PROBLEMS OF TEACHERS, STUDENTS, AND PARENTS IN ONLINE LEARNING DURING PANDEMIC COVID-19)

Jazaul Chusna[1*]
[1]SDN Banjar 1, Bangkalan, Indonesia

correspondence e-mail: *Jazaulchusna97@gmail.com*

ABSTRACT	ARTICLE INFO
The Covid-19 pandemic that hit Indonesia had an impact on all areas of life, including education. The online education system that is currently running poses several problems for educators, students, and parents. The purpose of this study is to reveal more deeply what problems are faced by educators, students, and parents during the online learning process. The research method used is literature study by taking reading sources through textbooks, scientific journals, and other relevant sources. The results of this study indicate that online learning poses various problems for educators, students, and parents. Approximately 11 problems were found during online learning. Generally, these problems occur because of internet network problems and the unpreparedness of teachers, students, and parents in carrying out their roles in the online learning system.	

A. Introduction

The COVID-19 virus, which originated in the Chinese city of Wuhan since December 2019 until now, is still hitting Indonesia. The epidemic had a major impact on all areas of life, including in education . One of the things that is most felt is the shift in the learning system from what was originally face to face to having to be done virtually or online (in a network). The new normal policy, which has begun to be implemented, does not necessarily make the government dare to open 100% face-to-face learning in schools. The policy is based on a joint decision between the Minister of Education and Culture, the Minister of Religion, the Minister of Health, and the Minister of Home Affairs regarding Guidelines for the Implementation of Learning and Academic Year 2020/2021 (Fatmawati, 2021). This is done because until now the COVID virus is still evolving into new variants so that the number of patients exposed to COVID is still not stable.

The online learning system itself is a non-face-to-face learning system whose process cannot be separated from the use of the internet. Because this kind of education system is still newly implemented in Indonesia, schools, teachers, students, and parents must be able to adapt and prepare carefully. Parents are also involved because online learning allows students to learn more from home. So that learning objectives can be achieved in online learning, synergies and adjustments are needed from the school, teachers, students, and parents. Schools are responsible for providing learning facilities for teachers and students, teachers are responsible for presenting materials and learning processes that are meaningful and fun, while parents are responsible for facilitating and accompanying students when learning from home (Fatmawati, 2021). In addition, it is an extra task for teachers to prepare learning plans that are more creative and in accordance with the online learning system that keeps students learning optimally as when the offline or face-to-face learning system.

To assist online learning, the government has issued various policies and provided educational products such as electronic modules and learning platforms. Even so, there are still many parties, both schools, teachers, students, and parents who still experience difficulties in the online learning process. Unpreparedness of facilities, lack of skills in using technology, lack of time and money, difficulty in helping students and others are some of the common problems faced when learning online so that learning objectives are threatened not to be achieved.

Previous studies that have examined the problems of online learning in schools include research from (Istikomah et al., 2020), which found problems with online learning in Muhammadiyah elementary schools, namely parents who have difficulty accompanying their children to study because there is no time, and learning assignments that accumulate. thus making it difficult for students to understand the material, and constraints on quotas and internet signals. In addition, there is also research from (Harahap et al., 2021) which found similar problems coupled with the unpreparedness of teachers in learning and making assessments are also problems for online learning.

From the description above, it shows that even though the online system is the best solution for the implementation of learning during the Covid Pandemic, there are still problems in its implementation. Therefore, a more in-depth study is needed regarding the problems encountered during online learning. This study is carried out so that it can be used as information and reference material for related parties in implementing online.

B. Method

The research method used is a literature study with a qualitative approach. Literature studies are carried out by reading relevant sources to obtain the necessary data (Arikunto, 2010). The data can come from relevant sources such as books, journals, or documents (Habsy, 2017). A literature study was conducted to find information about the problems faced by educators, students, and parents in online learning today.

C. Result and Discussion

Online learning is an education system that involves the use of elements of information technology (Fitriyani et al., 2020). Online learning is also interpreted as a learning process that utilizes smartphone features, digital technology, laptops, web, and internet-based applications (Abdusshomad, 2020). These two statements show that technology and information are very important and crucial elements in determining the success of online learning. This element of technology and information is used to bring up various learning interactions in online learning in order to provide a learning experience that is as meaningful as when learning offline. During the Covid pandemic, online learning is the best alternative that can be done so that the learning process continues during the COVID pandemic. On

the one hand, online learning provides more flexible learning opportunities because it can be done anywhere, anytime, and by anyone as long as they have a gadget and have internet access. However, it cannot be denied that in its application there are still obstacles that are felt by the education implementers. The following are the problems experienced during online learning, including:

1. Internet Network Problems

The main problem and the most complained about online learning is related to the internet network (Widodo & Nursaptini, 2020). This problem is commonly felt because the internet network is the main and very crucial component in the implementation of online learning. This problem often occurs especially in remote areas. A bad internet network will make it difficult for teachers to guide the course of learning and students will also have difficulty following the teacher's explanations. This causes learning to run not optimally and ultimately learning objectives are not achieved. An inadequate internet network will result in ineffective virtual learning such as zoom, google meet, watshapp and others (Haryadi & Selviani, 2021)

2. Lack of Ability in Using IT

Another problem is the lack of ability in using IT by teachers, students, and parents as a companion for online learning at home. This problem also occurs a lot because computer penetration in Indonesia is still low (Salsasbila et al., 2020). This is especially true for teachers, students, and parents in small towns and even in remote areas or for elderly teachers and parents. Of course this has a negative impact because the use of IT is needed to create and accept various interactions in learning. For teachers who are not proficient in using technology will have difficulty in designing and organizing interactive learning. Problems allow teachers to fill learning with very simple and inappropriate techniques, for example only by sending materials and assignments without any pleasant reciprocal interaction or feedback between teachers and students. This of course will provide a bad and ineffective learning experience for students, make learning meaningless and make them not understand the material. For students and parents, their ignorance of using IT also has a negative impact on learning outcomes because it can hinder the online process and make learning meaningless.

3. Sometimes Students Do Not Understand the Material and Are Not Enthusiastic

In online learning, not all students have the same level of understanding. Some students are not familiar with the learning system. online is sometimes

difficult to understand the material. Difficulties in understanding this material can be caused by several factors, including online learning that is not meaningful and effective, decreased student interest in learning, more limited online learning time, uncomfortable learning atmosphere, internet network and inadequate so that it makes students difficult to follow. learning, and other factors.

4. Unpreparedness of Infrastructure Due to Cost Factors

Online learning requires additional facilities and infrastructure compared to offline learning, such as internet quota, gadgets, fees for paid learning platforms or applications, and additional tuition fees that are usually given by parents to help children understand the material. Of course, teachers and parents must provide additional funds to prepare these things. Honorary teachers who get low salaries will find it difficult to meet the online learning infrastructure because of the cost factor. This also makes parents have to work harder to meet the learning needs of their children. This is also supported by research results from those who say that the challenges in online learning are economic problems, namely teachers and parents sometimes find it difficult to meet their daily needs plus they have to provide additional costs for online learning facilities and infrastructure (Omidinia et al., 2011). Also in research (Duraku & Hoxha, 2020), which states that one of the obstacles to online learning during the pandemic is the large amount of costs incurred to meet the needs of facilities, especially the cost of internet services, while the income of parents at that time also decreased.

5. *Students who do not have gadgets*

For students who do not have their own gadgets, it will certainly hamper the online learning process. Because gadgets are tools that are commonly used to do online learning apart from laptops and computers. There are some students who have to take turns using gadgets with their parents. They can only do online learning, repeat subject matter, and do online assignments until their parents come home from work. This will cause students to be delayed in doing online assignments and have difficulty repeating the material.

6. *Difficulties of Educators in Conducting Evaluation and Supervision,*

The limited time and space for online learning makes it difficult for teachers to monitor and evaluate student learning outcomes in their classes. The teacher cannot see and direcStly supervise the student learning process. This makes them sometimes have problems in evaluating the results of student assignments. Did the students do the work, or did the parents do all the work? Have students

understood the material presented or not? This is a serious problem for teachers (Harahap et al., 2021). Teachers who do not get accurate information regarding students' mastery of the material, make it difficult for them to organize classes and formulate further lesson plans.

7. Parents Who Don't Have Time to Accompany Their Children to Study at Home In Online Learning,

Parents are tasked with supervising and accompanying children while learning from home. Of course, this is a challenge for parents, because previously the responsibility for children's education was left to the school. One of the problems parents face when learning online is the difficulty of dividing the time between taking care of the house or work and accompanying children to study. The results of the study said that around 43% of mothers went to work at 06.00-08.00 and returned at 17.00-20.00. from this study shows that many parents work out of sync with their child's online learning schedule (Sari, 2017). This makes the implementation of online learning not optimal. The impact of this lack of parental supervision includes children being left behind in collecting online assignments and children being lazy during learning.

8. Parents who do not understand the subject matter

There are times when children do not understand the subject matter delivered by the teacher during online learning due to limited time and communication between teachers and students. Not to mention other obstacles such as the internet network that is not smooth and others cause students to have difficulty understanding the material. In this case, the role of parents is needed to repeat/review lessons after online learning and supervise students in doing online assignments. Parents who do not understand the subject matter will certainly find it difficult. There are several factors that cause parents to be less understanding of the subject matter, including parents who do not participate in the online learning process so that they do not understand the teacher's explanation on how to guide children, low recent education, and low understanding of the use of technology by parents who do not have basic knowledge. teaching so that it does not create a warm and pleasant atmosphere when learning with children.

9. Parents Who Are Less Able to Build Children's Motivation

There are several things that cause parents to be less able to build children's learning motivation, including not being able to provide proper learning space and

facilities for children, not being able to cope with children's tendencies to online games, and an uncomfortable learning atmosphere.

10. *Decreased Student Interest in Learning and High Enthusiasm of Students To Play Online Games*

Some students who have actually been facilitated with adequate facilities and infrastructure are in fact still experiencing a decline in interest in learning. Lack of students' awareness of the importance of learning, the collection of portfolio assignments often hinders the online learning process. Many factors can cause this to happen, such as teachers who cannot provide fun online learning, piles of assignments and material that students do not understand, making students lazy to learn, increasing student enthusiasm in playing online games, and parents who cannot provide motivation.

11. Learning is Considered Just a Formality

Lack of supervision and pressure from teachers and schools, limited learning time, limited ability to fulfill facilities during online learning allow teachers, students, and parents to forget the meaning of learning itself. In fact, it allows them to think that learning today is just a formality, so they are not too serious in giving and receiving learning. Teachers implement learning techniques that are not reliable and meaningful, students who are not too interested in online learning, and parents who sometimes run out of ways to assist children in learning lead to suboptimal learning experiences and outcomes.

D. CONCLUSION

The policy of online learning or distance learning due to the COVID-19 pandemic has caused various kinds of problems. These problems generally occur due to the unpreparedness of teachers, students and parents in implementing the online learning system and the uneven internet network in Indonesia. Each of them in some cases, is less than optimal in carrying out its role in supporting the success of the online learning system. In addition, parents who are confused in assisting students to learn from home, limited time and space in learning and the lack of ability of teachers, students and parents in utilizing technology also make online learning less interactive and fun, making it more difficult for students to understand the material during learning. online.

References

Abdusshomad, A. (2020). Pengaruh Covid-19 terhadap Penerapan Pendidikan Karakter dan Pendidikan Islam. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, *12*(2), 107–115. https://doi.org/10.37680/qalamuna.v12i2.407

Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktek* (Revisi 201). Rineka Cipta.

Duraku, Z. H., & Hoxha, L. (2020). *The impact of COVID-19 on education and on the well- being of teachers , parents , and students : Challenges* (Issue April, pp. 17–45). Department of Psychology, Faculty of Philosophy, University of Prishtina, Hasan Prishtina.

Fatmawati, Y. (2021). Problematika Pembelajaran Daring Anak Sekolah Dasar di SDIU Fadlun Nafis Bangsri. *Jurnal Pendidikan Dasar : Jurnal Tunas Nusantara*, *3*(1), 312–323.

Fitriyani, Y., Fauzi, I., & Sari, M. Z. (2020). Motivasi Belajar Mahasiswa Pada Pembelajaran Daring Selama Pandemik Covid-19. *Profesi Pendidikan Dasar*, *7*(1), 121–132. https://doi.org/10.23917/ppd.v7i1.10973

Habsy, B. A. (2017). Seni Memehami Penelitian Kuliatatif Dalam Bimbingan Dan Konseling : Studi Literatur. *JURKAM: Jurnal Konseling Andi Matappa*, *1*(2), 90. https://doi.org/10.31100/jurkam.v1i2.56

Harahap, S. A., Dimyati, & Purwanta, E. (2021). Problematika Pembelajaran Daring dan Luring Anak Usia Dini bagi Guru dan Orang tua di Masa Pandemi Covid 19. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *5*(2), 1825–1836. https://doi.org/10.31004/obsesi.v5i2.1013

Haryadi, R., & Selviani, F. (2021). PROBLEMATIKA PEMBELAJARAN DARING DI MASA PANDEMI COVID-19 Pendidikan Fisika , Universitas Sultan Ageng Tirtayasa Email : rudiharyadi@untirta.ac.id Email : selvianifitria28@gmail.com AoEJ : *AoEJ: Academy of Education Journal*, *12*(2), 254–261.

Istikomah, Churahman, T., & Romadlon, D. A. (2020). Problematika Wali Murid Sekolah Muhammadiyah Dalam Mendampingi Belajar Daring di Masa Pandemi Covid-19 (Studi di Kabupaten Sidoarjo). *TADRIS: Jurnal Pendidikan Islam*, *15*(2), 195–209. https://doi.org/10.19105/tjpi.v15i2.3813

Omidinia, S., Masrom, M., & Selamat, H. (2011). Review of E-Learning and ICT Infrastructure in Developing Countries (Case Study of Iran). *American Journal of Economics and Business Administration*, *3*(1), 120–125. https://doi.org/10.3844/ajebasp.2011.120.125

Salsasbila, U. H., Sari, L. I., Lathif, K. H., Lestari, A. P., & Ayuning, A. (2020). Peran Teknologi Dalam Pembelajaran Di Masa Pandemi Covid-19. *Al-Mutharahah: Jurnal Penelitian Dan Kajian Sosial Keagamaan*, *17*(2), 188–198. https://doi.org/10.46781/al-mutharahah.v17i2.138

Sari, D. A. (2017). Children's Gross Motor: After-school Activities And Mother's Role at Home (A Survey Study of Kindergarten Group A, at Pondok Aren District, Tangerang Selatan, Banten Province, Indonesia) Diah. In *Atlantis Press* (Vol. 58). Atlantis Press. https://doi.org/10.2991/icece-16.2017.86

Widodo, A., & Nursaptini. (2020). Problematika Pembelajaran Daring Dalam Perspektif Mahasiswa. *ELSE (Elementary School Education Journal)*, *4*(2), 102–115. http://journal.um-surabaya.ac.id/index.php/pgsd/article/view/5340