

Problems of Implementing Online Learning for Teachers, Parents, and Students During the Covid 19 Pandemic

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Abstract: This study aims to describe online learning and the problems of implementing online learning for teachers, parents, and children at PAUD Terpadu Citra Bakti during the covid-19 pandemic. This study used the case study method with a qualitative research approach. PAUD Terpadu Citra Bakti became the study location for three months. Parents, teachers, and children of PAUD Terpadu Citra Bakti as research subjects, while the object of research was the implementation of online learning and the problems of online learning during the covid 19 pandemic. The data collection method used the interview and observation methods with interview and observation guide instruments. Data analysis used the stages of Milles and Huberman model, namely data collection, data reduction, data presentation, and drawing conclusions. The results of the study show that the implementation of online learning was carried out through the use of google meet, zoom meetings, and learning videos produced by the teacher, but the learning process does not run optimally. In the implementation of the online learning process, there are problems got, namely related to the lack of learning facilities by most parents of children, android mobile phones or laptops, the cost and access to using android phones which are quite burdensome for parents, teachers unpreparedness in aspects of learning methods and media, the unpreparedness of parents in learning, learning assistance for children at home, the lack of parental understanding regarding online learning, and providing an assessment of children's learning outcomes.

Keywords: covid 19 pandemic, online learning

the Covid 19 pandemic, which has not yet ended, has hit the world again with the discovery of a new variant namely Omicron, which is reported to have different symptoms and transmission, which threatens public health and safety. As a form of government preparedness in preventing and controlling the transmission of the Omicron variant, the Ministry of Health issued Circular Letter (SE) Number HK.02.01/MENKES/1391/2021 concerning Prevention and Control of the Omicron Variant COVID-19 Case (B.1.1.529) which was signed by the Minister Health on December 30, 2021.

Omicron covid 19 cases continue to increase every day in Indonesia in general, particularly in Ngada Regency. Although this new variant has not yet been found in Ngada Regency. However, data on Covid-19 cases continues to increase. It was reported that 191 Ngada residents contracted Covid-19 through the Tasks Executor of the Ngada Regency Health Office, Iju Maria Albina, on 24 February 2022. (Donovan, 2022). Reports of an increase in these cases have raised concern for the government and the wider community.

The government needs to prevent and control the situation of increasing Covid-19 cases by issuing an Instruction Letter from the Regent of Ngada Regency Number 03 of 2022 concerning the Enforcement of Restrictions on Community Activities to Control the Spread of Corona Virus Disease 2019 in the Ngada Regency Region to follow up on the Instruction of the Minister of Home Affairs Number 11 of 2022 concerning Implementation Restricting Level 3, Level 2, and Level 1 Community Activities and Optimizing the 2019 Corona Virus Disease Management Posts in the Regions of Sumatra, Nusa

Tenggara, Kalimantan, Sulawesi, Maluku, and Papua. This instruction relates to tightening and limiting community activities to prevent the spread of Covid-19 in all fields, including education and learning.

Teaching and learning activities that have been carried out face-to-face with the shift method in education units for the past 6 (six) months are being reinforced through distance learning or online learning (online learning) at all levels of education including the Early Childhood Education (PAUD) level. Based on the results of an interview with the Head of Integrated PAUD Citra Bakti, it was revealed that for the safety and health of students during this pandemic, online learning is the best solution, so that the students continue to play while learning, even though they do not have to go to school by providing LKA (students' Worksheets) so that they can continue to carry out learning activities by their parents' assistance. *Online learning* as the best solution also creates new problems which were experienced by students, teachers, and parents.

Parents, teachers, and students must be ready to work together to carry out the online learning process. Because early childhood is the most rapid stage of growth and development condition, both physically and mentally. Hence, in realizing optimal development, the students need support from all parties such as parents, the surrounding community, and the state (Ita, 2018). The intended support has a respective role so that the students get the right educational stimulation to support their growth and development in order to reach the level of child development according to the child's age. Delays and congestion in the stimulation process to the students based on their age and golden period can interfere with the next stages of child development.

The implementation of online learning during the Covid 19 pandemic is a challenge for teachers and parents. This online learning that occurs from home (learning from home) is the first experience that is carried out en masse in Indonesia (Satrianingrum, et al, 2021: 634). The hallmark of online or online learning is the integration of technology and innovation in it (Banggur, 2018: 27). Teachers try hard to find appropriate and fun learning methods for the students. Learning methods can not only be used by teachers but also by parents who accompany their children studying at home. Teachers and parents have to understand the online learning process by using learning aids.

Educators who usually teach conventionally in class suddenly have to teach using media. In addition, the existence a number of educators who lack in using technology. In an online system learning, there are several obstacles that are felt to be ineffective, such as the provision of learning materials by the teachers, technology literacy from teachers and parents who will guide children, as well as children's economic conditions (Muhdi, 2021: 45). These constraints become a problem in the online learning process encountered by the teachers and parents.

Facts obtained from the results of interviews and observations at Citra Bakti Integrated PAUD mentioned that the emergence of problems in implementing online learning, including the lack of availability of learning facilities, such as Android mobile phones and/or laptops as media used by the students in the online learning process, unstable internet network, and students tend to not listen to their parents' guidance when online learning is carried out, lack of understanding from parents to accompany children to study at home, lack of time for parents to accompany children to study at home due to being busy with work so that children do not study on time according to the schedule that has been given by the teachers. Additionally, another important issue is that learning in PAUD must emphasize and focus on all aspects of child development and provide students with fun and meaningful experiences directly. This cannot be done through online learning which has an impact on assessing students' learning outcomes.

This condition requires the school to be creative in finding new learning methods to optimize the learning process so that the students accompanied by their parents can continue to learn and play happily even in the Covid 19 pandemic situation. These learning methods include home visits, Learning from Home (BDR), google meet, zoom meeting, and learning videos produced by the teachers. However, problems in implementing the online learning process are still encountered.

Online learning is learning that is carried out online (not face-to-face) using several learning applications and social networks (Satriana, et al, 2022: 367). Furthermore, according to Assidigi, et al, (2020: 300), online learning aims to reach massive and broad groups by utilizing the Internet network.

Online learning (online/e-learning) is a learning design system that the application uses the internet network and is carried out indirectly between teachers and students, with the same learning material learning time (Asmuni, 2020: 281). From these definitions, it can be interpreted that online learning can be carried out if it has learning facilities and an internet network.

In accordance with the explanation above, the purpose of this research is to 1) find out the implementation of online learning for teachers, parents, and children of Citra Bakti Integrated PAUD during the Covid-19 pandemic, 2) find out the problems of implementing online learning for teachers, parents, and children Citra Bakti Integrated PAUD during the Covid 19 pandemic.

METHODS

The research method employs a case study with a qualitative research approach. Case studies are used to take a closer look at real events, both in terms of personal, group, institutional, and situations in society, so that actual data can be obtained (Yin, 2014). This study aims at describing the online learning process carried out by teachers, parents, and students of Citra Bakti Integrated PAUD during the Covid-19 pandemic and the problems of implementing online learning for teachers, parents, and students of Citra Bakti Integrated PAUD during the Covid-19 pandemic.

Case studies aim to obtain a comprehensive and solid description and understanding of the events or cases that occurred (Setyosari, 2015). Creswell (2016) reveals that every activity, event, or process carried out individually and in groups can be observed and analyzed using case study research. In this study, the social cases or symptoms studied were described in relation to the implementation and problems of implementing online learning for teachers, parents, and students in Citra Bakti Integrated PAUD during the Covid-19 pandemic in-depth and comprehensively without intervention. Handini (2011) explained that the acquisition of an in-depth and broad understanding of the situation, beliefs, and behavior can be done using qualitative research.

Citra Bakti Integrated PAUD in Ngada Regency, East Nusa Tenggara Province was the location of this study with a research time of 3 months. Research implementation begins with pre-research activities until the research is completed. The following Figure 1. research steps.

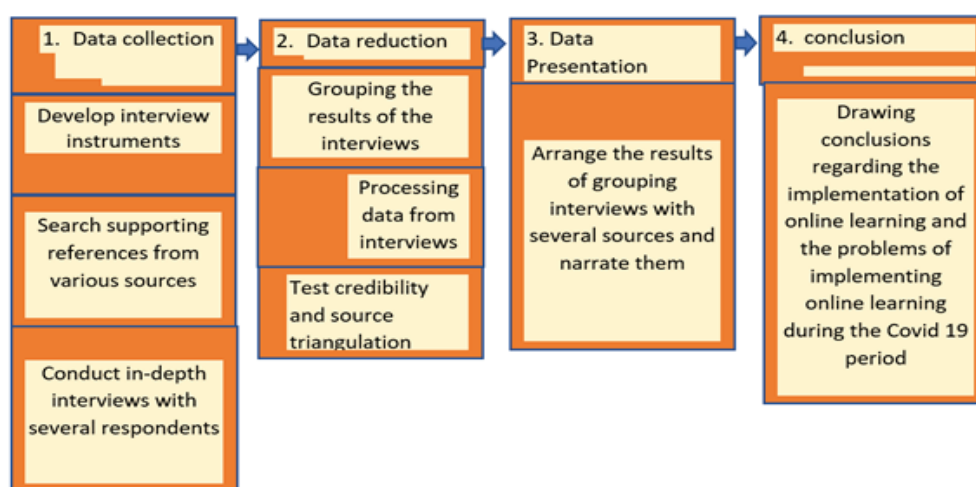


Figure 1. Research steps by Miles dan Huberman

The most strategic step in the research is data collection techniques because getting data is the main goal of research. Data collection techniques used in this study were participatory observation, unstructured interviews, and documentation. Data analysis is the process of organizing and sorting data into patterns, categories, and basic descriptive units in such a way that themes can be found and working hypotheses can be formulated as suggested by the data.

Data analysis in qualitative research is carried out when data collection takes place, and after completing data collection within a certain period (Sugiyono, 2010).

Qualitative data analysis is an effort made by working with data, organizing data, sorting it into manageable units, synthesizing it, searching and finding patterns, looking for what is important and what is learned, and deciding what can be told to others. Data analysis was carried out with the aim that the data obtained would be more meaningful. Data analysis in qualitative research is a process of simplifying data into a form that is easier to read and interpret. Data analysis in this study uses an interactive model analysis developed by Miles and Huberman (2009: 20) consists of data collection, data reduction, data presentation, and conclusion.

Data-checking techniques are an integral element of qualitative research. The implementation of data validity checking techniques can be carried out based on certain criteria, as stated by Moleong (2010) including the extension of participation, the persistence of observation, and triangulation. Triangulation was carried out with the aim of checking the similarity of the data obtained using several methods. Denzin (Moleong, (2010) distinguishes four kinds of triangulation as an examination technique that utilizes the use of sources, methods, investigators, and theories.

RESEARCH RESULTS AND DISCUSSIONS

Citra Bakti Integrated PAUD is located in Malanuz Village, Golewa District, Ngada Regency. This PAUD was founded by the Citra Masyarakat Mandiri Education Foundation in July 2018 with the establishment number 463/PKPO/532/08/2018 from the Ngada Regency Education Office. Citra Bakti Integrated PAUD vision is "Forming a generation that is healthy, intelligent, creative, innovative, cheerful, and has a noble character." Citra Bakti Integrated PAUD's mission is 1) to provide provisions for students to love and believe in God Almighty, 2) to cooperate with all parties to improve the quality of education, 3) to provide basic provisions for students to become balanced person between spiritual, intellectual and physical aspects. The goals of Citra Bakti Integrated PAUD include: (1) students can learn various abilities well, (2) stimulate students' thinking power and initiative, and (3) hone students' independence and self-confidence.

Based on the results of interviews and observations with school principals and teachers of Citra Bakti Integrated PAUD, it was found that the implementation of the learning process during the pandemic was carried out through several methods including the class shift system, home visits, distribution of students' Worksheets (LKA), and learning using video prepared by the teachers. However, the use of these methods creates mutual contact between teachers, parents, and students, despite properly adhering to health protocols. For this reason, it was agreed that the implementation of learning would be carried out in full online for the health and safety of the students.

The implementation of fully online learning is one of the right learning methods so that the learning process continues and avoids the spread and transmission of Covid 19. This requires cooperation and support, from teachers, parents, and students. This full online learning requires intense support and assistance from parents to their children optimally from home, but most parents tend to let their children study alone without being accompanied.

The implementation of learning using an online method is a new thing, both for teachers, parents, and students. This learning method is one of the appropriate learning methods to use even though it is not optimal because learning in PAUD classes is to hone and optimize aspects of child development including aspects of the development of moral and religious values, cognitive, language, physical motor, social-emotional, and art. These six aspects can be optimally stimulated through the face-to-face method, but the pandemic situation does not allow the face-to-face learning process to run smoothly.

Online learning is learning using technological devices such as mobile phones to connect and create learning interactions between educators and students. In addition, online teaching and learning activities are learning carried out through an internet connection using certain devices so that teachers and students

do not meet face to face (Satriana, et al, 2022: 366). At the Integrated Citra Bakti PAUD, online learning can be implemented but encounters several problems. These problems include the lack of availability of learning tools, namely Android cellphones as a media for students to use in the online learning process, students tend not to listen to parental guidance when online learning is carried out, parents do not have much time to study with children at home due to being busy with work, consequently, students do not learn on time according to the schedule given by the teacher. In addition, another important issue is that learning in PAUD must emphasize and focus on all aspects of child development and provide students with fun and meaningful experiences directly. This cannot be done through online learning.

Learning Facilities. The success of the learning process is of course supported by adequate learning facilities, both offline and online learning. An online learning system is a teaching and learning system where there is interaction between teachers and students through the help of technological tools such as Android cell phones and laptops. This learning system began to be widely used during the Covid 19 pandemic. Parents are trying to have an Android cellphone or laptop, so they can apply online learning. But the tool is not owned by most of them. The unavailability of an Android cellphone as a learning tool so that the online learning process can run is the main obstacle. Many children do not have Android mobile phones, so it is difficult for teachers to send materials to children to carry out online learning activities. The results of interviews with parents, it was revealed that Android cell phones cannot be owned due to economic conditions. The Covid 19 pandemic situation resulted in decreased income but the need continued to increase. One of the vital needs is a learning tool for students.

Accessibility and costs. Accessibility is another important thing that needs attention. In addition, if parents have an Android cellphone, an inaccessible network does not have an impact on Android cellphone ownership and charging data pulses which is quite a burden for parents. In addition, during the implementation of online learning, access to the internet network is jammed if there is a power outage. Based on the results of interviews with parents, it was stated that they not only have an Android cellphone but must have a data pulse so that the use of an Android cellphone can be utilized optimally in the online learning process. They required so much cost for data credit, especially if they have more than one child.

The unpreparedness of teachers on aspects of learning methods and media. The teacher has a vital role in preparing lesson plans so that they can be applied to the learning process. In the normal learning process, the teacher is very ready to carry out learning and playing activities, but during the Covid-19 pandemic, the teacher needs to be creative and innovative to find different methods so that learning activities run optimally. The home visit method, the distribution of students' worksheets (LKA) to their homes, and the class shift system are the learning methods of choice, but limited manpower and time make these methods ineffective. Based on the results of interviews with the teacher, it was stated that several methods were used and felt to be ineffective, it was necessary to evaluate them to replace other methods so that the learning process could be carried out.

Unpreparedness of the parent as a learning assistant for children at home. The implementation of online learning requires more study time with parents. Parents have a very important role to accompany their children to study at home. However, many parents do not devote much time to their children learning so students become confused when completing assignments or work given by the teacher. Parents spend more time completing the office and homework. This situation results in children's learning activities being ineffective which has an impact on children's learning interest decreasing.

Parents still don't understand the online learning process. Implementation of online learning requires understanding from parents as children's companions during the learning process at home. Online learning will be carried out optimally if it is supported by parents' understanding of online learning itself. Parents become the bridge between students and teachers. Parents must understand how to teach children at home. Based on the results of interviews with parents, it was revealed that parents do not easily understand the explanations conveyed by the teacher to the students, because of some factors, such as the low educational background of parents, in normal situations, parents tend to fully delegate the process of teaching to teachers, parents prefer to use Whatsapp application because it is more practical to use than using other applications.

Giving an assessment of students' learning outcomes by teachers. Another problem with online learning is that it has an impact on the objectivity of the teacher's assessment. Assessment of students' projects and assignments becomes the teacher's consideration regarding the work on these assignments carried out by children or parents so that children's understanding is also questioned. Based on the results of interviews with teachers it was stated that the assessment was given with considerations referring to the principles of assessment for students such as comprehensive, objective, meaningful, and other principles. As explained by Suyadi (2014: 114) that the provision of learning assessment for early childhood must be based on the principles of assessment, including thoroughly looking at all aspects of child development, continuously assessing students on an ongoing basis, objectively looking at the actual state of the student, authentically assessing events that carried out by the student (as it is), educative gives an assessment to the student, and meaningfully sees the meaning of each student's behavior and attitude. Thus, referring to the results of teacher interviews, it is argued that giving assessments it is focused on activeness and attitudes in online learning.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The implementation of online learning during the Covid 19 period at Citra Bakti Integrated PAUD could run through the use of Google Meet, zoom meetings, and learning videos produced by teachers, but the implementation of the learning process was not optimal. The non-optimum implementation is due to factors including not having learning facilities, most of the parents do not have Android cellphones or laptops, costs and access to using Android cellphones which are quite burdensome for parents, teachers unpreparedness in aspects of learning methods and media, parents' unpreparedness in learning assistance for children at home, parents' understanding is still lacking regarding online learning, and providing an assessment of children's learning outcomes.

Suggestions

Based on the acquisition of research data, suggestions are intended for 1) teachers, teachers need to be creative and innovate regarding learning methods that are appropriate for children, 2) parents, parents need to be assisted the teacher first related to how to teach children using the online method, 3) schools, schools need to conduct training for teachers related to distance learning methods and need to collaborate with the health office to provide socialization regarding the prevention of covid 19 for children.

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