



Exploring Barriers and Solutions of Online Learning During the Covid-19 Pandemic By Vocational School Teachers

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This study aims to determine the problems experienced by teachers during Covid-19 pandemic in which teachers must conduct online learning. This research is a descriptive study using the online survey method. The data was collected using online questionnaires to 120 respondents of teacher vocational schools. It was found that 98% of the vocational schools teachers respondents have conducted online learning during the Covid-19 pandemic, and 1 teacher did not use online model. The information obtained is that 100% of the teacher is doing online learning model (in the network). More than 9 medias used by vocational schools teachers in Bantul district during the pandemic were offered namely WhatsApps, WhatsApp Web, Google Classroom, Google Group, TeamLink, Microsoft Teams, Kaizala Microsoft, Zoom Meeting & Webinar, Youtube, Google Hangouts, and others. 100% of teachers or as many as 87 teachers are learning with WhatsApps application as the first choice. Furthermore, 16% of teachers use some application supporters of WhatsApp. Google Class is the second option. The third option is Google form as much as 14% or 8 teachers. The use of Google Form is for students' worksheets. The fourth choice is YouTube with as many as 9% or 5 teachers. Short videos related to the material being taught in 10-24 minutes. The fifth application is the Zoom Cloud Meeting for only 4% or 6 teachers who chose this platform.

Keywords: *Online Learning, Covid-19 Pandemic, Vocational school teachers*

1.INTRODUCTION



The COVID-19 pandemic has an impact on many parties, this condition has penetrated the world of education, the central government to the regional level has provided policies to dismiss all educational institutions. This is done as an effort to prevent the spread of COVID-19. It is hoped that all educational institutions do not carry out activities as usual, this can minimize the spread of the COVID-19 disease. The same thing has been done by various countries affected by the COVID-19 disease. The lockdown or quarantine policy is carried out in an effort to reduce the interaction of many people who can provide access to the spread of the corona virus. The policies taken by many countries including Indonesia by closing all educational activities have made the government and related institutions have to present an alternative educational process for students and students who cannot carry out the educational process at educational institutions. The principle applied in the policy during the COVID-19 pandemic is "the health and safety of students, educators, education personnel, families, and the community is a top priority in determining learning policies". Elementary school is one of the levels of education that has felt the impact of the COVID-19 pandemic. Schools and also the school began to change the learning strategy which was initially face-to-face by changing it to non-face-to-face learning or some call it online learning and distance learning (PJJ). There are various learning models that teachers can use to help students study at home. The government provides various learning applications that can be accessed and used by teachers and students. According to Arsyad (2011) online pursuit media or often referred to as e-learning is a medium to support education and not as a substitute medium for education. The process of e-learning as a distance learning media creates a new paradigm, namely the role of teachers who are more "facilitators" and students as "active participants" in the teaching and learning process. Therefore, teachers are required to create good teaching techniques, present interesting teaching materials, while students are required to actively participate in the learning process. Online pursuits are also often referred to as online learning or "online". The use of online learning systems is one effort that can be made to overcome problems and make it easier for students to access learning material. Riyanda, Herlina, and Wicaksono (2020) explain that several things that can be done during online learning are communicating and discussing online.

All schools in Indonesia have experienced the impact of the COVID-19 pandemic and so far there has been no evaluation related to learning using online methods. This research describes the implementation of online learning during the COVID-19 pandemic. The research was carried out in Bantul district, Yogyakarta, which has also felt and experienced the impact of this pandemic. In overcoming this problem, teachers in the Bantul area try to change face-to-face learning strategies into online learning. Online learning has been carried out by teachers since the stipulation of the COVID-19 pandemic, especially teachers in Bantul Regency, Yogyakarta. Dewi (2020) explains that learning carried out in elementary schools also uses online / distance learning through parental guidance. So far, the implementation of online learning in elementary schools has begun to be carried out by teachers in Bantul district, Yogyakarta, but the implementation has not been evaluated, so in this study researchers conducted research to see obstacles, solutions and also hopes in online learning during the COVID pandemic.



Starting from the beginning of 2020, the world was shocked by the outbreak of the Corona virus (COVID-19) which has infected almost all countries in the world. Since January 2020, WHO has declared the world entered into a global emergency related to this virus. The corona virus that attacks the respiratory system has recorded more than 28 million cases from 213 infected countries in the world. Quoted by Pikiran-Rakyat.com from the Worldo Meters page, as of Sunday, September 13, 2020, the total number to be precise has reached 28,916,010 positive cases of COVID-19 globally. The global epidemic has swept the world, as has happened in Indonesia, so the stay at home program was implemented as an effort to suppress the expansion of Covid-19. To comply with the government program, the learning mode has been changed to virtual classrooms, so that students still have their right to acquire knowledge but remain safe at home. Buana (2020) explains the steps that have been taken by the government to be able to solve this extraordinary case, one of which is by socializing the social distancing movement. This concept explains that in order to reduce or even break the chain of Covid-19 infection, one must maintain a safe distance from other humans of at least 2 meters, and not make direct contact with other people, avoiding mass gatherings. The current pandemic condition requires educators, in this case, teachers to innovate in changing face-to-face learning patterns into face-to-face learning patterns. Zhafira, Ertika, and Chairiyaton (2020), explain that there are other learning models that can be used by teaching staff as a medium for delivering knowledge, namely online learning and mixed learning (a combination of two learning methods, namely face-to-face and online learning). Online learning methods do not require students to attend class. Students can access learning through internet media.

Online or online electronic learning and some call it online learning is a learning activity that utilizes networks (internet, LAN, WAN) as a method of delivery, interaction and facilities and is supported by various other forms of learning services (Brown in Waryanto, 2006: 12) . Online learning is useful for learning activities in class (classroom instruction), namely as: (1) Supplement, as a supplement if students have the freedom to choose, whether to use online learning material or not, in this case there is no obligation for students to access learning material on line. (2) Complement, as a complement if the online learning material is programmed to complement the learning material received by students in the classroom. Online learning materials are programmed to become enrichment or remedial materials for students in participating in conventional learning activities. (3) Substitution, as a substitute if online learning material is programmed to replace learning material received by students in class (Soekartawi in Waryanto, 2006: 12-13). According to Hanum (2013: 92) online learning or e-learning is a form of learning model that is facilitated and supported by the use of information and communication technology. E-learning can be defined as a form of information technology applied in education in the form of cyberspace (Hanum, 2013: 92). Munir (in Hanum, 2013: 92) said that the term e-learning is more appropriately intended as an effort to make a transformation of learning in schools or colleges into a digital form bridged by internet technology. Seok (in Hanum, 2013: 93) states that "e-learning is a new form of pedagogy for learning in the 21th century. E-teachers are e-learning instructional designers, facilitators of interaction, and subject matter experts ". E-



learning is an open source learning system, a learning system that uses web applications that can be run and accessed with a web browser (Wulandari & Rahayu, 2010: 71). E-learning is an educational system that uses electronic applications to support teaching and learning using other computer network media (Wulandari & Rahayu, 2010: 72).

Warkintin and Mulyadi (2019) explain that education is a system that develops a quite broad mission related to physical development, skills, thoughts, feelings, abilities, social to issues of belief or faith. So that whatever obstacles or obstacles to education still go well. The obstacle in this case is the obstacle experienced by teachers in the midst of the Covid-19 condition, learning is carried out online and cannot be carried out face-to-face in class. This condition requires teachers to innovate in the learning process, especially online learning. The solution taken during the pandemic is to find a solution using network-based learning. Teachers are required to be innovative in using online learning models. This is in line with the opinion of Tjandra, D. S. (2020), that teachers only facilitate class libraries, modules, text books, and supporting books, and most importantly internet access, as well as providing several computers for students who do not carry laptops. The form of e-learning (electronic-based learning) will continue to exist and continue to develop. As computer ownership is growing rapidly in the world, e-learning is becoming increasingly developed and accessible. Internet connection speeds are increasing, and with it, opportunities for more multimedia training methods are emerging. The hope in learning with the online model is to become a solution that can help learning in the midst of the COVID-19 pandemic.

2. METHOD

This research is a qualitative descriptive study using an online survey method. Primary data collection was carried out by distributing questionnaires online to 80 elementary school teacher respondents who were affected by the Covid-19 pandemic. In addition, supporting data is secondary data from documents, articles or news related to online learning during COVID-19. Respondents are teachers who are more than 25 years old. The gender of 64 respondents averaged 84.4% women and 15.6% men. The latest education is that all respondent teachers are all teachers with a bachelor's degree. Respondents in this study are. There are 88% teachers from grade 1 to grade 6 and 12% subject teachers. The government urges to carry out online learning, 98% or as many as 63 teachers do online learning, while 2% or as many as 1 teacher do not do online learning. The data was obtained by filling in the questions that were distributed to all respondents in the form of a Google Form.

3. RESULTS AND DISCUSSION

As many as 81% of teachers answered with several underlying reasons for doing online learning. The first reason answered by 20 respondents was that due to the COVID-19 pandemic season, teachers needed to do online learning to break the chain of the spread of the outbreak. In



addition, so that during the pandemic students continue to learn, the most efficient learning to reduce crowds and virus transmission is learning by following recommendations from the government, namely learning online models. The second reason was responded by 25 teachers by answering more on the responsibilities, obligations and duties as a teacher to carry out learning even though it was online. Teachers have an obligation to carry out learning for whatever reasons. The online model used by the teacher is using WhatsApps (WA), Google Form, Google Classroom, Google Drive, Youtube, WA group, Tuweb, and some even have face-to-face meetings with the Zoom Meeting application twice a week.

The online learning model is the first choice, namely as many as 100% of the teachers use the WA facility or often known as WhatsApps, where the teacher creates a WhatsApps group so that all students can be involved in the group. Tasks are given via WhatsApps. Even if the students still don't understand, the teacher will also add by sending videos or doing WhatsApps Video Calls with students. Collecting assignments makes it easier for students via WhatsApps messages. Assignments can also be sent via WhatsApps and usually students take photos of the assignments and send them to the teacher. Even the tutorial videos made by the teacher are also uploaded via WhatsApps. Furthermore, students download the material and study the material from the teacher. The results of the interview further explained that the learning model carried out by the teacher was by sending videos using the WhatsApps group. The form of learning videos that are commonly sent via WhatsApps class groups contains greetings to students and is continued by explaining the subject matter and assignments that will be done that day. Furthermore, the assignment given can be sent in the form of a video, Student Worksheet (LKS). The way students do assignments is by doing assignments manually by writing in books then photos of the results of the assignments are sent via WhatsApps chat. In an effort to strengthen the assessment, the teacher also adds assignments in the form of a Google Form. Teachers use WhatsApps as a means to collect assignments. The reason for the teacher choosing to use WA is that it is more practical, easier for children to understand, more effective because it does not require a lot of quotas in the learning process. Another reason is that it is easier and all parents can use it and it is not a foreign thing. Currently WA is easier and can be reached by many groups. The advantage of using WA is that it is easier to operate and easier in sending questions and materials. Even if you want to have a virtual meeting, the teacher can directly use the WA Video Call feature. WA is simple, effective and efficient in its use.

The learning model that is the second choice is the supporting application in WhatsApps, as many as 15% or 10 teachers. The application model used is Google Class, Google Drive or Google Form. The use of Google Form is used for assignments and conducting evaluations. Another addition is Youtube, namely by uploading videos so that students can watch them. In this study, there were 3 teachers using these facilities. The teacher also uses the Zoom and Google Classroom applications which are only done once a week with the reason that many parents are still working, not all students have a personal device. The forms of assignments given to students vary, not only academic ones, but also non-academic assignments. Non-academic



tasks such as self-reliance tasks include washing clothes, sweeping, making simple vegetables / side dishes, making beds and washing dishes. Another third application option is Google Form with 12% or 8 teachers. The use of Google Form is for student worksheets. The fourth choice of application used is Youtube (uploading learning videos) which is used by 7% or 5 teachers. Short videos related to the material being taught with a duration of 10-20 minutes. The video is available on YouTube for a long duration. The fifth application is the Zoom Cloud Meeting application which is used by 3% or 2 teachers to explain new material that is considered difficult. Through this application the teacher explores children's knowledge, provides direct feedback, and monitors student activities. Another goal is for children to be more enthusiastic about learning because they are motivated by their friends who are present, it can also help reduce boredom in learning by themselves.

Barriers to Online Learning

The first obstacle or obstacle is the condition of the parents of students who use the WhatsApps (WA) application more. The second obstacle is the difficulty in finding internet networks and smart phone devices that are more often carried by working parents. The WA application is also easier because children use it a lot and can use it. The third obstacle is signal difficulty. Based on the results of further interviews, with teachers who used online learning models, it was stated that the online model was very suitable for students. At the beginning of online learning, the material was only given through Microsoft Word and then students read, so that after a long time the students felt bored. When the teacher provides online learning via video, students are very enthusiastic about taking part in the lesson. Especially when doing practice questions in the form of quizzes through Google Forms, students are very enthusiastic because they can see the correct answers firsthand and they can also see the scores or results of their work directly. Zoom Meetings are only held occasionally because remembering that not all students can access them, especially some students who are constrained by signals.

Online learning in practice has obstacles. The first obstacle, there are some children who do not have devices (HP). The second obstacle is having a cellphone but being constrained by cellphone facilities and internet connection, hampered in sending tasks due to signal difficulties. In fact, further data explains that some students do not have their own cellphones, so they have to borrow them. The third obstacle is that parents have cell phones but parents work all day outside the house so that parents can only accompany them at night. The fourth obstacle is the limited internet connection, some students do not have cellphones and the internet network is not good. The fourth obstacle is that not all children have cellphone facilities and there are some parents who do not understand technology. This makes it difficult for parents to assist and facilitate children. Cases like this are very hindering and the teacher has to repeat the notification. The sixth obstacle is that the guardian does not always receive information directly due to the limited internet quota. For example, for example, today you have an assignment, but 5 days later you can open WA. Even at the beginning of online learning students could not open the WA web file



because they did not have knowledge of the application. The seventh barrier is limited cellphone features, signal constraints and internet quota. The main obstacle is that technically not all parents have an Android cellphone facility. In addition, many students experience boredom and boredom studying online so that they sometimes answer questions carelessly. The concentration and motivation of children studying at home and at school will of course be different. The eighth obstacle is the cellphone used to collect assignments is the cellphone of their parents, so new students can collect their assignments after their parents come home from work. There are even some children who cannot collect their assignments. Sometimes photos of assignments sent to WA are not clear, making it difficult for teachers to correct them. The tenth obstacle is in monitoring the honesty of students in doing the evaluation because they cannot meet face to face with tutors or friends.

During online learning experiencing several obstacles, the first obstacle is when students feel boredom, the teacher must think of strategies how to get children out of their boredom zone. Teachers need to be creative in creating online learning that is attractive to students. The second obstacle is that sometimes parents complain that they can't explain.

with details to students. Students sometimes do not obey like when taught by the teacher at school. Students too, they are easier when explained by the teachers. Parents are often impatient in accompanying them. The third obstacle is the signal problem. Sometimes there are some students who complain that they cannot send their assignments because they are constrained by signals. The fourth obstacle is sometimes lack of parental assistance because they have to work from morning to evening. So that the time to assist students in doing assignments is only at night. The obstacle is if students are late in responding to assignments, while teachers must immediately recap their scores. The first obstacle related to the response to this given task is the inaccuracy of time in collecting the assignment. Students can collect assignments when parents are home. The second obstacle is monitoring the honesty of students in doing the evaluation. The third obstacle, when carrying out a teleconference via zoom, is sometimes the signal is not smooth. Discussions through Google Classroom are sometimes parents who are actively participating, not the students themselves. Fourth, signal or network barriers become obstacles in gathering tasks. The fifth obstacle is not being able to monitor the process directly. Teachers can only accept products. This causes the essence of learning that prioritizes the process cannot be observed by the teacher. The product is the only thing the teacher can monitor.

Advantages of Online Learning

The first advantage of online learning is that it is more practical and relaxed. Practical because it can assign tasks at any time and report tasks at any time. Second, more flexibility can be done anytime and anywhere. Online learning allows more flexible time for guardians who work outside the home and can adjust the time to accompany students to study. Third, it saves time and can be done at any time. All students can access it easily, meaning it can be done anywhere. Delivery of information is faster and can reach many students through the WA Group. Fourth, it



is more practical and makes it easier to take knowledge values, especially when using Google Forms. If you use Google Form, you can immediately find out the grades so that students are more interested in doing assignments. In addition, students are also facilitated in doing it. Students only need to choose the answer option that is considered correct by clicking the answer option in question. The fifth advantage is that students can be monitored and accompanied by their respective parents. The sixth advantage is that teachers and students get new experiences related to online learning. The role of parents in assisting students is more.

Weaknesses in Online Learning

The weakness of online learning is the lack of student involvement. The intended student involvement can be seen from the results of student involvement in taking full online learning from the beginning of learning to the end of learning. The results showed that only 50% of students were fully active, 33% of students were actively involved. While the other 17%, students who are less active and less participate in online learning.

Hope for Online Learning After the Covid-19 epidemic

The hope of the teacher regarding online learning is the first hope, after conditions return to normal or the Covid-19 outbreak has ended, the teacher's hope is that in addition to classroom learning, online learning can still be implemented to train the skills of teachers and students in the era of the 4.0 century. The second hope of this learning is as an alternative for teachers in applying learning models. This aims to increase knowledge and apply the use of technological advances properly. The third hope is that there is special treatment for students who have difficulty learning. The fourth hope is that this online learning model is good to use but needs to be added to the offline learning model. This is because if it is only online learning, the honesty and independence of students in doing assignments is less controlled. So it would be good if this online learning model was continued by adding face-to-face learning. It is hoped that in the future there will be an even better online model to support learning so that it is more effective and efficient that can be accepted by students well. The fifth hope is that online learning can be a good solution to support learning progress at home in a pandemic like this. The role of parents at home is expected to be as much as possible in accompanying their children to study at home. The positive thing that can be obtained is that children have a personal closeness with their parents. Seventh, even though it is online, it is hoped that learning can still achieve the planned learning objectives.

4.CONCLUSION

Barriers, solutions and hopes in learning using an online system have become an interesting topic during the Covid-19 outbreak pandemic. Even though in a very limited condition due to the COVID-19 pandemic, you can still learn online. Only thing that becomes an obstacle is that parents have to add more time to accompany their children. Meanwhile, in terms of teachers,



teachers become technology literate and are required to learn many things, especially online-based learning. This online learning system can be used as a model for further learning.

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