

# **BARRIERS, SOLUTIONS AND EXPECTATIONS: ONLINE LEARNING DURING THE COVID-19 PANDEMIC PERIOD**

Ahmadal Pascalin  
English Education

ahmadalpascalin@gmail.com

## **Abstract**

This study aims to see the issues knowledgeable by academics throughout Covid-19 pandemic within which academics should conduct on-line learning. This analysis may be a descriptive study exploitation on-line survey technique. the info was collected exploitation on-line questionnaires to sixty four respondents of primary school academics. it had been found that ninety eight of the first college academics respondents has conducted on-line learning throughout Covid-19 pandemic, and one teacher failed to use on-line model. the data obtained is that 100 percent of the teacher is doing on-line model (in the network) learning. over nine medias utilized by primary school academics in Bantul district throughout the pandemic were offered particularly WhatsApps, WhatsApp net, Google room, Google cluster, TeamLink, Microsoft groups, Kaizala Microsoft, Zoom Meeting & Webinar, Youtube, Google Hangouts, and others. 100 percent of academics or as several as sixty four academics square measure learning with WhatsApps application because the 1st selection. moreover, V-day of academics use some application supporters of WhatsApp. Google category is that the second choice. The third choice is Google type the maximum amount as twelve-tone music or eight academics. the utilization of Google type is for students'worksheets. The fourth selection is YouTube with as several as seven-membered or five academics. Short videos associated with the fabric being schooled in 10-20 minutes. The fifth application is that the Zoom Cloud Meeting for less than three-dimensional or two academics World Health Organization selected this platform.

**Key words:** Resistance, Solutions, Expectations, Online Learning, Covid-19 Pandemic

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## **INTRODUCTION**

The COVID-19 pandemic has an impact on many parties, this condition has spread in the world of education, the central government to the regional level provides policies for closed all educational institutions. This is done in an effort to prevent its spread transmission of COVID-19 (Ahluwalia, 2020; Guru et al., 2021). It is hoped that all educational institutions do not carry out activities as usual, this can minimize the spread of the COVID-19 disease. The same thing has been carried out by various countries affected by the COVID-19 disease (Isnain et al., 2021; Panganiban1 & Madrigal, 2020). Lockdown policy or quarantine is carried out in an effort to reduce the interaction of many people who can provide access to the spread of the corona virus (Mastan et al., 2022; Nani et al., 2021; Susanto & Puspaningrum, 2019). Policies taken by many countries, including Indonesia closed all educational activities, making the government and related institutions must present alternative educational process for students and students who cannot carry out the process education in educational institutions (Novitasari et al., 2021; Rahman Isnain et al.,

2021; Syaifulloh & Aguss, 2021). This is supported by Circular Number 4 of 2020 concerning Implementation of Education Policies in an Emergency Period of Coronavirus Disease (Covid-19) Spread in PDF format this was signed by the Minister of Education and Culture Nadiem Makarim on March 24, 2020 (Adhinata et al., 2021; Rahman Isnain et al., 2021; Syaifulloh & Aguss, 2021). The principles applied in the policy during the COVID-19 pandemic are "The health and safety of students, educators, education staff, families and communities is the top priority in determining the learning policy ". Primary school is one of the education levels that have felt the impact of the COVID-19 pandemic (Fahrizqi et al., 2021; Maskar et al., 2021; Sulistiani et al., 2020). School as well the school began to change the learning strategy that was originally face-to-face with transforming into non-face-to-face learning or some call online learning and also Distance learning (PJJ) (Rohman et al., 2020; Tindakan et al., 2021). Various learning models that teachers can use help students study at home (Choirunnisa & Mandasari, 2021; Putri & Sari, 2021; Sari, 2020; Yudiawan et al., 2021). The government provides various learning applications that can accessed and used by teachers and students. Online chase media or often referred to as e-learning is an educational support media and not as a medium substitute for education (Ayu et al., 2021; Oktaviani et al., 2021; Puspita et al., 2021). The process of e-learning as a distance learning media creates a paradigm new, namely the role of teachers who are more "facilitators" and students as "active participants" in the process learn how to teach (Nadya et al., 2021; Oktaviani & Ayu, 2021; Yulianti & Sulistyawati, 2021). Therefore, teachers are required to create good teaching techniques, presenting interesting teaching materials, while students are required to actively participate in the learning process. Online pursuits are also often referred to as online learning or "online" (Agustina et al., 2021; Mandasari & Wahyudin, 2021; Yudha & Mandasari, 2021). The use of online learning systems is one effort that can be done to solve problems and make it easier for students to access learning material (Aminatun & Oktaviani, 2019; Ayu & Zuraida, 2020; Simamora & Oktaviani, 2020). There are several things that can be done during learning online (online) is to communicate and discuss online (Nuraziza et al., 2021; Pradani, 2021; Sari & Oktaviani, 2021). All schools in Indonesia have been affected by the COVID-19 pandemic and so far there has not been any evaluation related to learning using online methods (Handayani & Aminatun, 2020; Isnaini & Aminatun, 2021; Utami et al., 2021). Research This describes the implementation of online learning during the COVID-19 pandemic. Implementation the research was conducted in Bantul district, Yogyakarta, which also felt

and experienced the impact this pandemic. In overcoming this problem, teachers in the Bantul area try to turning face-to-face learning strategies into Online learning. Online learning teachers have been doing it since the stipulation of the COVID-19 pandemic, especially teachers in districts Bantul Yogyakarta. The learning carried out on Primary schools also use online / distance learning through mentoring old (Ahdan et al., 2021; Hendrastuty et al., 2021; Yuliza Putri, 2021). So far, the implementation of online learning in elementary schools has begun to be carried out by teachers teachers in Bantul district, Yogyakarta, but in practice they have not been evaluated, so deep. This research, researchers conduct research to see obstacles, solutions and also expectations online learning during the COVID-19 pandemic. The purpose of this research is to obtain input and improvement for better learning.

## **LITERATURE REVIEW**

Starting from the beginning of 2020, the world was shocked by the Corona virus (COVID-19) outbreak (Fernando et al., 2021; Nadir et al., 2021). which infects almost all countries in the world, since January 2020 WHO has declared the world entered into a global emergency regarding this virus. Corona virus that attacks this respiratory system has recorded more than 28 million infected cases from 213 countries in the world. The exact total has been reached 28,916,010 positive cases of COVID-19 globally. The global plague has hit the world, I see also happened in Indonesia, so the stay at home program was implemented as an effort to suppress expansion of Covid-19. To comply with the government program, the learning mode was shifted to class virtual, so that students still get their right to gain knowledge but remain safe at home only. The steps that have been taken by the government to get it solve this extraordinary case, one of which is by promoting social movements distancing (Aldino et al., 2021; Pamungkas & Mahfud, 2020). This concept explains that to be able to reduce or even break the chain Covid-19 infection, a person must maintain a safe distance from other humans at least 2 meters, and do not make direct contact with other people, avoid mass gatherings (Mahfud & Gumantan, 2020; Nabila et al., 2021; Pratomo & Gumantan, 2021). The current pandemic conditions require educators, in this case, teachers to innovate transform face-to-face learning patterns into face-to-face learning patterns. There are other learning models that can used by teaching staff as a medium for delivering knowledge, namely learning online and mixed learning (a combination of two learning methods namely face-to-face and online learning) (Dewi,

2021). Online learning methods do not require students to attend class. Students can access learning through internet media. Barriers to Learning Development” are a general term referring to the resistance to truly heterogeneous groups have difficulty understanding and using the skills of hearing, speaking, reading, writing, thinking or mathematics. Electronic learning online or online and some call it online learning is a learning activity that utilizes a network (internet, LAN, WAN) as a method of delivery, interaction and facilities and is supported by various forms of services other learning (Nurmala Sari & Aminatun, 2021). Online learning is useful for activities Classroom instruction, namely as: (1) Supplement, as a supplement if students have the freedom to choose, whether to take advantage of online learning materials or no, in this case there is no obligation for students to access online learning materials. (2) Complement, as a complement if online learning material is programmed to complement learning material that students receive in the classroom. Programmed online learning materials to become enrichment or remedial material for students in participating in learning activities conventional.

## **METHOD**

This research is a qualitative descriptive study using a survey method that's done online. Primary data collection is done by distributing questionnaires online to 64 primary school teacher respondents who were affected by the Covid-19 pandemic. Apart from that, supporting data is secondary data from related documents, articles or news with online learning during COVID-19. Respondents are teachers who have vulnerable around the age of more than 25 years. Gender of 64 respondents on average 84.4% female and 15.6% male. The last education is that all respondent teachers are all educated teachers S1. Respondents in this study were teachers from areas in Bantul district, Yogyakarta with division of the regions of East Bantul, West Bantul, South Bantul, Central Bantul, North Bantul, Bantul Kota, Sleman and Kulon Progo. The distribution of elementary school teacher respondents is grade 1 to grade teachers grade 6, and subject teachers namely English, PAI, and there were 4 respondents who did not mention the taught class. There are 88% of teachers from grade 1 to grade 6 and 12% of subject teachers. Government suggested to carry out online learning, 98% or as many as 63 teachers did learning online while 2% or as much as 1 teacher did not do online learning. The data was obtained by filling in the questions which were distributed to all respondents in the form of Google Form. Furthermore, the collected data were analyzed for description.

## RESULTS AND DISCUSSION

Before the Covid-19 pandemic, the student learning system at the Indonesian Technocrat University was face-to-face where the learning system was carried out directly and interacted with each other between students and lecturers, but in mid-March especially for students who were 20 faculty of literature and education who were just starting the process Their learning has changed learning with an online learning system, which makes some students feel confused and need guidance from their parents. From the results of the questionnaire that were shared via google form, there were 34 participants who answered questions, the results of which were as follows:

NO.	QUESTIONS	ANSWERS	PERCENTAGES
1	Online learning is harder then offline learning	Agree	83,5 %
		Disagree	4,9 %
		Neutral	11,6 %
2	Whether online learning adds knowledge about technology	Agree	93,5 %
		Disagree	0,5%
		Neutral	6%
3	Online learning affects the mindset of students	Agree	77,6 %
		Disagree	5,9 %
		Neutral	16,5 %
4	Signals and knowledge about technology are obstacles to online learning	Agree	89,4 %
		Disagree	2,9 %
		Neutral	10,6 %
5	whether the learning quota package from the government helps you	Agree	59,2 %
		Disagree	8,8 %
		Neutral	38,2 %
6	the tasks are more and more difficult when online learning	Agree	95,9 %
		Disagree	-
		Neutral	5,1%
7	it is more difficult to understand the material when online learning	Agree	85,5 %
		Disagree	-
		Neutral	15,5 %

8	Do you agree if the task is reduced in online learning	Agree	73,5 %
		Disagree	-
		Neutral	26,5 %
9	Insights into face-to-face applications develop when online learning	Agree	81,8 %
		Disagree	-
		Neutral	18,2 %
10	Do you prefer to learn face-to-face rather than online	Clearly	92,2
		Not clearly	8,8 %

Based on the table results from the questionnaire, As many as 81% of Students answered with several underlying reasons for doing so online learning. The first reason answered by 20 respondents was because of the pandemic season COVID-19 causes teachers to need to do online learning to break the chain the spread of the plague. In addition, so that during the pandemic students continue to learn, then learning the most efficient way to reduce crowding and virus transmission is learning by following recommendations from the government, namely online model learning. The second reason was responded by 23 teachers by answering more on responsibility, obligation and the task as a teacher to do learning even though it is online. The teacher has obligation to do learning for whatever reason. As for the online model teachers use is to use WhatsApps (WA), Google Form, Google Classroom, Google Drive, Youtube, WA group, Tuweb, and some even do face-to-face meetings twice a week Zoom Meeting application. it can be seen that 73.5% of students during the Covid-19 pandemic experienced changes in learning patterns during online learning, where students have new habits that result in the learning process being different. With online learning, some students need parental guidance where 73.5% of students need parental assistance during online learning, but the problems that occur are age and education factors which cause some parents to have difficulty helping their children. With the change of parents to become teachers, 70.6% of students answered that the role of parents is very important to replace teachers, because during online learning parents are the ones who accompany their children to stay enthusiastic about learning. With a percentage of 79.4% of students answered that the signal factor is the main key when learning online learning, but not all feel that there is a good signal factor due to

inadequate geographical and infrastructure factors. With an online-based learning system, every student requires to master the technology used while studying, as well as parents who help their children must master technology to be able to facilitate the learning process, as many as 52.9% of students answered that parents must master technology. As long as the online learning system has many students experiencing learning difficulties, as many as 55.9% of students answered that they felt it was difficult to learn due to various factors including network constraints and lack of understanding of the material. In addition to the parent teacher who is the supervisor and supervisor for their children to learn online learning, 73.5% of students answered that students need parental guidance. Technology media is the most important tool in delivering material to students with a percentage of 73.5%. Technological media is very important because it replaces the teacher's explanation indirectly. In addition to explaining the material, the teacher's assignment is to make students feel interested in the explanation, 81.8% answered that the teacher must have high creativity in teaching, so that students can be interested and understand what they are conveying. In addition to the learning media factor, the teacher clarity factor greatly influenced students in learning with a presentation. 58.8% of students answered that the teacher was not clear in explaining the material presented and this is what made many students feel difficult and confused about what they were learning.

## CONCLUSION

Barriers, solutions and expectations in learning using an online system is an interesting topic in this Covid-19 outbreak pandemic. Although in an all-round condition limited due to the COVID-19 pandemic but can still do online learning. Only thing that is an obstacle is parents must increase the time to accompany children- child. Meanwhile, in terms of teachers, teachers become technology literate and are required to learn many things especially online-based learning. This online learning system can serve as a model in carrying out further learning.

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