

Problems Learning Dimasa at Pandemic Covid-19 and Solution (Case Study in SMK Darul Anwar Singojuruh, Banyuwangi Regency)

Thoriq Almunawir Taufik

Manajemen Pendidikan Islam, UIN Sunan Kalijaga Yogyakarta.

Corresponding author

20204092011@student.uin-suka.ac.id

Abstract: This study aims to describe a picture of how the online learning process during the covid-19 pandemic in the case study of Darul Anwar Singojuruh Vocational School, Banyuwangi Regency. The impact of the COVID-19 pandemic has brought major changes to all aspects of life, starting from the impact on the economy, social, culture and education affected by the COVID-19 pandemic, which must follow the new normal, from his previous normal life. The learning process in the world of education is felt by students and teachers who have to adapt to new ways, new educational patterns, and new habits in the learning process. The educational process, which was previously face-to-face and had to be replaced with an online learning process, was mostly difficult for teachers and the impact was felt by students in the teaching and learning process during this pandemic. Convenience by teachers and students that should be felt in the teaching and learning process as before the pandemic was hindered by the existence of distance education due to the pandemic. This study used a descriptive method with a qualitative approach. The research subjects were one teacher for grades one, two, and three, and ten students from grades one, two, and three at Darul Anwar Singojuruh Vocational High School. Data were collected using interview techniques. Data analysis using interactive inductive technique. The results showed that online learning of Indonesian at Darul Anwar Vocational High School during the covid 19 pandemic was not yet effective and even most of the students said they did not understand the lessons that had been given. This is because there are many problematic factors that affect the teaching and learning process during the COVID-19 pandemic.

Keywords: COVID-19 pandemic, distance education, Vocational High School.

Introduction

Since the government announced the first case of Coronavirus Disease 2019 (Covid-19) in March 2020, Indonesia was then faced with a pandemic. Almost all sectors of life are affected, including the education sector. Covid-19 spreads so fast and has spread to almost all countries, including Indonesia, so that the World Health Organization (WHO) made this outbreak a global pandemic on March 11, 2020. In the education sector, the government through the Ministry of Education and Culture (Kemdikbud) has implemented a learning from home (BDR) policy, especially for education units located in the yellow, orange and red zones. This refers to the Joint Decree of the Minister of Education and Culture, Minister of Religion,

Minister of Health and Minister of Home Affairs regarding Guidelines for Implementation of Learning in the 2020/2021 Academic Year and Academic Year 2020/2021 during the Covid-19 period. For education units that are in the green zone, they can carry out face-to-face learning while still paying attention to health protocols.

Learning from Home (BDR) is implemented with a Distance Learning (PJJ) system. In Law No. 20 of 2003 article 1 paragraph 15, explains that PJJ is education where students are separated from educators and learning uses various learning sources through communication technology, information and other media. In its implementation, PJJ is divided into two approaches, namely online distance learning

(online) and offline distance learning. In implementing PJJ, educational units can choose an approach (online or offline or a combination of both) according to the characteristics and availability, readiness of facilities and infrastructure.

From the explanation above, one type of PJJ is online learning. Online learning system is a learning system without face to face directly between teachers and students, but online using the internet network. Teachers and students learn together, at the same time, using various applications, such as WhatsApp, telegram, zoom meetings, google meet, google classroom, quipper school, teacher room and other applications.

Furthermore, looking at the facts in today's society, some parents of participants do not have mobile devices (android) or computers to support online learning, especially for students themselves. This condition makes them confused in facing the existing reality. One side is faced with the lack of supporting facilities, on the other hand there is a demand for the fulfillment of educational services for students. As mandated in the 1945 Constitution Article 31 paragraph (1) states that every citizen has the right to education. The problem that occurs is not only the availability of learning facilities, but the absence of a quota (pulse) which requires a fairly high cost, in order to facilitate online learning needs, especially parents of students from the middle to lower economic circles, do not have the budget to provide internet networks. It does not stop there, even though the internet network is in their hands, students face difficulties accessing the internet network because their place of residence is in rural, remote and underdeveloped areas. Even if someone uses a cellular network, sometimes the network is unstable, because the geographical location is still far from the range of cellular signals. This is also a problem that often occurs in students who take part in online learning, so its implementation is less effective (Kemdikbud, 2020).

The same problem is when parents from first grade who enter 2019 have bought school supplies for their children, starting from uniforms, school bags, new shoes and so on but students have never worn them for almost 1 year and a half, besides

that Application the home study policy left some students feeling anxious and depressed. The large number of tasks given by the teacher makes many students feel stressed about undergoing online learning (Chaterine, 2020). Not only a lot, the assignments given by the teacher are also considered burdensome and have a very short processing time, making students confused in completing their assignments (Raharjo & Sari, 2020). With so many assignments given students can spend time from morning to night just completing various assignments online. This condition previously did not occur when teaching and learning activities were still being carried out in schools.

Another portrait is that the unpreparedness of teachers and students for online learning is also a problem. The shift of conventional learning systems to online systems suddenly (due to the Covid-19 pandemic) without careful preparation. Finally, some teachers are unable to keep up with changes with information and technology-based learning. Even though it is inevitable for teachers to use technology to support their learning, especially during the Covid-19 pandemic. Like it or not, ready or not ready, all of this must be carried out so that the learning process can run and the rights of students are fulfilled in obtaining education even in the conditions of the Covid-19 pandemic.

From the description above, it is understood that online learning is an alternative solution for implementing learning during the Covid-19 pandemic, although it raises a number of problems in its application for teachers, students, parents and educational institutions. So in this literature review, a research problem is asked, namely how are the problems of online learning applied during the Covid-19 pandemic and how are the solutions to it? The results of this literature review research are expected to become information and reference materials in making policies in implementing online learning, both for teachers, students, schools, parents and the government.

This study aims to explore the problems experienced by students during online learning that cause problems or pressure or anxiety and will provide solutions in the next discussion. The

research will focus on high school students who are considered to have a bigger responsibility considering that in the future they will soon face higher education in college and even enter the world of work soon. It is hoped that through this research, an overview of the various problems that interfere with students in the online learning process is expected so that it can be used as a reference for evaluation, improvement, or policy making in the future.

Methods

This study uses 2 methods, qualitative methods and literature study methods, for qualitative methods involving 11 informants including 1 vocational school teacher and 10 students of SMK Darul Anwar. Data were collected using online surveys and interviews where informants were asked to fill in several open-ended questions regarding their experiences in online learning. Specifically, the main question that must be answered by informants is about what obstacles are felt and what are the future hopes for this online learning along with solutions or efforts made to overcome the problems of online learning to be completed and effective. The data obtained from the informants were then analyzed and grouped based on broader themes. However, if the literature study method is carried out by reading literature sources to obtain the necessary data (Arikunto, 2013). The data source used comes from secondary data, where secondary data is collected through textbooks, scientific journals, periodical (Nazir, 2014), e-books, web sites, laws and regulations, and other sources relevant to research problems. The data collected were analyzed qualitatively with the Miles and Huberman model. According to Mile and Huberman (in Sugiyono, 2010), activities in qualitative data analysis are carried out interactively and continuously to completion which is described in four steps. The four steps include data collecting, data reduction, data display, and conclusion drawing / verification.

Findings and Discussion

Online learning is learning that uses an internet-based interactive model and a Learning

Management System (LMS). Online learning is a program for organizing online learning classes to reach a massive and broad target group (Bilfaqih and Qomaruddin, 2015). Online learning is a part of distance education that specifically combines electronic technology and internet-based technology. The online mode approach has the characteristics of constructivism, social constructivism, inclusive community of learners, computer-based learning, digital classes, interactivity, independence, accessibility, and enrichment (Nurhayati, 2020; Fitriyani et al, 2020; Susmiati, 2020; Hignasari, 2020) . Online learning is an inevitable choice for educational institutions. In the midst of the Covid-19 pandemic, this learning method can be a solution so that the teaching and learning process can continue. Teachers can still teach and students can still study at home during this pandemic. Online learning is synonymous with utilizing internet-based technology features, which are highly dependent on the availability of information technology. After being collected through various data collection techniques for one teacher and ten students at the Darul Anwar Singojuruh Vocational High School, Kab. Banyuwangi obtained the following research results.

The Problems of Online Learning During the Covid Pandemic 19

In an interview a number of teachers at school admitted that online learning was less effective when compared to face-to-face learning, for several reasons, namely:

First, the material content that is delivered online may not be understood by all students. Because the content of this material is presented in the form of an e-book which is presented per chapter, the material is in the form of powerpoints, and in the form of instructional videos. Maybe the material can be understood, but students' understanding is not comprehensive. They understand based on their own interpretation or point of view. This is evident from experience in the field, many according to which asked for further explanation of the material presented online via WhatsApp chat or directly calling the teacher. It seems that, in my opinion and based on

my online teaching experience, this system is only effective for giving assignments and quizzes. This means that when in a meeting, students are given assignments / quizzes, they have the persistence to review the teaching materials available in the application or seek from other sources, so that there is "anxiety" if the assignment / quiz has not been completed. It is different if the teacher posts material that is not accompanied by an assignment, only asked to study it, then the story will be different.

Second, the teacher's ability to use technology in online learning is limited. Not all teachers are able to operate computers or gadgets to support learning activities, both face-to-face, especially in online learning. Indeed, there are some teachers who are able to operate computers, but in terms of operating it is limited. They are not able to access further things related to the internet network, use various learning applications, make learning media / videos themselves and so on. Without being motivated too, a number of teachers were able to fully master IT, so they were able to produce interesting learning videos and many became YouTubers, and etc.

Third, the limitations of teachers in exercising control during online learning. This is partly because the application used does not present a discussion forum menu to explain or ask for material. Even if there is a menu, many students do not make good use of it. Another reason, students at the beginning of learning fill out the attendance list, after which they are no longer active until the learning time is over, go to do other activities outside of learning. However, it should not be ignored at all, many students are really active until the learning is complete, and some are active but not full until the learning ends.

From student factors, students found problems from the book *Good Teaching Experiences in the Covid-19 Pandemic in Indonesian Language* (Kemdikbud, 2020) regarding the obstacles faced by students in online learning, namely:

First, students are less active and interested in participating in online learning even though they are supported by adequate facilities in terms of the availability of computers, cellphones / gadgets, and internet networks. Lack of concern for the

importance of literacy and collection of portfolio assignments, often hinders the running of BDR. Assignments that should be submitted within one week's grace period are often stretched to two weeks.

Second, students do not have cellphones / gadgets that are used as online learning media, if any, they belong to their parents. If they study online, they have to take turns using it with their parents, and get their turn after parents come home from work. Some come home during the day, in the evening, even at night. Meanwhile, in general, online learning schedules at schools are carried out from the morning to noon.

Third, a number of students live in areas that do not have internet access. They cannot accept assignments submitted by the teacher either via WhatsApp or virtual classes.

Fourth, considering the BDR journey has been going on for about six months since mid-March 2020, according to some students, BDR takes too long to make them lazy and boring.

From the background of the condition of the parents of students, it turns out that it also influences the implementation of BDR, for example the socioeconomic background of the students' parents. During BDR, they mostly worked outside the home, both in the government, private and self-employed sectors, so they could barely monitor and assist their children in learning, let alone guide them directly and solve the difficulties they faced while studying. On the other hand, some parents complain that online learning adds to their expenses. Therefore, they hope that the government will immediately change its policy to face-to-face learning as usual even though it is scheduled with the block / shift system.

Online Learning Solution Solutions During the Covid-19 Pandemic

For teachers in minimizing barriers to online learning, there are several solutions that can be applied, namely: a) teachers should prepare learning materials as attractive as possible, such as presenting material in PowerPoint slides accompanied by learning videos so that the material is more alive to students; b) in terms of limited mastery of IT, teachers can use technology

with simpler operations, such as the WhatsApp application. However, little by little teachers have to improve their IT competencies, among others, by attending related workshops, asking other teachers who have more abilities in the IT field (Puspitasari in Kemdikbud, 2020) and it is quite easy as the experience of the author, many follow tutorials on youtube which present many introductions to learning applications and the steps for using them, as well as how to produce learning videos; c). Students who "don't care" about taking online learning can be overcome by proactively contacting (via telephone / video call) students and their parents personally, if it is not possible to conduct a home visit. Another solution, the subject teacher together with the BK teacher tries to find out what the problem is by contacting their parents. If the problem is that the child is lazy, the BK teacher will ask the parents to accompany the implementation of their child's BDR (Arianty in Kemdikbud, 2020).

Furthermore, for students who do not have the device or take turns using it with their parents, or who do not have internet network access, students can do assignments manually, most importantly still studying and at home. Susani's experience (in Kemdikbud, 2020) that students who experience internet connection problems can be overcome by tethering to other family members or saving by connecting when needed. The author believes that BDR can also be overcome for students by participating in educational programs via television broadcasts organized by the Ministry of Education and Culture in collaboration with TVRI in order to facilitate education during the Covid-19 pandemic in Indonesia.

The solution to the problem of parental factors is by communicating (via handphone / whatsapp) with parents to take the time to immediately return home from work so that their children can immediately use their cellphones / gadgets to learn online; provide leeway for doing assignments so that students who alternate cellphones / gadgets with their parents can be served; ask the homeroom teacher for help to inform the learning progress of students through whatsapp the parent association group so that parents are expected to be able to motivate and assist their children who do not pay attention to the duties of the teacher;

subject instructors ask active students for help informing bills that have not been completed by participants who do not care; subject instructors directly contact the cellphone numbers of students to ask the reasons for not doing the assigned assignment; asking for assistance from counseling teachers to motivate students in learning (Susilowati in Kemdikbud, 2020).

The explanation above illustrates that online learning can run according to the conditions experienced with various problems that arise, both simple and complex. Every problem faced can be solved by presenting various solutions from the teachers so that learning during the Covid 19 pandemic continues, the important thing is that children continue to learn and continue to learn despite BDR. Because the implementation of BDR does not pursue curriculum completeness, but emphasizes literacy and numeracy competencies. In the application of online learning, teachers use various technological devices in the field of education and are able to choose various applications that suit the needs and characteristics of the subjects, students, and the environmental situation at hand, so that they can help to convey learning material (transfer of knowledge) to students. Although it is recognized that in this online learning practice the teacher is more dominant in giving assignments, not explaining the material.

But in essence, the teacher's role cannot be replaced by technology, however sophisticated it is. The use of technology in education is only able to assist teachers in the transfer of knowledge, not in shaping the character of students. In line with what the Open University education expert, Ojat Darajat (in <https://www.jpnn.com/news/prof-ajat-guru-tidak-akan-terganti-dengan-teknologi>), technology cannot replace the position teacher. Even if there will be robots, but only teaching is not educating. This educational task can only be done by a teacher directly. It was also emphasized that the industrial revolution 4.0 would not be able to replace the role of teachers as educators.

In principle, online learning or distance learning during the Covid-19 pandemic and the new habit period pay attention to the following points, a) not harmful, as teachers around the world are trying to

reduce possible losses in learning, due to school disruptions; b) realistic, teachers should have realistic expectations about what can be achieved by distance learning, and use professional judgment to assess the consequences of the lesson plan; c) not burdening students with burdensome tasks; d) provide a meaningful learning experience by applying learning strategies and methods that are in accordance with the conditions and materials; and focus on life skills education, specifically the prevention and handling of the Covid-19 pandemic, clean and healthy living habits and healthy community movements; and e) learning for new students to follow the education unit policy. It is also in line with what Nadim Makarim has stated, that the principle of education policy during the Covid-19 pandemic is to prioritize the health and safety of students, educators, education personnel, families, and society in general, and to consider the growth and development of students and psychosocial conditions in an effort to fulfill them. educational services.

Conclusion

The implementation of online learning which is distance learning during the Covid-19 pandemic has various problems experienced by teachers, students, and parents. The problems of the teacher are in the form of weak mastery of IT and limited access to supervision of students, from students in the form of inactivity in participating in learning, limited support facilities and internet network access, while from parents in the form of limited time in accompanying their children during online learning. These various problems can be overcome by increasing competency in IT mastery, intensive supervision by involving the role of parents, and providing manual assignments.

Suggestion

From the results of the literature study in this study, suggestions that can be given are (1) the results of this study can be used as reference

material for teachers and students in implementing online learning and for parents in supporting online learning, and (2) online learning when The Covid-19 pandemic, teachers should look for innovative solutions and think creatively so that the learning process in schools continues even though they cannot meet face to face.

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