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PROBLEMS, SOLUTIONS, AND HOPES: ONLINE LEARNING DURING THE PANDEMIC ERA AT ELEMENTARY SCHOOL

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ABSTRACT

Background: The COVID-19 pandemic has an impact on many parties, this condition has penetrated the world of education, the central government to the regional level provides policies to dissolve all educational institutions.
Aim: This study aims to determine the problems experienced by teachers during Covid-19 pandemic in which teachers must conduct online learning.
Method: This research is a descriptive study using online survey method. The data was collected using online questionnaires to 64 respondents of elementary school teachers.
Findings: It was found that 98% of the primary school teachers respondents has conducted online learning during Covid-19 pandemic, and 1 teacher did not use online model. More than 9 medias used by elementary school teachers in Bantul district during the pandemic were offered namely WhatsApps, WhatsApp Web, Google Classroom, Google Group, TeamLink, Microsoft Teams, Kaizala Microsoft, Zoom Meeting & Webinar, Youtube, Google Hangouts, and others.

KEYWORDS *Problems, Solutions, Hopes, Online Learning, Covid-19 Pandemic*

INTRODUCTION

The COVID-19 pandemic has an impact on many parties, this condition has penetrated the world of education, the central government to the regional level provides policies to dissolve all educational institutions. This is done as an effort to prevent the spread of COVID-19 transmission (Dewi, 2020). It is expected that with all educational institutions not carrying out activities as usual, this can minimize the spread of COVID-19 disease (Zhafira, Ertika, & Chairiyaton, 2020). The same thing has also been done by various countries exposed to COVID-19 disease.

Lockdown or quarantine policies are carried out in an effort to reduce the interaction of many people who can give access to the spread of the Coronavirus. Policies taken by many countries including Indonesia by diluting all educational activities, making the government and related institutions must present alternative educational processes for students and students who cannot carry out the education process at educational institutions (Warkintin & Mulyadi, 2019). This is supported by Circular Letter No. 4 of 2020 on the Implementation of Education Policy in the Emergency Period of The Spread of Coronavirus Disease (Covid-19) in PDF format is mandated by The Minister of Education and Culture Nadiem Makarim on March 24, 2020. The principle applied in the COVID-19 pandemic policy is that "the health and safety of learners, educators, education personnel, families, and the community is a top priority in establishing learning policies". Primary School is one of the levels of education that feels the impact of the COVID-19 pandemic. Schools and schools began to change learning strategies

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that were originally face-to-face by turning into non-face-to-face learning or some call online learning and distance learning (PJJ).

Various learning models that teachers can use to help students learn at home. The government provides a wide range of learning applications that can be accessed and used by teachers and students (Noveandini & Wulandari, 2010). According to Arsyad (2011) online streaming media or often referred to as e-learning is a supporting medium of education and not as a substitute medium for education. The process of e-learning as a distance learning media creates a new paradigm, namely the role of teachers who are more facilitators and students as active participants in the teaching-learning process (Hidayat, 2017). Therefore, teachers are required to create good teaching techniques, present interesting teaching materials, while students are required to actively participate in the learning process (Hanum, 2013).

Utilization of online learning systems is one of the efforts that can be done to overcome problems and make it easier for students to access learning materials (Waryanto, 2006). Riyanda, Herlina, and Wicaksono (2020) explained that some of the things that can be done during online learning are to communicate with each other and discuss online. All schools in Indonesia are affected by the COVID-19 pandemic and so far no evaluations have been conducted related to learning using online methods (Tjandra, 2020). This study describes the implementation of online learning during the COVID-19 pandemic. The research was conducted in Bantul Yogyakarta district which also felt and experienced the impact of this pandemic. In solving these problems, teachers in Bantul try to turn face-to-face learning strategies into online learning. Online learning has been carried out by teachers since the establishment of the COVID-19 pandemic, especially teachers in Yogyakarta Bantul Regency. Dewi (2020) explained that learning carried out in elementary schools also uses online/distance learning through parental guidance. So far, the implementation of Online learning in elementary schools has begun to be carried out by teachers in Bantul District of Yogyakarta but in its implementation has not been evaluated, so in this study researchers conducted research to see obstacles, solutions and also hopes in online learning during the COVID-19 pandemic. The purpose of this research is to get input and improvements for better learning.

METHOD

This research is qualitative deskritive research using survey methods conducted online. The primary data collection was carried out by spreading questionnaires online to 64 primary school teacher respondents who experienced the impact of the Covid-19 pandemic. In addition, supporting data is secondary data from documents, articles or news related to online learning during COVID-19. Respondents are fathers and mothers of teachers who have a vulnerable age of about more than 25 years. The sex of the 64 respondents averaged 84.4% female and 15.6% male. The last education is all the respondent teachers are both S1 educated teachers. Respondents in this study were teachers from areas in Bantul District of Yogyakarta with divisions of East Bantul, West Bantul, South Bantul, Central Bantul, North Bantul, Bantul Kota, Sleman and Kulon Progo regions. The distribution of elementary school teacher respondents is a teacher in grades 1 to 6, and teachers in the field of study are English, PAI, and there are 4 respondents who do not mention the class they have. There are 88% of teachers from grade 1 to grade 6 and 12% of teachers in the field of study. The government urges to carry out online learning, 98% or as many as 63 teachers do online learning while 2% or as

many as 1 teacher do not do online learning. The data is obtained through the filling of questions shared with all respondents in the form of Google Form. Furthermore, the collected data is analyzed to be described.

RESULTS AND DISCUSSION

Results

81% of teachers responded with some underlying reasons for online learning. The first reason was answered by 20 respondents that because the COVID-19 pandemic season caused teachers to need to do online learning to break the chain of spread of the outbreak. In addition, so that during the pandemic students continue to learn, the most efficient learning to reduce crowding and transmission of the virus is learning by following the advice of the government, namely online model learning. The second reason was responded by 23 teachers by answering more on the responsibilities, obligations and duties as a teacher to do learning even though it was online. Teachers have an obligation to learn for whatever reason. The online model used by teachers is to use WhatsApps (WA), Google Form, Google Classroom, Google Drive, Youtube, WA group, Tuweb, some even twice a week do face-to-face with the Zoom Meeting application.

The online learning model that is the first choice, which is as many as 100% of teachers use wa facilities or often known as WhatsApps, where teachers create WhatsApps groups so that all students can get involved in groups. Tasks are assigned through WhatsApps. Even if indeed students still do not understand then the teacher will also add by sending videos or doing WhatsApps Video Call with students. Task collection also makes it easier for students through WhatsApps messages. Assignments can also be sent via WhatsApps and students usually photograph the task and send it to the teacher. Even video tutorials made by many teachers are also uploaded through WhatsApps. Next students download the material and learn the material from the teacher.

In afurther interview, it was explained that the learning model that teachers do is to send videos using WhatsApps group. A common form of learning video sent through WhatsApps class group contains greetings to students and continued by explaining the subject matter and tasks that will be done on that day. Furthermore, the given assignment can be submitted in the form of a video, Student Worksheet (LKS). The way students do tasks is by doing tasks manually by writing in a book and then photos of the results of the task sent via WhatsApps chat. In an effort to strengthen the assessment, teachers also add tasks in the form of Google Form. The utilization of WhatsApps is used by teachers as a means to collect tasks. The reason teachers choose to use WA is more practical, easier for children to understand, more effective because it does not require a lot of quota in the learning process. Another reason is that it is easier and all parents of the student guardians can use it and not a foreign thing. Today WA is easier and can be reached by many people. The advantage in using WA is that it is easier to operate it and easier in the delivery of problems and materials. Even if you want to have a meeting virtually then the teacher can use the WA Video Call feature. WA is simple, effective and also efficient in its use.

The second choice learning model is the support application in WhatsApps, as many as 15% or 10 teachers. The application models used are Google Class, Google Drive or Google Form. The use of Google Forms is used for tasks and evaluations. Another addition is Youtube

by uploading videos so that they can be watched by students. In this study, there were 3 teachers using the facility. Teachers also use the Zoom and Google Classroom applications that are only done once a week on the grounds that because many parents are still working, students do not all have personal devices. The form of assignments given to students varies, not only academic, but also tasks that are non-academic. Non-academic forms of tasks such as independence tasks include washing clothes, sweeping, making simple vegetables/side dishes, cleaning the bed and washing dishes.

Another third application option is Google Form as much as 12% or 8 teachers. The use of Google Form is for LKS students. The fourth choice of application used is Youtube (uploading learning videos) which is used by 7% or 5 teachers. Short videos related to the material taught with a duration of 10-20 minutes. The video is available on YouTube for a long time. The fifth application is the Zoom Cloud Meeting application that is used by 3% or 2 teachers to explain new material that is considered difficult. Through the application, teachers explore children's knowledge, provide direct feedback, and monitor student activities. Another goal is for children to be more enthusiastic about learning because they are motivated by their friends who are present, can also help reduce the saturation of self-study.

Discussion

Online Learning Barriers

What becomes the first obstacle or obstacle is the condition of parents of students who use the WhatsApps (WA) application more. The second obstacle is the difficulty of finding internet networks and smartphone devices that are more often carried by working parents. The WA app is also easier because kids use a lot and can use it. The third obstacle is signal difficulty. Based on the results of further interviews, with teachers who use learning with an online model, stated that the online model is very suitable for learners.

At the beginning of online learning, the material is only given through Microsoft Word then students read, so long ago students feel bored. When teachers present online learning through video, students are very enthusiastic in following the learning. Especially when doing quiz practice through Google Forms, students are very enthusiastic because they can see the right answer directly and also they can see directly the score or results of their work. Zoom Meeting is only occasionally held because considering that not all students can access it, especially there are some students who are constrained by signals.

Online learning in its implementation has obstacles. The first obstacle, there are some children who do not have a device (HP). The second obstacle is to have HP but constrained by HP facilities and internet connection, hampered in the delivery of tasks because of signal difficulty. Even the data further explains that for some students do not have their own hp, so have to borrow. The third obstacle is that parents have mobile phones but parents work all day outside the home so parents can only accompany when night. The fourth obstacle is the limitations of internet connection, some students do not have a mobile phone and the internet network is not good. Thefifth obstacle is that not all children have hp facilities and there are some parents who are not aware of technology. This makes it difficult for parents to accompany and facilitate children. Cases like this are very hampering and the teacher has to repeat the notification. The sixth obstacle is that information is not always directly received by guardians because of the limitations of internet data. For example, for example today there is a task, but

5 days later it can only open WA. Even at the beginning of online learning students have not been able to open the WA web file because they do not have knowledge about the application. The Seventh Barrier is hp's limited features, constraints on internet signals and quotas. The main obstacle is that technically not all student guardians have HP Android facilities. In addition, many students experience saturation and boredom to learn online so that sometimes answer questions carelessly. Concentration and motivasi children learn at home and at school will certainly be different. The eighth obstacle is that the HP used to collect tasks is the HP of his parents, then new students can collect their duties after their parents come home from work. There are even some children who can't collect their duties. Photo assignments sent to WA are also sometimes unclear, making it difficult for teachers to correct. The tenth obstacle is in monitoring the honesty of students in doing evaluations because they cannot meet face to face with tutors or friends. During online learning experiencing some obstacles, the first obstacle if students feel boredom, teachers must think of strategies how to get children out of their boredom zone. Teachers must be creative in creating online learning that appeals to students.

Advantages of Online Learning

The first advantage in online learning is more praktis and relaxed. Practical because it can provide tasks at any time and task reporting at any time. Second, more flexibility can be done anytime and anywhere. Online learning leads to more flexible time for guardians who work outside the home and can adjust the time to accompany students to study. Third, save time and can be done at any time. All students can access it easily, meaning it can be done anywhere. The delivery of information is faster and can reach many students through the WA Group. Fourth, it is more practical and easier to take knowledge value, especially when using Google Form. If using Google Form, the value can be immediately known so that students are more interested in doing tasks. In addition, students are also facilitated in doing it. Students just choose the answer choice that is considered correct by clicking the answer choice in question. The fifth advantage is that students can be monitored and accompanied by their respective parents. The sixth advantage, teachers and students gain new experiences related to online learning. The role of parents in accompanying students more.

Disadvantages in Online Learning Weaknesses

The disadvantage of online learning is the lack of maximum student involvement. The involvement of the student in question can be seen from the results of student involvement in following online learning in full from the beginning of learning to the end of learning. Only 50% of students are fully engaged, 33% of students are actively involved. Another 17% of students were less active and less active in online learning. Hope for Online Learning Post-Pendemi Covid-19 Hope from teachers related to online learning is the first hope, after conditions return to normal or even the Covid-19 outbreak has ended, the teacher's hope in addition to classroom learning then online learning can still be implemented to train the skills of teachers and students in the 4th century era. The second hope of learning is as an alternative teacher in applying learning models. It aims to increase knowledge and apply the use of technological advances properly and correctly. The third hope, there is special treatment for students who have difficulty in learning. The fourth hope, this online learning model is good to use but needs to be added to the offline learning model. This is because if only online

learning, the honesty and independence of students in doing tasks are less controlled. So it would be good if this online learning model continued with the addition of face-to-face learning. It is expected that in the future there is an even better online model to support learning to be more effective and efficient that can be accepted by students well. The fifth hope is that online learning can be used as a good solution to support the progress of learning at home in pandemic conditions like this. The role of parents at home is expected to be as much as possible to accompany their daughter's son to study at home. The positive thing that can be obtained is that children have a personal closeness with parents. Obstacles, Solutions and Hopes: Online Learning During the Covid-19 Pandemic By Elementary School Teacher (Andri Anugrahana) 288 Seventh, although online but the hope is that learning can still achieve the planned learning goals.

CONCLUSION

Obstacles, solutions and hopes in learning using online systems became an interesting topic during the Covid-19 pandemic. Although in limited conditions due to the COVID-19 pandemic but can still do learning by online. The only thing that becomes an obstacle is that parents must add time to accompany children. While in terms of teachers, teachers become technologically literate and are required to learn many things from online-based learning. This online learning system can be used as a model in doing further learning.

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