

ANALYSIS OF THE SCIENCE TEACHERS PROBLEMS IN THE ONLINE LEARNING PROCESS IN SURAKARTA RESIDENCY

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Abstract. This study aims to find out the constraints of science teachers in the online learning process. This research method uses quantitative descriptive analysis. The results were obtained that, during online learning teachers experienced several obstacles, the biggest obstacle was found, namely 66.7% of media platforms used were too monotonous, resulting in a lack of exploration of students' abilities, especially in the science process, some teachers did not use modules and used whats app groups more. This is supported by the opinion of students who state that because limited media platforms cause the material presented by teachers to be more difficult to understand, where 71.4% of students state that the teacher's explanation cannot be accepted optimally, some state that signal constraints are a problem besides that there are no teacher visits to students' homes as much as 66.7%.

Keywords: analysis, teacher, daring, problem

INTRODUCTION

At the end of 2019, the world was shocked by an outbreak that hit almost all corners of the world and paralyzed everything that was usually done, an event that made many people uneasy, namely the corona virus (covid-19). The policy taken by the government in the field of education to reduce the rampant spread of this virus is to cover all learning activities in schools. The closure of schools in various countries including Indonesia and the shift of the learning model from face-to-face to online in an effort to prevent the spread of the COVID-19 virus are certainly a major task for the world of education. This is in accordance with the decree of the Minister of Education and Culture in the Republic of Indonesia regarding Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period of the Spread of Covid-19(Syah, 2020).

So educational institutions require the process of learning activities remotely due to the Covid-19 pandemic, where distance learning, namely students and teachers, does not meet face to face but with virtual or technological assistance. As a result, educators are required to design learning by utilizing online media. Online learning poses new problems in the world of education, where the use of technology is very important for the learning process, especially the media used(Herawati & Muhtadi, 2018).

The use of learning media can encourage student involvement in the learning process. The involvement of students in carrying out the learning process will encourage the emergence of a positive attitude towards the content or learning material (Permatasari, 2017).

The media platforms used by teachers tend to attract less students' attention, this can be seen through the grades produced by students. The media platform alone is not enough for the teacher to handle. The combination of the use of interesting media and interesting e-modules is considered appropriate to be used as a handle by the teacher during learning so that students remain active in learning (Siahaan, 2020).

The problem in the world of education today apart from the online learning process, is related to the quality of education, because learning emphasizes more on mastering material concepts only, but is not directed at developing students' scientific skills and attitudes so that the overall educational goals can be achieved. This makes it difficult for Shiva to learn more knowledge, and teachers will take the easiest path, which is to inform facts and concepts through the lecture method because they have to pursue curriculum provisions (Prawanti & Sumarni, 2020). As a result the student only has a lot of knowledge at his disposal. The education system often positions teachers as an important component (center of class) in an effort to improve the quality of education, whereas if we want to sulk at other learning models, there are many learning models that are successfully used to increase student knowledge in addition to the teacher being the center (Asmuni, 2020).

For fluency in distance learning, it is enough for teachers to have not only basic technological skills (such as using a computer and being connected to the internet), but also the knowledge to use recording devices and their software, as well as methods for delivering lessons without face-to-face interaction (engaging learning videos). These skills will be required when using an online learning platform. More importantly, the gap between training scenarios and execution in the field needs to be minimized (Azizah & Wahyuningsih, 2020).

The Indonesian Child Protection Commission (KPAI) received approximately 213 complaints from both parents and students. The complaint relates to: first, an overly heavy assignment with a short period of time. Secondly, many tasks summarize and reserve from the book. Third, the study hours are still stiff. Fourth, the limited quota to follow bold learning.

RESEARCH METHOD

The research method used in this study is qualitative research, research that produces data descriptions in the form of written or spoken words of people and observable behaviors (Tanzeh, 2011). The population used is students and teachers from SMPN 1 Surakarta, SMP Muhammadiyah 04 Sambi, SMP Islam Bakti Surakarta, SMP Muhammadiyah 2 Kartasura, MTSn 1 Sukoharjo, and SMPN 10 Surakarta. The study was conducted in December 2021-March 2022. There are three data collection techniques in the study, namely observation, conducting interviews with students and teachers, and distributing questionnaires filled out by students and teachers.

RESULTS AND DISCUSSION

Based on research that has been carried out by means of observation, dissemination of questionnaires and interviews, it was found that there were reciprocal problems between teachers and students during the learning process conducted online, which causes the average student's score to be unable to reach the minimum completion criteria. It is undeniable that, in the nature of the learning process, there are many problems faced by teachers as educators which are divided into several indicators including: 1) the process of

delivering learning materials, 2) the process of interaction with students in the learning process, 3) the quality of empowering facilities and elements in learning, 4) managing teaching materials to be delivered in the learning process, and 5) preparation curriculum devices that are in accordance with current conditions(Wahid, 2004).

The reality that occurs in the field is supported by Permendikbud No. 65 of 2013 related to preliminary activities, that teachers must prepare the following: (1) conditioning students to be ready following the learning process; (2) provide learning motivation to students contextually according to the benefits and application of teaching materials in everyday life; (3) ask questions that relate previous knowledge to the material to be studied; (4) lead students to a problem that will be done to study a material and explain the learning objectives to be achieved; and (5) provide an outline of coverage material and explanations about the activities that students will carry out to solve problems or tasks. This is closely related to the core issues faced during the online learning process related to: 1) teacher and student interaction during learning. 2) allocation of funds for the purchase of internet quota. 3) students' interest in participating in distance learning.

TEACHERS PROBLEM DURING ONLINE CLASS

■ Sinyal ■ Platform terbatas ■ Komunikasi ■ Teknologi

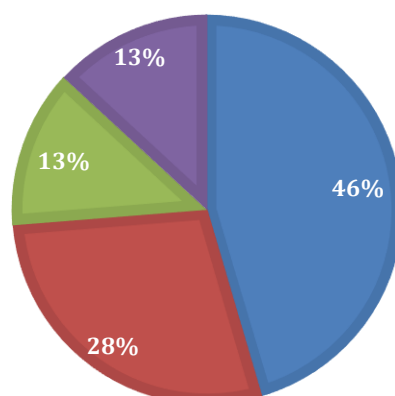


Figure 1. Problems that are often experienced by teachers during online learning

Research conducted using student objects from various schools in the Surakarta residency, namely SMPN 1 Surakarta, SMP Muhammadiyah 04 Sambu, SMP Islam Bakti Surakarta, SMP Muhammadiyah 2 Kartasura, MTSn 1 Sukoharjo, and SMPN 10 Surakarta also stated that the problem What they face is not much different or in accordance with what the Ministry of Education and Culture has conveyed.

From the description of the problem, it can be seen that the main problem during the online learning process is in the signal. The role of the internet here as a learning resource by providing links to various learning resources that can be accessed online. The existence of the internet can also increase the quantity and quality of interaction between educators and students. The nature of the internet itself can be connected to anytime, anywhere and by anyone. This reveals that the role of internet network access is an important thing that

needs to be considered in the online learning process that is currently implemented. The solution used if you experience signal problems is the existence of a home visit from the teacher to the student's home, unfortunately this has not been done completely by all schools in the residency Surakarta.

Due to online learning, teachers or educators are required to use platforms or media to communicate with students. Platforms that are usually used during the online learning process are e-learning, whats app group, zoom, google meet where the platform tends to be and still makes the teacher a center. Coupled with the existence of signal constraints and limited platforms causing students to easily feel bored, if students feel bored then the lessons delivered become difficult to understand. This is why since online learning, many students whose grades have not been able to exceed KKM.

The obstacles that are most experienced next by educators or teachers are technology and technological limitations. Where there is a system transition that occurs, educators have not been able to keep up with changes in technology and information-based systems, and the lack of training from the government and the sudden transition that resulting in teachers becoming overwhelmed because they are not familiar with technology. For the last most common reason is, communication. The lack of communication between students and teachers online is because students cannot be active as usual, this causes students to be confused and afraid to ask questions. If you are confused and afraid to ask questions, then the student's learning outcomes will not be optimal.

Interviews were also conducted with several teachers, in facing these obstacles, several breakthroughs or several ways were needed, including: the provision of emodul, the use of emodul and *lks* in each material that could be easily accessed by students. Providing convenient facilities such as networks or internet to students or teachers who are in remote places, using various platforms in accordance with the learning objectives to be achieved and not limited to only one platform, interactive learning media supported by learning media that is easily accessible and applied online is needed. Observation is also carried out not only on teachers, but on students as well.

STUDENTS PROBLEM DURING ONLINE CLASS

■ Komunikasi antar teman ■ Sinyal ■ Materi ■ Bosan

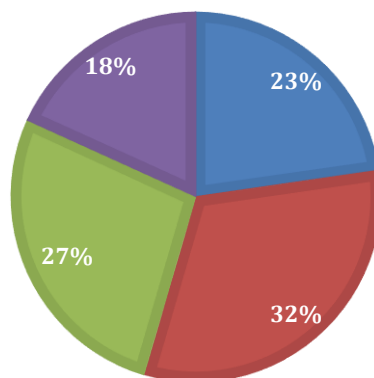


Figure 2. Problems felt or experienced by students during online learning

From the diagram pictured above, we can see that the main problem for teachers and students during online learning is the signal constraint. This makes them confused about facing the existing reality, the problem faced by the student is also the unavailability of adequate facilities in the form of an internet network that can support learning and limited internet network access (quota) owned by students where the quota requires a fairly high cost. So that some students cannot take part in online learning (Suhada et al., 2022).

Due to signal constraints, students are also limited in understanding the material provided by the teacher, there is no direct interaction with the teacher and peers. This online learning can be said to be ineffective in online learning (Handarini & Wulandari, 2020).

Students also find it difficult to communicate with friends unlike normal school days where students can easily greet or chat with friends. Students feel strange and uncomfortable feelings online, culminating in the feeling of boredom that students feel during online learning that boredom or boredom is a condition in which the system of reason is unable to work as expected in processing new information or experiences. Learning saturation is a person's mental state where when they are experiencing boredom and fatigue, they cause lethargy and not eager or not eager to do learning activities (Yudhira, 2021).

CONCLUSION

Based on the research above, it can be concluded that the main obstacles for teachers are technological limitations, limited media platforms, difficulty in communicating with students because they do not meet directly so that there is a need for innovation by teachers during the online learning process such as accessible learning platforms, innovations in electronic teaching materials, learning models that are not monotonous.

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