



## Senior High School Student's Perception of Limiting Factors Affecting The Implementation of Remote Teaching Process

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### ABSTRAK

Sejak Pandemi Covid-19, sistem pembelajaran di Indonesia berubah menjadi pengajaran jarak jauh. Banyak siswa, khususnya SMA, yang membutuhkan bantuan pelaksanaan proses pembelajaran daring dengan pengajaran jarak jauh ini. Penelitian ini bertujuan untuk menganalisis persepsi siswa terhadap faktor-faktor yang menjadi kendala dalam pembelajaran jarak jauh. Sudah banyak peneliti yang meneliti kasus ini namun belum menggunakan satu metode penelitian. Oleh karena itu peneliti ingin menyajikan data yang berbeda dengan menggunakan metode campuran (Kualitatif & Kuantitatif) yang lebih dominan pada metode kualitatif. Pada saat data dikumpulkan untuk dianalisis, metode kualitatif menggunakan matriks kajian literatur dan pedoman wawancara. Sebaliknya, metode kuantitatif menggunakan kuesioner untuk mendapatkan data yang lebih valid. Data yang diperoleh akan dianalisis secara kuantitatif. Hasil penelitian ini menunjukkan bahwa ada lima faktor penghambat dalam pelaksanaan proses pengajaran jarak jauh seperti (1) siswa yang kurang berpengalaman, (2) fasilitas pembelajaran daring yang tidak memadai, (3) koneksi internet yang tidak dapat diandalkan, (4) interaksi yang kurang, dan (5) dukungan orang tua yang tidak memadai. Dan ada faktor-faktor yang membatasi proses pengajaran jarak jauh yang disebutkan oleh ketiga informan.

### ABSTRACT

Since the Covid-19 Pandemic, the learning system in Indonesia has changed to remote teaching. Many students, especially in Senior High School, needed help implementation of the online learning process with this remote teaching. This study aims to analyse students' perceptions of the factors that become obstacles in remote teaching. There have been many researchers who have examined this case but have yet to use one research method. Therefore, researchers want to present different data using mixed methods (Qualitative & Quantitative), which are more dominant in qualitative method. When the data is collected to be analyzed, the qualitative method uses a matrix literature review and an interview guide. In contrast, the quantitative method uses a questionnaire to obtain more valid data. The data that have obtained will analyze quantitatively. The results of this study show that there are five limiting factors in the implementation of the remote teaching process such as (1) inexperienced students, (2) inadequate online learning facility, (3) unreliable internet connection, (4) deficient interaction, and (5) insufficient parental support. And there are factors that limiting of the remote teaching process that three informants have mentioned.

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## 1. INTRODUCTION

The Covid-19 viral outbreak has altered people's lifestyles worldwide, including students Indonesia's Senior High Schools, who are most affected by the virus' effects. To stop the spread of this illness, the government, issued a directive urging everyone in the community to keep their distance (Masterson, 2020; Sahin & Shelley, 2020; Shim & Lee, 2020). It also encouraged people to work from home and pursue their studies from home for a while. As a result, the learning process in the field of education must now be modified to one that involves distance learning, often known as remote teaching (Adedoyin & Soykan, 2020; Code et al., 2020; Valverde-Berrocoso et al., 2021). Additionally, previous study state that one of the learning approaches in the field of education that makes used technology or scientific instruments that are communicated face-to-face or online is online learning (Fatmawati & Safitri, 2020).

At this point, the learning system is more advanced and diverse was in the past. Teaching and learning methods have also advanced due to the largest disease epidemic, Covid-19, one of the most serious, particularly education. The term "online learning" is extremely difficult to explain in detail. Therefore, according to some experts, several definitions of online learning relate to how to study in applications supported by technical instruments (Moore et al., 2011; Puspitasari, 2020; Shahroom & Hussin, 2018). Additionally, online learning is one of the learning methods in the field of education that uses technology or scientific tools that are communicated

face-to-face or online (Adriana et al., 2020; Puspitasari, 2020; Qekaj-Thaqi & Thaqi, 2021). Furthermore, according to previous study online learning refers to using the Internet to access learning materials, engage with teachers and other students, and exchange ideas to gain new knowledge. Online education has existed long enough in Indonesia to be still used today and witness advancement and modifications to media and instructional methods (Herliandry et al., 2020; Siahaan, 2020).

According to previous study remote teaching is a new approach to education (Owens et al., 2020). Several of factors need to be considered, including students' experience of using technology, internet connection, motivation, and other technical issues. If students do not have experience in using technology it will not be easy to carry out distance learning because, as we know that remote teaching is supported by technology (Bazan, 2016; Iglesias-Pradas et al., 2021). Likewise, the internet connection must be stable because you need a good internet connection to make it easier for teacher to provide or explain learning material, especially when video conferencing. As previously explained, remote teaching is a new learning method carried out by students. This causes many challenges in implementing remote teaching that students find (Nugroho et al., 2021). The challenges in remote teaching are students' learning motivation, teacher teaching methods, quota limitations, internet signals and mastery using technology (Adedoyin & Soykan, 2020; Fernando Ferri et al., 2020). With students learning motivation, it will make students feel comfortable and enjoyable while doing remote teaching, coupled with the support of parents who motivate students to be enthusiastic during online learning.

In Indonesia, remote teaching instruction has been employed since 2020. One is students studying EFL whose native tongue is not being studied. Even if Covid-19 will eventually end, remote teaching is one of the teaching methods that will continue to advance, and many scholars are interested in using it, particularly in EFL (Abdullah, 2021; Chin et al., 2021). In order to encourage success in online learning, particularly in EFL using this teachings approach is crucial. Therefore, some online resources can be employed in remote teaching, such as laptops or desktops, smartphones, WhatsApp Group, Youtube and Google Classroom (Lusiyani & Dara Anindya, 2021; Misirli & Ergulec, 2021). Previous study also state using technology in EFL instruction has positive affects on EFL students' growth and ability to achieve language targets and goals (Amin & Sundarai, 2020). Thus, EFL instructors and students must comprehend the remote teaching process.

The implementation of remote teaching has advantages and disadvantages. Also, this educational system has been in use for a considerable time. In order to further enhance this teaching system in the future, these advantages and disadvantages should be considered. The advantages of remote teaching include: (1) A particularly flexible system of instruction, both in terms of time and location remote teaching, (2) Learners are free to choose when to begin, continue, and end their studies, (3) save money on facility and transportation fees, (4) the teacher will gain a lot of teaching experience, particularly when utilizing technology, (5) because every instructor must apply a creative approach, the capacity of the teacher will improve, notably in terms of innovation in the material compilation (Talidong, 2020; Yudhana & Kusuma, 2021). Moreover, list the following of remote teaching's disadvantage: (1) there is virtually little learning interaction between teachers and students, (2) instructors find it challenging to use modern technologies in the classroom, (3) interference with an internet signal that impedes educational activity, (4) a monotonous and boring classroom, (5) the teacher's method of instruction is still unable to change to suit the capacities of the students (Nugroho et al., 2021).

A previous study by previous study aimed to discover students' perceptions and perspectives regarding using of platforms and applications during remote teaching (Amin & Sundarai, 2020). This research found they stem mostly from the fact that its goal is to discuss technology more than other topics. It contains some information concerning the technology usage according to students' perspectives, this research is sufficient for reference. Next, the previous research conduct research about the factors affecting students' online learning outcomes during the Covid-19 Pandemic (Pham et al., 2021). E-learning has become a useful supplement to traditional learning material during the Covid-19 pandemic. This study found some limiting factors during the remote teaching process such as unstable sound and visuals when doing video conferencing because of internet connection and also inadequate technology tools to support the online learning process.

According to an early study, especially in SMA Lab Undiksha, students have experienced many obstacles in the learning process during remote teaching. As a result, the writer is interested in researching variables influencing how English is taught at SMA Lab Undiksha from the perception of students. The researcher incorporates the point of view of students who have had learning experiences during the remote teaching process, which further sets this research apart from other research. The aims of this study is to analyse students' perceptions of the factors that become obstacles in remote teaching.

## 2. METHOD

This study, was designed using a mixed method which combines two methods: qualitative and quantitative, with qualitative method being dominant rather than the quantitative (Creswell, 2018; Dawadi & Giri, 2021). The data collected from this study is the perspective analysis of students majoring in language at SMA Lab

Undiksha Singaraja. This research was assisted by using three instruments in collecting data are: (1) matrix literature review, (2) interview guidelines, and (3) questionnaires. On the first information data collected, which is about the factors that become limiting in the implementation of remote teaching process by conducting interviews related to 3 students majoring in language at SMA Lab Undiksha Singaraja. So, this data has been used and will be collected and explained using qualitative methods.

Furthermore, the data collection method using the quantitative method will be carried out by providing a survey with several statements which will be answered by students majoring in Language at SMA Lab Undiksha. The interviews and questionnaires were conducted to seek information about student's perceptions of the factors in limiting remote teaching. As for the questions given, they will be collected in the form of a Google Form. The researcher provides several written statements, then the data results of the data will be analyzed.

In collecting data, the researcher has a list of categories that are collected using indications provided by the researchers. This research survey uses a 5-point Likert scale where point 5 strongly agree, point 4 agree, point 3 neutral, point 2 disagree, and point 1 strongly disagree. This questionnaire contains ten items consisting of five factors: Inexperienced students, inadequate online learning facility, deficient interaction, and insufficient parental support. The blueprint of the limiting factors in remote teaching is show in [Table 1](#).

**Table 1. The Blueprint of Factors Limiting in Remote Teaching**

Variable	Dimension	Item Number	Number of Items
Limiting Factors	1. Inexperienced students	1, 2, 3	3
	2. The inadequate online learning facility	4, 5, 6	3
	3. Unreliable internet connection	7, 8, 9, 10	4
	4. Deficient interaction	11, 12	2
	5. Insufficient parental support	13, 14	2

Then, the questionnaire will be analyzed as an ideal average. As for the stages that will be used to analyze quantitative data, namely (1) collecting data from questionnaires that have been made, (2) the resulting data is displayed in Microsoft Excel to display data tabulations, (3) questionnaire data is analyzed using descriptive statistics, measuring central tendency (mean), dispersion measurements (standard deviation), and the frequency of each dimension was analyzed using Microsoft Excel, (4) determining the mean score category. This study also uses the qualification level.

### 3. RESULT AND DISCUSSION

#### Result

This study aims to analyze the limiting factors affecting the implementation of the remote teaching process and to explain students perceptions of these limiting factors. There are three respondents from students' who have provided opinions and also perspectives. After viewing the matrix literature in this study, the students who were interviewed presented some of the limiting factors that limit remote teaching.

#### *Inexperienced Students*

As is well known, the transition from face-to-face to remote teaching is a new method in the world of education. Nonetheless, there are bound to be some challenges while during remote teaching. The first is online learning is the need for students' experience with it. Here, students' need for more experience includes a lack of technology use, a lack of familiarity with online platforms that facilitate remote teaching, and a lack of time management skills when participating in remote teaching.

According to the findings of interviews with students at SMA Lab Undiksha, one of the students they have expressed the same concern about needing to gain experience with technology and platforms that support online learning. Students also mentioned needing more confidence to respond to the teacher's inquiries and express their ideas.

#### *Inadequate Online Learning Facility and Internet Connection*

On this factor means that students have access to adequate facilities at the school. Since, as we all know, remote teaching needs the use highly expensive, cutting-edge equipment to support remote teaching. It will be challenging for someone with less ability to find supportive facilities to aid in the learning process. Based on the findings of students interview, two students at SMA Lab Undiksha claimed that remote teaching is challenging since his laptop is difficult to use and he also had to pay extra money to purchase internet capacity. In addition, the government has offered free quota support to both students, but one of students claimed that she was unable to take use of it.

As is well known, one issue with remote teaching process is a poor internet connection. Anyone who engage in online learning may undoubtedly relate to this. Based on the findings of interviews with students majoring in Language at SMA Lab Undiksha concurred that a poor internet connection can hinder remote teaching. Not only that, when teacher's instruction during conferences is interrupted by an unreliable signal due to the presence of a weak internet connection.

### ***Deficient Interaction and Insufficient Parental Support***

When teacher using video conferences like Google Meet or Zoom Meeting, many student lose confidence in speaking their minds owing to sporadic audio caused by an inconsistent signal. Also, this may hinder remote teaching and make it less affective. The student majoring in Language at SMA Lab Undiksha have expressed a similar sentiment, with interview showing that they have struggle to express their opinion during video conferencing, so this make lack of interaction between teacher and student.

As is well known, parental support is crucial for kids receiving remote teaching process. Students will be motivated to engage in online learning with parental encouragement. Based on findings of interview with students majoring Language at SMA Lab Undiksha, they did not receive support from their parents because the majority of the worked and spent little time at home, making it impossible for them to monitor remote teaching. As a results, one of the constraints restricting remote teaching process is limited parental support. The outcomes of the interview are presented below for additional explanation.

Next, student's perceptions of the limiting factors which were answered by students majoring in language at SMA Lab Undiksha by using a questionnaire. The statements used are in based on matrix literature review. This questionnaire consist of 13 statements for students. The content of the questionnaire relates to the limiting factors of remote teaching process. As for the results that will be displayed in the [Table 2](#) based on each of the limiting factors that become obstacles in remote teaching.

**Table 2.** The Summary of Student's Perceptions of Limiting Factors

<b>The Component of Factors</b>	<b>Total Mean Score</b>	<b>Mean Score</b>	<b>Category</b>
1. Inexperienced students	125	3.04	Average
2. Inadequate online learning facility	116	2.82	Average
3. Unreliable internet connection	88	2.14	Low
4. Deficient interaction	114	2.78	Low
5. Insufficient parental support	129	3.14	Average
<b>Total</b>		<b>2.78</b>	<b>Average</b>

Based on the [Table 2](#), it can be seen that the average overall score of students' perceptions of the limiting factors of remote teaching is 2.78 which is included in the interval  $2.6665 \leq M \leq 3.3335$  and is included in the average category. This means that all students majoring in language at SMA Lab Undiksha have neutral perceptions with the five components of limiting factors in remote teaching. So, the results of the perceptions can be concluded that all students majoring in language quite agree with the five components in the obstacles to remote teaching process so this makes these five factors an obstacle in the implementation of remote teaching.

Moreover in the [Table 2](#), it can be seen that factor 5, namely "Insufficient parental support" has a high average value of 3.14 with an average category so this shows that all students majoring in language quite agree that insufficient parental support is one of the factors that becomes obstacle in remote teaching. Then, on factor 3 which is "Unreliable internet connection" has the lowest average values of 2.14 with the low category. That is, all students majoring in language have a high perception of these factors so this means that all students majoring in language agree that an unreliable internet connections is one of the obstacles in the remote teaching process.

### **Discussion**

Based on the result there are five factors that are limiting in the implementation of remote teaching such as inexperienced students. The massive application of technology was only carried out when a pandemic had occurred, so this caused unpreparedness in carrying out remote teaching for both educators and students ([Scherer et al., 2021](#); [Wahyuni et al., 2021](#)). To overcome this, it takes habituation and adjustment initiated by the teacher while still paying attention to learning so that it remains effective. Related to this, the next problem is the inadequate online learning facility and unreliable internet connection. Related to supporting facilities in conducting remote teaching is also a problem. This requires special attention from both the government and teachers so as not to burden students but still make learning meaningful. And the last problem is efficient interaction, and insufficient parental support. Interaction is crucial in terms of the learning process, unfortunately it is quite difficult to make sure that the online class situation can still feel the interaction with the offline class. But that doesn't mean it's impossible if supported by the right strategy by the teacher. The factor of parental assistance is also important

considering that learning is done from home, so parents have the duty to supervise and assist to ensure students study seriously (Pajarianto et al., 2020; Puspita, 2021).

Similar study also conducted by some previous researcher, the subsequent investigation which focuses on the real-life experiences of students taking classes online while dealing with the Covid-19 Pandemic (Abel Jr, 2020). This study also identified factors that can make remote teaching instruction difficult, including a lack of internet connectivity, unhelpful equipment, and unmotivated pupils. However, as it is the subject of research about restricting assistance in remote teaching, it is useful to use it as a reference in this study. Other study also conducted a previous study about online learning and emergency remote teaching opportunities and challenges in an emergency situation (F. Ferri et al., 2020). This study aims to analyze the opportunities and challenges in remote teaching based on experience during the Covid-19 pandemic, such as unreliable internet connection, lack of tools that support online learning owned by teachers and students, lack of parental support for student where parents are busy working so they cannot supervise their children in online learning

Next, previous research was conducted by previous study that studying about students' input on the effectiveness of the shift to emergency remote teaching due to the Covid-19 crisis (George & Bruggemann, 2021). This research was conducted to determine how students reacted to the shift in remote teaching by using hundreds of students selected to answer a questionnaire with various questions about the factors that affect online learning. Then, this research found that technology is one of the challenges in online learning where students need more access to the internet, do not have a computer or laptop, and need more technical skills to access the internet or use the device itself. Also, the lack of interaction between students and teachers make the remote teaching process difficult. In other previous study examine impact of the Covid-19 pandemic on EFL classes through the Lenses of Secondary Learners (Khatoony & Nezhadmehr, 2020). This pandemic brought some of changes, including a shift towards distance learning in the educational system that affect some learning processes, such as learning English as a foreign language (EFL). The study's findings indicate that students prefer in-person teaching while learning a foreign language. Not only that, this study found that there are some limiting factor,s such as a lack of interaction between teachers and students, a less thorough and underprepared design for online classrooms, lack of engagement from students in class, and also students not having access to a suitable gadget and the internet at home.

The implications of this study provide an overview related to senior high school student's perception of limiting factors affecting the implementation of remote teaching process. This research can be a reference in evaluating the course of education that implements remote teaching. However, this research also has limitations. The limitations of this study lie in the very limited research subjects and research time. Therefore the researcher also provide several recommendation, for students and teacher advised to attend various workshops the school offers on the remote teaching to help them learn more about it. Also, in order to effectively use technology, students must be accountable for their own learning. For future research pursue the same subject but employ multiple institution in order to gather more diverse data and raise the credibility of their findings. For the Government of the Republic of Indonesia, in particular Kemendikbud, think more about providing facilities such as WIFI, a free internet quota for students and teachers every month, and teachers' instructional tools and abilities. Also, the government must take into consideration students who are unable to meet their quota in order for all students to participate in remote teaching.

#### 4. CONCLUSION

So, it can be concluded that there are five factors that are limiting in the implementation of remote teaching which are found from the matrix literature review such as; (1) inexperienced students, (2) inadequate online learning facility, (3) unreliable internet connection, (4) deficient interaction, and (5) insufficient parental support. This is also supported by the results of the interviews with studnets majoring in language at SMA Lab Undiksha who experienced the same things regarding the limiting factors during the remote teaching process. Besides that, students also quite agree regarding the factors that become obstacles in distance learning. Then, from the results of this study, the researcher hopes that other researchers can use this research as a reference and have benefits in the future even though there are still many shortcomings in this research data in conducting research and also in collecting data.

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