capabilities	50,5%	49,5%	50,5%
3	Students' Adaptability to Learning	36,5%	38%	42,5%
4	Device Adequacy	63,5%	65%	50%
5	Internet Connection	58,5%	65,5%	50,5%
6	Availability of Online Learning Cost	44,5%	52,5%	47,5%
7	Material understanding	65%	64%	66%
8	Learning Motivation	72%	73,5%	74,5%

(Analyzed Research Result, 2021)

Based on the data in Table 4, can be known that in the comfort dimension, students who were in the city, suburbs, and villages tend to show the same results, namely problems at the comfort level that was in the moderate percentage category, where on average 50% of students in the city area, 47.8% of suburban students, and 53.6% of village students expressed discomfort when following the online learning process. But the problem in this dimension of convenience is not the main problem of students during the online learning process.

In the second dimension, the digital literacy capability dimension of elementary school students located in urban and rural areas showed that 50.5% of students had difficulty using online learning applications. This result was not much different from students in the suburbs, whereas many as 49.5% of suburban students also expressed difficulty when using online learning applications. The three percentages shown in the digital literacy capability dimension were in the moderate category, which meant that digital literacy skills were not the main problem in the online learning process.

In the dimension of students' adaptability to the learning process, students in urban and suburban areas tend to show the same results, namely, in the city area there were only 36.5% of students who say they were experiencing problems, and in the suburbs, only 38% of students who report experiencing problems. The percentage shown by suburban and suburban students was low, which meant that problems with adaptability were not serious problems in the online learning process in urban and suburban areas. However, the results shown by students in the city and suburbs are slightly different from the students of the village area, where the percentage of students who experience adaptation problems in the village area was quite a lot of 42.5% who were in the moderate category, the current category showed that the students of the village area were experiencing problems in the adaptation process. However, this problem was not the main problem, but it still must be resolved immediately and find a solution to the problem.

In the fourth dimension, 63.5% of urban elementary school students and 65% of suburban elementary school students stated that they did not have adequate devices to support the online learning process. This percentage was in a high category which meant that the problem of lack of availability of devices was one of the serious problems experienced by students. The results shown by students in urban and suburban areas were slightly different from those in the village area because in the village area only 50% of students expressed a lack of online learning tools.

The fifth dimension was the dimension of internet connection availability, in this dimension, elementary school students who are in the city and village area showed an average result of a percentage that was not much different, namely 58.5% and 50.5% of students stated to have problems with the availability of internet connection in their area. Both percentages were in the moderate category and showed that low internet connection in urban areas and villages is not the main problem, but still have to find a solution to the problem. Different results were shown in the suburbs where the problem of internet connection was a serious problem and most felt by students. This was shown by the average percentage results that show that 65.5% of suburban elementary school students stated that they experienced problems with the internet connection so that they were unable to follow the online learning process to the maximum.

The sixth dimension is the availability dimension of online learning costs. In the dimension of online learning costs of elementary school students in urban, suburban, and village areas showed not many different results, namely in elementary school students in the city area only 44.5% of students who stated that they experienced cost problems to support the online learning process, then in the suburbs, there were 52.5% of students who stated that they experienced problems with online learning support costs, and there were about 47.5% of village elementary school students who stated that they experienced

cost problems in the online learning process. All three are in the moderate category, which meant that cost was not a serious problem in the online learning process.

Furthermore, in the seventh dimension, the material understanding dimension of elementary school students in urban areas, suburbs, and villages showed the same results. The students stated that they had difficulty understanding the material taught by their teachers during the online learning process. This was indicated by the average number of percentages that are in the high category, namely 65%, 64%, and 66%. Similar results were also shown in the eighth dimension, which was the motivation dimension of learning. In the dimension of student learning concentration in urban, suburban, and village areas stated that they are not motivated when following the online learning process, this was indicated by a fairly high percentage average of 72%, 73.5%, and 74.5%.

Discussion

The first finding, based on the results of data analysis obtained, showed that elementary school students experienced many problems during the implementation process in the online learning process. The first problem experienced by elementary school students was the problem related to the comfort dimension with a range of percentages of students who participated 47-54% of 1,104 respondents. This was in line with the research results which also found that not all elementary school students feel comfortable following online learning because, without a sense of comfort, learning activities will not go well (Hamdani & Priatna, 2020). The lack of comfort felt by students during the online learning process is in line with the results of research on the dimensions of digital literacy capabilities and internet connection.

Digital literacy skills were related to the ability to use online learning applications, where 49-51% of primary school students in urban, suburban, and rural areas say they were unable to use online learning applications properly. Students tend to experience confusion at the beginning of online learning applications that cause discomfort in the students themselves (Harahap et al., 2021; Oyedotun, 2020). The low ability of students' digital literacy in the online learning process can not be separated from the rules regarding the implementation of online learning that impressed suddenly so that teachers and students are not ready to accept the changes (Hamdani &Priatna, 2020). In addition to the lack of digital literacy skills, the discomfort that arises during online learning was also caused by the quality of internet connection in the area where students live was unstable. This can be seen from the research results that show that in the range of 50-66% of elementary school students in urban areas, villages, and suburbs stated to experience problems with the availability of internet connection. Obstacles on the availability of internet connection was one of the obstacles that many experienced by elementary school students who was in the suburbs, the existence of signal constraints in the online learning process causes the learning process to run slowly where new students can receive and send assignments when the signal has started to stabilize and improve (Anugrahana, 2020).

The second finding, in this study, showed that during the process of implementing online learners, elementary school students experience problems in the dimension of the adequacy of online learning devices, this can be seen based on the range of average results of the percentage of the dimension of device adequacy which indicated that in the range of 50-65% of elementary school students in urban, suburban, or rural areas stated that they do not have adequate online learning tools. The results of this study were in line with the results of research which shows that most elementary school students state that they used a *mobile phone* belonging to parents where if they ere going to follow online learning, they have to take turns using it with parents and get a turn after parents come home from work, where the hours of work each parent was different some go home during the day, afternoon, even at night, while it was generally the schedule of online learning in school was conducted from morning to noon (Asmuni, 2020). Learning tools were the most important component in implementing online learning, where learning tools serve as an intermediary media for teachers and students in sending materials and assignments (Mansyur, 2020).

The lack of availability of adequate learning tools was due to the end of the amount of income of parents during the covid-19 pandemic, this can be seen based on the results of a survey of the number of parental income during the covid-19 pandemic. The survey showed that 78% of parents of respondents had low incomes ranging from Rp 1,000,000 to Rp 2,500,000, while the other 32% had a middle income of Rp 2,500,000 - more than Rp 5,000,000. This was in line with the results of research on the dimensions of the availability of online learning support costs, where 44-53% of elementary school students in urban, rural, and suburban areas stated that they experience cost problems to support the online learning process. However, the problem of the cost was not the main problem, where there were still other problems that were more pressing than problems regarding costs.

The third finding in this study shows that elementary school students in both urban areas, villages, and suburbs do not experience serious problems related to the dimension of adaptability in the online learning process. This was indicated by the average percentage obtained in the range of 36-43%. Only 36-43% of students claim to have difficulty adapting to the online learning process. We already knew together that elementary school students have the characteristics of happy to try with new things, and in the process of development can not be separated by technological advances, so it can not be thought that students will be very easy to adapt to the process of online learning based on technology (Khaulani et al., 2020; Samiudin, 2017).

In the last finding, the fourth finding was obtained that the problem is most felt by students during the online learning process, namely issues regarding material understanding and learning motivation level. In the dimension of material understanding, the average percentage result is in the range of 64-66%, this showed that out of 1,104 respondents, 64-66% of them stated that having difficulty when understanding online learning materials provided by the teacher. The results on the low ability of understanding of students' materials during the online learning process in line with the results of study which showed the results that in the online learning process there was a decrease in student learning outcomes as a result of the lack of ability of students to understand the material being studied (Syafa'ati et al., 2021) . The low level of material understanding owned by students at the time of the implementation of online learning due to the lack of parental supervision at the time of learning, the lack of teacher's ability to use online learning technology so that in the learning process teachers only provide tasks, and the methods and media used by teachers to support the implementation of online learning is still not maximized (Atsani, 2020). In the process of online learning, mastery of methods and approaches of learning by teachers was very important. Suppose the teacher was unable to master the appropriate methods and approaches, then in the process of implementation. In that case, there will be a variety of problems, including low learning outcomes and low academic ability of students (Sari, 2019). The low level of understanding of students' materials during the online learning process was also due to the low motivation of students' learning, where students feel saturated to learn from home and prefer to study at school and interact directly with their friends and teachers to increase motivation and spirit in learning (Istiqomah &Suyadi, 2019; Kusuma &Sutapa, 2020; Trianingsih, 2016). This was in line with the results of research on the dimension of learning motivation that shows the average percentage results that are in the range of 72-75%, which meant that a large number of students who were respondents stated to have low learning motivation after the implementation of online learning. Another study shows that in the implementation of online learning, students' learning motivation was decreasing, so that students need attention and encouragement from teachers and parents (Mansyur, 2020). In addition to improving learning motivation, parents' encouragement will also help children understand the subject matter and more comfortable in learning (Yulianingsih et al., 2020).

4. CONCLUSION

Based on the discussion of the above, it can be known that there were eight problems experienced by elementary school students in the implementation of online learning during the pandemic, including the lack of comfort at the time of the performance of online learning, the low level of student digital literacy, the lack of adaptability of students, the lack of availability of devices, inadequate internet connection, the lack of availability of supporting costs for online learning, the low level of understanding of student materials, and the low motivation of students' learning. This study shows that online learning has not been able to continue to the maximum and still requires special attention to improving the quality of learning. This research was expected to positively influence the improvement of the implementation of education and was expected to be a foundation in the development of science and technology education.

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