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Teacher Barriers in Online Learning during Covid-19 Pandemic

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Abstract

THE main problem in this study is that researchers want to reveal how the social studies teacher's barriers in online learning during the covid-19 pandemic. The purpose of this research is to find out the obstacles experienced by social studies teachers in the implementation of online learning and practical solutions in implementing online learning. This type of research is descriptive qualitative. Data collection techniques in this study were observation, interviews and documentation. The results of this study are the first, namely an inadequate internet network during online learning. The second is the boredom and lazy attitude of students. Saturated and lazy are psychological conditions of students. Third, namely the ability of students to use learning applications. Fourth, ownership of internet data quota. Limitations in purchasing quotas. The solution to the problem of online learning is by implementing limited face-to-face activities, which can be used to collect assignments for students who do not have a stable internet network. As a solution to the boredom of the lazy attitude of students. Social Studies teachers always provide the latest social studies material references, which are in accordance with the current phenomena. Social Studies teachers provide guidance and direction to students who have not mastered how to operate the application. The solution to the barriers to quota ownership is to take advantage of quota assistance from the government.

Keywords: *Covid-19 pandemic, online learning, social studies, teacher barriers*

Introduction

Currently, the world is being troubled by the spread of the Corona Virus Disease (Covid-19) outbreak. The whole world is busy with various efforts for the prevention of Covid-19. Human life in all areas of life is disturbed, as well as the field of education. Schools in various countries that were originally conducted face-to-face are now changed to online (online), both elementary schools, middle schools and colleges. All countries in the world, including Indonesia, must take the decision to close schools to reduce the spread of the Covid-19 virus [1]. The government is currently moving to change the online learning system that can be done at home for each student. This situation will certainly have an impact on the physical and mental condition of the students. This can cause learners to feel that the tasks given by the teacher are very many even though the assignment is the same as giving assignments when learning face-to-face [2]. This online learning is implemented at all levels of education, from the elementary level, to the university level. Both from formal and non-formal education.

Online learning is a learning design system where its application uses the internet network and is carried out indirectly between teachers and students, with the same learning material learning time [3]. Observing from several previous studies, the majority of which have technical problems, such as difficult internet networks. The researcher took the location of the study, namely the the junior high

school located in Tulungagung Regency, which is located in the countryside and mountains. Especially in the southern Tulungagung area. Where the geographical condition of southern Tulungagung has an area blocked by mountains which can result in obstruction of the internet network to enter. The researcher also took the research location in one of the school in the city area which was later used as a comparison for the entry of internet networks in the school.

In addition to determining the location of the study, the researcher also determined several subjects that would be used as respondents in the study. Here the researchers selected ten respondents from Social Science (IPS) teachers who served in the junior high schools. The selection of respondents for this study was determined because some of these teachers had obstacles in online learning activities.

From the observations in 38 junior high schools in Tulungagung Regency, there are five junior high schools that have obstacles in online learning, namely in MTsN 8 Tulungagung, MTs Darusalam Ngentrong, MTs Darunnajah, MTs Al-Islam, and SMPIT Darussalam with a total of ten social studies teachers, Learning is carried out online, because it is in accordance with the regulations set by the government. From online learning, there are several obstacles experienced by both teachers and students. The obstacles experienced by several educational institutions are in accordance with the indicators of teacher obstacles in online learning, namely Media Indicators, Attitude Indicators, Motivation Indicators, Creativity Indicators, Facilities and Infrastructure Indicators. As is the case at the junior high school level, for teachers it is difficult to provide explanations that are easily accepted by students. The subject matter cannot be maximally absorbed by students, because the abilities of each student are not the same. Some remain enthusiastic in learning and some have decreased their learning motivation. But besides there are problems, there is an ease experienced, namely time efficiency that can be used for the learning process. Apart from the five schools, there are no obstacles in online learning.

This research certainly has a significant contribution to the development of online learning, a learning method that can be used when online learning. so that from the cases of existing obstacles can be the basis for the improvement or determination of education policy. In particular, this study aims to analyze the obstacles of social studies teachers in online learning during the Covid-19 pandemic and find out practical solutions in overcoming obstacles that occur.

Literature Review

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating learners in early childhood education, formal education pathways, primary education and secondary education. An educator or teacher has the duty and responsibility to teach, educate, train students to become quality individuals, both in terms of intadraellectual and morals [4].

Obstacles make the process being carried out ni become not smooth so that it causes the non-achievement of the goals that were originally determined . Obstacles mean obstacles that make the learning process not smooth and make the learning objectives that were originally designed unattainable. To find out the obstacles experienced by teachers, there are several indicators that must be known, which can be used as a benchmark and determine research results. The indicators are:

- Media Indicators, The use of applications to support online learning is currently very necessary and needs to be mastered by teachers to facilitate the learning process for students. Besides being a solution due to the absence of face-to-face, it can also be used as an alternative to interact with students. The skills of teachers in using various application facilities are also needed, therefore, a teacher is required to follow the development of existing science and technology.
- Attitude Indicators, Obstacles experienced by teachers during online learning based on attitude indicators, namely inaccuracy in starting and ending learning due to factors that include teachers and students often feel bored or saturated, students who are less active and learning that cannot be done face-to-face so that there are many miscommunications and misperceptions. This makes teachers' obstacles in online learning during a pandemic like today.
- Motivation Indicators, Teachers must motivate students to be enthusiastic about learning by rewarding. In addition to giving rewards, motivation to students can also be built from online learning provided by teachers. If online learning is good, the learning motivation of students will increase.
- Indicators of Creativity, Teacher proficiency in using digital applications are indispensable. Because this creativity really supports online learning. Unlike the case, if this cannot be applied, it will hinder online learning activities.
- Indicators of Facilities and Infrastructure, Control over the availability of facilities owned by students must be carried out by teachers for the smooth running of online learning. The sophistication of the learning media used by teachers is also considered to facilitate the online learning process. Likewise, in controlling the availability of internet quotas owned by students, teachers need to do so to facilitate student learning activities.

Social Studies is a program that has been taken from various social sciences such as history, sociology, anthropology, geography, political and social sciences. This social studies is one of the sciences that explains the set of human life in society.

Online learning has many benefits during the pandemic. The principles of online learning are applied in five aspects of the online learning process, namely learning design, learning activities, delivery strategies, learning media and technology, and learning assistance services [3, 5]. The five aspects affect each other and have an effect on learning.

Method

The method used in this study is a qualitative method. The use of this method aims to describe in detail what are the obstacles experienced by social studies teachers in online learning. This research was carried out in five junior high schools/ equivalent which have obstacles when online learning in Tulungagung Regency. These schools include: MTSN 8 Tulungagung, MTS Darussalam Ngentrong, MTS Darunnajah, MTS Al Islam, and SMPIT Darussalam. Of the 5 educational institutions, researchers took ten respondents, namely social studies teachers. Researchers conducted the study for approximately one month, between June-July 2022.

Qualitative research procedures, using the stages of description, reduction, selection, presentation of data, and drawing conclusions. In the stage of description the researcher determines the background of the existing phenomenon as the reason for the conduct of the study. From this background, the formulation of the problem and the objectives that will be raised from this study emerge. For the reduction stage, the researcher begins to carry out the process of selecting information, theoretical studies, and relevant research, which is in accordance with this research. Furthermore, after the description stage and the reduction stage are carried out, the researcher will conduct a selection stage, which is the result of reporting from the study. The following is the flow of the research procedure that will be carried out.

As a research instrument, researchers use interview instruments and observation instruments. The instrument contains a list of questions that refer to indicators of teacher obstacles in teaching. Data collection uses observation techniques, interviews, and documentation studies. Observation Techniques are carried out to observe what are the conveniences and difficulties experienced by social studies teachers in online learning, and what factors make teachers experience convenience and even difficulties. Interviews were conducted to find out what obstacles social studies teachers experience in online learning, and these obstacles are in accordance with the indicators mentioned in the theoretical study. In addition to obstacles, researchers are also looking for practical solutions that social studies teachers can use in online learning. Meanwhile, documentation is carried out as a sign of research evidence and as a track record in information in online learning in junior high schools / equivalent in Tulungagung Regency.

Result and Discussion

A. Barriers for Social Studies Teachers in Online Learning

Education has a very important role in shaping the direction of development of the nation's children and also shaping individual character. Education receives special attention from all parties. The factor supporting the success of education is influenced by the learning process that occurs in schools. In general learning takes place offline or face-to-face which is carried out by schools but with the Covid-19 outbreak that occurs in Indonesia which results in learning must be done online. Online learning is not easy to do what else schools are far from urban settlements that are not yet fluent in using technology. It is especially in educational institutions in rural areas and mountainous areas. There are several obstacles felt by social studies teachers when learning online [6].

As already conveyed in the results of the study, integrated social studies lessons include several social sciences that are closely related to daily life. Therefore, the delivery to students as much as possible can be maximized. As in the material on the social studies lesson, namely entrepreneurship. This entrepreneurship is one of the economic activities that can be carried out to meet human needs. This material, if it can be conveyed well to students, will get many benefits. But in pandemic conditions, there are several obstacles in delivering the material.

Entrepreneurial material includes production activities and promotion of products to consumers. In pandemic conditions, its application is based online. Production is carried out in their respective homes, and as a means of promotion using cellphones. From the results of the study, it is

stated that there are some students who do not have cellphones, and for islamic boarding school students, they are not allowed to bring cellphones. This is an obstacle for teachers in delivering and deepening entrepreneurial material. But the teacher is not unyielding, always looking for a solution in an obstacle.

In addition to the entrepreneurship material, in the social studies lesson there is material on the condition of Asian countries and globalization. In this discussion, students learned about the condition of countries in Asia. So many countries are on the Asian Continent. This material is interesting. But students also need an overview and examples of the real conditions of the countries on the Asian continent. And the form of globalization, namely with the cooperation, asian countries with Indonesia. The cooperation will add a lot of benefits to each country.

Seeing the form of social studies lessons on the condition of Asian countries, teachers use various media in online learning. Such as the use of learning video media. Videos related to this Asian country will be very helpful for learning. Because from there they got a real picture of the condition of asian countries along with the form of cooperation from some of these countries. The video is taken from several learning videos on the internet. As an alternative, in addition to video media such as Powerpoints. From the ease received, there must always be obstacles that accompany. Just like the delivery of material in the form of video, it certainly takes up a lot of data quota. And from this, it will affect the purchasing power of students in purchasing internet quota.

In terms of history learning, in junior high schools discussed material related to the colonial period, namely the arrival of Europeans who colonized Indonesia, and the Indonesian nation was able to regain independence. The teacher conveyed the form of colonization and nationalism of the Indonesian nation using learning video media. Because with this video media, it is felt that it can make it easier for students to strengthen understanding. And as for the obstacles, it is still related to the purchasing power of purchasing data quota.

Obstacles in the use of learning applications, become difficulties for social studies teachers in online learning. Conditions like this are because they are not used to changing the learning system, which was originally face-to-face to distance learning . If students feel heavy in online learning, it will also affect the enthusiasm of students in learning [7]. The decrease in enthusiasm for learning will make students saturated with lessons. where this online learning students are required to learn independently and do assignments at home as an understanding of the material.

Another condition, some students do not have cellphones. This is also one of the obstacles for social studies teachers in learning [6]. There are some materials that are not conveyed well. Not to mention the pandemic conditions that implemented emergency curricula in all schools. This means that class hours will be reduced. Looking at the IPS material is quite extensive, if the time allotted is limited, it will be an obstacle as well.

The use of the internet to carry out online learning for teachers and students sometimes brings its own problems for those who live in areas with limited internet networks [8]. As is the case, in the online learning process there are still many obstacles that must be resolved immediately, one of which

is internet network access. During the implementation of online learning, of course, good internet access is needed.

There are many obstacles experienced in this situation, especially in rural areas such as in MTs Darussalam Ngentrong and MTsN 8 Tulungagung. The territorial conditions of the Institution are rural and mountainous areas. The process of implementing online learning experiences obstacles due to unstable internet access. So it can be said that the stability of the internet plays an important role in the process of implementing online learning.

Internet network access is uneven in various regions and one of them is at SMPN 3 selayar which greatly makes it difficult for teachers to carry out online learning which basically network access is needed for the continuity of learning. Work by itself, this materially affects the ability of parents of learners to meet the needs of the child in the procurement of quotas (pulses). This requires considerable costs, especially for those from lower middle class economies.

In the current situation, schools have to adjust to the existence of online learning where schools must provide funds for the continuity of learning, funds needed such as the cost of purchasing internet quota to be used by students so that they are not burdened with online learning, which we know that this learning requires intermediaries through the internet to learn such as applications that are used as learning tools, namely applications WhatsApp, Google Classroom and, E-learning to run this application, of course, requires data quota. The conditions experienced by students and teachers who are in MTs Darunnajah, complained about the purchase of data quotas. Because of the pandemic conditions, income has decreased. This makes it difficult for some learners. As we know, the cost of purchasing data quota is quite high.

During this period of online learning, the government has provided free quota subsidies to schools to be distributed to students. However, on the other hand, the subsidized quota that has been given in the amount of 4 Gb is in the form of a learning quota that can be used for several learning applications. In addition to this, teachers also get quota assistance of 1Gb, the quota is given once a month. Although the quantity is limited but it can be put to good use. If it is insufficient, students can buy their own data packages.

B. Practical Solutions to overcome learning barriers during the Covid-19 pandemic

The form of obstacles experienced by social studies teachers in online learning, namely the ability to use learning applications to overcome students who have not been able to use the Google Clasroom application. Guidance is carried out until students understand and are able to use the application. Because if the learning is continued and there are some students do not understand, it will become an obstacle. IPS material described was not conveyed well.

Furthermore, obstacles are in the form of cellphone ownership in students. For some students from underprivileged families and students who live in Islamic boarding schools, they have not been able to take part in online learning optimally. Social studies teachers provide a solution, namely by the way they can borrow cellphones to relatives or can collect assignments directly to school. This helps students a little in online learning.

To overcome boredom and laziness, namely by looking for references to social studies subject matter that are in accordance with existing phenomena. As well as providing motivation to students to be more enthusiastic in learning. This can attract students and increase their understanding. In addition, the use of online learning methods and media can raise students' enthusiasm in distance learning. Teachers also invite parents of students to play a role in monitoring online learning [9].

The next obstacle is related to the duration of time given. Integrated Social Studies is a complete collection of materials on geography, economics, history and sociology. To deliver a number of such materials, a long duration of time is required. During the pandemic, there is a reduction in the class hours. This is what makes social studies teachers feel difficult in delivering the material. As a solution, the delivery of material in the form of points is only given to students. Not putting too much pressure on learning, the important thing is that students know what material has been delivered.

The enthusiasm of students sometimes decreases when learning online, the cause is due to various factors that have been mentioned [10]. Social studies teachers have a solution, namely by giving an award in the form of additional value to active students. If conditions are face-to-face, the teacher is accustomed to giving small gifts, as a sign of encouragement for learners. Online learning requires teachers and students to have a good internet network. Because the network connects learning communication between teachers and learners. If the network does not capture well, it is ensured that the interaction between teachers and learners does not go smoothly [11]. This is an obstacle for social studies teachers in teaching online.

As a solution to these obstacles, social studies teachers implement limited face-to-face activities, which can be used to collect assignments for students who do not have a stable internet network. The increase in online learning is the limitation in purchasing quotas, because parents' income conditions are unstable during the pandemic. The solution to this obstacle is the quota assistance from the government. The government provides a rock of 4Gb for students, in the form of a learning quota that can be used for several learning applications. In addition to this, teachers also get quota assistance of 1Gb, the quota is given once a month. Although the quantity is limited but it can be put to good use. If it is insufficient, students can buy their own data packages.

Conclusion

From the research that has been carried out on the obstacles of social studies teachers in online learning during the Covid-19 pandemic (case study of MTsN 8 Tulungagung, MTs Darussalam Ngentrong, MTs Darunnajah, MTs Al-Islam, SMPIT Darussalam). The five Islamic Educational Institutions that have obstacles in online learning. From the results of the study, it can be concluded that, Ada several things that have become obstacles for social studies teachers in online learning during the Covid-19 pandemic, namely the limitations of some teachers and students in online learning, limited cellphone ownership of students and the policy of Islamic boarding schools that do not allow students to carry *cellphones*, Entrepreneurship material which is hampered due to limited ownership *mobile phone*. The use of excess quota in video screenings on materials from Asian countries and globalization as well as material on historical events in Indonesia, students' lazy attitudes and saturated attitudes in

online learning, limited social studies class hours, limited internet quotas and internet networks. namely an inadequate internet network during online learning.

The solution for teachers in online learning is to hold special guidance. Guidance is carried out until students understand and are able to use the application. The obstacle to *cellphone* ownership is the solution is by the way they can borrow cellphones to relatives or can collect assignments directly to school. Implementing limited face-to-face activities, which can be used to collect the tasks of students who do not have a stable internet network. As a solution to the saturation of the lazy attitude of learners. Social studies teachers always provide references to the latest social studies materials, which correspond to the current phenomena. And communicate with the parents of the learners, to invite together in the supervision of the learners. In addition, social studies teachers have a solution, namely by giving an award in the form of additional value to active students. If conditions are face-to-face, the teacher is accustomed to giving small gifts, as a sign of encouragement for learners. The solution to the obstacles to quota ownership is to take advantage of quota assistance from the government. The government provides a rock of 4Gb for students, in the form of a learning quota that can be used for several learning applications. In addition to this, teachers also get quota assistance of 1Gb, the quota is given once a month.

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