THE OBSTACLES FACED BY TEACHERS IN ONLINE LEARNING DURING THE COVID-19 PANDEMIC AT SEI RATTAN YAPIM TARUNA PRIVATE VOCATIONAL SCHOOL

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ABSTRACT

Coronavirus disease 2019 (Covid-19) is a new type of coronavirus (SARS-CoV-2). This virus that attacks the human respiratory tract has hit the world since the end of 2019, and Indonesia became one of the countries affected by the Covid-19 virus on March 2, 2020. This covid-19 pandemic has greatly impacted all factors of life, one of which is education. To reduce the spread of this virus, one of the efforts made by the government is to implement an online system in the learning system. This study aimed to determine the obstacles faced by teachers when teaching online at YAPIM TARUNA SEI ROTAN PRIVATE VOCATIONAL SCHOOL. This research is qualitative. Data collection techniques used were online observation and interviews. The subjects of this study were teachers at the YAPIM TARUNA SEI ROTAN PRIVATE VOCATIONAL SCHOOL, with a total number of 19 people. The data analysis technique used data reduction, data presentation, data verification, and drawing conclusions. The results showed that the obstacles experienced by teachers during online learning were the lack of understanding of students when carrying out the online learning process, the lack of motivation of students in participating in online learning, the lack of facilities owned by students when learning online because not all students had smartphones or computers as a learning media, and internet packages that cannot be posessed by all students.

Keywords:
Obstacles, Online Learning, Pandemic

1. INTRODUCTION

The end of 2019 seemed to be the gate that brought the order of all aspects of world life to change significantly. This situation is none other than the discovery of a new type of virus in Wuhan, which is known as Coronavirus Disease-19 or Covid-19. The spread and transmission of this virus are very fast because all sectors of life are threatened and daily activities must be limited and carry out health protocols. One of the sectors affected is the education sector. Since the WHO declared Covid-19 as a pandemic, restrictions on teaching and learning activities have been carried out by using online systems learning and eliminating face-to-face learning in schools. This step is taken by the government to make the vision of national education still be able to be realized therefore education should not stop even during the corona pandemic because it can fool the public.

In accordance with the government's recommendation through the Ministry of Education and Culture (Kemendikbud) regarding the Covid-19 emergency, it is stated in Circular Letter Number 2 of 2020 concerning Prevention and Handling within the Ministry

of Education and Culture and Circular Letter Number 3 of 2020 concerning Prevention of Covid-19 in Education Units.

"The government encourages teachers not to complete all the material in the curriculum. The most important thing is that students are still engaged in relevant learning such as life skills, health, and empathy." So, during this pandemic, learning must continue to be carried out to make the teaching and learning process continues even though it does not complete all the material contained in the curriculum.

Circular letter number 4 of 2020 concerning the implementation of education policies in the emergency period of the spread of Coronavirus Disease (Covid-19), the learning process from home is carried out with the following conditions:

a) Learning from home through online/distance learning is carried out to provide a meaningful learning experience for students, without being burdened with the demands of completing all curriculum achievements for grade promotion and graduation;

b) Learning from home can be focused on life skills education, including those related to this pandemic,

c) Learning activities and assignments for learning from home may vary between students depending on their respective interests and conditions, including considering access/facilities for learning at home,

d) Aktivitas dan tugas pembelajaran belajar dari rumahdapat bervariasi antar peserta didik, sesuai minat dan kondisi masing-masing, termasuk mempertimbangkan akses/fasilitas belajar di rumah,

e) Evidence or products of learning activities from home are given qualitative and useful feedback from the teacher, without being required to give quantitative scores/values. There are many benefits to learning online/distance during this pandemic, one of which is that we can learn anytime and anywhere which will provide convenience for those of us who are studying online/distance.

This pandemic has resulted in learning to be carried out online to prevent transmission. Online learning is one of the learning methods carried out through the internet network (Mustofa, et al, 2019). Online learning was developed to expand the reach of educational services and also increase the availability of educational services (Lia, 2020). Although it is not the same as face-to-face learning in class, online learning provides a solution to avoid the transmission of the current pandemic.

This COVID-19 pandemic period may be different because teachers usually teach face-to-face in class, now teachers teach online/remotely. When studying at school, teachers deliver material directly in class, explain in detail the material from beginning to end, and can directly monitor the level of understanding of students on the material presented. If students do not understand, sometimes the teacher asks questions, however during online learning, the teacher has difficulty in monitoring the learning progress of students. The material presented is also not optimal because it is delivered via video, photos, or written summaries, so it will have an impact on students who will find it difficult to understand the material. The implementation of government policies regarding online learning initially caused obstacles. Based on this case, the researcher was interested in researching the obstacles to online learning at the YAPIM TARUNA SEI RATTAN PRIVATE VOCATIONAL SCHOOL.

DISCUSSION

A. Definition of Online Learning

Online learning can simply be interpreted as a system of learning activities that are carried out without going through face-to-face directly but through the internet network. Kusumawardani stated online learning is part of E-Learning or electronic learning.

According to her, E-Learning refers to a learning process that utilizes Information and Communication Technology (ICT) as the medium. E-Learning is the result of systematic integration of learning components that still pays attention to quality, and learning resources, and is characterized by the existence of learning interactions (engagement) across time and space. *Daring* itself is an abbreviation of the phrase "*dalam jaringan/*in the network", a translation of the word online to refer to electronic devices that are connected to the internet network. Online learning means teaching and learning activities carried out through the internet medium. Actually, the term online learning has existed before it was even popular as it is now. Online learning activities are considered a learning innovation in the midst of increasingly rapid technological advances. This term is increasingly popular during the COVID-19 pandemic as a solution to world government policies that prohibit activities with large numbers of people.

In Indonesia, online learning begins with government policies requiring social distancing or restrictions on social interaction to prevent the spread of the COVID-19 virus. This policy was also greeted with the issuance of a circular letter from the Ministry of Education and Culture (Kemendikbud) which stated that the implementation of learning must be carried out remotely from their respective homes (learning from home).

Online learning activities are carried out through various special communication platforms that allow proper learning activities in the classroom to be carried out, such as Google Classroom, Google Meet, Zoom, Edmodo, and so on. Through this platform, interactions between teachers and students can be existed along with subjects, exams, or tests can also be carried out. The existence of online learning shows us how important teaching and learning activities are to continue to be carried out even though it is not possible to meet in person.

B. The Advantages and Disadvantages of Online Learning

Online learning is alternative learning that is quite effective during this pandemic. Online learning has advantages as follows (Salmaa Awwaabiin, 2021):

1. Practical

The application of online learning methods allows interaction between teachers and students without having to meet face to face in a formal classroom so it can be done anywhere.

2. Flexible

Flexibility allows both teachers and students not to be so tightly time-bound with predetermined schedules. Without a strict schedule, we can often find some classes even delivering learning materials at night.

3. Efficient

Energy efficiency looks at the teacher and students do not need to spend their energy traveling to school to carry out teaching and learning activities. Cost efficiency is related to the use of paper or books that are rarely used along with the costs for refueling vehicles, lunch expenses, and so on.

4. Easy Documentation

Currently, there are many features for recording images on laptops that we can easily access to record material delivered via teleconferencing platforms. By this, we do not have to worry about incomplete notes made during the delivery of the material. Simply activating

the feature of recording images or videos, we can save the material presented and access it anytime easily.

5. Private Learning

Through online learning, the delivery of material delivered by the teacher can feel more personal by using teleconferencing platforms such as Zoom or Google Meet because teachers and students can connect at one time through a glass screen.

6. Up to Date

Online learning is considered a fairly effective learning method, especially for current students because of their proximity to technology such as gadgets and the internet. By the use of this technology, they can still keep up with the times by applying it through learning activities.

Online learning has advantages as follows (Suhery, et al, 2020):

a. Teachers and students can communicate easily via the internet at any time without being limited by distance, place, and time.

b. Teachers and students can use regular and scheduled teaching materials via the internet.

c. Students can repeat the material anytime and anywhere if needed. Students will find it easier to get additional information related to the teaching materials they learn by accessing the internet.

d. Teachers and students can conduct discussions via the internet which can be followed by a large number of students.

e. Students who are passive can become active.

f. Learning becomes more efficient because it can be done anytime and anywhere, especially for those who live farther away.

Besides the advantages of online learning, it turns out that this online learning system also has various disadvantages as follows:

a. Face-to-face interactions that occur between teachers and students or even between students themselves become less.

b. Online learning has more to do with business than social and academic aspects.

c. The learning carried out tends to be more about the tasks given by the teacher through the books provided.

d. Teachers are required to better master learning techniques using ICT (Information Communication Technology).

e. Students who lack motivation in learning tend to fail.

f. The internet facilities are not evenly distributed in places where there are problems with electricity, telephone, and computers.

This online learning provides advantages and disadvantages experienced by students and teachers. The most prominent advantage is that both teachers and students become more technology literate. Through these demands, it will ultimately be beneficial for us to better understand the workings of technology, its functions as well as its benefits that can help our activities. The most prominent disadvantage is that teachers and students are not familiar with online learning, especially in using applications through smartphones or laptops. The reason is that they still have less knowledge about using electronic media.

2. RESEARCH METHOD

This study aimed to describe, explain and analyze the obstacles faced by teachers of YAPIM TARUNA SEI RATTAN PRIVATE VOCATIONAL SCHOOL during online learning. This research is a type of qualitative research with a descriptive approach. This research was conducted in October 2020. The subjects of this study were teachers at the YAPIM TARUNA

SEI ROTAN PRIVATE VOCATIONAL SCHOOL, with a total number of 19 teachers. Data collection techniques were carried out through online observation and interviews via telephone.

The data analysis technique used data reduction, data presentation, data verification, and drawing conclusions (Sugiyono, 2010). Data reduction means that the researcher carefully records the data obtained and then summarizes it based on the main points. Then the presentation of the data means that based on the data from the reduction, the researcher presents it in the form of tables or graphs to make it easier to understand. Data verification is the data that has been presented based on the results of the study and lastly, conclusions are drawn.

3. RESULTS AND DISCUSSION
A. Observational Research Results

Observation is a way of collecting data by making direct observations of existing objects, not limited to human behavior (Sugiyono, 2008:203). In this study, observations were made on the implementation of online learning that had been running with the aim of knowing directly the actual process, such as seeing how the learning process was carried out and how the students responded. In terms of the implementation process of data collection, observations can be divided into participant observation (participatory observation) and non-participant observation (Sugiyono, 2017:198).

a. Participating Observation (Participant Observation)

In this observation, the researcher is involved with the daily activities of the person being observed or used as a source of research data. While doing observations, researchers participate in what the data sources do and share the joys and sorrows. With this participant observation, the data obtained will be more complete, accurate, and even knowing the meaning of each behavior that appears

b. Nonparticipant Observation

In non-participant observation, the researcher was not involved and was only an independent observer. Researchers record, analyze, and then can make conclusions. Data collection by non-participant observation will not get in-depth data, and will not reach the level of meaning. Meanings are the values behind visible, spoken, and written behavior.

Observations in this study were carried out by researchers through direct observations in the field because researchers were involved in this online learning. Observations made by researchers were with the help of the teacher. So in this case, the teacher participated in providing an assessment of student observations. The score of student observations was obtained by the formula:

$$N = \frac{R}{SM} \times 100$$

Description:

N = the sought/expected score

R = theobtained score

SM = the maximum score

100 = fixed number. (Purwanto, 2009)

Score Criteria:

1 = Less

2 = Adequate

3 = Good

4 = Very good

Table 1. Observation Assessment

No	Score Range	Category
1	0 – 20	Very less
2	21 – 40	Less
3	41 – 60	Adequate
4	61 – 80	Good
5	81 – 100	Very good

(Modified from Porwanti, 2008 :7.8)

Table 2. Observational Result

No	The observed aspects	Score 1 2 3 4 5	Description
1	Students take online learning	√ (3)	Less
2	Students listen to the teacher's explanation	√ (4)	Good
3	Students understand the teacher's explanation	√ (3)	Adequate
4	Students do the assignments	√ (3)	Adequate
5	Students collect the assignments	√ (3)	Adequate
6	Students are enthusiastic when participating in online learning	√ (2)	Less

Berdasarkan tabel di atas dapat dijelaskan bahwa dari 8 item observasi, diperoleh :

1. Less Category = $\frac{1}{6} \times 100\% = 16,7\%$

2. Adequate Category = $\frac{4}{6} \times 100\% = 66,6\%$

3. Good Category = $\frac{1}{6} \times 100\% = 16,7\%$

From the score above, it can be seen that the answer score is quite higher than good and less. This is because the tasks given in online learning result in some students doing assignments and some students not doing them because students do not understand the teacher's explanation.

For more details, see the graph below:

Graph 1 : Students Observation
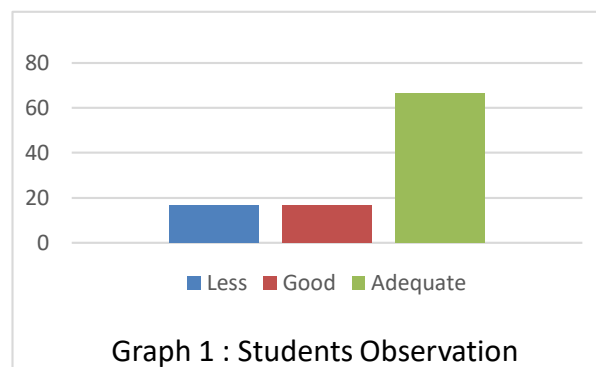
B. Interview Results

Based on the results of interviews with teachers at YAPIM TARUNA SEI RATTAN PRIVATE VOCATIONAL SCHOOL, it can be described as follows:

1. Learning process during Covid-19 pandemic
a. The teaching and learning process during this pandemic is carried out online.
b. Online learning is carried out by teachers because students are not allowed to go to school and teachers are required to carry out online learning.
2. The applications used in online learning and how to use these applications in the online learning process
a. WhatsApp and Youtube applications used by teachers in conducting online learning.
b. Of the 19 teachers interviewed, there were 5 teachers who used the Google Classroom, Google Meet, Youtube, and WhatsApp applications, the rest only used the Youtube and WhatsApp applications.
c. Through the Google Classroom application, the teacher sends materials and assignments to be done by students
d. Through the Youtube application, the teacher asks students to watch the learning material and after the watching process is completed by the teacher, the teacher gives questions, then the students send the answers that have been made to the teacher and then assessed by the teacher.
e. Through the WhatsApp application, the teacher sends material in the form of writing or videos and questions, then the answers are assessed by the teacher.
3. The advantages and disadvantages of online learning

The advantages of online learning:
• Avoiding disease outbreaks that are currently happening.
• Having more time with family, which can strengthen the relationship with the family.
• For students, the material sent by the teacher in the form of a video can be repeated if they do not understand it.
• For teachers, videos that have been made can be distributed to the next class that requires the same material.

The disadvantages of online learning:
• Students' understanding of the material is lacking.
• Teachers find it difficult to monitor student learning progress.
• Less interaction between teachers and students.
• Spending a lot of internet quota.
• Not all students have online learning facilities.
4. Parents' Responses to Online Learning
• Parents cannot be with their children to study because they are busy working
• Parents have difficulty when children ask about the material they do not understand
• Online learning allows children to help their parents with housework
5. Barriers to teachers doing online learning
• Lack of facilities owned by students when learning online
• Internet quota that cannot be possessed by all students because students often change numbers which makes the learning quota given by the Ministry of Education and Culture not delivered.
• Network limitations in the students' domicile areas are an obstacle to the teaching and learning process in online learning.

Online learning requires facilitation such as smartphones or laptops, but there are some students who do not have smartphones or laptops, plus there is no internet quota to do online learning, which is a big problem for teachers and students. Besides that, with online learning, teachers are also overwhelmed in applying what methods will be delivered in online learning so that students understand the material presented because online learning is not conducted face-to-face. Online learning is less effective because there are reasons for students who do not have a network and no devices such as cellphones or laptops. Therefore, teachers find it difficult to carry out this online learning process. Every student indeed wants to learn calmly and easily understood in the online learning process. However, teachers are also confused about how online learning can be carried out without any obstacles and does not become a burden for students.

It should be realized that the unpreparedness of teachers and students toward online learning is also a problem. The shift from the face-to-face learning system directly to the online system was very sudden without proper preparation. However, all of this must be carried out so that the learning process can run smoothly and students actively participate even in this pandemic condition.

Research conducted by Cecilia Engko and Paul Usmany with the title "The Impact of the Covid-19 Pandemic on the Online Learning Process" indicated that there are obstacles in terms of human resources, learning applications, and learning resources.

The research was also carried out by Rendy Setyowahyudi and Tara Ferdiyanti with the title "Ponorogo Regency PAUD Teacher Skills in Providing Strengthening during the Covid-19 Pandemic". The results of the study indicated that there are obstacles encountered in strengthening during this pandemic period, such as parents of students who cannot operate WhatsApp, those who do not have smartphones, and also have signal difficulties. (Rendy and Tiara, 2020).

From the two studies above, there are obstacles in online learning that can cause learning to be less effective. However, online learning must be carried out in this pandemic situation. The failure of online learning can indeed be seen, not just in one or two schools but throughout several regions in Indonesia. The important things from the online learning process need to be improved and improved. First and foremost is a stable internet network, then a device or computer, and effective and efficient online socialization. So, in this case, online learning must continue to be improved to try to overcome the obstacles that occur so that online learning becomes more effective and efficient.

4. CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the results of research on the obstacles faced by teachers in online learning during the covid-19 pandemic at YAPIM TARUNA Sei Rotan PRIVATE VOCATIONAL SCHOOL, it can be concluded that:

a. Applications used in online learning are WhatsApp, Youtube, Google Classroom, and Google meet applications.

b. The obstacle faced by teachers when learning online is the lack of understanding of students when carrying out the online learning process. This is because students do not understand the learning taught by the teacher as they do not meet face to face and the teacher is difficult to monitor the learning progress of students as well as lack of motivation of students in participating in online learning. The main factor that is more important is the lack of facilities owned by students when learning online

because not all students have computers or smartphones as learning media using online. In addition, another factor is internet packages that cannot be possessed by all students.

A. Suggestions

Related to the research conducted, the researcher tries to provide some suggestions as follows:

a. It is expected that teachers carry out teaching and learning activities using online in order to explain as clearly as possible to students because there are also many students who do not understand online learning.

b. It is hoped that the teacher will provide an assessment of the students' assignments so that they can motivate students who do not finish and collect assignments.

c. It is expected that parents of students coordinate with teachers in guiding the teaching and learning process of students during this online learning.

d. It is hoped that students do not change their cellphone numbers so that the learning quota from the Ministry of Education and Culture can be distributed.

e. It is hoped that the school will provide internet packages for students if students do not get internet packages.

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