Constraints in Implementing Online Learning during the Covid-19 Pandemic

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Abstract. One of the effects of the Covid-19 pandemic is the recommendation to carry out online learning. This study aims to explore the constraints faced by teachers, students and parents in implementing online learning during the Covid-19 pandemic. The method of this study is a qualitative research. The respondents were teachers, students, and parents from the first grade, the second grade, the third grade, the fourth grade and the fifth grade at the state elementary school Manguniwan 2, Demak, Indonesia. The data were collected using interview and questionnaires and analyzed using a qualitative descriptive analysis. The results showed that the constraints experienced by teachers, students, and parents in implementing online learning during the Covid-19 pandemic include limited internet quota, network disruption internet, students without cellphones, lack of student attention, disturbed parents' work, and teachers' difficulty in using technology and designing attractive online learning. This study suggests teachers to increase their skill for online learning and government to support the internet for online learning.

1. Introduction

Covid-19 has become a world pandemic today, and Indonesia is no exception. This has caused governments in various parts of the world to implement a number of new policies related to breaking the chain of transmission of the virus, including the Indonesian government. As an effort to accelerate the handling of Covid-19 the government through PP No. 21 of 2020 issued a large-scale social distancing policy related to work activities, business, offices, education, religion, economy or other social activities.

Almost all lines are affected by the Covid-19 pandemic, including education. Specifically related to the world of education, the government has changed the mode of learning in schools and colleges since March 16, 2020 until an undetermined time. In the Minister of Education and Culture Circular Number 4 of 2020 concerning Implementation of Education Policies in an Emergency for the Spread of Corona Virus Disease (Covid-19), one of which states that schools throughout Indonesia are encouraged to study at home for some time until further notice.

The Covid-19 pandemic has forced the learning system in schools to change drastically from face-to-face (conventional) learning to online learning. Many schools do not yet have online learning infrastructure, but are still forced to carry out this online learning. Many parties feel that they are not ready for the implementation of online learning, both from teachers, students, and parents.
Online learning is a system that can facilitate students to learn more broadly, and in variety. Through the facilities provided by the system, students can study anytime and anywhere without being limited by distance, space and time. The learning material being studied is also more varied, not only in verbal form, but also more varied such as visual, audio, and motion[1]. This requires teachers to be more creative and innovative in preparing for online learning.

Of course, for teachers in managing learning it has definitely been done so far. However, it is different if the learning is carried out online. Not all teachers have done that because this is something new for some teachers that must be implemented. For that reason, it is necessary to have good management so that it will influence student behavior in its implementation in a better direction.

During the Covid-19 pandemic, many studies have been carried out related to online learning during the pandemic[2][3][4][5][6][7][8][9][10]. Of the several studies that have been conducted, none has examined constraints in online learning during the Covid-19 pandemic.

Based on the above background, the problem formulation in this study is, "What are the constraints faced by teachers, students, and parents in implementing online learning during the Covid-19 pandemic at the state elementary school Mangunjiwan 2, Demak, Central Java, Indonesia? " The purpose of this study is to describe the constraints faced by teachers, students and parents in implementing online learning during the Covid-19 pandemic at the state elementary school Mangunjiwan 2, Demak, Central Java, Indonesia. The benefits of this research can add insight and knowledge related to problems in this research in the future.

2. Method
This research uses an exploratory case study method with a qualitative descriptive research approach. This approach is intended to identify constraints in online learning during the Covid-19 pandemic at the state elementary school Mangunjiwan 2, Demak, Central Java, Indonesia.

Respondents in this study were teachers, students and parents from the first grade, the second grade, the third grade, the fourth grade and the fifth grade at the state elementary school Mangunjiwan 2, Demak District, Demak Regency. Five teachers of each grade (the first grade, the second grade, the third grade, the fourth grade and the fifth grade) participated in this study. For student and parent respondents, 5 people were taken randomly in each class.

Data collection techniques in this study used interviews and open-ended questionnaires. Open-ended questionnaires are questions that expect respondents to write their answers in the form of a description of something[11].

The data analysis technique used in this research is descriptive qualitative based on Miles and Huberman[11]. The data analysis included data reduction, display data, and conclusion drawing / verification.

3. Result and Discussion
The results of this study were obtained from questionnaires distributed to teachers, students, and parents related to the constraints faced in implementing online learning during the Covid-19 pandemic.

3.1 Research Results
Teacher Interview Results. The results of teacher interview related to the constraints faced in the implementation of online learning can be seen in some of the teacher's answers as follows.

"The most frequent obstacle I experience is running out of internet credit. When it was time to teach online, I found that my credit ran out. During online teaching, credit is also more wasteful. Apart from that, some of my students don't have cellphones. Children are also less active in learning. There are still many children who do not collect assignments on time. So I had a hard time compiling the scores. A lot of material that is missed cannot be completed on time. Hopefully the situation can be normal again soon. " (Teacher a)

Teacher A's explanation is also no different from what Teacher B says as follows.
“I still have trouble making interesting learning materials using a laptop. Usually, just send assignments via WA. But sometimes when I want to go online, the quota runs out. Once I forgot to buy credit, so I didn't fill in online classes. Some of the kids asked why didn't you go online yesterday? That is, by studying online, there will be additional expenses for pulses. ” (Teacher B)

The following are the results of the interview with teacher C.

“The obstacle that I complain about most is explaining the material, especially mathematics. I want to use video, it's still not sophisticated for it. Use voice messages, the children said, still confused. So specifically for subjects that need more explanation, they are left behind in this online course. ” (Teacher C)

Teacher D's answer is as follows.

"Apart from the extravagant credit, the internet network is also sometimes interrupted. When sending videos or questions around, it takes a while. There is also less communication with children. The material cannot be finished. The children are getting bored, so they are less active now. I myself am also getting bored with this online learning. The teacher still goes to school, but can't meet the students. Every day teaching is only on a cellphone or laptop screen. " (Teacher D)

Meanwhile, the results of teacher E's narrative are as follows.

“I often run out of internet credit to download materials from the internet. Sometimes from YouTube or find interesting materials for children. But it is very draining pulse. I am also getting bored and tired of wanting to return to face to face with the children. Teaching normal again. Much of my material is still left behind. Children are also at a saturated inactive lack of attention. ” (Teacher E). From some of the results of the teacher interviews above, it can be concluded that the constraints faced by teachers in online learning during the Covid-19 pandemic include: 1) limited internet quota is the main obstacle for some teachers; 2) there are still teachers who are not proficient in operating laptops; 3) students are uneven in receiving material from teachers through the WA group because not all students have cellphones; 4) the teacher has difficulty designing learning that is attractive to students; 5) teachers have difficulty in explaining certain subjects, for example mathematics, 6) completeness of the material is far from the achievement of the curriculum; and 7) teachers find it difficult to make assessments because there are still students who do not collect the assignments given.

Photos of teacher interview activities can be seen in Figure 1 to 5 below.

![Figure 1. Interview with first grade teacher about constraints in implementing online learning during the Covid-19 pandemic](image-url)
Figure 2. Interview with second grade teacher about constraints in implementing online learning during the Covid-19 pandemic

Figure 3. Interview with third grade teacher about constraints in implementing online learning during the Covid-19 pandemic

Figure 4. Interview with fourth grade teacher about constraints in implementing online learning during the Covid-19 pandemic
Student Questionnaire Results. The following are the results of student questionnaires related to what constraints students faced in implementing online learning during the Covid-19 pandemic.

“I am tired of studying on my own at home. Mother is often angry because she runs out of credit to download questions from the teacher. If there is a problem that is difficult I am confused. Because the teacher’s explanation is lacking. Ask mom not easy.” (Student 5)

Another student stated the following.

"Credit often runs out. So when I study online, I miss it." (Student 3)

The statement was also supported by the following 4 students.

"I use my brother's cellphone to study online. So it turns out, I like to fight, when the credit runs out, my brother gets angry. If my brother uses the cellphone, I can't participate in online learning." (Student 4)

It is different from what was conveyed by student 1 below.

“I don't have a cellphone. So I taught myself to read books at home. Sometimes I ask friends. Because I couldn't take the online class I missed my lessons." (Student 1)

Based on the results of the accounts of some of the students above, it can be concluded that there are several constraints experienced by students during online learning during the Covid-19 pandemic as follows: 1) limited quota becomes an obstacle for most students; 2) there are still students who do not have cellphones so they cannot participate in online learning; 3) The cellphone used as an online learning tool alternates with parents or siblings so that it becomes less effective; and 4) students have difficulty understanding the lesson.

Parents Questionnaire Results. The results of the parent's questionnaire regarding the constraints faced in accompanying their children to learn online can be seen in some of the parents’ answers as follows.

“My expenses have increased. I have to top up my child's credit to study online. so it is more wasteful. I also have to divide the time to accompany my child to study. If there is a problem that is difficult, I am confused when asked by the child. I have to participate in studying again. What is clear is more troublesome." (Parent D)

This answer was also supported by C’s parent.

“My shopping list has now grown. Quota. Not to mention if children are fussy because of assignments. I have to be extra hard to help children study at home. I know now what it feels like to be a teacher. One child is complicated. Moreover, teachers have to teach many children in class." (Parent C)

Meanwhile, other parents gave the following answers.

“I don't have a cellphone. So my child can't take online classes. I also can't buy a new cellphone for that. Moreover, things like this. I can't afford to buy a new cellphone." (Parent A)

It is different from the answer given by parent B below.
“Before, I didn't understand how to use a good cellphone. I usually just receive a call or text. But because there was this online study, I was forced to take part in cellphone lessons. But in fact it used up credit. With this also my work is a bit disturbed. Must be with children often. Especially if children prefer to play rather than learn. Children become more spoiled at home too long." (Parent B)

From some of the results of the parent questionnaire above, it can be concluded that the constraints faced by parents in accompanying children's online learning during the Covid-19 pandemic include: 1) parents are increasing to buy internet quota; 2) parents are forced to know technology; 3) there are still parents who do not have cellphones so that their children cannot join online classes; 4) parents' work is interrupted because they have to divide their time with children's online learning hours; 5) parents have difficulty with material that their children do not understand; and 6) parents begin to fret if this lasts longer.

3.2 Discussion

Although online learning has been carried out quite well at the state elementary school Mangunjiwan 2, it is undeniable that there are still constraints faced by teachers, students, and parents. Based on the findings in the field, there are several constraints faced by teachers, students, and parents during the implementation of online learning.

Limited internet quota is the main obstacle in implementing online learning. In a study conducted by Jamaluddin, et al, the most effective way to reduce quotas is to prepare and provide low-quota applications[12].

The next obstacle is the disruption of the internet network. This is also experienced by Purwanto, et al. in his research[8]. From the results of his research, there were several constraints in online learning, one of which was internet network disruption.

Another obstacle found in this study is that there are still teachers who are not yet proficient in technology. This is in accordance with the opinion of Slameto that during learning at home, the ability to use computers/cellphones and the internet is needed, which many students have not mastered, including senior teachers[13].

There are still students who do not have cellphones so that they cannot take online classes is also one of the constraints found in this study. Based on these findings, the teacher must be able to overcome these problems, for example by providing learning materials in the form of modules and the like. So that students who do not have cellphones can still learn.

The next obstacle is the lack of student attention in the online learning process. For this reason, the teacher must be able to package learning that is more attractive, asking students so that student attention in the online learning process increases. However, based on the results of research in the field, there are constraints that the teacher has difficulty in designing attractive online learning. Thus it is necessary to have a solution to overcome these constraints.

Another obstacle is the lack of interaction between teachers, students, and parents resulting in decreased social relations. This is not in accordance with what Lin, E., & Lin, C stated that student interactions with students and students and teachers must always be built to improve communication and discussion about every activity in the teaching and learning process[14].

The next obstacle is that teachers have difficulty explaining certain subjects, for example mathematics. This obstacle was followed by another obstacle that the teacher also experienced difficulties in making assessments because there were still students who did not collect the assignments given. This contradicts the results of research namely students have a tendency to be able to manage their time and activities better and be useful through online learning. In fact, there are still some students who don't do their assignments on time[15].

Another obstacle found in this study was the completeness of the material far from the curriculum achievements. This is in accordance with the opinion of Puspitasari that by using this online learning system, sometimes various problems faced by students and teachers arise, such as subject matter that has not been completed by the teacher[16].
The last obstacle found in this study is that parents' work is disturbed because they have to divide their time with children's online learning hours. This is in accordance with Kholil's opinion that assisting children to learn from home, while parents do work that must be completed from the office or from home is indeed a challenge in itself, what needs to be remembered is that parents at home are not to replace all the roles of teachers at school[17].

4. Conclusion

Some of the constraints experienced by teachers, students, and parents during online learning during the Covid-19 pandemic include: limited internet quota as a support is a major obstacle in the implementation of online learning resulting in additional expenses for teachers and parents, internet network disruption, there are still teachers who are not proficient in technology, there are still students who do not have cellphones so they cannot take online classes, the lack of student attention in the online learning process, the lack of interaction between teachers, students, and parents causes decreased social relations, teachers have difficulty designing learning what is interesting for students, teachers have difficulty explaining certain subjects, for example, mathematics, completeness of the material is far from the achievement of the curriculum, teachers have difficulty making assessments because there are still students who do not collect the assignments given, parents’ work is disturbed because they have to divide their time with children's online learning hours. Based on the results of this study, it is suggested for teachers to increase their skill for online learning and government to support the internet for online learning. Parents should get to know and start learning technology, try to take the time to accompany their children to study at home and ask teachers for help over the phone if they have difficulties in their child's learning.

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