

Learning Problems during The Covid 19 Pandemic at SDN 65 Lebong

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Abstract

This study aims to identify and investigate problems that occur in learning during the Covid 19 pandemic at SD Negeri 65 Lebong. The method used in this research is qualitative using a descriptive approach. In collecting data using questionnaires that are distributed via Google form and interviews which are carried out using Whatsapp. The population used in this study were all teachers in SD Negeri 65 Lebong, but for the sample using random sampling. The results showed that there were several problems faced by teachers including learning media, internet connection, spending quotas, lack of understanding of learning technology, low student motivation. Ongoing problems will be an obstacle for students to achieve learning achievement.

Keywords: Learning problems, covid 19 pandemic.

Introduction

Learning is an effort in forming individuals who have values and knowledge that are useful for the future. This means that learning is an effort to educate and guide by providing knowledge and expertise in order to be able to prepare plans and provisions for the future. However, the change in the education system due to the corona virus attack has led to changes and a shift from face-to-face teaching methods to online teaching (Prayudha.S, 2021). This change is an effort to reduce the spread of the corona virus. The government has made a regulation whereby the education system is changed to an online system, so that this change can minimize the spread of the corona virus in schools.

Online learning has become the best alternative in the midst of the Covid 19 pandemic like this to stop the spread of the Covid 19 virus. So that both teachers and students must be able to use various learning applications to continue learning. Reimers (2020) states that online learning is a very supportive medium in conquering the problems of the world of education during the Covid 19 pandemic. system forces the system school should apply the distance education or online learning (Rasmitadila et al, 2020). So it can be concluded that online learning in the midst of a pandemic is very important.

However, changing the teaching system and methods from face-to-face teaching to online teaching will inevitably raise various kinds of problems in implementing this learning (Wilson, 2018). This problem will be detrimental to all parties so that achieving learning objectives will be difficult to achieve. Therefore, this study aims to analyze and investigate learning problems experienced by teachers while teaching during the COVID-19 pandemic at SDN 65 Lebong.

Research Method

This study used qualitative research using a descriptive approach. Qualitative research is research that describes a real situation without having to add to existing information. Qualitative research is able to provide an overview related to the problem to be examined so that the information provided is usually in the form of a descriptive explanation. Then Sugiyono (2014) also adds that descriptive qualitative methods are used to see the condition of the object being studied naturally where the researcher has the key instrument in the process of implementing the research. In collecting the data the researcher used a questionnaire that can be filled in by respondents using Google Classroom as many as 20 teachers and using interviews for respondents who were selected using Whatsapp as many as five teachers. While the population in this study were all teachers who taught at SDN 65 Lebong, for the sample using random sampling for teachers who were selected to conduct interviews as many as five teachers. After the data was collected, the next step was to analyze the data to get a conclusion. Then the data that has been collected will be described descriptively.

Table. 1 Questionnaires

Questions	Answer		Percentage (%)
	Yes	No	
Do you have difficulty using online learning applications?			
Do you understand using learning applications before the pandemic?			
Do you have adequate tools for implementing online learning?			

Do you have a private internet network at home? (private wifi)			
Are you having difficulty teaching because of a lack of internet quota?			
Do you often experience internet distractions while teaching?			
Do you use different learning media when implementing online learning?			
Do you find it difficult to invite students to participate actively when online learning is taking place?			
Do your students have good motivation and enthusiasm for learning?			
Do you always motivate your students when studying online?			

Table. 2 Interview questions

Questions	Answer
What do you think about online learning?	
In your opinion, what obstacles are often faced when implementing online learning?	
How do you motivate your students when undertaking online learning?	
Do you have previous knowledge about using online learning applications?	
How do you overcome these obstacles while online learning is taking place?	

Results and Discussions

Learning is one of the activities that must be carried out in order to create individuals who have the knowledge and expertise to prepare for progress in the future. The data obtained can be seen in table 3.

Table. 3 Questionnaire results

Questions	Answer (%)	
	Yes	No
Q1	60 %	40 %
Q2	35 %	65 %
Q3	90 %	10 %
Q4	10 %	90 %
Q5	90 %	10 %
Q6	100 %	0 %
Q7	65 %	35 %
Q8	40 %	60 %
Q9	60 %	40 %
Q10	100 %	0 %

The table image above shows the results of the questionnaire questions that have been given to 20 teachers at SDN 65 Lebong related to learning constraints during the COVID-19 pandemic. The first question is related to difficulties in using online learning applications, as many as 12 teachers said they had difficulty using learning applications. online or about 60% said they found it difficult to run and use online learning applications. Meanwhile, as many as eight teachers or about 40% of teachers stated that they did not experience significant difficulties in using online learning applications. The teachers explained that they could master online learning applications via YouTube and the internet by learning independently. Then, the second question is related to the teacher's understanding of using online learning applications. As explained in the first question, the majority of teachers have difficulty using online learning applications. As many as seven teachers or 35% stated that they had understood the use of online learning applications before the pandemic. This is in accordance with the results of the interview that during their studies they have also used learning applications so that it does not make it difficult for them to do the same to their students. However, as many as 13 teachers or 65% of teachers stated that they did not understand or were proficient in using learning applications both before and after the COVID-19 pandemic.

This is said that they are not used to using and there is no preparation and training in running the learning application, making it difficult for them. to use it.

Furthermore, for the third question related to the availability of online learning devices, as many as 18 teachers or around 90% stated that they have online learning provider devices such as smartphones and laptops that can support online learning. However, as many as 2 teachers or 10% stated that they did not have sophisticated learning tools, making it difficult for them to provide teaching online. To overcome this problem the teacher uses the child's or sibling's smartphone to give assignments, sometimes even there is no material or explanation due to the limitations of learning devices such as cellphones and laptops. The fourth question is related to the availability of a private internet network or wifi at home. As many as 2 teachers or about 10% of teachers have private internet facilities or private wifi at their homes, so this does not make it difficult for them to do online learning. However, unfortunately as many as 18 teachers or about 90% of the teachers do not have private internet or wifi services, so inevitably they have to buy internet quota so that online learning continues.

The fifth question is related to the lack of internet quota. As many as 18 teachers or around 90% of teachers stated that they had difficulty learning online due to a lack or limited internet quota they had. Even so, there is an internet quota given by the government, but sometimes the internet cannot be used or is even limited to certain applications, making it difficult for teachers to find other sources of material from the internet. Meanwhile, as many as 2 teachers or about 10% of teachers stated that they did not experience difficulties in matters of internet quotas. This is because they have private internet service or wifi in their respective homes. The sixth question relates to internet connection disruptions during online learning. As many as 20 teachers or 100% of teachers stated that they often experience internet disruption when implementing online learning. This is very difficult for the teacher, because they have to waste effective learning time and there is repetition of material when students do not hear clearly about the material being explained. However, for those who stated there was not.

The seventh question concerns the use of different learning media when implementing online learning. As many as 13 teachers or about 65% of teachers stated that they have used different learning media to make students feel less bored of the online learning that is being carried out. Meanwhile, as many as seven teachers or about 35% of teachers stated that they did not change

the learning media when implementing online learning, because they did not want to be too complicated to make it. So that they only use one learning media in the implementation of online learning. The eighth question concerns an invitation to students to be able to actively participate during the application of online learning. Eight teachers or about 40% of teachers stated that they always invite students to be active in online classes. The teachers believe that during online learning many students experience burnout so that the teacher tries their best to invite students or motivate students to be active in online learning.

The ninth question is related to students' motivation in learning online. As many as 12 teachers or about 60% of teachers stated that they have students who are full of enthusiasm for taking online learning journeys. This is evidenced by actively asking questions and providing ideas when online learning is taking place. However, as many as 8 teachers or about 40% of the teachers stated that their students had low learning motivation. Where they said that every time the lesson took place, many students did not display a cheerful face or even just listened to the explanation without saying a word. Furthermore, the tenth question is related to providing teacher motivation to students during online learning. As many as 20 teachers or 100% of teachers said that they always provide enthusiasm and motivation when online learning is taking place. This aims to encourage students to never give up even in limited conditions such as Covid 19.

Online learning does not allow teachers or students to carry out face-to-face, but teachers can still relate to using technology. With this new way of learning, it creates a challenge in the world of education so that inevitably there will be many new obstacles in education that must be faced by both teachers, students and for the government. Therefore, it is better if the existing obstacles are able to make all parties work together to overcome these problems.

Conclusion

The Covid 19 pandemic has changed people's perspective, including in the world of education. The existence of technological advances is used as an alternative in learning when situations are uncertain like Covid 19. The use of technology in learning or better known as online learning is a solution so that you can continue learning. However, online learning does not necessarily provide a straight path in its application. There are obstacles faced as a process of adaptation in new things. This study explains the various kinds of obstacles faced by teachers during the application of online learning. Therefore, the results in this study can be used as a reference and reference so that related parties can anticipate and find solutions related to the obstacles faced. Furthermore, this research can be used as a reference for further researchers to study research in the same scope but with different topics, so that the renewal of the research can overcome existing educational problems.

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