

The Obstacles to Online Learning During the Pandemic Among English Education Students

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Abstract

Almost all schools and universities have implemented online learning as a result of the Covid-19 pandemic. The online-based learning diversion certainly makes everyone feel jolted, and tries to focus on online-based learning. However, online learning that was believed to be the most effective tool during the pandemic has fallen short of expectations. Many teaching, staff, and students find it difficult during this learning process. Online learning is considered ineffective because it still has many obstacles such as signal interference, inadequate internet quota, and so on. Even though this learning method is very dependent on a good internet network connection. If the students' connections are not sufficient, the result is that they cannot participate in the learning process optimally. Distance learning is also still less effective than face-to-face learning, so it is recommended in online learning that teachers are required to be able to design learning activities ranging from planning to evaluation in a simpler, more creative and effective way.

Key words: Covid-19 Pandemic, Access to Learning, Learning from Home.

INTRODUCTION

The Corona virus (Covid-19) disease outbreak in 2019 has hit approximately 215 countries (Heaverly & EWK, 2020),(Isnain et al., 2021),(V. A. Safitri et al., 2019). The world has its own challenges that have affected all aspects of human life (Pinem, 2018),(Endang Woro Kasih, 2018),(Mata, 2022). Therefore, several countries have policies to break the chain of spreading Covid-19 (BRONDONG, n.d.),(NASIONAL, n.d.),(Amin, 2020). One of them is by limiting community interaction which is applied in terms of physical distancing (SETIYANTO, 2016),(Marlyna, 2017). However, this physical distancing policy can inhibit the rate of growth in various fields of life, both in the economic, social and of course education (Celarier, n.d.),(Cindiyasari, 2017),(CS, 2019). The government's decision to dismiss students, move the teaching and learning process at schools to at home by implementing a work from home policy makes many parties nervous (Aditomo Mahardika Putra, 2021),(Savestra et al., 2021). The situation of students and teachers who cannot meet in person to maintain social and physical distance is the reason why learning must be done through online learning (an Environmenta, n.d.),(Yuninda, 2020),(Kustinah & Indriawati, 2017).

Online learning is learning using the internet which has accessibility, connectivity, flexibility and the presence of various types of learning interactions (Sukawirasa et al., 2008),(Hafidz, 2021). In online learning there are two kinds, namely synchronous learning and asynchronous learning (Akbar, 2019),(Bonar Siregar, 2021),(Budiman & Sidiq, n.d.). Synchronous learning is when students and teachers participate in class through a web application (PUSPITASARI, n.d.),(PRASETYAWAN, n.d.). This will create a virtual classroom where students can ask questions and answer paragraphs instantly (Saputra, 2020b),(Suwarni et al., 2022),(Handayani et al., 2022). In general, synchronous learning allows students and teachers to participate and learn in real time, and have real-time discussions (Saputra, 2020a),(AS & Baihaqi, 2020). Meanwhile, asynchronous learning is

an independent learning approach to encourage learning (Damayanti et al., 2021), (An'ars, 2022),(Anars et al., 2018). Some of the common asynchronous learning activities are interacting with a learning management system, communicating using email, reading articles, watching videos, etc (Kurniawan, 2020),(Mathar et al., 2021).

LITERATURE REVIEW

Various media can be used to support the implementation of online learning (Sanjaya et al., 2014),(Songati, 2018),(Hasan, 2018). For example, virtual classes use Zoom services, Google Classroom, Google Meet, and messaging applications such as WhatsApp (Bertarina & Arianto, 2021),(Agustina & Bertarina, 2022). Materials are provided in the form of power point, videos and reading materials. In the use of online learning, one of them, using Zoom Cloud Meeting has the advantage of being able to interact directly between teachers and students but has a weakness, namely wasteful of quotas (Rossi et al., 2021),(Susanto et al., 2021),(Pramita et al., n.d.). The implementation of the online learning process has several obstacles (Supriadi & Oswari, 2020),(Putri et al., 2021). The challenge of online learning is the availability of internet services. Some students access the internet using cellular services, and a small proportion use wifi services (V. A. D. Safitri & Anggara, 2019),(V. A. Safitri et al., 2020). Moreover, in areas that have cellular signal difficulties, the signal obtained is very weak. This is a challenge in itself in online learning (Hendrastuty, 2021),(Styawati et al., 2021),(Dharma et al., 2020). Online learning has weaknesses, namely weak internet services and inadequate understanding of teacher guidance and understanding by students.

METHOD

In this study the data were collected in the form of a questionnaire. Contains several questions that will be answered from each perception. The questionnaire contains questions about student obstacles to online learning. Furthermore, the data will be combined as part of the research. This research is a qualitative research with an online survey method. Data collection was carried out by distributing an online questionnaire link via WhatsApp to 26 friends in English Education (Universitas Teknokrat Indonesia). In addition, supporting data comes from documents, articles and news related to online learning during COVID-19. The government calls on 98% to carry out online learning and the remaining 2% to do it if absolutely necessary. Furthermore, the data was obtained by filling in the questions that were distributed to all respondents in the form of a Google Form. Furthermore, the collected data were analyzed for description.

RESULTS AND DISCUSSION

The Covid-19 outbreak is a type of outbreak that has a very high and rapid spread. This epidemic attacks the human immune and respiratory systems. Prevention of this outbreak is done by avoiding interactions directly infected people with people who are at risk of exposure to the virus this corona. Set distance and physical contact the opportunity to spread the virus is called social distancing. Based on the condition of our country which is currently being hit by the COVID-19 virus, the role Online-based learning as a support for the learning process is very significant and necessary. Especially in today's global era, transformation is going very fast.

The reality is that students can even more easily adapt to new technologies and changes that exist today. The application of online-based learning for teaching and learning has two

main challenges, namely: (1) the application of online-based learning as a "difficult alternative for students"; and (2) online-based applications for produce knowledgeable students (student-based student), namely using online-based to develop themselves in a sustainable manner (long life learning) and improve their productivity. Online or distance based learning is expected to have a positive impact on students and the advancement of education in Indonesia. In this case, the lecturer also hopes participation and enthusiasm from students themselves to support learning to run well. The role of parents at home is also to encourage their children to be enthusiastic about learning at home, use existing facilities and carry out activities in accordance with government regulations during COVID-19. In various efforts to suppress the chain of Covid-19 spread in the campus environment, the Indonesian Technocrat University applies online learning rules. Lectures are conducted using the internet, making it easier for lecturers and students to interact online. Lecturers can make teaching materials that can be accessed by students anywhere and anytime.

Online learning allows interaction via the web even though they are in a remote and different place. The presence of lecturers and students who are in different places during the lesson eliminating physical contact and being able to encourage social behavior distancing. Social distancing as a solution good to prevent the spread of Covid-19. Implementation of online learning enables students and lecturers carry out lectures from their respective homes. Students can access lecture materials and send assignments given by the lecturer without having to meet physically on campus. This action can reduce the emergence of the crowd at campus as happened in face-to-face lectures. Keeping your distance can prevent transmission of Covid-19. Unfortunately, in remote areas and do not have good internet access, the implementation of online learning shows a similar trend different. In getting around this condition, students who live in the signal area weak internet will search for specific areas such as hills and regions district to be reached by internet access.

Table 1. Result of Questionnaire

No	Question	Agree	Neutral	Disagree
1.	Do you have difficulty in online learning?	53,6%	39,3%	7,1%
2.	One of the obstacles in online learning is the inadequate internet network problem	79,3%	17,2%	0%
3.	Does online learning help you increase your knowledge and understanding?	21,4%	46,4%	32,1%
4.	Do you have problems when using the zoom and google meet application in online learning?	14,3%	82,1%	0%

5.	The implementation of online learning cannot be separated from the support of several mobile devices, such as smartphones, laptops and tablets	89,3%	10,7%	0%
6.	Does the campus website often experience problems such as being full of places when accessed simultaneously?	85,7%	14,3%	0%
7.	Do you have problems in understanding the subject matter?	89,3%	10,7%	0%
8.	During this online learning, students are required to explore knowledge and understanding of the material independently	89,3%	10,7%	0%
9.	Students during the online / online learning process are required to find, find and conclude the material being studied independently	75%	17,9%	7,1%
10.	The success of online learning is not only centered on students, but the infrastructure and skills of lecturers as facilitators are also very much needed	85,7%	14,3%	0%

The questionnaire from the results of the respondents shows that in general the obstacles they experience are fundamental or fundamental, including obstacles in terms of internet networks and also obstacles in terms of campus website services and understanding of the material. The fundamental obstacle for the respondents is the internet network problem. Urban areas have many service providers internet, with adequate internet network capabilities to support the learning process online. However, for rural areas, there are only very few choices of internet service providers, this is because almost all of us left the inn and were at home. Of those available, it turns out that the quality of the internet network is less than adequate so it does not support online learning. From the results of the questionnaire conducted by researchers, most respondents complained about quality internet network, one of the solutions all they do to solve internet network problems is to leave the house and go to higher places, and some go to busier areas and are considered to have better network quality. On the one hand, this contradicts the government's program which demands to avoid crowds as much as possible and carry out activities around the house of course, but with such constraints they are forced to leave the house in order to follow online learning properly and smoothly.

The next obstacle is the problem with the website to access online learning. Students often complain about the problem of website errors, this is because there are too many people accessing it at the same time and causing interference, especially when students are deadline to collect assignments. The solution to this problem may be that students have to work on assignments before the due date so as not to encounter unwanted things.

The next obstacle they complain about is a lack of understanding of the learning material. Respondents admitted to experiencing learning services from lecturers with not maximal. Most lecturers only share teaching materials / power point. Then asked the respondents to study on their own, which was then given tasks to work on. Respondents considered that lecturers did not provide maximum explanation about a topic / course material to them. They often get stuck when studying topics lectures, but they can only ask questions via the chat or comment feature. It obeys respondents are not optimal, because the explanation given by the lecturer via chat or comments is not easy to understand, and limited in its delivery. In some subjects, it is also rare to conduct lectures via video conference such as zoom. To overcome obstacles in understanding the lecture material, respondents opened a website or YouTube that had an explanation of the topics they were studying. Thus they are can understand from the explanations of people other than their lecturers. This is considered as one of the obstacles and shortcomings in the online learning they are participating in. From the results of the research above, the researcher in this case concluded that the problem was in online learning that students face is still in the very basic category or fundamental. This should be one of the things that need to be considered in preparing and carry out online learning.

CONCLUSION

To break the chain of spreading Covid-19. One of them is by limiting interaction and direct contact. However, this policy of maintaining distance hinders the pace of aspects in the field of life, of course in the world of education. For this reason, the government moved the teaching and learning process to be done at home (online). The transition of learning from face-to-face learning to online learning creates many obstacles for students, the obstacles faced by students in the online learning process are obstacles fundamentals that must be faced include obstacles in the field of internet networks, limited features of online learning applications, and constraints in terms of learning services. These constraints must be a concern in preparing and implementing online learning.

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