



## **THE PROBLEMATICS OF ONLINE LEARNING IN ELEMENTARY SCHOOL DURING COVID-19 PANDEMIC**

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### **Abstract**

*The Covid-19 pandemic has had an impact on many things, especially in the education that switched to online learning that has various problems. To reveal these problems, it is necessary to have research that explores what problems are experienced by educational units. So that, this study aim is to explore the problems of online learning experienced by educational units in the elementary school, namely SD Negeri 295 Gresik which includes aspects of students, teachers, and solutions that schools have made to overcome existing problems. The results showed that the problems experienced from the student's side included infrastructure that often experienced disruption such as unstable internet networks due to internet quota, insufficient mastery of information technology, boredom during online learning, and difficulty understanding the material. While the problems that arise from the teacher's side are the lack of mastery of the teacher in making online learning content, the network has difficulty communicating with students online, the difficulty of monitoring student learning activities at home. From the various problems that arise, the school has taken several strategic steps such as assisting teachers in the development of online learning, facilitating internet networks, and communicating with parents regularly.*

**Keywords:** *online learning, the covid-19 pandemic, elementary school.*

### **INTRODUCTION**

The online learning system is a learning system that is carried out without face-to-face directly between teachers and students. Online learning can be carried out online with the help of applications and internet networks, this is part of an effort to ensure that learning activities in schools continue even though students and teachers are in different places. This online learning can also be carried out with the help of a computer, laptop, or gadget that is connected to an internet network connection. In practice, teachers can do learning with students at the same time using applications or other platforms as a medium for communicating.

The Covid-19 pandemic has had a major impact on learning practices in various schools, including elementary schools. Online learning is a choice for organizing teaching and learning activities because it allows teachers and students to build learning experiences even though it is done from home. Most educational institutions in Indonesia have implemented online learning as a form of prevention for the spread of the COVID-19 virus. The term online learning appears as a form of

learning pattern that can be interpreted as a form of learning that is carried out online, using the help of various learning applications and social media. Learning materials can be accessed online, as well as the assessment process carried out online. In online learning, teachers can take advantage of several online-based applications such as Zoom, Google Meet, Google Classroom, Edmodo, and other platforms.

During the implementation of online learning, students and teachers have the flexibility of time to study. Students can study anytime and anywhere without being limited by space and time. In addition, students can interact with teachers at the same time, such as when conducting virtual meetings or live chat. The Circular Letter of the Ministry of Education and Culture Number 15 of 2020 concerning guidelines for organizing learning from home in an emergency period of the spread of Covid-19 enforces regulations to fulfill students' rights to obtain educational services during the Covid-19 pandemic. This policy mandates all schools to carry out learning with the help of various learning applications that can provide space for interaction between teachers and students without having to meet in person. This makes schools must immediately respond to the policy to carry out a transformation in learning practices (Carrillo & Flores, 2020; Yates et al., 2021).

Digital learning applications become a new learning space for teachers to make communication and interaction styles that turn into online forms. That way teachers have a very vital and strategic role in all efforts to improve the quality of learning during changes in the fields of technology, economy, politics, and education itself during the crisis due to Covid-19. This change requires all elements of education to be prepared, respond with attitudes and actions while always learning new things. The nature of this renewal effort ultimately depends on the implementation of learning carried out during the Covid-19 pandemic by the teacher, which includes the teacher's strategy in providing learning services and interacting with students through electronic communication networks (Moawad, 2020; Nicol et al., 2003).

In practice, this online interaction pattern often raises problems encountered during learning. Starting from technical problems to the learning process, to individual problems. Apart from the teacher's aspect, to create safe, comfortable, and enjoyable learning, of course, it is necessary to pay attention to the readiness of students in participating in learning. In the implementation of distance learning, unexpected problems often arise, considering that teachers often find it difficult to fully monitor the students' learning process at home.

SD Negeri 295 Gresik is one of the schools that implemented an online learning system during the Covid-19 pandemic. Since the announcement of the home study regulation, SD Negeri 295 Gresik has carried out learning using several online learning platforms. Based on the results of observations, the implementation of online learning in grade IV SD Negeri 295 Gresik did not suddenly run well and smoothly. The results of interviews with classroom teachers show that online learning often encounters several obstacles, although technically school efforts continue to be made to improve the ability of teachers in implementing online learning.

In general, online learning has a different climate from learning in classrooms, this virtual class provides many opportunities for students to study independently even without the presence of an educator or teacher directly in face-to-face activities (Cahyanto et al., 2021). The use of video media, various methods, and models can be done to grow the interest in online learning. Making online-based teaching materials is one of the problems experienced by teachers, even though teaching materials developed according to the characteristics of students and the conditions of the times will be very helpful in realizing meaningful learning (Cahyanto & Afifulloh, 2020; Kidd & Murray, 2020)

Based on the results of interviews with teachers, shows that online learning is not yet a perfect alternative, this all-online system certainly has several shortcomings that often cause problems. To find out all this, it is necessary to extract information related to the problems of online learning in schools. The dynamics and development of online learning need to be revealed further to find out what problems arise in the practice of online learning in educational units. Based on the description above, the researcher has an interest in revealing information related to the problems of implementing online learning during the Covid-19 pandemic at SD Negeri 295 Gresik.

## **METHOD**

This study aims to describe the problems of online learning in the fourth grade of SD Negeri 295 Gresik. This study will explore the experiences of teachers and students in online learning during the Covid-19 pandemic. The approach in this study uses a descriptive qualitative approach, this is adapted to the purpose of research that wants to explore and describe a natural condition that emphasizes processes, meanings, and understanding in the form of words (Bogdan & Biklen, 2007; Kusumastuti & Mustamil, 2019; Nugrahani, 2014) related to the problems of online learning. The fourth-grade teacher of SD Negeri 295 Gresik was chosen as

the research subject with data collection techniques through in-depth interviews, observation, and documentation.

Researchers use analytical techniques that include data reduction, presentation, verification, and conclusion drawing as an effort to obtain accurate research data (Miles et al., 2014). Data reduction is done by simplifying and making changes from the data that has been obtained roughly in the field, this process is carried out during research in field until the data is collected, followed by presenting data or compiling information, to provide the possibility of drawing conclusions and taking action. from a researcher, as well as concluding the results of data analysis where the initial conclusions are still temporary and can change if strong evidence is found to support the next stage of data collection. Meanwhile, to get the validity of the research data, the researcher used the triangulation technique.

## **RESULT AND DISCUSSION**

The Covid-19 pandemic has affected learning practices in elementary schools, where the implementation of face-to-face learning has shifted to online learning. This change in the learning system certainly often raises several problems. This study will reveal the problems of online learning in the fourth grade of SD Negeri 295 Gresik. Online learning begins with the regulation of learning from home which is one form of direction from the government to stop the spread of COVID-19. This applies to all educational institutions, including educational institutions at the elementary level.

Based on data from observations and interviews with fourth-grade teachers at SD Negeri 295 Gresik, it shows that the learning carried out utilizes several online-based applications such as WhatsApp and other platform assistance for virtual meeting activities. The pattern of learning communication carried out by students and teachers uses the internet a lot, this makes teachers experience difficulties in operating several learning applications. This is largely due to the need for a rapid adaptation process to new methods, especially from the aspect of understanding and developing online learning by teachers (Adedoyin & Soykan, 2020; Cahyanto et al., 2021).

In online learning, teachers will have to deal with various online-based applications to interact with students, so teachers often conduct virtual meetings to explain the material. Based on the results of observations and interviews with fourth-grade teachers at SD Negeri 295 Gresik, it shows that in the implementation of online learning there are several problems including (a) the lack of mastery of

teachers in creating online learning content, (b) the internet network is less stable so that it often causes difficulties to communicate with students. online, and (c) difficulties in monitoring student learning activities at home. Use of ICT in various learning

In connection with the problems experienced by teachers regarding the lack of mastery in creating online learning content, it has begun to be felt, especially for elderly teachers. The fourth-grade teacher of SD Negeri 295 Gresik stated that in making materials or teaching materials he was often accompanied by fellow teachers who tended to be younger. In addition, problems reappear when the materials or teaching materials developed are related to learning aspects of skills, because many demonstration materials need to be prepared in the form of audio-visual media. Multimedia-based teaching materials can assist the implementation of online learning by integrating learning materials in various media such as images, text, video, and sound even though this is a tough job for teachers (Akrim, 2018; Zhang et al., 2004).

In addition, based on the results of interviews with classroom teachers, it shows that online learning practices often experience disturbances caused by unstable internet network conditions, so that it often creates difficulties in communicating with students online. This is following the views of Ibem et al., (2017) which state that the success of online learning is determined by the internet network. A less stable internet network can hinder the delivery of learning messages by teachers and can even lead to student learning boredom during intermittent virtual meetings (Basar, 2021). In addition, unstable internet conditions can have an impact on students' understanding of the material they are studying (Asmuni, 2020).

Distance learning will provide opportunities for communication patterns between teachers and students in virtual meetings anytime and anywhere. Besides this, it has advantages in time flexibility, it also has disadvantages, including teachers having difficulty in monitoring student learning activities at home. This is because students often turn off their cameras during online learning. Based on the results of interviews with fourth-grade teachers, it shows that the level of student learning motivation is decreasing, this is due to the difficulty of students interacting and discussing directly with teachers and other students. In addition, the difficulty of teachers in monitoring students while studying at home makes the assessment process for student understanding less than optimal. This is following the views of Zimmerman & Kulikowich (2016) which states that any effort to

assess learning in online learning requires extra effort, from preparation to the process of extracting information on student achievement.

Apart from the teacher aspect, the problems of online learning are also felt from the students' side. Based on observations and interviews, it shows that some of the problems experienced by students include (a) infrastructure that often experiences disturbances such as an unstable internet network due to internet quotas, (b) inadequate mastery of information technology, (c) boredom during online learning, and (d) difficulty understanding the material in the learning.

## CONCLUSION

Based on the results of research conducted at SD Negeri 295 Gresik about the problems of online learning during the Covid-19 pandemic, it can be concluded that the problems experienced from the student's side include infrastructure that often experiences disturbances such as unstable internet networks due to internet quotas, mastery of information technology inadequate, boredom during online learning, and difficulty understanding the material in the learning. While the problems that arise from the teacher are the lack of teacher mastery in creating online learning content, difficulty communicating with students online, difficulty monitoring student learning activities at home. From the various problems that have arisen, the school has taken several strategic steps such as assisting teachers for the development of online learning (online), facilitating the internet network, and communicating with parents regularly.

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