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## ANALYSIS OF THE DIFFICULTIES OF TEACHING CLASS IV TEACHERS IN APPLYING THEMATIC LEARNING DURING THE COVID-19 PANDEMIC SD NEGERI 50 LUBUKLINGGAU

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**Abstract:** *This study aims to determine the obstacles faced by teachers when teaching online at SD Negeri 50 Lubuklinggau. This research is qualitative. Data collection techniques include; Observation and face-to-face interviews, the subject of this research is a Class IV teacher at SD Negeri 50 Lubuklinggau. The data analysis technique uses data reduction, data presentation, data verification and conclusion drawing. The results of this study indicate that the obstacles experienced by teachers during online learning are the lack of understanding of students when carrying out the online learning process. This is because students do not understand the learning taught by the teacher because they do not meet face-to-face and the teacher finds it difficult to monitor student learning progress. The main factor that is even more important is the lack of facilities owned by students when studying online because not all have Smartphones as learning media using online. In addition, another factor is internet packages that cannot be reached by all students.*

**Keywords:** *Difficulty, Online Learning, Covid-19*

## **Preliminary**

Since humans were created, education occupies the first place as a very important tool for human survival. Although there is no term formal or informal education, the substance of education is needed by humans. When Adam was created as the first human being given a position by God as a leader or caliph on earth, the first thing God gave him was knowledge (Purwanto 2011:13).

Jamil (2016:13) "Learning is a process of changing activities to the environment. The school environment is a learning process seen from the achievement of students in participating in learning activities or seen from learning outcomes. To improve student learning outcomes, there are several things that need to be considered for the implementation of education both in terms of curriculum, teacher competence in the learning process and learning activities and one of the main tasks of teachers is to carry out learning in the classroom. Meanwhile, according to Sagala in (Wardani, 2013:15) that learning is "learning students using educational principles and learning theories are the main determinants of educational success".

The year 2020 has been a tough year for all of us, until now Indonesia is still hit by the Covid-19 Pandemic. Covid-19 is an infectious disease caused by the acute respiratory syndrome Coronavirus 2 (server acute respiratory syndrome coronavirus 2 or SARSCoV-2). This virus belongs to the Coronavirus family that can infect animals. When attacking humans, Coronaviruses usually cause respiratory tract infections, such as the flu, MERS (Middle East Respiratory

Syndrome). COVID-19 itself is a new type of coronavirus that was discovered in Wuhan, Hubei, China in 2019 (Ilmiyah, 2020: Hui, et al., in Setiawan 2020:29).

The case of Covid-19 in Indonesia was detected on March 2, 2020, when two people were confirmed to have contracted it from a Japanese citizen. To date, November 2, 2020, Indonesia has reported 415,402 positive cases, thus ranking 19th in the world (CNN Indonesia, 2020). Covid-19 has brought many good and bad impacts on all living things and the universe. The government has made every effort and effort to reduce the number of cases of Covid-19 transmission. It is undeniable that one of them is the online learning policy, or online for all students due to social restrictions.

Meanwhile, the Minister of Education and Culture of the Republic of Indonesia issued Circular Letter Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Coronavirus Disease (Covid-19) point 2, namely the learning process from home is carried out with the following conditions: online/distance learning, implemented to provide a meaningful learning experience for students, without being burdened with the demands of completing all curriculum achievements for grade promotion and graduation. b) Learning from home can be focused on life skills education, including the Covid-19 pandemic. c) Learning activities and assignments for learning from home may vary among students according to their individual interests and conditions, including considering the welfare of access/facilities for learning at home.

In the observation activity that was carried out on November 12-18, 2020 at SD Negeri 50 Lubuklinggau, information was obtained from Mrs. Dian Fatmawati, S.Pd as a class teacher and teaching Thematic Learning in class IV at SD Negeri 50 Lubuklinggau, that there are still many difficulties in delivering materials online to grade IV students. In addition, students also find it difficult to understand the material and answer the questions given by the teacher. This makes student learning outcomes less good, only some students get good learning outcomes and follow the teaching and learning process according to teacher expectations. Here the teacher uses a variety of methods so that the delivery of material to students can be conveyed, one of which is by sending learning animation videos and using the zoom application. Meanwhile, in the implementation of thematic learning, careful preparation is needed by the teacher. Starting from planning, learning objectives to the preparation of learning media in accordance with these objectives.

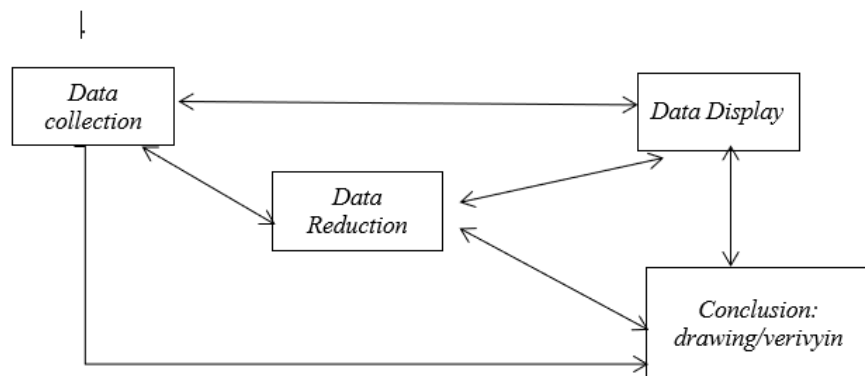
The purpose of this study was to identify any difficulties experienced by teachers in implementing Thematic Learning during the Covid-19 Pandemic. Describe what factors influence teachers in implementing Thematic Learning during the Covid-19 Pandemic. Can find out how the solution to overcome the difficulties of teachers in implementing Thematic Learning during the Covid-19 Pandemic.

Based on the description of the background above, it is necessary to analyze the Difficulties of Class IV Teachers in Implementing Thematic Learning

during the Covid-19 Pandemic in order to find out the problems experienced in implementing Thematic Learning during the Covid-19 Pandemic.

## **Method**

Research analyzes teacher difficulties using qualitative research methods menggunakan Exploratory with Inductive Approach. Arikunto (2010:7) explains that "exploratory research is research that aims to explore broadly about the causes or things that influence the occurrence of something. After the data is collected, the next step is to analyze the data to prove the hypothesis that has been proposed above. This study uses interpretive descriptive, that is, the researcher tries to describe the data obtained in the field related to the subject matter accompanied by analysis to obtain a conclusion.



**Figure 1** Data Analysis Steps

According to Sugiyono (2011:252)

### **1. Data Reduction (Data Reduction)**

Reducing data means summarizing, selecting the main points and focusing on what is needed. Therefore, the reduced data will give a clearer picture and make it easier for researchers to carry out further data collection. In this qualitative research, researchers in reducing data focus on the difficulties of teachers in implementing process learning during the Covid-19 pandemic.

### **2. Data Presentation (Data Display)**

After the data is reduced, the next step is to perform a Data Display or Data Presentation. In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories or the like. The function is to display data, to make it easier for what is happening, to plan further work based on what has been understood. PThe presentation of this data is equipped with data that includes observations, documentation and interviews.

### **3. Data Verification and Conclusion Drawing (Conclusion: drawing/verivyin)**

The next step is drawing conclusions and verification. The conclusion in this study is an unprecedented finding. This finding is still in the form of a description or description of an object that was previously dim so that after research it becomes clear, it can be in the form of interactive relationships, hypotheses or theories.

Data collection techniques using observation, interviews, and documentation. In this study, interviews were conducted with the aim of obtaining information from respondents. Interviews were conducted to 9 respondents, including; Principal, Class IV A teacher, Class IV B teacher, Sports teacher, PAI teacher, two guardians, two students obtained information in the form of data then analyzed and concluded that an Analysis of Teacher Difficulties in Implementing Thematic Learning in the Covid-19 Pandemic Period is needed. In this study, the questionnaire used was a questionnaire for teachers. Furthermore, the results of the questionnaire were analyzed using the Ghuttman scale.

Data analysis in this study using Interpretive descriptive, namely the researcher tries to describe the data obtained in the field related to the subject matter accompanied by analysis to obtain a conclusion. According to Arikunto (2002:310) that descriptive research is research that is intended to collect information about the status of an existing symptom, namely the state of the symptoms according to what they were when the research was conducted.

Data analysis in qualitative research is carried out at the time of data collection, and after completion of data collection within a certain period. Miles and Huberman in Sugiyono (2011: 252) argue that the activities in qualitative data analysis are carried out interactively and take place continuously until complete. There are four qualitative data analysis techniques, namely data collection, data reduction, data presentation, and drawing conclusions.

## **Results and Discussion**

### **1. Difficulties Experienced by Class IV Teachers in Implementing Online Thematic Learning during the Covid-19 Pandemic**

Difficulties in the implementation of online learning are obstacles that arise during online learning, resulting in the implementation of the learning being less efficient for Class IV students of SD Negeri 50 Lubuklinggau. Based on the results of research conducted by researchers using the methods of observation, interviews, and documentation as described above regarding the difficulties experienced by Class IV teachers at SD Negeri 50 Lubuklinggau in carrying out online learning during the Covid-19 pandemic, several difficulties were found, namely: :

#### **a. Differences in Students' Understanding Levels**

Students at SD Negeri 50 Lubuklinggau have different characters and understandings of the material or assignments given by the teacher. Because children who are still at the elementary school level, it becomes difficult to grasp abstract material. Especially in the current online learning process, and the teacher immediately gives assignments without explaining the material first. Each individual has a different level of intelligence, the online learning process that has been going on for a long time makes it difficult for students at SD Negeri 50 Lubuklinggau to receive lessons from the teacher.

According to Susanto (2017: 6) understanding can be interpreted as the ability to absorb the meaning of the material or material being



studied, this understanding is how much students are able to absorb, and understand the lessons given by the teacher to students, or the extent to which students can understand and understand what is taught. what he reads and what he sees. Sometimes in the learning process the teacher feels maximal but the responses given by students are also relatively passive. This is one of the tough challenges that teachers must pass in the learning process.

b. Not all students have Android phones

It has been said that there are a small number of students who do not have android mobile facilities, the same thing also happens to students in SD Negeri 50 Lubuklinggau. This of course hinders the continuity of online learning because mobile phones are a very important facility in the learning process. Even teachers who are actually facilitators cannot provide android mobile facilities for students who do not have them.

c. Internet Signal and Data Limitations

In addition to android phones, internet signals and data are also important components in the implementation of online learning. If the signal is limited, the implementation of online learning will also be hampered. One of the reasons for this limitation is due to the natural conditions that are surrounded by magic hills, which hampers the spread of internet signals. In addition, if students do not have internet data, automatically these students cannot access the internet and cannot

participate in learning. Regarding these conditions, teachers and schools do not provide internet data facilities for their students.

d. Lack of Parental Cooperation with Students

Parents at SD Negeri 50 Lubuklinggau tend not to accompany their children to study at home due to various reasons, namely because they are busy working, busy taking care of the house and busy with other things. Parents let their children study and do their own work without being accompanied by their parents. Even after interviews with classroom teachers, many parents are not patient in accompanying their children to study at home during this pandemic. This makes the right of a child to learn to be out of control because many are even playing bicycles and playing kites with other friends.

In the implementation of online learning where students take lessons from their respective homes, of course, really need parental assistance and guidance, especially in thematic subjects. However, because Thematic is one of the subjects that is considered difficult by most people, so to really understand it needs the assistance of an expert and here students are accompanied and guided by their respective parents where the parents of students do not master thematic learning materials. so find it difficult.

e. Limited Facilities and Infrastructure

Facilities and infrastructure are all procurement processes in order to support the achievement of educational goals in a precise and targeted

manner. Educational facilities include all equipment and supplies directly while educational infrastructure includes all equipment and supplies that indirectly support the educational process (Barnawi and Arifin, 2016:40). In SD Negeri 50, there is a lack of facilities needed by students, namely the limited number of textbooks.

## 2. Factors Emerging Difficulties in the Implementation of Online Learning during the Covid-19 Pandemic

The factors for the emergence of difficulties in the implementation of online learning at SD Negeri 50 Lubuklinggau can be seen from two perspectives of the teacher and also from the point of view of students.

### a. Teacher's Point of View

The factor for the emergence of difficulties and obstacles in the implementation of online learning from the teacher's point of view is that there are some teachers including Class IV teachers teaching Thematics who have not mastered the use of the latest online learning applications other than WhatsApp, where the use of the WhatsApp application or through WhatsApp Groups is very limited if used as an online learning medium. This can be said as a factor in the emergence of obstacles in the implementation of online learning.

### b. Student Perspective

As for the students' point of view, the emergence of obstacles in the implementation of online learning is that there are some students who do not have online learning facilities such as android phones, data packages

and also signal limitations. In addition there are also other factors, namely there are some parents who do not monitor their children in learning. These things can be said to be a factor in the emergence of difficulties in the implementation of thematic learning from the students' point of view.

### 3. Solutions Taken to Overcome Existing Difficulties.

Regarding the solutions implemented to overcome the difficulties experienced by fourth grade teachers at SD Negeri 50 Lubuklinggau, researchers have conducted interviews with several informants, so that the solution is known as follows:

#### a. Solutions to Overcoming Differences in Students' Understanding Levels

According to (Novianingsih, 2016: 56) individual differences are related to "personal psychology" which makes the way of receiving a lesson and in thinking. To cope with various kinds of students in the online learning process, teachers and schools have been looking for solutions so that students have the same understanding, namely by paying attention to the differences that exist in their students by motivating them to continue learning in any condition between others: first, the teacher provides assistance to students either in groups or individually. The method taken in an effort to overcome this problem above is considered appropriate, but teachers do not have to provide special services between individuals.

b. Solutions to Overcome the Lack of Cooperation between Parents and Students

At SD Negeri 50 Lubuklinggau, parents who are busy with their respective interests and are not patient in accompanying children in the distance learning process make students who should be studying play with their peers. The principals and fourth grade teachers have their own solutions to overcome this problem, namely by providing motivation and understanding to parents to continue to accompany their children to study at home because parental control and supervision is very important during online learning like this. The role of parents referred to in this case is the person who is responsible for the family or household which is generally in everyday life called mother and father (Akbar, 2011:34).

c. Providing Offline Tasks

Class IV teachers provide offline assignments for students who cannot take online classes so that these students can take up their duties at school by implementing protocols to prevent the spread of the corona virus.

d. Communicating with Parents

Class IV teachers communicate regularly with parents of students to monitor the learning progress of their students during the implementation of online learning so that parents can know that their

children have school assignments and can accompany them when studying or doing assignments.

e. Teachers Learn to Use Online Learning Apps

Because Class IV teachers have not been able to use the latest applications as online learning media other than WhatsApp, teachers learn to use the google form so they can use it when the year-end assessment is carried out.

f. Data Package Facilities for Teachers

Schools provide data package facilities for teachers as a form of utilizing existing BOS (School Operational Assistance) funds which can also be used to conduct online learning.

4. Ongoing Online Learning and End of Year Assessment (PAT)

Class IV teachers conduct online learning during the covid-19 pandemic according to a predetermined schedule. The year-end assessment is carried out online through the google form and some is done offline for students who cannot take the year-end assessment online.

5. How to know the ability of students and the effectiveness of learning

The way to find out the ability of students, Class IV teachers look at the assignments and also the results of the end of semester test or PAT (end of year assessment). And for the level of effectiveness of learning between online learning and face-to-face learning, face-to-face learning is much more effective, especially for thematic subjects.

## **Conclusion**

The main factor that is even more important is the lack of facilities owned by students when studying online because not all have Smartphones as learning media using online. In addition, another factor is internet packages that cannot be reached by all students.

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