

## PRIMARY SCHOOL TEACHER CHALLENGES DURING ONLINE LEARNING DURING THE COVID-19 PANDEMIC

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### Abstract

In overcoming learning problems during the covid-19 pandemic, teachers carry out learning strategies that were previously face-to-face into learning during. This study aims to describe the implementation of online learning, obstacles, advantages and disadvantages and challenges faced by teachers during the COVID-19 pandemic. This research is descriptive research with online survey method. Data collection was conducted using an online questionnaire to 36 respondents of elementary school teachers. The implementation of the research was conducted in Blora district which also felt and experienced the impact of this pandemic. The results obtained are, in online learning there are several media used such as *WhatsApps (WA)*, *Google Form*, *Google Classroom*, *Google Drive*, *Youtube*, *WA group*, *Onedrive*. Online learning has advantages and disadvantages in its implementation. That's why it's a challenge for teachers to address in learning. The challenges that teachers have to face become technologically literate and are required to learn a lot about online-based learning.

Key words: elementary school, online learning, pandemic, teacher challenges.

### INTRODUCTION

The case of the spread of the Covid-19 virus that began to be heard from wuhan area (Lee, 2020) As of March 2020, the World Health Organization (WHO) designated *Corona Virus Disease (Covid-19)* as a pandemic that has hit more than 200 countries in the world. The spread of this virus through droplets or direct contact with people who have been infected with the virus. Therefore the government prohibits the presence of crowds / people because with this crowd the spread of the virus will be easy to occur. As a measure of anticipation of the spread of *Covid-19*, the Indonesian government took several actions, ranging from *kampanya at home only*, *social and physical distancing*, shifting Eid holidays, large-scale social restrictions (PSBB), to the latest homecoming ban. Through these policies, the government wants people to stay at home, work, study and worship at home.

Various impacts caused by the pandemic appear in various aspects of Indonesian people's lives, including in the field of Education. Formal, informal and nonformal educational institutions shut down face-to-face learning and move on with online learning. The transition of learning, from face-to-face to online learning presents challenges for teachers, given that this happens suddenly without any prior preparation. According to UNESCO, approximately 1.3 billion students and students worldwide are unable to attend school or study as usual due to the spread of COVID-19. This is one of the study materials conducted by Education experts around the world, on how to keep learning going and the quality of learning does not decrease, although there are huge challenges, including answering what and how strategies can be done (Luthra, 2020).

In accordance with the recommendations of the government through the Ministry of Education and Culture (Kemendikbud) related to the *Covid-19* emergency, it is contained in Circular Letter No. 4 of 2020 concerning the implementation of education policy in the emergency period of the spread of

Coronavirus Disease (*Covid-19*) the learning process from home is carried out with the following provisions: a) Learning from home through online/distance learning is implemented to provide a meaningful learning experience for students, without the burden of completing all curriculum achievements for class increase and graduation; b) learning from home can be focused on life skills education, among others about this pandemic, c) Learning activities and tasks from home can vary between students, according to their interests and conditions, including considering access / facilities to study at home, (d) Evidence or products of learning activities from home are given qualitative and useful feedback from teachers, without the need to give quantitative scores. Many benefits are obtained when learning online / remotely during this pandemic, one of which we can learn anytime and anywhere that will provide comfort for those of us who are studying online / remotely.

The implementation of learning must be overhauled and adapted to adapt to the provisions of health protocols that prohibit people from crowding in one crowded place. Various policies were prepared by the government to address the impact of this virus on the learning and teaching process. Face-to-face (conventional) learning is eliminated, learning is done at home through distance learning and by using *online* media (Arizona et al., 2020).

This of course feels very heavy by teachers and students. Especially for teachers, where teachers are required to be able to be creative and innovate in developing a lesson plan. Innovations are expected such as in terms of methods, media, and learning facilities in order to still be able to transfer their knowledge to students despite all limitations. Teachers are also required to be able to adjust to various technologies and applications of learning media providers. Teachers are required to be technologically literate and run various applications in order to keep the teaching and learning process going. This of course causes physical and mental stress for teachers as well as students. Where they are forced to do something new in the teaching and learning process.

Based on the description that has been stated, the implementation of online learning there are certainly advantages and disadvantages and challenges faced by teachers. In this paper will be discussed the implementation of learning faced by teachers, obstacles, advantages and disadvantages of learning and challenges faced by teachers during online learning.

## **METHOD**

This research is a qualitative research deskriptif. Data collection is obtained using survey methods conducted *online*. Primary data collection was conducted by disseminating questionnaires *online* to 36 primary school teacher respondents affected by the Covid-19 pandemic. In addition, supporting data is secondary data from documents, articles or news related to online learning during COVID-19. Respondents in this study were elementary school teachers in Blora district. The distribution of primary school teacher respondents is class teachers, and subject teachers. 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. Checking the validity of data according to Sugiyono (2015) is one way to account for the accuracy of the data that has been obtained. Data validity test is done using triangulation technique. Triangulation of data collection techniques is done to test the credibility of the data done by checking the same data source with

different techniques. After the data needed in this research is collected, then the organization and systematization of data before being used as analysis materials. Triangulation techniques used in this research are interviews, document analysis and observation. Data analysis techniques used are interactive analysis of Miles and Huberman models (Sugiyono, 2015) through data collection, data reduction, data presentation, and data verification. The results of the data analysis of the research results are presented using qualitative descriptive with narrative text for the implementation of learning, obstacles, advantages and disadvantages of learning as well as the challenges faced by teachers during online learning.

## RESULTS AND DISCUSSION

### Online Learning Implementation

The learning process ideally occurs the interaction between teachers with students, students with students, and students with teachers. Teachers not only teach but as facilitators and motivators, in accordance with the teachings of Ki Hajar Dewantara, *Ing ngarso sung tulodo* (in front of giving examples), *ing madya mangun karso* (middle encouraging), *tutwuri handayani* (behind giving encouragement). In online learning there are things that can not be implemented such as face-to-face learning such as attitude assessment, because to assess attitudes objectively must be direct observation, while in online learning can not be directly and with limited time.

Most teachers carry out online learning because they follow the government's advice on learning in schools. The online model used by teachers is to use *WhatsApps (WA)*, *Google Form*, *Google Classroom*, *Google Drive*, *Youtube*, *WA group*, *Onedrive*. The first choice online learning model is that 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 given via *WhatsApps*.

Collecting assignments also makes it easier for students through *WhatsApps* messages. Assignments can also be sent via *WhatsApps* and students usually take photos of the assignment and send it to the teacher. Even the video tutorials made by many teachers are also uploaded via *WhatsApps*. Students then download the material and learn the material from the teacher. The results of the interview further explained that the learning model that teachers do is to send videos using *WhatsApps* group. A common form of learning video is sent via *WhatsApps class group* containing greetings to students and continued by explaining the lesson materials and tasks that will be done on the day. Furthermore, the assignments given can be sent in the form of a video, Student Worksheet (LKS). The way students do their assignments is by manually writing in a book and then sending photos of the assignments via *WhatsApps chat*. In an effort to strengthen the assessment, the teacher also added the task in the form of *Google Form*. The use of *WhatsApps* is used by teachers as a means to collect tasks. The reason teachers choose to use *WA* is that it is more practical, easier for children to understand, more effective because it does not require a lot of internet quota in the learning process. Another reason is that it is easier and all parents of parents can use it and it is not a foreign thing. Today *WA* is easier and more accessible to many people. The advantage in using *WA* is that it is easier to operate and easier in the delivery of *WA* questions and materials is simple, effective and also efficient in

its use.

Online learning is one of the alternatives that can be done during the Covid-19 pandemic. During this pandemic, the Government issued a policy to avoid crowds and crowded places, be it in terms of work, school, worship, and other activities. Everything is done from home to break the chain of spread of the Covid virus. In the world of education this condition changes the order of the way students and educators learn, they must turn the direction from traditional to modern in order for the learning process to continue even in the condition of the Covid-19 pandemic (Zulhafizh, & Silvia Permatasari, 2020). So that the most effective way to keep the learning process can be run and not disturbed is to apply online learning using *onlinemedia*. In fact, online learning is nothing new in the world of education. This concept has existed since the emergence of *online* learning media such as *e-books, e-learning, e-laboratory, e-library*, and so on. But the use of this media is not absolutely used for the learning process, but as a learning aid media only. But since the Covid-19 pandemic, the use of online media can be said to be absolutely used for the implementation of the teaching and learning process.

### **Online Learning Barriers**

In the implementation, of course, online learning there are some obstacles experienced by teachers. Based on the questionnaire filled out by respondents, the obstacles that occur are that there are some children who do not have gadgets there are children have gadgets but are constrained by facilities and internet connections, hampered in the delivery of tasks because of difficulty in signaling. Even further data explains that for some students do not have their own gadgets, so harus borrow. Another obstacle that occurs is that parents have gadgets but parents work all day outside the house so that parents can only accompany them at night, internet connection limitations, some students do not have gadgets and the internet network is not good, not all children have gadget facilities and there are some parents who are not familiar with technology. This makes it difficult for parents to accompany and facilitate the child. Cases like this are very hampering and teachers have to repeat the notifications.

### **Advantages and Disadvantages of Online Learning**

The advantage of online learning is that it is more relaxed and relaxed. Practical because it can provide tasks at any time and reporting tasks at any time. Second, more flexibility can be done anytime and anywhere. Online learning leads to more flexible time for parents who work outside the home and can adjust their 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. Information delivery is faster and can reach many students through *WA Group*. Fourth, it is more practical and easier to take the value of knowledge, especially when using *Google Form*. If you use *Google Form*, the grades can be immediately known so that students are more interested in doing the work. In addition, students are also facilitated in doing it. Students simply select the answer option that is considered correct by clicking on the answer option in question. The fifth advantage is that students can be monitored and accompanied by their parents. Sixth, teachers and students gain new experiences related to online learning. The role of parents in accompanying more students.

Meanwhile, the weakness in online learning is the lack of maximum student involvement. The involvement of the student in question can be seen from the results of the student's involvement in following the full online learning. If the parents do not control, then there is a possibility that students do not do the task given by the teacher through online media. In addition, aspects of attitudes in learning are more difficult for teachers to measure because teachers cannot see firsthand what students are doing during online learning, especially during daily replays.

### **Online Learning Challenges**

As we know that online learning is learning that utilizes the internet network in the learning process, and one's proficiency in mastering and running technology also determines the smoothness of learning. Online learning is still considered a pros and cons. Some feel that this learning system is more effective and efficient to use, and others feel overwhelmed and consider online learning difficult. Especially for teachers. Teachers play an important role in online learning, where teachers are the ones who coordinate the course of learning.

In this pandemic, teachers have their own challenges. Teachers should run dual roles i.e. as mobilizers and coaches who have an extraordinary ability to do online learning. During this pandemic, teachers were required to carry out a variety of additional tasks to ensure the achievement of educational objectives and the fulfillment of academic and non-academic targets. In addition, teachers are also required to be able to innovate and find ideas of lesson materials, methods, ways, media, and others so that learning can still be fun for students even if it must be limited by distance.

The *first* challenge that must be faced by teachers in online learning is to be technologically literate, teachers must master the procedures of using technology to support learning. Technology is the most important thing in online learning, such technology can be in the form of *gadgets*, laptops and other supporting objects. *Gadgets* are the most commonly used by students rather than laptops, because they are more practical and have many advanced features (Subiyakto, et al., 2019). Let's just say that online learning can be done by teachers who are young and proficient with technology, so it is also the case with teachers who are still fingered in the use of technology. Especially for teachers who are in the areas and elderly, few of them are proficient in using computer devices and managing teaching applications. In general, they are only able to operate computer devices limited to typing with *MS Word*, even though many do not understand all the facilities in the program, let alone run *e-mail*, *Web Browsing*, and so on. But in times of pandemic and online learning teachers are required to be able to operate computer devices, laptops and gadgets, run learning applications, create interesting learning materials, make use of various digital *tools*, organize classes online, and prepare online administration. Of course, this is a challenge and a new learning experience for teachers.

*Second*, internet network constraints. It is also a challenge for teachers in online learning is an internet problem. Among them, internet access is difficult, especially in rural areas, unstable internet networks. Due to the slow network, information and learning materials delivered take a long time to be received by students, or vice versa (Satrianingrum, 2021). Internet access speed can not be felt by all regions in Indonesia. Remote areas, hinterland, and remote areas still

can not enjoy the quality of the internet network. This ultimately affects teachers and the implementation of online learning that all activities use the internet network.

*Third*, students' learning support facilities are inadequate. According to Satrianingrum (2021) in the implementation of online learning, one of the limitations in its implementation is the facilities and infrastructures that do not support, such as laptops, computers, *gadgets*, internet quotas and so on. Infrastructure facilities become so important in accommodating the implementation of learning for students. According to Wahyudi (2020) facts in the field, the obligation to study at home becomes a serious obstacle, especially for students from economically disadvantaged areas. This is also a challenge for teachers indirectly, because teachers have to find ways so that students who do not have learning facilities such as *gadgets* or laptops can still follow the learning. One of them is by allowing the student to go to school so that they can still receive the materials taught. The readiness of school infrastructure, the willingness of *gadget* facilities are also a problem that must be faced in this online learning.

It is not easy for teachers to do learning activities during the Covid-19 pandemic. Teachers must be able to adjust to all changes and demands. Although this online learning is a new experience filled with incomprehension, colored by some challenges and obstacles, the name of the teacher is still the teacher. They must continue to fulfill their obligations as educators and dealers. All challenges faced must be used as valuable lessons and experiences to still be able to share knowledge with students.

## **CONCLUSION**

Learning with online systems became an interesting topic during the Covid-19 pandemic. Although in limited conditions due to the COVID-19 pandemic, it is still possible to learn online. Online learning has advantages and disadvantages in its implementation. That's why it's a challenge for teachers to address in learning. The challenges that teachers have to face become technologically literate and are required to learn a lot about online-based learning.

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