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Teachers' Problematic in Implementing Online Learning During Pandemic Era at State Madrasa Ibtidaiyah 3 Central Aceh

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**Abstract:** This study aims to describe the teachers' problems in implementing online learning during pandemic era at State Madrasa Ibtidaiyah 3 Central Aceh. The research method uses descriptive qualitative. Data collection techniques through observation, interviews and documentation. The results of the study show that the teachers' problematic in implementing online learning during the Covid-19 pandemic related to the limitations of teacher competence in using technology, some students do not have an android for online learning, very little time to manage online learning, difficulties in making online learning media, limited internet network availability and expensive internet quotas, lack of parental supervision in carrying out learning. To overcome this problem, various efforts have been made, such as: attending training or seminars related to online learning, giving assignments to students via Short Message Service or students taking assignments to school, participating in training to create online learning media, increasing online learning time, teachers providing funds for internet quotas, the teacher coordinates with the parents. Although many problems are felt by teachers during pandemic, they continue to try to implement online learning to students so that the expected learning objectives are achieved even though they are not optimal.

**Keywords:** *teachers' problematic; implementation; online learning; min 3 central aceh*

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### A. INTRODUCTION

In 2020, the learning process was disrupted by the virus outbreak. As time went on, the epidemic spread more and more. The spread of the *Covid-19* virus was increasing, not only in urban areas, but has spread to rural areas in Indonesia. Not only in densely populated cities but also in cities that are not densely populated, this virus has also been spread in Aceh, especially the Central Aceh region. The *Covid-19* pandemic has had a major impact on all

aspects of people's lives, especially in the field of education.

Education faces challenges during the pandemic, where all schools or madrasas were closed from elementary school to college. All formal, informal and non-formal education institutions in Aceh, especially in Central Aceh, were closed. The Aceh Government has issued a circular letter on the closure-face learning in school or madrasa during a pandemic and switch to online learning. All communities are limited in their activities and work from home,



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including teachers and students carrying out learning from home.

Online learning during the pandemic is a new way of teaching and learning in Central Aceh that uses electronic devices, especially the internet, in delivering learning. Online learning is completely dependent on internet network access. Online learning is considered to be the only way to implement learning in achieving educational goals. The implementation of learning during the *Covid-19* pandemic cannot be separated from the role of a teacher. Teachers provide learning materials online through applications such as through WhatsApp (WA) groups, classrooms and zoom meetings.

However, the implementation of online learning is not as easy as imagined, not all teachers, students and parents understand, are proficient, comfortable and fluent in using the online learning application. Preferably, teachers are used to carrying out face-to-face learning processes in schools, but with the pandemic conditions, teachers are required to implement online learning, so the teacher's unpreparedness arises in implementing it so that teachers experience many obstacles in implementing online learning during the pandemic.

## **B. MATERIALS AND METHODS**

This research is a field research using a descriptive qualitative approach. This study describes the problems of teachers in implementing online learning during the pandemic at State Madrasa Ibtidaiyah 3 Central Aceh, which is located at Takengon-Bintang Street, Toweren village, Lut Tawar District, Central Aceh Regency. The data sources in this study were the teachers who were homeroom teachers at State Madrasa Ibtidaiyah 3 Central Aceh. There are also sources from school data and various literatures relevant to the discussion of

teacher problems in implementing online learning during the pandemic. Data were collected through observation, interviews and documentation. Data analysis was carried out by means of data reduction, data display, and drawing. The validity of the data is checked by means of credibility code.

## **C. RESULT AND DISCUSSION**

### **1. Teachers' Problems in Implementing Online Learning During the Pandemic**

Teachers at State Madrasa Ibtidaiyah 3 Central Aceh are used to carrying out face-to-face learning processes, but with the pandemic conditions that require the implementation of online learning processes, the teacher's unpreparedness arises in implementing it. During the pandemic, all teachers must be technology literate to achieve learning goals. The existence of this pandemic has accelerated the application of technology in the world of education. The implementation of online learning during the pandemic has had many impacts on all parties, including teachers. Teachers themselves experience obstacles in carrying out the online learning process during the pandemic.

The results of the study through interviews with teachers related to the problems experienced by teachers in implementing online learning during the pandemic at State Madrasa Ibtidaiyah 3 Central Aceh, namely:

- a. The limitations of teacher competence in using technology. Limited teacher competence or teacher incompetence in using technology when delivering learning materials online, this

- happened because many teachers who are not young anymore.
- b. Some students do not have android to access the internet network. Teachers have difficulty in delivering learning materials because there are some students who do not have androids so that students often do not take lessons online. Many parents of students work as laborers so they don't have the cost of buying an android for their children to study online.
  - c. There is a limited time to run online learning. The availability of the internet network is limited or difficult to reach because the location of this madrasa is close to the mountain that blocks it.
  - d. Teachers have difficulty making online learning media because of a lack of creativity and are not proficient at making media through applications.
  - e. The cost of implementing online learning is very high because of the expensive internet quota.
  - f. Lack of parental supervision of their children in carrying out online learning, because parents are busy not only accompanying and being teachers for their children at home but also having to work to meet the needs of life during the pandemic.

## 2. Teachers' Efforts in Overcoming Online Learning Problems During the Pandemic

Based on the results of observations and interviews with the teachers at State Madrasa Ibtidaiyah 3 Central Aceh, it turns out that there are several efforts to overcome teacher problems in implementing online learning during this pandemic, namely:

- a. The teacher attending online training or seminars related to online learning. Buying androids that can access the internet network and learn to use it.
- b. The teacher gives assignments to students via Short Message Service (SMS), or the teacher tells students to take the prepared question sheets to school or to the teacher's house so they don't miss the lesson. After being answered or done by students, it is returned to the teacher.
- c. Increase online learning time outside of class hours.
- d. Teachers participate in training to create online learning media.
- e. The teacher provides funds for internet quota even though it is expensive because learning must continue.
- f. The teacher coordinates with parents in terms of monitoring online learning for students at home.

Although there are many problems that are felt by teachers at State Madrasa Ibtidaiyah 3 Central Aceh, they continue to try to implement online learning during the pandemic to students so that the expected learning objectives are achieved even though they are not optimal.

The implementation of online learning needs to be evaluated further in the future as a whole. The capacity and competence of the teachers must be an important consideration. It takes serious efforts from all parties to build an effective online learning system so that educational goals can be achieved.

#### **D. CONCLUSION**

Although there are many problems that are felt by teachers at State Madrasa Ibtidaiyah 3 Central Aceh, they continue to try to implement online learning during the pandemic to students so that the expected learning objectives are achieved even though they are not optimal.

The implementation of online learning needs to be evaluated further in the future as a whole. The capacity and competence of the teachers must be an important consideration. It takes serious efforts from all parties to build an effective online learning system so that educational goals can be achieved

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