



Students Barriers in Online Learning of Covid 19 Pandemic for Fifth Grade in English Language Study Program of Sisingamangaraja XII University Tapanuli

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ABSTRACT

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This research aims to explore the problems that have the potential of students' understanding during online learning by Covid 19, the researchers focus on obstacles in the student learning process such as network constraints, no quota and other related matters. Subjects in this study were fifth grade students of English study program. The research is used qualitative with descriptive approach in the process using Observation and Interview methods as the main way to obtain data where the results of this study classify the main problems that arise into 2 parts, namely; 1) There is a delay from the subject in participating in online class activities, 2) the lack of time and ability during the learning process either because they do not have sufficient understanding of the material or there are other activities or work that must be undertaken.

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1. Introduction

The Covid-19 pandemic has forced the world community to define the meaning of life, the purpose of learning and the nature of humanity. If all this time, humans have been forced to live in a fast-paced situation, endless work, and the pursuit of economic growth targets in a competitive system. However, the spread of the Corona virus (Covid-19) which has become a major crisis for modern humans, forces us to breathe for a moment, stop from the vortex of the system, and look back at life, family, and the social environment in its truest sense. Humans are forced to 'stop' from their routines, to interpret what is really sought from life.

Indonesia has big challenges in handling Covid-19. Of all the aspects that are currently challenging, I concentrate on the educational aspect, which is essential for discussion. The educational aspect is the author's concentration, because he has spent decades in this field in the capacity of a researcher, practitioner and policy maker. The Covid-19 pandemic has forced social distancing policies, or in Indonesia it is better known as physical distancing (maintaining physical distance) to minimize the spread of Covid-19. So, this policy is sought to slow down the spread of the Corona virus in the community.

The massive spread of the Corona virus in various countries, forces us to see the fact that the world is changing. We can see how the changes in the fields of technology, economy, politics and All affected countries have tried to make their best policies in maintaining the continuity of education services. Indonesia also faces several real challenges that must be immediately resolved: (1) technological disparities between schools in big cities and regions, (2) limited teacher competence in the use of learning applications, (3) limited resources for the use of educational technology such as internet and quotas, (4) the relationship between teacher-student-parents in online learning is not yet integral.

The implementation of the physical distancing policy which later became the basis for implementing learning from home with use of information technology often surprised educators and students including parents and even everyone in the house. Information technology learning has indeed been implemented in recent years in the education system in Indonesia. However, online learning that took place as a surprise from



the Covid-19 pandemic, shocked almost all lines, from districts/cities, provinces, centers and even the international community.

As the spearhead at the lowest level of an educational institution school principals are required to make quick decisions in response to a circular letter from the Minister of Education and Culture that requires schools to implement learning from home. Educators were surprised because they had to change the system, syllabus and learning process quickly. Students stammered because they got a pile of assignments while studying from home. Meanwhile, parents of students feel stressed when accompanying the learning process with assignment in addition to having to think about the survival of their respective lives and jobs in the midst of a crisis.

So, these obstacles are an important note for our education world, which must catch up with online learning quickly. In fact not all technically and systems are ready. So far, online learning is only a concept as a technical tool not as a way of thinking as a learning paradigm. In fact online learning is not a method to change face-to-face learning with digital applications nor does it burden students with piles of assignments every day. Online learning should encourage students to be creative access as many sources of knowledge as possible, produce works, hone insights and ultimately shape students into lifelong learners.

From these challenges we must dare to take steps to make online learning an opportunity to transform our education. There are several steps that can be considered together in improving our education system, especially regarding online learning:

First, all teachers must be able to teach remotely which incidentally must use technology. Increasing the competence of educators at all levels to use distance learning applications is absolutely necessary. Indeed, the number is very large to ensure that around 3 million teachers in Indonesia have adequate competence in utilizing technology it is certainly not an easy matter. Minimum ICT competence of level 2 teachers must be realized immediately including the ability to conduct video conferencing and create online teaching materials. Level 2 is a grouping of ideal teacher ICT competencies based on the Teacher ICT Competencies Framework by UNESCO. The highest level is level 4 where the teacher is able to become a trainer for other teachers. If the teacher's competence is level 2, then the teacher will be able to prepare a learning system, syllabus and learning methods with digital or online learning patterns.

The government does not have to be alone, efforts to collaborate with many online portal providers are very appropriate to be carried out by the Ministry of Education and Culture. However, the leading sector of online learning policy matters must be controlled under the Ministry of Education and Culture. Education in the midst of the crisis due to Covid-19. These changes require us to be prepared, respond with attitudes and actions while always learning new things. Indonesia is not alone in finding solutions for students to keep learning and fulfill their educational rights. Until April 1, 2020, UNESCO recorded at least 1.5 billion school-age children affected by Covid 19 in 188 countries including 60 million of them in our country.

2. Method

The collected data analyzed through descriptive qualitative method. In descriptive qualitative method, the data were systematically and accurately analyzed based on the theory applied in the study. According Gay and Eurasian (2000), Qualitative approach is based on the collection data and analysis of non numerical data such as observations, interviews, and other more discursive sources of information. Additionally, Moleong stated (2009) "Qualitative research is the research that's means to understand the phenomenon about what is the subject research undergone by using natural method". It means that Qualitative research is the research which understanding the phenomenon based on the collection data and analysis of non-numerical data. Gay and Airasian (2000) state "descriptive research is a descriptive study determines and describes the way things are". It may also compare subgroups such as males and females or experienced and experienced teachers view issues and topic. The study conducted by applying descriptive qualitative research, because the researcher wanted to find out the data based on the theory. The subjects of this study were students who fifth grade students. However regarding the consideration of time efficiency and effectiveness as well as the homogeneity of the many subjects, this study used a subject as many as 10 students.

3. Result and Analysis

The respondents were asked 6 questions which were expected to provide a description of the obstacles faced by the respondents when participating in online learning. The following are questions posed to respondents along with a summary of the answers given.

- a. Question 1: Have you ever experienced online learning? If so, what media did you participate in the learning process?

Answer:

When this question was asked, all respondents answered that they had participated in online learning. The majority of respondents took online learning using Google Classroom, Whatsapp Group media, and the Zoom application.

- b. Question 2: What are the obstacles that have been experienced during online learning in terms of internet networks?

Answer:

When given this question almost all respondents answered that there was a problem with the slow internet network in their place. The majority of respondents are in rural areas, where their internet network is not smooth, so there are often obstacles when they want to submit college assignments, the network is disconnected when attending lecture streaming, and very few choices of telecommunication providers are available, forcing them to use the provider's choice. Even though the price of the internet package offered is in the expensive category. Only a few respondents did not complain about internet network problems because they are in big cities that have adequate internet network quality and there are many choices of providers that can be chosen according to their budget.

- c. Question 3: What are the obstacles that have been experienced during online learning in terms of learning media?

Answer:

When asked this question the majority of respondents had no problems. The majority of respondents use smart phones when accessing online learning, while others use laptops. Respondents have no problems regarding the quality of the media they use. However, the problem they complain about is the frequent blackouts of the electricity network from the electricity service provider. The majority of respondents complained about frequent power outages at their place during the hours when they took online lectures, thus disrupting the ongoing learning process. These complaints were obtained from both respondents who live in rural areas and respondents who live in big cities.

- d. Question 4: What are the obstacles that have been experienced during online learning in terms of the applications used?

Answer:

Of the various applications used most respondents experienced problems when using the Google Classroom application. Constraints faced when using the application are difficulties when submitting assignments in the form of videos, as well as difficulties in downloading teaching materials and assignments from the Google Classroom drive that is followed.

- e. Question 5: What are the obstacles that have been experienced during online learning in terms of the readiness of teaching materials?

Answer:

When given this question, the majority of respondents complained about problems when they wanted to have books/reading materials according to the lecture topic. Respondents are used to buying books at bookstores or getting modules directly from lecturers. However, with online learning they cannot have textbooks as usual. The teaching materials provided by the lecturers are also sometimes incomplete while the books/teaching materials available on the internet are not widely available for free.

- f. Question 6: What are the obstacles you have experienced during online learning in terms of your understanding of the subject matter?

Answer:

The majority of respondents admitted that it was more difficult to understand the subject matter with online lectures compared to face-to-face lectures. Respondents complained about the lack of opportunities to discuss directly and freely with their lecturers due to the limited features and quality of the internet network. Most respondents discuss using the comments column or chat with text, so many

contexts cannot be conveyed clearly because they cannot be explained clearly through text. In addition, the obstacles that exist in terms of the completeness of teaching materials also contribute to the difficulties that exist when trying to understand the subject matter.

From the results of interviews from the respondents, it appears that in general the obstacles they experience are fundamental including obstacles in terms of internet networks and also obstacles in terms of services provided by lecturers to them. The basic obstacle for the respondents is the problem of the internet network. In urban areas, there are many internet service providers, with adequate internet network capabilities to support the online learning process. The next obstacle they complain about is the problem of learning services provided by the lecturers to them. The respondents admitted that they experienced less than optimal learning services from the lecturers. Most lecturers only provide attendance lists to fill out, and then distribute teaching materials/modules. Then asked the respondents to study on their own, and then given the task to do. The respondents considered that the lecturer was not maximal in providing an explanation of a topic/lecture material to them. They often experience impasse when studying lecture topics, but they can only ask questions through the chat feature or comments.

According to the respondents, this was not optimal because the explanations given by the lecturer through chat or comments were not easy to understand, and were limited in delivery. Lecturers also rarely conduct lectures via video conferencing such as zoom. To overcome obstacles in understanding the lecture material respondents open websites or YouTube that have explanations about the topics they are studying. Thus they can understand from the explanations of other people besides their lecturers. This is considered as one of the obstacles and shortcomings in the online learning that they participate in.

From the results of the research above, the researcher in this case concludes that the obstacles in online learning faced by students are still in the very basic or fundamental category. This should be one of the things that need to be considered in preparing and implementing online learning.

4. Conclusion

Constraints faced by students in the online learning process are fundamental obstacles that must be faced, including obstacles in the field of internet networks, limited features of online learning applications, and obstacles in terms of learning services. These constraints should be a concern in preparing and implementing online learning.

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