Barriers to Online Science Learning during the Covid-19 Pandemic in the Dimension of Class Teacher Readiness at Elementary School

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Abstract

Online learning is a new thing in the implementation of the learning process for educators and students. With this online learning, teachers are required to have readiness. A teacher who is ready to learn in any condition will be able to improve the quality of the teacher. In addition, the readiness of a teacher to face the learning process has a major influence on the success of education in schools and teachers who have good readiness will be able to improve student learning. The purpose of this study is to reveal various barriers to online learning during the COVID-19 pandemic in terms of the readiness of classroom teachers in elementary schools. The research method used in this research is using descriptive qualitative research methods. The results of the study show various barriers to online learning from the dimensions of teacher readiness. First, the teacher must think of a strategy on how to get children out of their boredom zone. The second obstacle is that sometimes parents complain that they cannot explain in detail to students. The third obstacle is the signal problem. The fourth obstacle is that sometimes parental assistance is lacking because they have to work from morning to evening. The fifth obstacle is not being able to monitor the process directly. This causes the essence of learning that puts forward the process cannot be observed by the teacher. The product is the only thing the teacher can monitor. The conclusion of this study is that the barriers to online learning in terms of the readiness of classroom teachers in elementary schools are a challenge for teachers. This online learning must be prepared by the teacher as the holder of control in the learning process, because as a facilitator, the teacher must provide facilities that support the learning process, especially in this online learning. This makes teachers required to be technology literate and learn many things, especially online-based learning. This online learning system can be used as a model for further learning.

Keywords: *online learning, classroom teacher readiness*

INTRODUCTION

Online learning is a new thing in the implementation of the learning process for educators and students. It is undeniable, although online learning is a solution to educational problems in a pandemic situation like this, it is not uncommon to find online learning also experiencing problems from various parties, be it educators, students and parents. This online learning is a process of transforming conventional education into digital form so that it has its own challenges and opportunities. Therefore, obstacles in the learning process must be handled properly, and appropriate solutions are given. The impact felt by students and teachers today are obstacles and difficulties in the learning process (Adelan et al., 2021).

The results of a review of the literature highlight mixed findings regarding the challenges of online learning including challenges in designing learning and children's lack of self-regulation skills (Rasheed et al., 2020) limited teacher preparation in the classroom and resistance to technological distractions (Brown, 2016). Another challenge that becomes an obstacle in online learning is information technology devices, such as Android phones/computers/laptops and the heterogeneous initial abilities of students. The initial knowledge of students about applications in Android phones, and how to operate them is very influential in online learning.

From the findings above, another obstacle is that the competence of teachers in operating online learning is not uniform, including mastery of technology. Internet connection is constrained by network providers, coupled with children's independent learning activities without parental assistance, because some parents do not have adequate knowledge and education, children tend to engage in other activities such as playing games during and after online learning, boring because the videos are less interactive and Interesting Not only that, there are obstacles for teachers in controlling the learning process, monotonous learning plus product blends developed by teachers are less attractive (Rasidi et al., 2021).

Changes that occur quickly and suddenly as a result of the spread of Covid-19 have forced everyone to be technology literate. The conditions in each school in implementing online learning are not the same. Moreover, before there had never been online-based learning, suddenly teachers were demanded to use online media to teach their students, of course there was a lot of unpreparedness on the part of teachers and students. This was confirmed by Rigianti (2020) who stated that elementary school teachers who are able to do face-to-face learning, in a pandemic situation like this raises the unpreparedness of learning preparation.

With online learning, according to Jalal (Jalal, 2020) teachers are required to have readiness. A teacher who is ready to learn in any condition will be able to improve the quality of the teacher. In addition, the readiness of a teacher to face the learning process has a major influence on the success of education in schools and teachers who have good readiness will be able to improve student learning. Teachers who already have the readiness to carry out the learning process by preparing planning, implementing learning, implementing, evaluating, and following up by considering several things that are considered important by the teacher. These various opinions can be concluded that the readiness of teachers in preparing for learning is very important. This is justified by Darsini et al (Darsini et al., 2021) that teacher readiness is the main factor in providing learning.

The results of an interview with one of the teachers who teach at SDI Al-Kautsar also show this, where in this online learning the teacher is required to prepare everything. One of the obstacles experienced was preparation in providing material through online learning, where sometimes teachers were lazy to make learning media and chose to share YouTube links that were in accordance with the learning material to be taught.

Based on the explanation above, researchers are interested in examining the barriers to online learning from the dimensions of classroom teacher readiness in elementary schools.

METHOD

This study uses a qualitative approach, meaning that research is carried out by describing, describing, and describing comprehensively and completely and deeply about the barriers to online learning from the dimensions of classroom teacher readiness. This was confirmed by Moleong (2021) who stated that the purpose of qualitative research is to describe, describe, explain, and control the genome through data collection. Qualitative approach seeks to reveal the various uniqueness of individuals, groups and communities or organizations in everyday life thoroughly and in detail and can be justified scientifically. The

results of this study also emphasize meaning rather than generalization.

The method used in this research is descriptive analytical, which is trying to describe a phenomenon or relationship related to online learning barriers from the dimensions of classroom teacher readiness at SDI Al-Kautsar Cimahi City.

This research was conducted at SD I Al-Kautsar Cimahi City. The location was chosen based on the consideration of the researcher, because previously there had never been a similar study in the area to reveal the Barriers to Online Learning in the Dimensions of Class Teacher Readiness. When the research was carried out in the Even Semester of the 2020-2021 Academic Year. The

Type of data in this study was in the form of qualitative data obtained from written and field data. results of interviews and observations. The data sources in this study are divided into two, namely primary data sources and secondary data sources. Primary data sources are all oral utterances including the principal and homeroom teacher at SDI Al-Kautsar Cimahi City. The researchers obtained secondary data sources through reference books, journals, online media, and other data related to online learning barriers from the classroom teacher readiness dimension.

The data collection technique used in this study is a combination of various data collection techniques and existing data sources. If the researcher collects data by triangulation, then the researcher actually collects data which also tests the credibility of the data, namely checking the credibility of the data with various data collection techniques and various data sources.

The data analysis technique used in this study refers to the opinion of Miles and Huberman in Sugiyono (2012) who suggests that there are three steps in data analysis, namely, data reduction, data display and conclusion drawing/verification.

In this study, data analysis was carried out after the data in the field had been collected and organized properly. This was done after the researchers got the results of the interviews and organizing the data was easier to do and understand. The analysis was carried out by recording chronologically important and relevant events and critical incidents based on the sequence of events and explaining the processes that occurred during the interview as well as issues in the interview that were important and in line and relevant in the study.

RESULTS AND DISCUSSION

Obstacles 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 of finding an internet network 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 use online learning models, it is stated that the online model is 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 while students felt bored. When the teacher presents online learning through videos, students are very enthusiastic in participating in learning. Moreover, when doing practice questions in the form of quizzes through Google Forms, students are very enthusiastic because they can see directly the correct answers and also they can also see directly the scores or results of their work. Zoom Meetings are only occasionally held because not all students can access them, especially some students who have signal problems.

Online learning in its implementation has obstacles. The first obstacle, there are some children who do not have a gadget (HP). The second obstacle is having a cellphone, but the cellphone facilities and internet connection are hampered, hampered in sending assignments because of the difficult signal. Even further data explains that for some students do not have their own cellphones, so they have to borrow. The third obstacle is that parents have cellphones but parents work all day outside the home 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, not all children have HP facilities and there are some parents who are not savvy with technology. This makes it difficult for parents to accompany and facilitate their children. Cases like this are very frustrating and teachers have to repeat notifications. The sixth obstacle is that information is not always directly received by the guardian due to limited internet quota. For example, for example, today I have an assignment, but 5 days later I can only open WA. Even at the beginning of online learning, students could not open WA web files because they did

not have knowledge about the application. The Seventh Barrier is limited HP features, problems with signal and internet quota. The main obstacle is that technically not all parents have Android cellphone facilities. In addition, many students experience boredom and boredom studying online so that sometimes they answer questions carelessly. The concentration and motivation of children studying at home and at school will certainly be different. The eighth obstacle is that the cellphone used to collect assignments is the cellphone of their parents, so students can only collect their assignments after their parents come home from work. There are even some children who can't collect their assignments. Photos of assignments sent to WA are also sometimes unclear, making it difficult for teachers to correct them. The tenth obstacle is in monitoring students' honesty in doing evaluations because they cannot meet face-to-face with tutors or friends.

During online learning, there are several obstacles, the first obstacle is when students feel bored, the teacher must think of strategies on how to get children out of their boredom zone. Teachers must be creative in creating interesting online learning for students. The second obstacle is that sometimes parents complain that they cannot explain in detail to students. Students sometimes also do not obey like when taught by teachers at school. The students are also like that, they are easier when explained by the teachers. Parents are often impatient in accompanying. The third obstacle is the signal problem. Sometimes there are some students who complain that they have not been able to submit assignments because of signal problems. The fourth obstacle is that sometimes parental assistance is lacking 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 the teacher must immediately recap their scores. The first obstacle related to the response to the given task is the inaccuracy of time in collecting assignments. Students can submit assignments when parents are home. The second obstacle is monitoring students' honesty in doing evaluations. The third obstacle, when carrying out a teleconference via zoom is sometimes constrained by a signal that is not smooth. Discussions through Google Classroom are sometimes parents who actively participate, not the students themselves. The fourth barrier, signal or network becomes an obstacle in the collection of 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 puts forward the process cannot be observed by the teacher. The product is the only thing the teacher can monitor.

Factors that Support and Inhibit Online Learning

Factors that support online learning include (Dewi, 2020; Firman & Rahayu, 2020; Isnaini et al., 2021; Jannah et al., 2020; Patabang & Murniarti, 2021; Pratiwi & Roosyanti, 2021):

a. Availability of mobile devices for most of the guardians of students and understanding of how to use them

b. Easy communication with parents about student learning activities at home by using WhatsApp groups

c. Teachers are more close or have good relationships with guardians who are professional in nature;

d. Teachers can better understand the level of parental concern for their children in terms of learning. This was also explained by Mastur et al (Mastur et al., 2020).

While the factors that hinder online learning are as follows:

a. Internet quota for some parents is limited, this is because only a small amount of internet quota is purchased, they (student guardians) prioritize social media (social media)

b. Unstable network, as we know that the Ngenep area is a rural area so that the signal strength is not strong enough for certain telecommunications providers.

c. The storage capacity on the cellphones of some parents is small so that the use of the Zoom application does not function effectively.

d. Student learning time coincides with the time parents work; This is also confirmed by research conducted by Anugrahana (2020).

e. Late submission of student assignment manuscripts; and the

f. behavior of students who tend to be lazy to study at home.

g. Parents tend to be more involved in teaching while teachers tend to be facilitators.

h. It is difficult to determine who does the homework for students.

CONCLUSION

The barriers to online learning in terms of the readiness of classroom teachers in elementary

schools are a challenge for teachers. This online learning must be prepared by the teacher as the holder of control in the learning process, because as a facilitator, the teacher must provide facilities that support the learning process, especially in this online learning. This makes teachers required to be technology literate and learn many things, especially online-based learning. This online learning system can be used as a model for further learning.

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