



Problems of Online Learning in the Covid-19 Pandemic Era

Romlah¹, Okta Rosfiani², Ade Ratna Putri Rahayu³, Alfiansyah Syahro⁴, Nabil Alfian⁵

University of Muhammadiyah Jakarta, Indonesia | romlah.gany@umj.ac.id¹

University of Muhammadiyah Jakarta, Indonesia | okta.rosfiani@umj.ac.id²

University of Muhammadiyah Jakarta, Indonesia | rahayuade025@gmail.com³

University of Muhammadiyah Jakarta, Indonesia | ansyahalfi955@gmail.com⁴

University of Muhammadiyah Jakarta, Indonesia | nabilalfian007@gmail.com⁵

Correspondence Author*

Received: 10-12-2023

Reviewed: 15-12-2023

Accepted: 29-12-2023

Abstract

In the era of the COVID-19 pandemic, learning in schools is carried out online to prevent the spread of COVID-19. Schools, teachers, parents, and other parties face many challenges in achieving learning objectives. The purpose of this study is to identify the problems of online learning during the Covid-19 pandemic at SMK Muhammadiyah 5 Central Jakarta, DKI Jakarta. This research uses a descriptive qualitative approach with a case study method. Primary data sources are teachers, deputy heads of infrastructure, parents, and students, and secondary data sources are school principals. Participatory observation techniques, in-depth interviews, and documentation were used for data collection. Data were analyzed using the Miles and Huberman interactive model at the stages of data collection, data reduction, data presentation, and conclusion drawing. The researcher's investigation revealed several problems: 1) students looking for answers on the Internet, unstable network, decreased motivation to learn. 2) Teachers, namely students rarely submit assignments, off-camera while studying, teachers explain too much theory without explanation, teachers are more interested in teaching *online* than *offline*. 3) Deputy Director for Social Infrastructure that there are still students who do not have cell phones or other communication tools to support online learning. There are two students in each class who do not have cell phones. The school provides appropriate equipment, such as Wi-Fi, classrooms, and computers, to enable students who encounter barriers to continue participating in *online* learning. 4) Parents have limited time to support their children's learning, spend a lot of money on quota and textbooks, and are able to utilize mobile phones as communication tools in online learning.

Keywords: Covid 19, interactive model, online learning

Introduction

Education is the whole process of a person developing abilities, attitudes, and forms of behavior that have positive value. It is to carry out the human function as a servant. Education is very important for life, even the demand for the importance of education is getting bigger considering the rapid development of the world (González et al., 2023). Education is also defined as the process of coaching and guidance that a person continuously provides to students to achieve educational goals. According to Azra, education is a process of preparing the younger generation to run life and fulfill their life goals more effectively and efficiently. (Miftahul, 2021).

Education problems in normal times (before the Covid 19 pandemic), since Indonesia's independence until now, are still very numerous and complex. Starting from the lack of educational infrastructure, the national education curriculum, the quality of educational output, as well as issues of teacher competence and professionalism, and many other problems. Even though during the conventional learning period, the output and quality of Indonesian education was still far from achieving the goals of education itself. What more with the application of learning in the new normal era, which not only limits but almost eliminates direct interaction between educators and students. The spirit of education is actually obtained and given through direct interaction between educators and students. (Herman, 2020).

The solution to the problem of parental factors is by communicating (via cellphone/whatsapp) with parents to take the time to return home from work so that the cellphone/gadget is immediately used by their children for online learning (Yu et al., 2023); giving leeway in doing assignments so that students who take turns on cellphones/gadgets with their parents can be served; asking homeroom teachers for help to inform students' learning progress through the parents' whatsapp group so that parents are expected to be able to motivate and assist their children who pay less attention to assignments from teachers; subject teachers ask active students for help in informing bills that have not been done by participants who are less concerned; subject teachers directly contact students' cellphone numbers to ask the reasons for not doing the assignments given; asking BK teachers for help in motivating students to learn. (Asmuni, 2020).

The Covid-19 pandemic that has hit the world, including Indonesia, has an impact on various aspects of life, one of which is education. So educational institutions require a process of distance learning activities, namely students learning and teachers teaching must continue even though students are at home (Fikri et al., 2023). As a result, educators are required to design learning by utilizing online media. This is in accordance with the decision of the Minister of Education and Culture of the Republic of Indonesia regarding Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies during the Emergency Period of the Spread of Covid-19. Various initiatives are carried out to ensure learning activities continue despite the absence of face-to-face sessions. Technology, more specifically the internet, smart phones, and laptops are now widely used to support distance learning. (Miftahul, 2010).

Schools, where there is daily gathering and interaction between teachers and students, can be a means of spreading Covid-19 (Khadafe, 2023). To protect school residents from Covid-19 exposure, various regions have established a learning from home policy. The policy targets all levels of education from preschool to higher education, both public and private. The study-at-home policy is implemented while still involving educators and students through

Distance Learning(PJJ). (Haryadi, 2021).

The problem is not only the availability of learning facilities, but also the lack of quota (credit) which requires a high cost, to facilitate the needs of online learning, especially parents of students who do not have the budget to provide an internet network. It does not stop there, even though the internet network is within arm's reach, learner's face difficulties in accessing the internet network because they live in rural, remote and underdeveloped areas (Mojarad et al., 2023). Even if there are those who use cellular networks, sometimes the network is unstable, because the geographical location is still far from cellular signal coverage. This is also a problem that happens a lot to students who take part in online learning, so the implementation is less effective. (Kemdikbud, Asmuni, 2020).

Therefore, online learning is not just material transferred through the internet media, nor is it just assignments and questions sent through social media applications (Cholik et al., 2023). Online learning must be planned, implemented, and evaluated as well as learning that occurs in the classroom (Naidoo & Reddy, 2023). Mulyasa "said that planning can be interpreted as the process of preparing subject matter, using teaching media, using teaching approaches and methods, and assessing in an allocation of time that will be carried out at a certain time to achieve predetermined goals." (Dewi Fatimah, 2021). (Dewi Fatimah, 2021).

The teacher's understanding of using IT will show the increasing competence that exists in him. To improve mastery of IT (Metekohy et al., 2023), teachers are required to take part in the IT workshop program, organizing IT workshops must be carried out as well as possible so that teachers can improve their competencies (Rehman, 2023). And for teacher competence in terms of using IT, teachers are expected to take part in IT workshops properly so that they understand more about using IT as a teaching medium. (Wernely, 2018).

Ultimately, the best solution requires all parties involved, both teachers and learners, to be engaged and committed in changing the way they learn to be more effective in order to achieve learning gains. Teachers must change their way of teaching to suit the situation. The students must also revive their enthusiasm for learning. That way the learning gain condition can be achieved perfectly. (Fikri Raihan, 2021).

Literature Review

Problematics comes from the word problem which can be interpreted as a problem or problem. The problem itself is an obstacle or problem that must be solved in other words, a problem is a gap between reality and what is expected properly, in order to achieve maximum results. There is also in the Big Indonesian Dictionary the word "Problematics" which means that it still causes a problem that still cannot be solved. (Echols, 2000)

There is also in the Big Indonesian Dictionary the word "Problematics" which means that it still causes a problem that still cannot be solved. Problematics can be classified into two groups, namely from within humans (internal factors) and from outside humans (external factors), namely internal factors are factors that come from within humans, while external factors are factors that come from outside humans.

From some of the above opinions, it can be concluded that problems are several things that cause problems or problems whose problems still cannot be given a solution. (Isnain, 2019)

Online learning is an effective learning method, such as practicing with feedback related to combining collaborative activities with self-study. So it can be concluded that online

learning is learning that is carried out using the internet as a place to channel the knowledge of a teacher to students. Quantum Learning is a learning that has the main mission to design a pleasant learning process that is tailored to the level of student development. These interactions include elements for learning that affect student success. (Ulfah, 2020)

Research Method

This research uses a descriptive qualitative method. Perreault and McCarthy define qualitative research as a type of research that seeks to explore information in depth, and is open to all responses and not just yes or no answers. This research tries to ask people to express their various thoughts on a topic without giving them much direction or guidance on what to say. According to Moleong, qualitative research is research that intends to understand the phenomenon of what is experienced by the research subject, for example behavior, perceptions, motivations, actions and others., holistically, and by means of descriptions in the form of words and language, in a special natural context by utilizing various natural methods. Therefore, qualitative research is subjective and the results are more casuistic, not to be generalized. This qualitative research is used to be able to understand the actions of the subjects and objects studied through qualitative research such as observation, interviews and documentation. To get in-depth results from researchers regarding the problematics of online learning in the pandemic era at SMK Muhammadiyah 5 Jakarta, it would be better to use observation, interviews and documentation.

Data analysis in qualitative research is carried out during data collection, and after completion of data collection within a certain period. During the interview, the researcher has analyzed the interviewee's answers. If the interviewed answer after being analyzed feels unsatisfactory, the researcher will continue the question again, until a certain stage, the data is considered reliable. (Sugiyono, 2016)

Miles and Huberman offer a general pattern of analysis by following a flow model, in which researchers perform three data analysis activities simultaneously, namely: (1) data reduction, (2) data display and (3) conclusion drawing. (Muri, 2017)

From the results of data analysis, conclusions can then be drawn. The following are the data analysis techniques used by researchers:

Data Reduction

The data obtained from the field is quite a lot, for that it needs to be recorded carefully and in detail. As has been stated, the longer the researcher is in the field, the more the amount of data will be numerous, complex and complicated. For this reason, it is necessary to analyze the data through data reduction. Reducing data means summarizing, selecting and selecting key things, focusing on important things, looking for themes and patterns. (Sugiyono, 2018)

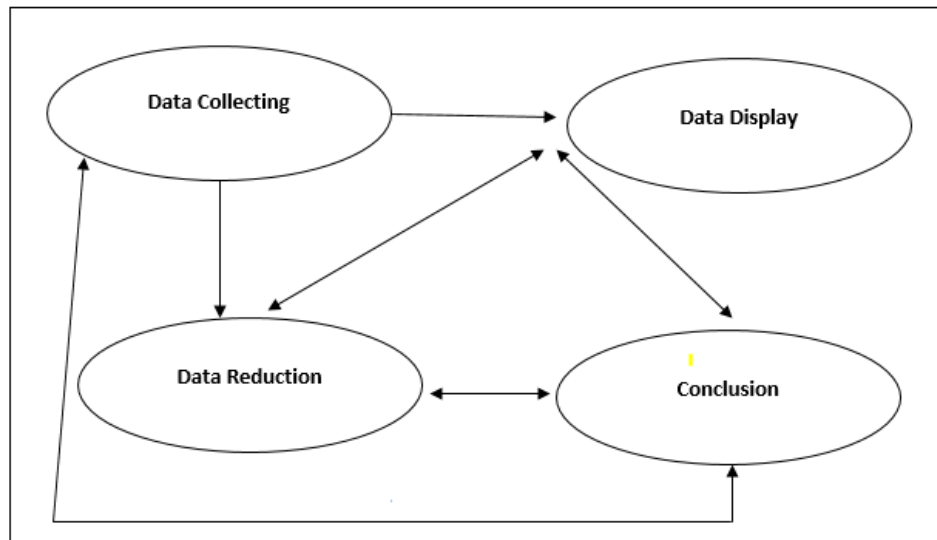
Data Display

In quantitative research, this data presentation can be done in the form of tables, graphs, pie charts, pictograms and the like. In qualitative research, data presentation can be done, in the form of brief descriptions, charts, relationships between categories, flowcharts and the like. (Sugiyono, Educational Research Methods, 2018)

Conclusion Drawing

The initial conclusions put forward are still provisional, and will change if not found. (Sugiyono, Educational Research Methods, 2018) not strong evidence that supports the next stage of data collection. Withdrawals in qualitative research are basically temporary, because the data findings must be verified and checked for validity through various techniques. The verification carried out aims to sharpen the meaning of the findings, so that conclusions are obtained that describe reality. (Sugiyono, Educational Research Methods, 2018).

Data Analysis Chart (Miles and Huberman)



Results

The findings of this study are directed to provide comprehensive answers about the problems of online learning in the era of the COVID-19 pandemic at SMK Muhammadiyah 5 Central Jakarta DKI Jakarta. Researchers interviewed several students to find out what problems they felt in this online learning both in terms of using technology, as well as facilities provided by the school. Researchers interviewed Nesta

Febryanto, he said: "Yes, I can use the application provided by the school for the online learning process, and I also have learning media for online learning, the internet network is one of the obstacles that I often feel in online learning, online learning in my opinion is not fun and very ineffective, when the teacher explains it becomes unclear because his voice is broken, I try to understand the learning to do the assignments that the teacher gives, the difficulty I feel is not understanding the lesson because I cannot ask the teacher directly, and I have searched for answers from the application but only for math subjects because math is difficult." (Personal Interview, Nesta Febryanto, Student of SMK Muhammadiyah 5)

The results of the interview above can be concluded that online learning itself makes students less understanding of the material provided, there are also many obstacles that occur in online learning, one of which is the network as well as a decreased enthusiasm for learning, even most students use the help of applications to complete their assignments.

Researchers also interviewed the principal of SMK Muhammadiyah 5 Jakarta as secondary data regarding the problems of online learning for students during the co-19

pandemic, he said that: "One of the obstacles in online learning is laziness, some turn off the camera a lot during online learning, sometimes students let their cellphones talk to themselves, learning is also ineffective, students are also often negligent in collecting assignments that have been given by each subject teacher, if like that they don't get any results, thank God the internet network is adequate, as well as the quota that is received every month from the Ministry of Education and Culture, thank God that during online learning there was assistance from the Foundation. But many children also become creative in online learning.

The difference in the implementation of learning that was felt before covid and after covid was a lot of differences, especially in terms of student behavior, when before covid implemented discipline even though it was not 100% followed by students, after this covid with various limitations could not fully implement school discipline as well as the attitude of students with long hair, there were reasons for forgetting to use uniform attributes. (Personal Interview, Siti Fathonah, Principal of SMK Muhammadiyah 5 Jakarta, January 25, 2022)

Teachers' Problems in Using Technology in Online Learning

The researcher also interviewed Mrs. Askiya regarding the teacher's ability to use technology in online learning, difficulties, problems, how to overcome, and the applications used she said that: "the ability to use technology is more self-taught or self-learning through YouTube, Google, or training provided by the school regarding how to use the application to be used. while the difficulties experienced are about collective assignments, whether the child is active or not, and student absences. Problems experienced from students because many students often get interference from the signal. The way to overcome this is by marking students who have done the assignment and contacting the homeroom teacher. The only application used in online learning is google classroom." (Personal Interview, Askiya, Arabic Teacher of SMK Muhammadiyah 5 Jakarta)

The Problem of Facilities in Online Learning

The obstacles that occur are usually in the network, the quota that must be available by students and students must provide it then they can overcome the various ways of learning that exist at SMK Muhammadiyah 5 online, usually students must be prepared for the activities that exist in the online learning. Other facilities that have supported such as wifi which has been spread in several classes each to support the learning that is carried out in this school. Maybe after the pandemic is over we will return to offline learning as usual face-to-face with students at school." (Personal Interview, Cecep, Deputy Head of Sarpras, SMK Muhammadiyah 5 Jakarta).

Problems of accompanying parents during BDR (Learning from Home)

The role of parents in online learning for children during the covid 19 pandemic makes parents realize how important the role of parents is so that they will always encourage their children in the learning process even though they are not in the classroom at school.

The researcher also interviewed Mrs. Waskini regarding the effectiveness of online learning with face-to-face learning, what is felt when online learning takes place, whether the mother or father accompanies the child when learning, whether there are difficulties experienced, whether the mother or father facilitates the child's needs in online learning. She said that: "Face-

to-face school is more effective because it is easier to understand the material, it is easy to ask questions directly to the teacher and meet friends, I don't really understand, what is felt during online learning is that I don't really understand the material presented, the assignments are too many but the deadline is too fast and wasteful of quota (credit), and I accompany my child because as a parent I have to be able to act as a teacher at home, and I feel difficulties because as a parent I don't really understand the material presented, for my own facilities I also buy internet quota, and prepare a laptop / cellphone." (Personal Interview, Waskinih, Parents of Students, SMK Muhammadiyah 5 Jakarta).

Discussion

Online Learning Problems for Students during the Covid-19 Pandemic at SMK Muhammadiyah 5 Jakarta

The problem of online learning is a problem or issue regarding learning that is carried out online using the internet as a place to channel the knowledge of a teacher to students. This online learning can be done at any time not related to time. Online learning makes students less understanding of the material provided, many obstacles occur in online learning, one of which is the network, decreased enthusiasm for learning, even most students use the help of applications to complete assignments.

The obstacles to distance learning in the midst of the Covid-19 outbreak on student learning outcomes, and student learning outcomes while using Distance Learning, will be explained, positive and negative impacts of distance learning in the midst of the Covid-19 outbreak:

a. Positive impacts, are:

1) Children have more time at home with family

Distance learning is learning that is conducted separately between students and teachers or conducted remotely from their respective homes.

2) Enhance students' creativity

Student creativity is the ability of students to make new things in their learning obtained from the information they get from the teacher in the learning process.

b. Negative Impacts, are:

1) Submission of material is not maximized

Teachers are the main source of learning in learning, therefore to produce good learning teachers must master the material, methods, strategies and learning media.

2) Irresponsible use of gadgets

Students who have responsibility in learning will know the time to study, so that when the time shows to study students immediately prepare something needed to study according to the results of the interview explained that "sometimes children if they are not reminded, then use gadgets for social media alone not for learning. His identity has not been formed, if it has been formed, he will know when the right time to use the gadget is". (Miftakhul Rohmah, 2022)

Online learning here is very influential on the success of learning, namely both in the form of tools and materials, as well as the application system. There are several obstacles experienced by students, teachers and parents in online teaching and learning activities, namely lack of mastery of technology, additional internet quota costs, additional work for parents in accompanying children to learn, reduced communication and socialization between students, teachers and parents and unlimited working hours for teachers because they have to communicate and coordinate with parents, other teachers and the principal. The impact felt by teachers is the declining quality of children, lack of communication or introduction of students with teachers. And the impact felt by students is the lack of introduction to classmates, the difficulty of understanding learning which results in learning quality. The impact felt by students on the teaching and learning process at home is that students feel forced to learn remotely without adequate facilities and infrastructure at home. With the distance learning method, students need time to adapt and they face new changes that will indirectly affect their learning absorption. As for the impact felt by teachers and parents, the additional cost of purchasing internet quota increases, online technology requires a network connection to the internet and quota, therefore the level of internet quota usage will increase and will increase the burden on the expenses of both teachers and parents. (Okta Rosfiani, 2021)

Even the principal also said that at SMK Muhammadiyah 5 Jakarta there are no obstacles or problems caused by the network or quota because one of the problems is laziness as with the assignments given by the teacher, but there are still students who are negligent in collecting assignments, lack of discipline because when learning using zoom, or google meet there are still many students who do not care or do not focus on the material being given, because many students turn off the camera and their cellphones are left to talk to themselves.

Teachers' Problems in Using Technology in Online Learning at SMK Muhammadiyah 5 Jakarta

The ability of teachers to use technology is not all capable or mastering every technology must be lacking, so learning is needed or a teacher must really learn about mastering technology.

Teachers at SMK Muhammadiyah 5 Jakarta, stated that the use of technology in online learning is quite good, this can be seen from the results of interviews that researchers asked teachers that some teachers already understand the use of technology that will be used during online learning, it just needs a little more training and learning such as from YouTube.

Problems with Online Learning Tools

Based on observations, interviews and documentation, the facilities at SMK Muhammadiyah 5 Jakarta are adequate because the facilities available include a place to study, textbooks, wifi, and learning media. The availability of sufficient facilities and facilities is one of the supports for the implementation of the online learning process. Facilities are one of the impact success factors in the teaching and learning process, therefore the readiness of learning support facilities in the facilities used must be given more attention to the characteristics and readiness of facilities that will support the learning process carried out online.

Problems of Parental Assistance during BDR (learning from home)

Based on observations and interviews conducted by researchers, it can be concluded that parental assistance during BDR (learning from home) at SMK Muhammadiyah 5 Jakarta is quite good, because not a few of the parents who have been interviewed by researchers say that during online learning they accompany their children's learning process. Parents are not figures who only function as fulfilling children's material needs, but on the other hand immaterial needs must also get the same portion, maybe even more. Without good assistance from parents, the results of education will not give good results because of the lack of assistance from parents.

Conclusion

From the results of the discussion of research on the Problems of Online Learning in the Covid-19 Pandemic Era, the following conclusions can be drawn: Online learning problems for students during the Covid-19 pandemic at SMK Muhammadiyah 5 Jakarta Online learning carried out by students is less effective due to laziness, boredom, lack of understanding of the material, unstable network, decreased enthusiasm for learning, some students look for answers from the internet, violate school rules such as long hair. Teachers' problems in using technology in online learning at SMK Muhammadiyah 5 Jakarta.

The difficulties felt by teachers in online learning, it is difficult to condition students when online learning takes place, such as: students rarely submit assignments, off camera when learning takes place (vicon). Applications used by teachers in the online learning process such as WA, Google Classroom, Zoom Meeting, Quizizz, Google Form, Google Meet. Problem of facilities in online learning at SMK Muhammadiyah 5 Jakarta. The availability of facilities that are sufficient to fulfill the implementation of this online learning. Facilities at school are very supportive with several facilities that have been provided by the school such as computers, study rooms, wifi. Problems of parental assistance during BDR (learning from home) Parents who often feel difficulties because the level of learning is constantly getting more difficult. More costs are incurred to buy quota, as well as textbooks, and must facilitate cellphones for children to study online. Many parents also want school to take place offline so that children can also understand the learning material explained by the teacher. Parents' busyness with homework is one of the factors that make parents unable to fully accompany their children.

References

- Cholik, M., Umaroh, S. T., Rijanto, T., & Soeryanto, S. (2023). Youtube as an alternative to learning media: a case study. *Jurnal Pendidikan Teknologi Dan Kejuruan*, 29(1). <https://doi.org/10.21831/jptk.v29i1.49115>
- Echols, S. (2000). *English-Indonesian dictionary*. Jakarta: Isnain. (2019). Problematics of the Learning Process.
- Fikri, A., LN, F., Hadriana, H., & Sumarno, S. (2023). Online Learning Models in The Era and Post-Pandemic COVID-19. *JETL (Journal of Education, Teaching and Learning)*, 8(1).

- <https://doi.org/10.26737/jetl.v8i1.3406>
- González, C., Ponce, D., & Fernández, V. (2023). Teachers' experiences of teaching online during COVID-19: implications for postpandemic professional development. *Educational Technology Research and Development*, 71(1). <https://doi.org/10.1007/s11423-023-10200-9>
- Khadafie, M. (2023). CONSTRUCTION OF ISLAMIC RELIGIOUS EDUCATION IN THE ERA OF THE COVID-19 PANDEMIC. *Profetika: Jurnal Studi Islam*, 24(01). <https://doi.org/10.23917/profetika.v24i01.1690>
- Metekohy, B., Sahertian, N., & Ming, D. (2023). Implementation of home visit method in offline learning during the covid-19 pandemic. *JPPI (Jurnal Penelitian Pendidikan Indonesia)*, 9(1). <https://doi.org/10.29210/020231726>
- Miftahul, A. (2021). Problematics of Distance Learning during the Covid-19 Pandemic. *Scientific Journal of Education*.
- Miftakhul Rohmah, A. B. (2022). The Impact of Distance Learning Amid the Covid-19 Outbreak on Islamic Religious Education Learning Outcomes. *National Research Seminar LPPM UMJ*, 5.
- Mojarad, F. A., Hesamzadeh, A., & Yaghoubi, T. (2023). Exploring challenges and facilitators to E-learning based Education of nursing students during Covid-19 pandemic: a qualitative study. *BMC Nursing*, 22(1). <https://doi.org/10.1186/s12912-023-01430-6>
- Muri, Y. (2017). *Quantitative Research Methods*. Jakarta: PT Fajar Interpratama.
- Naidoo, J., & Reddy, S. (2023). Embedding Sustainable Mathematics Higher Education in the Fourth Industrial Revolution Era Post-COVID-19: Exploring Technology-Based Teaching Methods. *Sustainability (Switzerland)*, 15(12). <https://doi.org/10.3390/su15129692>
- Okta Rosfiani, S. H. (2021). Online Class Life during the Covid-19 Pandemic: The Phenomenon of Online Learning in the Narrative Viewpoint of Student Learning. *National Research Seminar LPPM UMJ*, 3, 4, 5.
- Rehman, A. (2023). Student Experiences of ICTs in Online Learning during COVID-19 in Pakistan: Challenges and Prospects. *Journal of Development Policy, Research & Practice (JoDPRP)*, 5(1). <https://doi.org/10.59926/jodprp.vol05/04>
- Sugiyono. (2018). *Educational Research Methods*. Bandung: Alfabeta
- Yu, L., Du, M., & Zhou, X. (2023). E-Service-Learning during the COVID-19 Pandemic: The Experiences of Mainland Chinese Students Enrolled at a University in Hong Kong. *Sustainability (Switzerland)*, 15(12). <https://doi.org/10.3390/su15129211>