Problems of Teachers and Parents in Implementing Distance Learning During the Covid-19 Pandemic at SDN 102 Makale 5

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Abstrak

Tujuan penelitian ini yaitu untuk mengetahui problematika yang dialami guru dan orang tua dalam melaksankan pembelajaran jarak jauh di masa pandemi covid-19 serta upaya yang ditempuh guru dan oran tua dalam mengatasi problematika pembelajan jarak jauh di SDN 102 Makale 5. Pelaksanaan pembelajaran jarak jauh terbagi ke dalam dua metode yaitu metode dalam jaringan (daring) dan luring (luar jaringan). Penelitian ini merupakan penelitian kualitatif yang dilaksanakan dengan pendekatan studi kasus dengan partisipan antara lain tenaga pendidik (guru) yang terdiri dari yaitu perwakilan guru usia muda dan usia tua (6 orang) serta perwakilan orangtua siswa dari ekonomi tinggi dan rendah di SDN 102 Makale 5 (6 orang). Instrument utama dalam penelitian kualititatif ialah peneliti itu sendiri dan alat bantu dalam mengumpulkan informasi ada tiga yaitu angket, pedoman wawancara, dan studi dokumen. Subjek dalam penelitian ini adalah informan yaitu orang yang memberikan informasi mengenai data-data yang diperlukan mengenai persepsi guru dan siswa terhadap dampak pembelajaran secara daring pada masa pandemi covid-19 SDN 102 Makale 5. Berdasarkan data yang dikumpulkan dan dianalisa, ditemukan problematika guru dalam melaksanakan pembelajaran daring terdiri atas 4 indikator yaitu indicator kegiatan pembelajaran, jaringan internet, sumber sumber belajar, dan penanganan kesulitan belajar bersama orang tua. Sedangkan problematika orang tua siswa dalam melaksanakan pembelajaran jarak jauh terdiri dari 3 indikator yaitu, kesiapan orangtua dalam pembelajaran jarak jauh, penyediaan sarana dan prasarana belajar, serta penanganan kesulitan belajar siswa.

Kata Kunci: *Problematika, Daring, Luring, Pandemi, Covid-19, Intrinsik, Ekstrinsik.*

Abstract

The purpose of this study is to find out the problems experienced by teachers and parents in implementing distance learning during the Covid-19 pandemic and the efforts taken by teachers and parents in overcoming the problems of distance learning at SDN 102 Makale 5. The implementation of distance learning is divided into in two methods, namely in-network (online) and offline (out-of-network) methods. This research is a qualitative research carried out using a case study approach with participants including teaching staff (teachers) consisting of representatives of young and old teachers (6 people) as well as representatives of parents of students from high and low economies at SDN 102 Makale 5 (6 people). The main instruments in qualitative research are the researchers themselves and there are three tools for gathering information, namely questionnaires, interview guides, and document studies. The subjects in this study were informants, namely people who provided information about the data needed regarding teacher and student perceptions of the impact of online learning during the Covid-19 pandemic at SDN 102 Makale 5. Based on the data collected and analyzed, it was found that teacher problems in carrying out online learning consisted of 4 indicators, namely indicators of learning activities, internet networks, learning resources, and handling learning difficulties with parents. Meanwhile, the problems of parents of students in carrying out distance learning consist of 3 indicators, namely, the readiness of parents in distance learning, the provision of learning facilities and infrastructure, and the handling of student learning difficulties.

Keywords: Problems, Online, Offline, Pandemic, Covid-19, Intrinsic, Extrinsic.

Introduction

Changes in the learning method at the formal education level as a form of government policy in response to the spread of

the Covid-19 virus have caused various problems in different circles. Rules regarding the guidelines for organizing home learning in an emergency situation of the spread of the coronavirus disease (Covid-19) give Circular No. 15 of 2020 (Ministry of Education and Culture, 2020). Based on these guidelines, all teaching and learning activities are carried out from home in the form of Distance Learning (PJJ).

Distance Learning (PJJ) is a separate step of learning organized systematically from different locations. Distance Learning (PJJ) is a relatively and highly programmed and structured learning pattern, so learning patterns are conducted without face-to-face meetings (Warsita, 2019). The main key in PJJ strategy is smooth communication using tools and networks. Distance learning is a learning method that uses telecommunications media as a means for communication between learners and teachers (Munir, 2016).

Based on a preliminary study conducted by interviewing teachers in the SDN 102 Makale 5, information was found about the learning that was being done during the pandemic, namely 1) distance learning was being done online and offline, 2) learning techniques were being done by imparting Assignments performed and discussion of responses via the Whatsapp application, 3) conduct home visits once a month to fill learning gaps, 4) provide reading resources such as printed books to enable children to learn independently, and 5) build partnerships to support students upon graduation of their assignments to be supported. With the changing times, the advent of Android-based smart devices is the right choice as a means of delivering online lectures to replace the Distance Learning System (PJJ), which originally was based on face-to-face meetings directly in the classroom, it is not impossible that it can be replaced by a learning system integrated via the internet network (online learning) Hakpantria (2019).

The problems of distance learning are mainly perceived by teachers and parents. Parents, as supervisors of the student learning process at home, are certainly as aware of their child's learning difficulties as teachers are (Harahap et al., 2021). As with learning during the 2019 Covid pandemic, positive efforts were required from both sides. The division of tasks in guiding children/students to achieve their learning competences must be agreed between teachers and parents (Yanti & Sumianto, 2021).

The teacher is one of the success factors of learning because he acts as a planner, executor and assessor of the quality of a teaching and learning process. Educators act as teachers, planners, facilitators, and problem solvers in various learning disabilities faced by students (Suharni & Purwanti, 2018). The purpose of this research is the purpose of this study to find out the problems of teachers and parents in implementing distance learning during the Covid-19 pandemic and the efforts of teachers and parents in overcoming the problems of distance learning at SDN 102 Makala 5.

Method

The type of research used in this research is qualitative. Qualitative research by Moleong (2019) is a type of approach aimed at digging up deep information and understanding the meaning of a set of people or groups of people stemming from social problems. The approach used is a case study. Sugiyono (2017) expressed his opinion that a case study is a scholarly activity procedure that is conducted intensively, in detail, and thoroughly to find out cases occurring in a program, event, and activity, both at the individual and group level persons, institutions or organizations. The case that is the focus of this research relates to the problems faced by teachers and parents in conducting distance learning during the Covid-19 pandemic at SDN 102 Makale 5. Data collection in this study was done through questionnaires, interviews and documentation . Data analysis is data reduction, data presentation and drawing conclusions.

Table 1. Teacher Questionnaire Indicators

Indikator	Aspek	Butir Soal/ Pernyataan

Teacher Readiness Factor	Learning Activities	1, 2
	Internet Network	3, 4
	Learning resources	5, 6
	Handling learning difficulties with parents	7, 8, 9, 10

Table 2. Parent questionnaire indicators

Indicator	Aspek	Butir Soal/ Pernyataan
Parent Readiness Factor	Parental readiness in distance learning	1, 2
	Provision of learning facilities and infrastructure	3,4,5,6
	Handling student learning difficulties	7,8
	Handling learning difficulties with the teacher	9,10

Participants/informants in this study were educators (teachers) consisting of representatives of young and old teachers (2 people) and representatives of parents of high and low economy students in SDN 102 Makale 5 (2 people). Simply summarized, the number of participants was 12 with information on 2 teachers and 6 parents. The following is a description of the participants in this study.

Table 3. Research Participants

No	Inisial Informan	Perwakilan	Keterangan
1	PP	Class I teacher	Old Master Representative
2	SS	Class II teacher	Old Master Representative
3	MM	Class III teacher	Young Teacher Representative
4	LS	Class IV teacher	Young Teacher Representative
5	FP	Class V teacher	Old Master Representative
6	MB	Class VI teacher	Young Teacher Representative
7	CS	Class I Student Parents	Low Economy
8	ET	Class II Student Parents	Low Economy
9	KP	Class III Student Parents	High Economy
10	MT	Parents of Grade IV Students	High Economy
11	FL	Parents of Grade V Students	Moderate Economy
12	FX	Parents of Grade VI Students	Low Economy

Results and Discussion

"The developments and challenges of the future are very complex, including: the development of science and technology, the very rapid era of globalization, the information age, and the requirements for the implementation of the 2013 curriculum in grades I, II, III, IV and V and VI, and society's and parents' changing awareness of the importance of quality education, prompts schools to review the curriculum each year in response to challenges and opportunities. SDN 102 Makale 5 has a moral image describing the desired school profile of the future embodied in the following school vision:

The Teacher Questionnaire/Questionnaire contains 10 questions with yes and no answer options. The questionnaire was filled out by SDN 102 Makale 5 teachers. Based on completing the teacher questionnaire, the following data was obtained.

Table 4. Results of filling out the teacher's questionnaire

No	Pertanyaan	Jumlah Jawab Informan			
		Ya	Tidak	Persentase	Kategori
1	I design distance learning activities so that students are motivated to learn even from home.	6	0	100%	High
2	I present learning by examining essential materials that are considered difficult.	6	0	100%	high
3	During remote learning, my internet network supports it.	4	2	75%	high
4	Schools provide internet quota assistance to support teachers in carrying out distance learning.	6	0	100%	high
5	I am able to teach children about how to use the learning method from home with learning applications (Whatsapp/ Google Classroom/ Zoom, etc.).	3	3	50%	medium
6	I provide learning resources that all students can use such as books, easily accessible electronic reading links, etc.	4	2	75%	High
7	My student has learning difficulties stemming from a physical condition (eg handicap, low vision, etc.).	0	6	0%	Low

8	All of my students cannot use the internet and study independently from separate places.	3	3	0%	Medium
9	I can help children with learning difficulties in PJJ (distance learning)	3	3	50%	medium
10	I collaborate with parents in dealing with students' learning difficulties during distance learning.	4	2	75%	high

Based on the results of the above questionnaire, several points can be described as follows:

a) The six teachers/informants carry out distance learning design activities to create student motivation.

b) The six teachers/informants present the learning by examining essential materials that are considered difficult.

c) Four teachers have an Internet network that I support while the other two do not.

d) All teacher informants indicated that schools provide internet quota help to support teachers in conducting distance learning.

e) Three teachers stated that they were able to teach children to use learning methods from home with learning applications (Whatsapp / Google Classroom / Zoom etc.).

f) Not all teachers provide learning resources that all students can use, such as B. Books, electronic reading links that are easily accessible.

g) There are no students who have learning difficulties due to physical conditions (e.g. disabilities, short-sighted eyes, etc.).

h) Some students are able to use the internet and learn independently from a separate location.

i) Three teachers/informants indicated that they could help children with learning difficulties in PJJ (distance learning). The other three indicated that they could not overcome the problem of learning difficulties in PJJ.

j) Four out of six teachers reported that they worked with parents to address students' learning difficulties during distance learning.

Table 5. Results of Filling in the Parent Student Questionnaire.

No	Pertanyaan	Ya	Tidak	Persentasi	Kategori
1	I know my child's sailing schedule during the Covid-19 pandemic.	3	3	50%	medium
2	I request learning resources/thematic books from the school to support children's learning activities.	3	3	50%	Medium
3	I assist students in providing mobile phones for online/onli	6	0	100%	High

	ne learning.				
4	I facilitate children in providing books, cellphones, and internet quota to study from home.	4	2	75%	High
5	I try to get my children to get a good internet network during distance learning/from home.	4	2	75%	High
6	When studying remotely, I try to keep the child calm and comfortable.	6	0	100%	High
7	I found learning difficulties in children during the Covid-19 Pandemic	6	0	100%	High
8	I try to help children get out of learning difficulties with guidance and motivation.	6	0	100%	High
9	I convey these learning difficulties to the teacher in order to find an effective solution.	6	0	100%	High
10	I help teachers evaluate children's learning progress on a regular basis.	3	3	50%	Medium

Based on the results of completing the teacher questionnaire above, this can be explained simply as follows.

a) Three out of six parents were aware of my child's study plan during the Covid-19 pandemic.

b) Some parent representatives asked for learning resources/thematic books from schools to support children's learning activities.

c) Not all parents acting as parents help students in providing mobile phones for online/in-network learning.

d) Four out of six parents make it easier for their children to provide books, mobile phones and internet allotments for learning from home.

e) Not all children get a good internet connection during distance learning/from home.

f) All parents help to keep children calm and comfortable during PJJ.

g) Most successful parents have had learning difficulties with their children during the Covid-19 pandemic.

h) All parents try to help the children out of learning difficulties with guidance and motivation.

i) All parents share these learning difficulties with the teacher in order to find an effective solution.

j) Only three parents regularly help the teacher to assess the children's learning development.

Teacher Problems In The Implementation of Distance Learning

Learning is a systematic, planned, and comprehensive effort to achieve goals. The characteristics of learning in elementary schools or SD emphasize mastery of teacher skills in dealing with children aged 7-12 years. Piaget says in the theory of cognitive development that children of primary school age are at the developmental stage of concrete operational thinking. This level requires creativity and innovation from teachers as they need to translate abstract material into concrete content for students to understand.

In addition to teaching, the monument has various functions. Teachers act as curriculum reviewers, lesson planners, class organizers, facilitators, facilitators, and advisors (Suharni & Purwanti, 2018). The teacher reviews the national curriculum and then adapts or develops it to the unit/special school curriculum. The teacher as a planner who plans how the teaching and learning process should be implemented (Sanjaya, 2016).

In addition to supervising the lessons, the teacher is also responsible for the administration of the students and themselves. Teachers are always supervised by supervisors to see learning difficulties and administrative equipment (Alkhoiri, 2021). Administrative equipment is provided to assist teachers in carrying out their duties in a disciplined manner.

The existence of the Covid-19 virus pandemic has caused new changes in people's way of life, one of which is in the world of education. The decision to issue Circular No. November 2020 is one of the government's steps/guidelines to break the chain of virus spread, especially among school residents (Kemendikbud, 2020). Based on these guidelines, all teaching and learning activities will be carried out from home in the form of Distance Learning (PJJ).

Distance Learning (PJJ) is a separate step of learning organized systematically from different locations. Distance Learning (PJJ) is a relatively and rigorously programmed and structured learning pattern, so learning patterns are conducted without face-to-face meetings (Warsita, 2019). Conducting distance learning at SDN 102 Makale 5 is divided into two methods, namely online (online) and offline (off-network) methods. The online method is used by utilizing reasonable internet access (Robandi & Mudjiran, 2020). While the offline or off-network method utilizes various learning resources without internet access.

Conclusion

Based on the research results in the previous chapter, it can be concluded that the results of this study. These findings come from the results of interviews and questionnaires. These points include the problems faced by teachers and parents of students at SDN 102 Makale 5 in the implementation of distance learning (PJJ).

Teachers and parents of SDN 102 Makale 5 students indicated that they understand what distance learning is. The teacher is able to prepare fun learning activities by paying attention to the syllabus and presenting learning by going through essential materials that are deemed difficult, then creating a learning plan and informing students and parents of students. Meanwhile, the parents of the students are preparing to help and guide the students to study at home, and to facilitate the smooth flow of the learning activities for the children.

The problems teachers have experienced during distance learning during the pandemic illustrate that there are still some issues teachers are facing. Two in four teachers said internet restrictions and the inability to use learning technology and communication tools were problems with online learning during the pandemic. However, the advantage of the teacher is that they can design and select essential material that is considered urgent and

needs to be taught even during the Covid-19 pandemic. In addition, the good cooperation between teachers and parents has made it possible to carry out the student counseling during the pandemic, although not optimally.

The problem faced by parents of students with distance learning during the Covid-19 pandemic is the difficulty of guiding children from home during the learning process. Three out of six parents reported that they were not aware of their children's learning progress because of their busy work (earning a living). Likewise, the skills for accessing information from information technology tools and the Internet are not the same. However, parents try to keep their kids calm and comfortable while sailing, so their kids still want to go sailing even though they need to be with their friends.

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Profil Penulis

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