Difficulties of Elementary School Teachers in Online Learning During the Covid 19 Pandemic

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Abstrak

Kesulitan guru sekolah dasar dalam melaksanakan pembelajaran daring di masa pandemi Covid-19 menjadi masalah utama bagi dunia pendidikan. Di masa pandemi Covid-19 masyarakat dilarang bertatap muka langsung namun pembelajaran harus tetap berjalan, maka diberlakukanlah pembelajaran online atau daring. Penelitian ini bertujuan untuk menganalisis letak kesulitan guru sekolah dasar dalam malaksanakan pembelajaran daring. Penelitian ini menggunakan pendekataan kuantitatif dan metode deskriptif. Populasi dan sampel penelitian yang digunakan adalah guru-guru sekolah yang berjumlah 412 orang, sampel didapatkan dengan menggunakan dari rumus slovin. Teknik pengumpulan data dalam penelitian ini adalah Angket tertututup atau kuisoner. Hasil dari penelitian ini menemukan bahwa proses pembelajaran terdiri dari 3 tahap yaitu perencanaan, pelelaksanaan, dan evaluasi yang didapat dengan melakukan survei kepada para guru dengan membagikan angket. Dari hasil angket didapatkan pula bahwa kesulitan guru terletak pada perencanaan dimana seorang guru harus menyiapkan rpp, bahan ajar, lks, dan media pembelajaran yang sesuai dengan pembelajaran online. Kesulitan yang utama terletak pada perencanaan yang harus sesuai dengan teknologi.

Kata kunci: Pembelajaran Online, Kesulitan Guru, Covid-19

Abstract

The difficulty of elementary school teachers in carrying out online learning during the Covid-19 pandemic is a major problem for the world of education. During the Covid-19 pandemic, people were prohibited from meeting face to face, but learning must continue, so online or online learning is enforced. This study analyzes elementary school teachers' difficulties in carrying out online learning. This study uses a quantitative approach and a descriptive method. The population and the research sample used were school teachers totaling 412 teachers. The sample was obtained using the slovin formula. The data collection technique in this study was a closed questionnaire or questionnaire. This study found that the learning process consisted of 3 stages: planning, implementation, and evaluation—these results were obtained by conducting a survey of teachers by distributing questionnaires. The questionnaire results also found that the teacher's difficulty lies in planning, where a teacher must prepare lesson plans, teaching materials, worksheets, and learning media that follow online learning. The main difficulty lies in the planning that must be under the technology.

Keywords: Online Learning, Teacher Difficulties, Covid-19

1. INTRODUCTION

In December 2019, an outbreak of pneumonia of unknown origin was reported in Wuhan, Hubei Province, China. The pneumonia case is epidemiologically linked to the Huanan Seafood Market. Inoculation of respiratory samples into human airway epithelial cells, cell lines Vero E6 and Huh7, led to the isolation of a new respiratory virus whose genome analysis revealed the virus to be a coronavirus (Ciotti et al., 2020; Garbe et al., 2020). In 2020 the coronavirus spread to various countries, including Indonesia. It is a challenge for the world of education, including in Indonesia (Daniel, 2020; Harahap et al., 2021). With the virus, it is forbidden to meet face to face and maintain a distance, which is

usually called social distancing. It is difficult for educational institutions in Indonesia where social distancing is enforced, but education must continue normally (Aji, 2020; Anugrahana, 2020). When online learning is implemented, it must be centered on students but must meet the needs of teachers, where teachers are the main facilitators for students, and no one can replace the role of teachers in education.

Teachers have an important role in the learning process in the classroom, especially in helping students arouse curiosity, create conditions for success in learning, and build positive attitudes (Rahayu et al., 2020; Sidqi & Auliya, 2020). However, in online learning during the COVID-19 period, teachers experienced difficulties teaching and managing classes. All learning activities were carried out at each student's home online. Students are asked to study independently with teacher guidance remotely (Kurniati et al., 2020; Liu & You-Hsien Lin, 2021). It is done to break the chain of the spread of Covid-19. Online learning during this pandemic is expected to be an alternative for students to continue to gain knowledge without having to go to school, even without direct guidance or face-to-face with a teacher (Anggianita et al., 2020; T. Handayani et al., 2020). It makes it difficult for teachers to teach students because it is through online learning and does not do face-to-face or face-to-face learning.

Online learning is text-based human-to-human communication through computer networks and gadgets that allow everyone to interact with others through the exchange of ideas, thoughts, and personal experiences (N. A. Handayani, 2021; Jayul & Irwanto, 2020). Online learning is a learning medium through computer media for students to read and participate in ongoing learning or communicate during learning (Arizona et al., 2020; Zulfikar et al., 2019). Online learning is very useful for students because they become more aware of technological developments and can use media well. Students will also have no more difficulty using technology because they are already accustomed to using technology during online learning (Risalah et al., 2020; Susilowati, 2020). Technology is the result of human engineering in delivering and receiving information so that the delivery of information is easier, faster, and more practical and can help students learn through online media (Elihami et al., 2021). Online learning media include classroom, WhatsApp, zoom, google meet, audiovisual media, and image media. In addition to learning media, the collaboration between teachers and parents is also the main thing in online learning (Yunitasari & Hanifah, 2020). For parents who work, they cannot accompany their children while studying. They can provide special learning courses so they can learn like other students. Cooperation and reciprocity between teachers, students, and parents make online learning effective (W. A. F. Dewi, 2020). Therefore an understanding of technology must also be mastered by parents and guardians of students because, during online learning, students accompany students, and the purpose of education can be said to bring children to the level of maturity. That is, bringing students to be able to stand alone (independently) in their lives in society (Suryosubroto, 2009).

Online learning makes it difficult for teachers to teach, but the technology currently developing makes it easier for teachers to do learning. Technology has many positive effects on learning (T. A. P. Dewi & Sadjiarto, 2021; Rigianti, 2020). The internet has been integrated into a tool to complement learning activities. Online learning is a learning system that is not done face to face but uses a platform that can help the teaching and learning process that is carried out even though it is distanced (Handarini & Wulandari, 2020; Prawiyogi et al., 2020). However, although technology has developed, online learning has many weaknesses (Arosyd & Usman, 2020). Lack of technology in learning, such as the internet network during online learning, frequent electrical disturbances during online learning, applications still difficult for teachers and parents to guide students at home, difficulty communicating during online learning, a lot of plagiarism, cheating, or copying

friends' work. However, learning requires students to have six indicators, 1) students carry out the tasks given by the teacher, 2) be active during learning, such as asking the teacher or friends about learning that they don't understand, 3) participating in discussions during learning, 4) participating in giving opinions when solving problems in online learning, 5) participate in finding information on the learning being discussed, 6) students can master learning and assess themselves on their understanding of learning by doing the tasks given by the teacher (Naziaha et al., 2020), In addition to making it difficult for online learning teachers, it also makes it difficult for students because of social inequality that also occurs where not all students live in areas that have adequate internet networks, some students live in areas with internet networks, on the other hand, where only rural areas are lacking. Internet and electricity networks, students who live in cities are met with the need for internet and electricity, making gaps occur (Putra et al., 2020).

Most students who contributed stated that they had difficulty concentrating during online learning sessions with limited student-instructor interaction. Besides that, the students also spoke up, saying that online learning was very difficult for the students themselves (Ghasem & Ghannam, 2021). The need for cooperation between teachers and parents, with cooperation between teachers, parents, and students, learning will run more smoothly because parents' contribution is very influential where parents can monitor what students are doing during online learning (W. A. F. Dewi, 2020). There are many obstacles where many parents and guardians do not understand the technology being developed. Not only do they not understand technology, but the network also affects learning, electricity, and even inadequate devices such as small gadget capacity (Satrianingrum & Prasetyo, 2020).

Through observations made by researchers at public elementary schools in the Marpoyan Damai, the implementation of research involving teachers through surveys did not run smoothly. It was less than optimal due to distributing questionnaires online during this covid-19 pandemic. When distributing questionnaires due to network constraints and the difficulty of communicating through online media because of the difficult network. From the results of interviews conducted with elementary school teachers in Marpoyan Damai. It was found that the difficulties experienced by teachers in implementing learning were due to network barriers, in addition to responses from students who paid less attention to teachers during online learning, so online learning was difficult for teachers to do while students only received learning. The teacher can overcome these difficulties by mastering learning planning before implementing learning so that learning runs smoothly and is directed. This study aims to analyze the location of the difficulties of elementary school teachers in implementing online learning.

2. METHODS

This research uses a quantitative approach and descriptive method in its research. In the descriptive method, the data collected is in the form of answers to questionnaires. Quantitative research is a descriptive research and tends to use surveys. The population and research sample used were public elementary school teachers in the Marpoyan Damai for the academic year 2021/2022, totaling 412. The sample was obtained using the slovin formula so that the sample from this study was 36 teachers. The data collection technique in this study is a closed questionnaire or a method of indirectly collecting data. The instrument or data collection tool is a questionnaire containing several questions or statements that must be answered. This research procedure uses a survey method or closed questionnaire by collecting information and data from questionnaires distributed to public elementary school teachers in the Marpoyan Damai in the form of written questions from teachers about how difficult it is for teachers to carry out online learning in the future. In this Covid-19

pandemic, the researcher will document the data from the distributed questionnaire through excel and SPSS. The research instrument in this study was a closed questionnaire or questionnaire distributed to the respondents, which is presented in Table 1.

Table 1. Research instrument

Aspect/components	Indicator	Subindicator
Planning	Preparation of lesson plans	1. Lesson plan 2. Teaching materials 3. Syllabus 4. worksheets
Implementation	Initial activity	1. Greeting 2. Conditioning the class 3. Attendance 4. Pre-learning 5. Apperception 6. Learning objectives
	Core activities	1. Learning motivation 2. Identify existing problems 3. Selecting a problem to be studied 4. Collecting information related to the problem 5. Make a class portfolio 6. Presenting a portfolio 7. Reflecting on learning experiences
	End activities	1. Giving conclusion 2. Evaluation questions 3. Reflection 4. Follow-up
Evaluation	Learning assessment	1. Attitude 2. Knowledge 3. Skills

3. RESULTS AND DISCUSSION

Result
Planning

In planning the implementation of learning, as many as 31.7% of respondents or teachers answered easy, 66.8% difficult, and 1.5% of respondents answered very difficult. It can be seen that in planning, most of the respondents find it difficult where in planning this lesson it is difficult to do because the making of lesson plans such as RPP, syllabus, teaching materials, and learning media that are following online learning during the covid-19 period are very difficult to do under the technology and means of communication tools owned by students who are at home where many students have poor networks at home. The area where they live makes it difficult for most students. Besides that, the communication tools of the students also do not have sufficient storage capacity to receive learning media in the form of images, audio, and video. Students and teachers still struggle to master the applications used at the time. However, some teachers find it easy: 31.7% are teachers who already understand technology very well or today's millennial teachers. Teachers who already understand technology very well can teach technology to senior teachers who may or may not understand it in depth.

Implementation

At the implementation stage of learning the respondents or teachers answered that 5.7% was very easy, 47% was easy, 44.7% was difficult, and 2.6% was very difficult, it can be seen from the observation that most of the teachers answered 47% easy and 44.7% difficult, with the results dominant in the easy and difficult answers can be interpreted at the implementation stage the teachers do not find it difficult at this implementation stage, where at this implementation stage a teacher teaches with learning planning guidelines that are difficult to design but if the learning planning has been completed then a teacher in charge of carrying out or carry out teaching and learning activities with lesson plans, syllabus, teaching materials, worksheets, and learning media that have been made by the teacher at the previous learning planning stage, but 44.7% of respondents or teachers answered it was difficult because learning did not always run smoothly because the network was missing and not even is it just online learning or learning only? This remote shelf makes the presence of students in different places. It cannot be ensured that every place where students live has the same good network. In addition to the internet, electricity also affects the implementation of ongoing learning because implementing online learning technology requires electricity, so electricity is one of the supporters of online learning facilities. Not only networks and electricity can hinder this online learning process. This gadget communication tool is the thing that most influences the learning implementation process. Without gadgets, students cannot carry out ongoing learning but cannot be forced every family can buy a gadget. It cannot be denied that there are still many people who are less able to buy communication technology such as gadgets.

Evaluation

The final stage in the learning process is evaluation or assessment, where a teacher assesses students' attitudes, knowledge, and skills. Evaluation is a process after providing information and knowing to what extent the information has been achieved. At this stage, the respondent or teacher answered 10.8% very easy, 53.4% easy, and 35.8% difficult. It can be seen that most answered 53.4% easy. From the results obtained, it was concluded that most teachers did not experience difficulties at the evaluation stage or learning assessment stage, where a teacher can assess students' attitudes through the learning process that is running through online learning, and this is easy to do because in online learning the teacher is more free to know the actual behavior of students, such as not listening to the teacher when explaining learning, in skill assessments usually a teacher gives assignments to students and is collected in a form. For the file, and finally, the knowledge assessment, a teacher can determine the success of learning through a knowledge assessment to what extent students know the information the teacher has conveyed. This assessment can be done by asking the students the conclusions of the learning that has been done, in addition to providing the teacher's conclusions and providing written exams and oral exams.

Discussion

The results of the survey of teacher difficulties in online learning are divided into three stages of the learning process; namely, planning, where planning there is the making of lesson plans, syllabus, media, and teaching materials, and implementation there are three stages, initial activities, core activities, and final learning activities. The initial activities of the learning stage are greeting, conditioning the class, attendance, pre-learning, apperception, and delivery of learning objectives. In the core activities, the teacher provides learning motivation, identifies existing problems, chooses a problem under study, collects related information, makes a portfolio class, presents a portfolio, and reflects on the learning experience. Finally, the teacher's final activity is to provide conclusions, evaluation

questions, reflections, and follow-up learning. After the implementation, there is still a final learning process, namely evaluation. Evaluation of a teacher's learning assesses students' attitudes, knowledge, and skills. From the three learning processes, the results of the difficulties were obtained as follows, in planning, 31.7% of teachers answered easy, 66.8% answered difficult, and 1.5% answered very difficult. In the next learning process, namely implementation, teachers answered 5.7% very easy, 47.7% easy, 44.7 % difficult, and 2.6% very difficult. At the final stage of the evaluation of learning, the teachers answered 10.8% very easy, 53.4% easy, and 35.8% difficult.

It can be seen from the survey results that the difficulty of teachers in online learning lies in the learning planning stage, where at the learning planning stage a teacher is required to make Rpp, syllabus, teaching materials, worksheets, and learning media, which are following online learning and technology that is developing at the time. It surprises teachers in carrying out learning because they are not used to it (Badriyah et al., 2021). Where the making of media is very difficult for teachers such as visual, audio media and audiovisual media, which must follow the lesson plan, syllabus, teaching materials, and worksheets, even must be following the next learning process, namely the implementation of learning, but 66.8% of the difficulties lie in making lesson plans should not contradict the implementation of learning, the teacher is a developer and facilitator to create good access to learning (Fauzi et al., 2021). A teacher only acts as a developer and facilitator in learning but runs smoothly if teachers in the learning process experience no obstacles or difficulties while it is ongoing (Tyaningsih et al., 2021). In the implementation of learning, the teachers do not find it too difficult because they only continue from planning. If the teacher has mastered the planning, then the implementation of learning will run smoothly. At the final stage or evaluation of learning, the teachers mostly answer easily because a teacher can assess students' attitudes, knowledge, and skills through the implementation of learning. Professional teachers will be reflected in the performance of the implementation of the service of tasks marked by expertise, both in materials and methods (Shabir, 2015).

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4.   CONCLUSION

Based on the results and discussion above, the conclusion in this study is the difficulty of teachers in online learning during the covid 19 period because face-to-face learning cannot be done. Education must continue, so the alternative is online learning or what is commonly called online. In online learning, many things make teachers difficult for the teaching and learning process. There are three stages of the learning process: lesson planning, learning implementation, and learning evaluation. Where learning difficulties are in learning planning, teachers answer 66.8% difficult. The answers from the respondents or teachers are as follows: in planning, it is 31.7% easy, 66.8 difficult, and 1.5% very difficult. In implementation 5.7% is very easy, 47% is easy, 44.7% is difficult, 2.6% is very difficult. The evaluation got 10.8% very easy, 53.4% easy, and 35.8 difficult. The serious difficulty of learning planning occurs because of the difficulty of making lesson plans, teaching materials, worksheets, and even media that have to adapt to difficult online learning so that it becomes an obstacle or difficulty for teachers in the Marpoyan Peace. The data above is obtained with a survey of 36 school teachers based on the country in the Marpoyan Peace, with 35 questions from 3 learning stages: planning, implementation, and evaluation.

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