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## Challenges and Overcoming The Covid-19 Pandemic in Online Learning

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### Abstrak

Penelitian ini bertujuan untuk mengetahui adaptasi dan kendala guru dengan menggunakan sistem pembelajaran berbasis online di kampung nankasari. Metode yang digunakan dalam penelitian ini adalah kualitatif dengan menggunakan pengambilan data melalui wawancara dan observasi. Pengambilan sampel dilakukan dengan cara purposive yaitu menetapkan langsung guru dan orang tua sebagai sampel penelitian. Hasil penelitian menunjukkan bahwa terdapat beberapa kesulitan dalam pembelajarn online mulai dari keterbatasan untuk beli pulsa untuk orang tua, kendala jaringan karena daerah terpencil, orang tua mengalami kesulitan ekonomi. Orang tua juga tidak dapat membeli fasilitas belajar online seperti handphone. Selain itu, orang tua sibuk dengan pekerjaannya, sibuk mengurus anak, tidak mengerti cara mengajar anak di rumah, dan tidak bisa menemani anak belajar. Strategi yang dilakukan oleh guru mulai dari menggunakan video terkait materi saat pembelajaran online, bernyanyi, dan mengajak anak ke lingkungan.

**Kata kunci:** Adaptasi guru, kendala guru, covid-19

### Abstract

*This study aims to determine the adaptation and constraints of teachers using an online-based learning system in the village of Nankasari. The method used in this research is qualitative by using data collection through interviews and observations. Sampling was done by purposive method that is, directly assigning teachers and parents as research samples. The results showed that there were several difficulties in online learning ranging from limitations to buying credit for parents, network constraints due to remote areas, parents experiencing economic difficulties. Parents also cannot buy online learning facilities such as cell phones. In addition, parents are busy with their work, busy taking care of their children, do not understand how to teach children at home, and cannot accompany their children to study. The strategies carried out by the teacher started from using videos related to the material during online learning, singing, and inviting children to the environment.*

**Keywords:** Adaptation, Teacher, Obstacle of teacher, covid-19

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## INTRODUCTION

The COVID-19 pandemic, which is still ongoing today, has had a very concerning impact in various fields such as health, economy, and social affairs in Indonesia (Agustina et al., 2021). The Covid-19 pandemic has made the learning system in schools are forced to change drastically from face-to-face learning advance (conventional) to online learning. There are a lot of schools that do not yet have an online learning infrastructure but are still forced to carry out online learning. Many parties feel that they are not ready for the implementation of online learning, both from teachers, students, and parents (Wegasari, 2021). The impact is the government provides a policy for each school to conduct online learning, namely by using a gadget (laptop or cellphone) to access the Website or Online learning links such as Google Forms, Microsoft 365, Google Classroom Education (Khurriyati et al., 2021). Ministry can solve the limitation of internet access bandwidth by using free internet access or big bandwidth, unfortunately, the big problem that can't be solved by Indonesia Government is teachers do not know about digital learning (Busono, Rosid, & Rahmawati, 2021). Local Lockdown and physical distancing policies as well as the closure of most schools by the provincial government were issued to prevent the growing number of Covid-19 cases (Sulistiyowati & Amri, 2021).

Online learning is an effective solution to activate classes even though schools have been closed considering that time and place are at risk during this pandemic (Ndasung, 2021). However, this learning technique is important to evaluate according to local conditions considering the distribution of facilities and the ability of parents to provide different online learning facilities to students in Indonesia. Google Classroom training activities must be carried out so that they can help teachers and educators understand Google Classroom and E-Learning-based learning media (Permana & Rosalia, 2021). Teachers have a very fundamental role to advance education. Teachers as actors in the form of the learning process, the learning process presents something that attracts students to participate actively (Arsilawita et al., 2021). Teachers with teacher education qualifications and have competence in educating become supporters of creating a fun and meaningful learning process for students. In implementing online learning from home, teachers are required to be more innovative in compiling learning steps. On the other hand, there is a shortage of online learning that is, reduced communication between students and teachers or educators so that understanding of the material will be difficult to understand learners (Jusna et al., 2020).

In addition, the role of parents is needed when learning online. There are several roles of parents starting from taking care and ensuring children live a clean and healthy life, accompanying children in doing school work, doing activities together while at home, creating a comfortable environment for children, establishing intense communication with children, playing with children, being a role model for children, providing supervision to family members, providing for and meeting family needs, and guiding and motivating children, providing education, maintaining religious values, conducting variations and innovating activities (Kurniati et al., 2020). The role of the family to create good communication is more and more necessary, like how parenting style of both parents to children in using the technology available. This is so that no one abusing technology at the time of pandemic and communication in the family stays intact and awake and stay with each other respect one another (Halimatusa'diyah & Afrizal, 2021). Even it has connected to the level of family education for responding to pandemic covid-19, the families in lower education level attainment possess fewer resources and lack of knowledge to assist their children in completing school tasks. The restriction becomes more acute when the support from the school must be declined and demands for autonomous work by students increase (Bonaf & González, 2020).

Despite it has a detrimental effect on education but the COVID-19 disaster provides natural environmental learning or education to humans, including educating people in climate-friendly and low-emission behavior, saving energy, saving water, and recognizing the ability of the universe (Bahagia et al., 2021). In another research discovered that students have numerous of strategy to deal with pandemic covid-19 including

implementing the thrifty principle and family as another aspect that can strengthen the capacity of students for confronting covid-19 (Sukiyah et al., 2021). In addition, students release some activities to reduce the stress amid covid-19 including listening to favorite music, eating, playing games, watching movies on youtube, strengthening worship and getting closer to God (Mujahidin et al., 2021). To deal with covid-19, people seek to relive and deal with it through using psychology consultation or therapy (Babicka-Wirkus et al., 2021). Based on the discovery above, this research continues to seek another aspect and the research doesn't repeat the previous finding. The researchers attempt to find out the obstacle that the teacher confront when they must teach the student in elementary school in a village where the location is in the outlying zone. In the village, the condition of resources such as the internet and facilities which encourage the learning is the severe limit. In another, the research intends to investigate the action which can overcome the hardships amid covid-19 when the learning at school is perpetrated.

## **METHOD**

This research was conducted in Baenuriyah School and SDN Pamijahan 01 in the village of Nangkasari village, Pamijahan sub-district, Bogor district, West Java. The research method used is qualitative. Qualitative research is a research process to understand phenomena that occur in humans or socially by creating a comprehensive and complex picture that can be presented in words, reporting detailed views obtained from informant sources, and carried out in a natural setting (Fadli, 2021). Meanwhile, sampling is done by setting directly the teacher as a sample. This method of determination is called purposive. Meanwhile, to gather the data, the researchers used three methods, namely in-depth interviews. Data collection by in-depth interviews was conducted with two teachers, namely Mrs. Iis Islamiyah and Ika Suhartika. The sample is considered to be able to answer in accordance with the objectives of the study. There are several stages that the researcher to conduct before getting the data. The first stage, adjusting some questions which are related to the obstacle of online learning in elementary school such as the question about the hardships that parents, teachers, and students undergo when the pandemic covid-19 combat the school.

Then another question is to demand the teachers' response in dealing with pandemic covid-19 occur likewise with the constraints of parents from a teacher's perspective because parents complain to teachers about online learning. After the question is invented, the researchers began to interview deeply through WhatsApp video calls and record the result. It must be supported by independent-interview directly to teachers with strict health protocol. The interview is conducted three times to ensure that the responder answers the question persistently. The method of observation is to make direct observations of the situation and conditions of the school. It makes the researcher understand the location and the situation of the school amid the covid-19 pandemic. Other data collection is also through documentation. Once the data is posessed, the researcher combinate three sorts of methods such as the result of in-depth-interview, observation, and documentation. Data analysis in this study was carried out using triangulation techniques, namely the combination of various data retrieval methods so that the data obtained were better so that they were considered valid data.

## **RESULT AND DISCUSSION**

The COVID-19 pandemic has had an impact on schools and the way teachers teach in schools. Teachers have difficulty following learning methods during the Covid-19 period. Based on the results of interviews with teachers in the Nangkasari village regarding the adaptation of teachers during this pandemic, teachers are still a little difficult to adapt to the online learning process due to the many teachers' misunderstandings about the use of applications for online learning and new adaptations during this pandemic, not only teachers who are, However, parents and students also find it difficult to adapt during the current pandemic. Currently, not a few schools are still having difficulties in implementing an updated learning process through the use of information technology in the learning process (Sumarno, 2020). Often educators are required to have an open and

responsive attitude to various changes, this is due to change. However, there are differences of opinion with other findings where teachers can also adapt to the situation.

Cendana, (2020) said that the adaptation of online classroom management had been carried out by improving learning plans, improving teaching methods through lectures and discussions, and providing supporting material by Word, besides PowerPoint with sound and video. The adaptation of classroom management helps teachers in carrying out online learning effectively. The obstacle faced by teachers is the internet network. The main obstacle is that parents cannot buy cellphones for online learning systems. Teachers also teach very limitedly because they cannot face to face so the teacher only provides the subject matter. They don't even have books to study, so they can't support online learning, coupled with economic problems that result in parents not being able to buy credit to study online. In previous research have discovered that parents cannot purchase internet package and are unable to buy handphone (Maknuni, 2020). Then, if in the village, the internet network is not always good, resulting in online learning cannot be joined.

As a result, children become bored with the online learning system. It results in students involve in playing the handphone instead of learning. This triggers children to become addicted to playing cellphones because opening a cellphone application is not the time for children who are still in elementary school. there are some detrimental as the students open the content in handphone which have internet connection such as they can allocate the time more to open and try to play the new game from handphone. As the parent as the handphone, the children rebuff to give back again the handphone. If the parents ask again, the children cry because the games on the handphone are much more interesting for children rather than learning the subject or homework from the teachers. Another demerit is the student behave what they watch and what they hear from handphone which it is linked to the internet, it must worsen as the student practice what they watch from the internet which is not proper behavior. Meanwhile, another show that children do not match with physical development where the children physically must be in elementary school but the children still in nursery student because the children busy to play with handphone, the student don't understand the subject at school (Satrianawati, 2017).

In another discovering reported that using handphone in students' learning results in detrimental impacts including student confront to social disruption in friends, teachers, and students undergo physical accidents. Utilizing handphone also affect student distortion behavior as well as attainment at school (Ramadhani et al., 2020). However, using a handphone can assist the student in online learning. Despite it can aid them, they still select face-to-face learning because they can interact and play with their friend (Ridha et al., 2021). In face-to-face learning, the teachers will teach various styles. The goal is to enable teachers to express various learning styles for students. In the village, some parents have many children, the teachers mention those housewives have about 11 children. As consequence, the parents must separate their supervising to children who do not participate in school because the teachers must nurture and give food, monitor the nutrient, and supervise them. Likewise, the parents are burdened by monitoring and accompanying the student when online learning is released. It makes the housewife lack energy to perform two duties at the same time. The parents cry if they continue to study online.

Meanwhile, online learning makes it difficult for children to teach. It is aggravated by the spot of student zonation, the number of students has inhabited location where the place is severe far from the school. It is a barrier for the teachers to visit and distribute the material when the internet networking doesn't work properly. The teachers are unable to reach the location because the power of the teacher is restricted by ages where the teachers have been old. In this case, parents have various limitations including economic problems, the number of children is large, parents also do not understand how to educate children, parents have a lot of work because they do not only teach children and parents do not focus on teaching children and do not understand how to convey to children about learning so parents are emotional towards children. The situation is inconvenient for children psychologically because the students need to focus on learning without any distractions.

It is underpinned that lack of understanding of the learning material by parents and the children's motivation which tends to decrease so that in practice parents try to find several sources that can help increase understanding and provide motivation to children (Anggraeni et al., 2021). The role of parents is very important in the life and development of children. Parents have roles such as providing moral education, providing facilities in the learning process, helping children in the learning process at home, and others (Sari & Khotimah, 2021). In particular, parents play the role such as maintaining and ensuring children adopt a clean and healthy life, accompanying children in doing school works, doing activities together while creating a comfortable environment for children, establishing intense communication with children, playing with children, being a role model for children, providing supervision family members, provide for and meet the needs of the family, and guide and motivate children, provide education, maintain religious values, make variations and innovation activities at home (Kurniati et al., 2020). Furthermore, the role of parents in helping children there are five, namely facilitator, companion, teacher or supervisor, motivator, and director or director.

These five roles must be carried out by parents properly so that learning from home has the same effectiveness as learning at school (Sholikah & Hanifah, 2021). While the division of parental roles in assisting children's learning, it can be explained that most of these roles are carried out by mothers. In line with the patriarchal gender construction, the father's role is to earn a living, so that the child's assistance activities have been agreed to be carried out by the mother without realizing it. This finding shows the strength of patriarchal gender values prevailing in society (Jatiningsih et al., 2021). Another obstacle when learning outside the network is that the teacher finds it inconvenient for parents because when the teacher comes, the parents will prepare various foods and drinks. This method is quite troublesome for parents. In addition, students have problems so they go to the teacher. Students cry and if they study online they must-have books, but schools have limitations.

Schools in urban areas are different where if schools are in the city they already understand how much money must be spent to buy books. This is different from the schools in the village. Schools have limitations, especially those in the village because the funds run out to pay teachers' salaries and school needs. This condition occurs in children who are still in grade 1 in elementary school where they cannot read and write. To overcome the child so as not to get bored, the teacher interspersed to provide material in the form of videos. When the teacher wants to make the zoom meeting a medium, but not all students have an internet network at home. Teachers can increase their motivation by giving homework related to the day's learning material. Especially in the environment where they live, they record all the plants that are in the house, they write and they understand about flowers from plants starting from flower petals, pistils, and plant flowers. In previous research found that environmental learning was carried out to children through miniatures or animal sculptures in the classroom, then taking school children to the zoo to get to know the animals. When the teacher was in class, he asked again what he had seen in nature (Bahagia et al., 2020). They were also told to read a lot of books and watch television related to learning materials.

## **CONCLUSION**

Based on the results and discussion above, several conclusions can be drawn starting from online learning in elementary schools facing various problems including difficulties in buying credit for parents, network constraints because the location of students is in remote areas, parents also experience economic problems so they cannot buy online learning facilities such as mobile phones. In addition, parents are busy with their work, busy taking care of children, do not understand how to teach children at home, and cannot accompany children to study. To overcome this problem, the teacher has various strategies, including the teacher using videos related to the material when learning online, the teacher also tells them to sing so they don't get bored, and the teacher also takes children to the wild like studying in the rice fields. They were told to look at the surrounding plants. At the time of online learning can also be done by telling children to take plants that are in their area.

Furthermore, online learning does not shape the character of students because when entering Zoom class, they do not say hello. If the class is like face-to-face learning, it can shape that character.

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