



Challenges and Strategies: Online Learning for Elementary School Teacher Education Students

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ABSTRAK

Adanya kebijakan pembelajaran daring yang terkesan mendadak berdampak pada banyaknya mahasiswa yang tidak siap dalam melaksanakan proses pembelajaran secara online. Adapun tujuan dari penelitian ini yakni untuk menelaah persepsi, permasalahan, dan menyimpulkan pengalaman mahasiswa tentang strategi menyelesaikan tantangan ketika mengikuti pembelajaran online. Penelitian ini tergolong kedalam jenis penelitian deskriptif kualitatif, dengan subjek penelitian yakni 61 orang mahasiswa. Pengumpulan data dalam penelitian dilakukan menggunakan metode observasi, wawancara dan kuesioner, dengan instrument penelitian berupa pedoman observasi dan wawancara. Data yang diperoleh dalam penelitian dianalisis menggunakan teknik triangulasi data model Bogdan & Biklen. Data yang diperoleh kemudian disajikan dalam bentuk deskriptif kualitatif, dengan menyesuaikan antara hasil penelitian dengan hasil penelitian sebelumnya. Hasil analisis penelitian menunjukkan bahwa tantangan yang dihadapi oleh mahasiswa ketika melakukan kegiatan pembelajaran online terdiri dari adanya gangguan dari lingkungan sekitar, pemanfaatan internet yang kurang maksimal, kurang pemahannya mahasiswa terhadap penyampaian materi yang disampaikan oleh dosen dan berkurangnya interaksi mahasiswa bersama dosen selama pembelajaran online. Adapun strategi yang digunakan dalam menghadapi tantangan untuk mahasiswa yang mengikuti pembelajaran online disesuaikan dengan kondisi dan kemampuan mahasiswa yang berbeda – beda sehingga solusi dapat ditemukan dilakukan secara individu.

ABSTRACT

The existence of an online learning policy that seems suddenly has an impact on many students who are not ready to carry out the online learning process. The aim of this research is to examine perceptions, problems, and summarize students' experiences regarding strategies for resolving challenges when participating in online learning. This research is classified as a qualitative descriptive research type, with research subjects namely 61 students. Data collection in the research was carried out using observation, interviews and questionnaires, with research instruments in the form of observation and interview guidelines. The data obtained in the research was then analyzed using the Bogdan & Biklen model data triangulation technique. The data obtained is then presented in qualitative descriptive form, by adjusting the research results with the results of previous research. The results of the research analysis show that the challenges faced by students when carrying out online learning activities consist of interference from the surrounding environment, less than optimal use of the internet, students' lack of understanding of the material delivered by lecturers and reduced interaction between students and lecturers during online learning. The strategies used to face challenges for students taking part in online learning are adapted to the students' different conditions and abilities so that solutions can be found individually.

1. INTRODUCTION

New paradigms in various fields in the world began to develop rapidly after the emergence of the Covid-19 pandemic, one of which has had a big impact is the field of education. The emergence of the Covid-19 pandemic requires education to shift face-to-face learning to online learning by utilizing existing

technological developments (Alchamdani et al., 2020; Handayani & Jumadi, 2021). Online learning via virtual face-to-face is a form of transition that occurs quickly and is felt, especially in the technical aspects of carrying out learning activities and determining the place of implementation. (Chertoff et al., 2020; Pokhrel & Chhetri, 2021). Online learning is carried out by utilizing digital technology which allows lecturers and students to study at the same time using different devices (Putria et al., 2020; Surahman et al., 2020). Activities carried out in online learning are conveying information, communicating, studying and practicing (Safriyani et al., 2021; Siregar et al., 2022). In implementing online learning, there is a need for good interaction between lecturers and students, through the use of digital platforms on each individual's electronic devices. The implementation of online learning provides various benefits in the implementation process, where online learning can provide opportunities for teachers and students to study educational technology in more depth, so as to facilitate the continuity of the learning process (Herliandry et al., 2020; Pakpahan & Fitriani, 2020). It was further explained that implementing online learning tends to make it easier for students to manage their study time, where through the online learning process students can study anywhere and anytime, according to their needs (Mutaqinah & Hidayatullah, 2020; Widikasih et al., 2021). Implementing online learning also provides students with a lot of free time, so that students can develop various skills within themselves (Baber, 2021; Mardiana et al., 2022).

However, the reality on the ground shows that the policy of implementing online learning tends to be sudden, resulting in many educational components not being ready to implement it (Asmuni, 2020; Jiwandono et al., 2021). The results of observations and interviews conducted with Elementary School Teacher Education students show that while participating in online learning activities, students do not always get benefits, and tend to experience many obstacles such as the availability of quotas to access the internet, poor network problems, lack of adequate equipment, and difficulties understand the material presented by the teacher. Apart from that, during the online learning process, students felt that the level of interaction with students and peers decreased drastically, resulting in the emergence of symptoms of mild stress. The existence of misconceptions between the material presented by the teacher and the level of students' understanding is also one of the obstacles in the online learning process. Problems that arise during the online learning process certainly have an impact on reducing student learning outcomes, as well as student delays in completing the assignments given. If this is allowed to continue, this will certainly have an impact on reducing the competency of prospective elementary school student teachers. To be able to overcome problems that arise during the online learning process, each student must have appropriate learning strategies such as creating a comfortable and enjoyable learning environment, establishing communication with lecturers and peers, and arranging a study schedule (Almaiah et al., 2019; Fathoni & Retnawati, 2021). In the online learning process, students are required to be able to learn independently and creatively to improve their understanding (Aziza, 2021; Shawai & Almaiah, 2018). Skill development during the online learning process can be done by utilizing various online sites such as Google, YouTube, etc (Agustini & Pujiastuti, 2020; Dwidarti et al., 2019).

Several previous studies have revealed that while attending online lectures, students experience several obstacles such as feeling stressed and limited social interaction, apart from that, students also find it difficult to concentrate when studying online and feel burdened by coursework (Nastiti & Hayati, 2020). Other research results reveal that there are two main challenges to online learning in Indonesia, namely the quality of teachers and infrastructure (Surahman et al., 2020). Other research results reveal that the challenges faced by students during the online learning process are frequent blackouts, tight assignment deadlines, declining health, the large number of LMS used, not understanding the material provided by lecturers and inconsistent schedules (Jiwandono et al., 2021). Based on several research results, it can be said that there are various obstacles faced by students during the implementation of the online learning process. It's just that in previous research, there have been no studies that specifically discuss the challenges and strategies for online learning for elementary school teacher education students. So, this research focuses on this study with the aim of examining perceptions, problems, and summarizing students' experiences regarding strategies for resolving challenges when participating in online learning.

2. METHOD

This research is classified as a descriptive qualitative research type, with research subjects namely 61 undergraduate students majoring in Primary School Teacher Education consisting of various semester levels and various universities in Indonesia. Data collection in the research was carried out using observation, interviews and questionnaires. The research instrument grid can be seen in Table 1.

Table 1. Research Instrument

No.	Instrument Grille
1	Understanding online learning
2	Use of online learning devices
3	Strategies for dealing with obstacles that come from the surrounding environment when learning online
4	Challenges when using the internet network and strategies for solving them
5	Obstacles and strategies when you don't understand the lecturer's delivery of material
6	Lack of interaction during online learning between students and lecturers and strategies for dealing with it

The data obtained in the research was then analyzed using the Bogdan & Biklen model data triangulation technique by carrying out initial activities by reducing the data, looking for sub-themes from the reduced data and finally connecting the sub-themes to produce conclusions. The data obtained is then presented in qualitative descriptive form, by adjusting the research results with the results of previous research.

3. RESULT AND DISCUSSION

Result

The results of the research analysis show that students have started to get used to carrying out online learning activities after the Covid-19 pandemic replaced face-to-face learning activities. Based on this, researchers collected information about the perceptions of students who take part in online learning. This information is divided into three discussions, first, about the meaning of online learning; second, about the challenges of participating in online learning; and third, strategies for dealing with online learning obstacles. While taking part in online learning during the pandemic, students carried out online learning activities, so they were familiar with online learning.

Furthermore, the results of the research analysis show several main findings, including: the first finding relates to students' perceptions of online learning, where the results of interviews show that according to PGSD students online learning is an activity that utilizes internet network-based hardware and software devices and its implementation is not easy. face to face, thus providing opportunities for students to take part in online learning anywhere. In more detail the results of the research analysis can be seen in [Table 2](#).

Table 2. Understanding Learning Online

No.	Sub Challenge	Correlation Between Sub Challenges
1	Learning that utilizes internet network-based hardware and software devices	Online learning is an activity that utilizes hardware and software devices based on an internet network, its implementation is not done face to face, this happens because it can be done in various locations, not just in one room
2	Learning can be carried out at home or in various locations, not just in one place	
3	Learning activities are not carried out face to face	

Second finding, related to the devices used by students when taking part in online learning, where the results of research analysis show that there are various kinds of devices that can be used in the learning process such as Zoom Meetings, Google Meet, Sipejar, WA, Youtube, Edmodo as software devices and laptops, notebooks, and mobile phone as a hardware device. In more detail the results of the research analysis can be seen in [Table 3](#).

Table 3. Use of Devices Following Learning Online

No.	Sub Challenge	Correlation Between Sub Challenges
1	The devices used for online learning consist of software (Zoom meeting, Google meet, Sipejar, WA, Youtube, Edmodo)	The devices used in online learning activities consist of software and hardware devices. Software devices consist of Zoom meeting, Google meet, Sipejar, WA, Youtube, Edmodo and hardware consists of laptops, notebooks, cell phones
2	The devices used to take part in online learning consist of hardware (laptop, notebook, cell phone)	

Third finding, shows that the learning activities carried out by students when participating in online learning do not always run smoothly, where there are various kinds of challenges faced by students such as challenges from the surrounding environment, challenges from internet availability, challenges in the process of understanding the material presented by lecturers, as well as challenges due to lack of interaction process. In the aspect of challenges due to the surrounding environment, 77% of students stated that they had experienced obstacles due to the conditions of the surrounding environment. Further results of the analysis regarding problems arising from the surrounding environment can be seen in [Table 4](#).

Table 4. Environmental Challenges

No.	Sub Challenge	Correlation Between Sub Challenges
1	Activities carried out by family members	Obstacles that occur which become challenges in the surrounding environment consist of crowds caused by one of the family members, the sound of passing vehicles, neighbors working who make loud noises and the sound of music being heard
2	The sound of passing vehicles was heard	
3	Neighbors working that make loud noises	
4	There is music that can be heard	

The data in [Table 4](#) shows that the challenges faced by students include family members, the sound of vehicles passing by the house, neighbors doing work by making loud noises, and the sound of music that can be heard by students who are doing online learning. When students face environmental obstacles, they try to find strategies to solve the challenges they face. The strategies used by students to face challenges in the surrounding environment can be seen in [Table 5](#).

Table 5. Strategy for Facing Environmental Challenges

No.	Sub Challenge	Correlation Between Sub Challenges
1	Move to a quieter place to study	The strategy used to resolve challenges in the surrounding environment is to try to be patient, wait until the atmosphere calms down, stay away from crowds, move to a quieter place, close the door to the room and urge them to be calmer
2	Get away from the crowd	
3	Close the bedroom door	
4	Wait until the atmosphere is calmer	
5	Ask them to be quieter	
6	Try to be calm and patient	

The second challenge faced by students is that there are problems with the internet network used, where 94% of students who take part in online learning face challenges with internet availability. This then shows that almost all informants stated that they had experienced internet problems when participating in online learning, this is something that must be considered because of the importance of the internet in online learning. It is undeniable that the use of the internet in online learning is an important thing that must be considered, but it turns out that when using it, students face several challenges regarding the use of the internet. The results of the analysis regarding internet problems experienced by students can be seen at [Table 6](#).

Table 6. Internet Network Challenges

No.	Sub Challenge	Correlation Between Sub Challenges
1	Internet package has run out	Obstacles that occur when carrying out online learning are caused by several internet disruption challenges, including running out of internet packages, internet network disruptions, no signal at home WiFi, and forgetting to top up internet packages
2	Disruption to the internet network	
3	Home WiFi has no signal	
4	Forgot to top up the internet package	

The data in [Table 6](#) shows that there are several challenges faced by students, including running out of internet packages, interference with the internet network, no signal at home WiFi, and forgetting to top up internet packages. When elementary school teacher education students faced challenges with the internet network, it turned out that they had found a strategy to solve this problem so they could continue to participate in online learning. Some of the strategies used are explained in [Table 7](#).

Table 7. Strategies for Facing Internet Network Challenges

No.	Sub challenge	Correlation between sub challenges
1	Immediately buy an internet package	Obstacles that occur when carrying out online learning are caused by several internet disruption challenges, including running out of internet packages, internet network disruptions, no signal at home WiFi, and forgetting to top up internet packages
2	Fixed problematic wifi	
3	Inform lecturers about obstacles that occur	
4	Inform friends to give permission to the lecturer	

The third challenge faced was the process of accepting material presented by lecturers, where as many as 91% of students stated that they experienced challenges when lecturers delivered material during online learning. Several things that become challenges when lecturers deliver material to students can be seen in [Table 8](#).

Table 8. Challenges in Presenting Material by Lecturers

No.	Sub Challenge	Correlation Between Sub Challenges
1	The lecturer's voice is not clear	The challenges in delivering material faced by students consist of interference from the room environment around the lecturer, procedures that are unclear so there is no opportunity to ask questions, explanations from the lecturer are not clear, students who take part in the lesson do not hear explanations from the lecturer and there are disturbances from the surrounding environment
2	There is noise interference in the room around the lecturer	
3	Learning procedures are unclear	
4	Limited opportunities to ask questions to lecturers	
5	Paying less attention to the lecturer's delivery	
6	There is interference from the surrounding environment when delivering the material	

The data in [Table 8](#) shows that students face several challenges such as unclear learning procedures which result in limited opportunities to ask questions, less attention to the lecturer's delivery and disturbances from the surrounding environment. The strategies used by students when facing these obstacles can be seen in [Table 9](#).

Table 9. Strategy for Facing Challenges in Presenting Material by Lecturers

No.	Sub Challenge	Correlation Between Sub Challenges
1	Hold a forum with friends	The strategy for resolving challenges regarding the delivery of material by lecturers is by holding forums with friends, holding forums with lecturers, contacting directly before closing, being more focused when attending lectures and looking for material from various additional sources
2	Contact the lecturer to ask directly	
3	Conduct additional meetings with lecturers	
4	Focus when attending lectures.	
5	Look for other sources about the material being discussed	

The fourth challenge is the lack of interaction between lecturers and students when taking part in online learning. The results of the analysis show that 68% of students feel that online learning makes them interact less with lecturers. Activities included in the challenge for students interacting with lecturers can be seen at [Table 10](#).

Table 10. Challenges of Lack of Interaction Between Students and Lecturers

No.	Sub Challenge	Correlation Between Sub Challenges
1	Lack of familiarity between lecturers and students	When the interaction between students and lecturers does not go well, the consequences that students will experience will be in the form of not knowing the lecturer well, being less familiar so they will be awkward when they want to ask questions, misunderstand information and miss out on information
2	Lack of familiarity between lecturers and students	
3	Awkward when you want to ask	
4	Missing information	
5	Misunderstanding of information	
6	An awkward feeling arises	

Data in [Table 10](#) shows that the challenges that occur when there is a lack of interaction between students and lecturers, what happens will result in lecturers not knowing well and being less familiar with students, when doing online learning students feel awkward asking questions, missing out on information and incorrectly capturing the information being conveyed. The strategies used by students when experiencing a lack of interaction with lecturers can be seen in [Table 11](#).

Table 11. Strategies for Facing the Challenge of Lack of Interaction Between Students and Lecturers

No.	Sub Challenge	Correlation Between Sub Challenges
1	Effective communication	When the interaction between students and lecturers does not go well, the consequences that students will experience will be in the form of not knowing the lecturer well, being less familiar so they will be awkward when they want to ask questions, misunderstand information and miss out on information.
2	Directly hold a question and answer forum	
3	Students take the initiative to be active by asking questions	
4	Maintain communication outside lecture hours	
5	Agree to increase lecture hours between lecturers and students	
6	Effective communication	

Discussion

Online learning is a learning method carried out during the Covid-19 pandemic. Online learning is basically learning whose implementation is integrated with the internet, online learning participants can take part in non-face-to-face learning or can take part in learning from various locations ([Mathrani et al., 2022](#); [Muflih et al., 2021](#)). Online learning carried out nowadays can be done in flexible times, in different locations and can be followed by anyone ([Bączek et al., 2021](#); [Du et al., 2022](#)). Online learning can run well because it uses hardware and software devices. The various devices used in online learning include hardware, including laptops, notebooks, and cell phones, as well as software used, including Zoom Meeting, Google Meet, Sipejar, WA, Youtube, and Edmodo ([Asmuni, 2020](#); [Mpungose, 2020](#)). Online learning can be done by anyone, it is done in different locations and the time is flexible, the implementation uses hardware and software devices that are integrated with the internet ([Baber, 2021](#); [Mardiana et al., 2022](#)).

While participating in online learning, students not only face various challenges, but can also face these challenges in various effective ways. Various challenges faced during online learning include obstacles caused by the surrounding environment, consisting of the sound of music, vehicles, the sound of neighbors' work and the crowds of family members. The challenges faced can certainly disrupt online learning activities ([Fadhilaturrehmi et al., 2021](#); [Putria et al., 2020](#); [Surahman et al., 2020](#)). However, in practice, students must continue to face these challenges so that strategies are found to be used to face challenges from the surrounding environment, including staying away from crowds, moving to a quieter place, closing the room door, asking them to be calmer, waiting until the atmosphere calms down and being patient. what happened. This strategy was carried out with the aim of making the atmosphere calmer ([Fathoni & Retnawati, 2021](#); [Febrian et al., 2022](#)). The next challenge faced by students is the challenge of using the internet while taking part in online learning. The challenges referred to include running out of internet packages, disruption to the internet network, no signal at home WiFi, and forgetting to top up internet packages. This challenge is often due to the unstable internet used ([Hayati, 2020](#); [Nastiti & Hayati, 2020](#)). Utilizing the internet in online learning is very important, therefore the strategy used must be implemented immediately. Strategies that can be used include remaining calm and immediately purchasing an internet package and then providing information about problems that occur to lecturers and friends. To face these obstacles, these are obstacles that must be communicated to friends or lecturers ([Fathoni & Retnawati, 2021](#)).

Other online learning challenges are obstacles when the lecturer delivers material, the lecturer's voice is not clear, there is sound interference in the lecturer's room, online learning procedures are not clear, limited opportunities for asking questions, interaction and students not focusing enough on listening. Challengeregarding delivery, there are challenges in the form of lack of clarity in delivering material which will make it difficult to convey information to online learning participants. Students' strategies for facing various challenges regarding lecturer delivery include contacting lecturers directly, holding forums with friends and lecturers, attending lectures with more focus and seeking material from various additional sources. Another strategy that must be developed is the lecturer's ability to convey the material so that the lecturer can convey the material better ([Famularsih, 2020](#); [Ferri et al., 2020](#)). Furthermore, the challenge regarding the lack of interaction between students and lecturers occurs because lecturers and students do not know each other well, are not familiar enough, which results in

awkwardness when taking part in learning or asking questions or misunderstand information (Mamluah & Maulidi, 2021). Strategies for maintaining interaction between students and lecturers include carrying out effective communication, holding question and answer forums, taking the initiative to ask questions and establishing individual communication outside of lectures. A strategy that can be used is to increase class lecture hours so that students can fill in gaps in understanding the material (Famularsih, 2020; Fathoni & Retnawati, 2021; Ferri et al., 2020).

The results obtained in this study are in line with the results of previous research, which also revealed that while attending online lectures, students experience several obstacles such as feeling stressed and limited social interaction, apart from that, students also find it difficult to concentrate when studying online and feel burdened by coursework (Nastiti & Hayati, 2020). Other research results reveal that there are two main challenges to online learning in Indonesia, namely the quality of teachers and infrastructure (Surahman et al., 2020). Other research results reveal that the challenges faced by students during the online learning process are frequent blackouts, tight assignment deadlines, declining health, the large number of LMS used, not understanding the material provided by lecturers and inconsistent schedules (Jiwandono et al., 2021). So, from the results of this research, it can be said that there are various obstacles faced by students during the implementation of the online learning process.

4. CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that there are challenges faced by students when carrying out learning activities online consisting of interference from the surrounding environment, less than optimal use of the internet, students' lack of understanding of the material delivered by lecturers and reduced interaction between students and lecturers during learning online. There are strategies used in facing challenges for students who take part in learning online adapted to the different conditions and abilities of students so that solutions can be found individually in several ways, including conditioning the surrounding environment, providing information if there are internet problems, holding joint forums and carrying out effective communication.

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