Analysis of the Weakness to The Implementation of Online Learning During the Covid-19 Pandemic In the City of Surabaya, Indonesia

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Abstract. The aim this research to get an information of weakness/obstacles faced by the Education Office of Surabaya, in implementing online learning programs in Pandemic Covid 19 era. The data source is the result of stuffing questionnaire by Principal and Teachers of Elementary and Junior High School in the city of Surabaya, which consists of 37,782 teachers. Data obtained from the results of this study concluded that the implementation of the online learning is still not optimal and the need to increase both from the aspect of quantity and quality.

1. Introduction
Pandemic Covid-19 force social distancing policy, Indonesia is introduced as a physical distancing (keeping a distance physically) to minimize the spread of Covid19. So, this policy is strived to slow down the spread of the Corona virus in the community. All affected countries have tried to make the best policy to maintain the permanence of the service pendidikan [1] [2] [3]. Indonesia is also facing some challenges manifest which should immediately look for a solution: the inequality of technology among schools in cities large and regions, the limitations of the competence of teachers in the use of applications of learning, the limitations of resources for the utilization Educational technologies such as the internet and quotas, teacher-student-parent relations in online learning that are not yet integral.

Ministry of Education and Culture (Kemdikbud) responded with a policy study from home, through learning online and followed the removal of Examination National for the year is for the entire school in Indonesia, including Surabaya. In relation to online learning modes, Surabaya as a Metropolitan City is trying to implement it in each side of government services and the lives of its citizens, including education. For the city of Surabaya, the application of learning online brings a number of benefits, in whom is efficiency in implementation and cost, overcoming obstacles distance and time, as well as ease of control and supervision. [4] One of the examples of case is when happen restriction of activities due to the prevention of pandemic Covid-19, where the teacher does not face to face with the students when learning must keep running. In this situation online learning plays an important role in the continuing education of the nation's children [3].

Online learning aside from being an ease of communication, is also a challenge for schools, especially teachers. Teachers have a challenge to learn applications that can be used for online learning, both applications on PC and mobile in the form of android-based applications. [2] The short time and the varied teacher's situation in understanding ICTs are their own problems. When students must learn...
from home, some teachers are not ready with the provision of ICT skills. Therefore the role of the Surabaya Education Office is absolutely necessary to initiate such knowledge, both in the form of knowledge transfer and technical assistance that accelerates the dissemination of ICT knowledge, in all schools in Surabaya.

The Office of Education needs to take quick and strategic steps to adapt to these changes. The involvement of the Education Office is expected to start from the planning, implementation and evaluation. The Surabaya City Education Office has been implementing a computer-based information system for the past 3 years, and since the arrival of the Covid Pandemic 19 it has added its baseline data on monitoring the implementation of online learning. In this study, it will be recorded and analyzed data on the implementation of online learning after walking for about 47 days (since March 16, 2020)

2. Method
This study was conducted to explore the data secondary of the Surabaya Education Office and then tabulate and analyze the table. Data obtained from teachers, principal, and supervisors in the city of Surabaya. Data obtained through a questionnaire in google form, which will later be collected in the data base. Based on data obtained from the staff of Surabaya Education Office, obtained information that has been carried out step by step by the Office of Surabaya Education, among others: (a) Control of E-Learning, (b) monitoring the implementation of the E-Learning through data systems, (c) Reporting Learning online, (d) Evaluation of the implementation of learning during by using the Surabaya City Education Office E-Learning. (e) Analysis of the Implementation of Online Learning.

3. Result and Discussion
Based on the results of the survey until the date of 30th April 2020 to the principal and teachers of elementary and junior high school as well as private obtained data. Data are then in sort and display 4 the order of the top which is the order of selection of the highest that have principals and teachers. : [2]

| Table 1, Difficulties in Implementing Online Learning |
|-----------------------------------------------------|
| Have not been doing online learning before           | 44.04% |
| Unable to select online learning media options       | 12.07% |
| Can not manage the time for implementing online learning with activities at home | 12.05% |
| In addition to the difficulties in the above         | 17.37% |

| Table 2, Weaknesses in the preparation of online learning as felt by the teachers |
|---------------------------------------------------------------------------------|
| Lack of mode references or online learning applications                        | 17.95% |
| The time required to correct the tasks becomes more long                       | 17.33% |
| Learning hands-on activity is hard to do                                        | 15.71% |
| other                                                                           | 4.64% |

| Table 3, Implementation of online learning as felt by the teachers |
|---------------------------------------------------------------------|
| Activeness of students monitored as directly                        | 17.93% |
| Learning means difficult to do                                       | 9.50% |
| other                                                               | 1.27% |
Table 4. Weaknesses of Evaluation

| Rate-related activity of students during the course of study not be rated as an objective for online learning is not face-to-face (eg, there are active students online beginning and end of the study course (during the learning takes place not noticed / do other activities is not monitored teacher, expressions of students who are enthusiastic / enthusiastic / sleepy / bored are not monitored) | 20.16% |
| Evidence or product activity of learning from the experience of learning that is meaningful for students not to be evaluated / rated and students not get feedback from the teacher. | 11.49% |
| Not able / not able to do the assessment for the activities of hands on activities / lab. | 9.87% |
| other | 1.35% |

Table 5. Difficulties When Implementing Learning

| Internet quota requires a large fee | 37.71% |
| Network / signal not smooth | 35.24% |
| Not mastering the application or program needed | 10.81% |
| other | 3.41% |

Table 6. Other difficulties experienced by the teacher

| Education characters hard to do | 91.43% |
| The teacher is not satisfied teaching, because they are not face to face | 90.65% |
| Mobile phone with old technology | 84.91% |
| Difficult to monitor student attendance | 72.67% |

The data above can be concluded that the complaints of students most many captured by teachers during follow learning online, which was burdened with the cost of the use of the Internet (86.75%). The second complaint that is almost the same intensity is the absence of ICT devices (cellphones / notebooks / PCs) to take part in online mode learning (85.56%). This data was confirmed by the most technical obstacles experienced by the students, namely limited internet quota (38.84%) and limitations of cellphones / laptops (29.93%). Complaints of students who occupied the rank third is feeling overburdened with tasks online (65.26%), where the list of constraints nontechnical order of first occupied by the limitations of the tool practicum (33.62%), followed by difficulties to discuss with friends (27.15%).

By thus, constraints principal of the students are limited funds for accessing the Internet and provides a device electronically, whereas the complaint in order here inafter were obstacles nontechnical ie load tasks online, where the source of the difficulties that are limited tools to implement practical and difficult to do group discussions in doing assignments.

From the data shown in the above, can be drawn the conclusion that changes in the mode of learning of offline / face-to-face becomes online is a source of complaints the greatest of teachers who teach in educational character (91.43%). Stuttering in the face of these changes makes teachers doubt the effectiveness of the delivery of the material in general to the students (90.65%). It is presumably not
because of incompetence on the side of the teachers in teaching, but more because of the learning mode online is the time first that they do so requires effort and time more to adjust themselves to find a formula which fitted, as that revealed in ranked first list of difficulties in running the learning mode online (44.04%).

In more detail it can be explained that the percentage of the main constraints at each stage of online learning (preparation, implementation, and evaluation) did not reach 21%, apart from that the difference with the second difficulty and the three in each stage were not far adrift. It is can be interpreted that constraints were experienced by teachers in running the learning mode online at every step of relatively uniform in each sub-aspect, especially in the stage of preparation. To stage the implementation and evaluation, highest rank constraints each occupied by the difficulties the teachers to get feedback non-verbal of the students related to learning that is being and has been implemented. In other words, the online mode of learning makes teachers constrained to monitor student participation and activity, so it is necessary to think of a measurement method that can monitor these sub-aspects.

Source of complaints of teachers further more to be technical, that is a constraint on the network provider service internet is not always smooth or provided in the area they were (89.71%), coupled with the absence of a budget for the purchase of quotas internet for the purposes of learning modes online (72.61%). Spending that swelled to the cost of quota Internet (37.71%), coupled with the lack of smoothness of network signalling provider of services Internet (35.24%), are two difficulties common were experienced by teachers in the running of learning online. While the limitations of the specification device that is owned (84.91%) also became complaints of the teachers due to run learning mode online is optimal requires ICT devices with relatively up-to-date specifications. [5]

4. Conclusion
Obstacles are experienced and perceived by teachers in the learning mode of online is primarily derived from the lack of exercise and experience in running, either in modifying the material and delivery, as well as in monitoring the participation and activeness of students who do not face in face-to-face. In technical, constraint is derived from the limited funding for the cost of quota internet, smoothness signal is the internet, control of applications, and the availability of tools are adequate. Expected inventory of the problems this can be used as the basis of preparation of the policy of the Surabaya Education Office policies that is positioned in the era of Pandemic Corvid 19.

Recommendation
The Ministry of Education should be to encourage the entire provider of mobile phones to provide CSR in the form of quota free internet to poor students, during the online learning in conditions of emergency Covid-19 situation, in addition to the teachers should really doing face-to-face meetings virtually, and giving guidance like teaching in class, instead of giving homework or assignments that are piling up and sometimes heavier than when learning at school. If the state of health emergencies continues for a long time, and there is no Semi Lockdown enactment, then student learning activities at school can be carried out while still following WHO health standards.

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