

Problematic of Online Learning Viewed from Personality Traits of Students in Elementary Teacher Education Program

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Abstract—This study aims to describe the online learning problems faced by students of the PGSD study program, the State University of Malang in terms of personality types of extraversion, agreeableness, conscientiousness, neuroticism, and openness. The research method used is qualitative research with the type of case study. The research technique used interviews, observation, documentation, and questionnaires. The results of the study indicate that each type of personality that exists will bring up different online learning problems according to each personality type.

Keywords—learning problematics, online learning, personality, student.

I. INTRODUCTION

The Covid-19 outbreak that has hit Indonesia can have an impact on various existing sectors. One of the sectors affected in the education sector. Therefore, the government gives an appeal so that learning can still be carried out but by using a system online to break the chain of the spread of the Covid-19 virus. In line with this statement, Mahanani., et al (2020) also argue that the government has carried out policies in the field of education related to study at home for educators and students to stop the spread of the coronavirus. There is an appeal from the government to the new policy, thus requiring all educational institutions, both formal and non-formal education, from elementary school to university level to comply with the applicable policies.

Learning Online is the process of implementation of the study conducted by educators and learners, but the implementation may take place without the need to come to school/classroom, but they can follow the learning process through the Internet(face to face) or learning through recording video (non-face to face) (Suasani, et al. 2020). Based on this statement, it can be interpreted that learning online is more flexible learning because learning can be carried out anytime, anywhere,

not limited by space and time so that educators and students do not have to come to school/class.

The application of learning online is certainly very different from the application of conventional learning (Hasan, 2019). This means that with the difference in application, of course, it also brings its influence and impact for each student. In general, learning online is a wise solution during a pandemic like this because it tends to be more flexible and makes it easier for students to access information or learning resources. But on the other hand, learning online also has obstacles or shortcomings in each implementation process.

Some several obstacles or shortcomings occur in learning online, for example, not all students can use technology well, the internet network is less stable, lack of direct interaction with educators, students are burdened with learning and the demands of tasks that must be studied or done independently, students feel isolated, lack of active communication, and students become bored quickly (Yuliani, et al., 2020). In addition, the existence of learning online makes the learning system less effective, causing the delivery of material to be difficult for students to understand (Vitasari, 2016).

The existence of obstacles or deficiencies in learning online, of course, will bring problems for students, these problems are commonly referred to as problematic. Problematics are obstacles, problems, or difficult problems that occur in a process such as the education process. Problematics tend to be interpreted as a problem that is plural/many, so it can also be interpreted as many problems, many problems, obstacles, or difficulties (Fatawi, 2015).

The problem referred to in this study is the problem of online learning in terms of the personality type of each student. Each individual must have different abilities according to his personality in dealing with all

the same problems (Feist & Feist, 2010). Based on the statement of Feist & Feist (2010), it can be interpreted that many students experience obstacles/problems in online learning, but the online learning problems faced by students from one another will vary according to their respective personalities, which from the beginning have also been different.

Personality is a relatively permanent pattern of unique traits and characteristics. provide consistency and individuality to one's behavior so that can determine the characteristics for individuals in adapting to the environment (Fatwikiningsih, 2020). Based on Fatwikiningsih's explanation (2020) then it can be concluded that personality is the nature or behavior of individuals with their peculiarities in adapting to their environment and relatively permanent since the individual was born.

Several approaches can be used to identify and analyze a person's personality. One theory of trait personality that can be used in describing a person's personality is the theory of "The Big Five Personality" or the Big Five Personalities. According to McCrae & Costa (in Cervone and Pervin, 2012) states that the big five personalities are an individual personality that is composed of five personality domains that have been formed using factor analysis. The five personality dimensions include neuroticism (N), extraversion (E), openness (O), agreeableness (A), and conscientiousness (C).

The Model Big Five Personality is a personality theory that is currently developing, this theory is also one of the more detailed and valid theories, and is built with a simpler approach. This is supported by the statement of Pervin, Cervone & Oliver (2012) who argue that the big five personalities have relatively stable reliability and validity until a person has reached adulthood. They also explain that the model of big five personalities is one of the approaches that would be more descriptive in describing the human personality. Widodo & Nursaptini (2020) conducted a similar previous study with a problematic theme regarding online learning from a student perspective. The results showed that the problems faced by students during online learning were internet connection, online media often made errors, and limited internet quota. Most students are not able to follow online learning well. Many students claim to be bored and less focused when studying online. The criteria for online media that students prefer are using media that is economical in quotas, does not need a strong network, and is easy to use. The problems that must be evaluated in online learning according to students are learning methods, use of online media from lecturers, availability of connections, and student internet quotas.

Another study was also conducted by Fanani & Jainurakhma (2020) on the ability to adapt in dealing with online learning during the covid-19 pandemic. The results of the study indicate that there is variable

adaptability of students so that innovation and variation in online learning are needed in the future so that students do not get bored easily, easily adapt to the online learning method that will be used. It is hoped that the material provided by the lecturer as a facilitator can be delivered properly, effectively, and following the achievements of learning graduates.

Based on the explanation above, it is clear the importance of this research to be carried out immediately so that the formation and development of the character of the nation's next generation can be carried out optimally even during the Covid-19 pandemic. The purpose of this study is to describe the problems of learning online terms of the personality types of students in the PGSD study program, State University of Malang. Thus it is hoped that data can be obtained to find out the problems or problems that occur in learning online seen from the personality variants of students in higher education so that they can provide appropriate policy solutions so that the formation of student character continues to run well even with learning online.

II. METHOD

This study uses a descriptive qualitative research approach with a case study type of research to describe the learning problems online faced by students of the PGSD study program, the State University of Malang in terms of their personality type. The presence of researchers in this study is as a data collection tool that is carried out on a full-time basis, starting from determining the focus of the research to concluding. This research is located at the State University of Malang campus 2, which is located at Jl. Raya Ki Ageng Gribig No.45, Madyopuro, Kedungkandang District, Malang City, East Java (65139) but the implementation is carried out at their respective homes using an system online. Sources of data used in this study are students of the State University of Malang PGSD study program, totaling five research subjects.

Subjects will be taken through a purposive sampling technique that is adapted to the research objectives and has the following criteria. First, students of the 2017 State University State Primary School Elementary School who are active. Second, students have attended lectures online. Third, students of the PGSD study program at the State University of Malang who have individual tendencies (Extraversion, Conscientiousness, Neuroticism, Agreeableness, and Openness). The data collection procedures used in this study were interviews related to learning problems online, documentation studies consisting of the results of papers that had been done during learning online, and questionnaires related to the personality of the students concerned and the learning problems online they faced. The data collection instruments used in this study were interviews, documentation, and questionnaires.

To obtain valid findings and interpretations and need to be investigated for credibility, the researchers used source (data) triangulation and technical triangulation. The analysis steps include data reduction, data presentation, and concluding. Meanwhile, the research stages are started from the preliminary stages, the design development stage, the research implementation stage, and the preparation of the report.

III. RESULTS AND DISCUSSION

A. Results

The results of the research on learning problems online faced by students with personality types extraversion are the characteristics of students who like to socialize, interact directly with other people, and are comfortable around people, but because of learning online, learning is done at home. each of which causes no direct socialization or interaction so that this problem can lead to a lack of additional information or knowledge obtained by students.

Based on the results of data learning problematics online faced by students personality types agreeableness such as students less able to concentrate properly for implementing learning online at home because they have to learn and together for homework help parents. As a result, the concentration of student learning decreases, and the material cannot be fully understood. However, students do not feel sorry because the material being studied has been left behind to help their parents or other family members. Students assume that the material left behind can be recovered by asking friends or looking for existing literature. Meanwhile, to give happiness to the people around him, according to him, it is very unlikely that this opportunity will happen again. Therefore, students are more satisfied and proud because he could be useful to a happy family despite the only small way that for example only a way to help parents work.

Based on the results of the data on learning problems online faced by students with the personality type, conscientiousness namely the existence of students who have high self-discipline characteristics, while when implementing learning online there are also tasks that must be done in groups. Because of the high self-discipline possessed by students, so the hope is that they can do and complete assignments on time even long before the time for collecting assignments has been determined. However, unlike the existing facts, in reality, it is often found that friends in groups with students do not have the same level of self-discipline, plus the application of learning online which requires all students to be able to study or do assignments at home. This causes coordination between one friend and another or the cohesiveness between group members in doing tasks is online very difficult to coordinate for various reasons. Therefore, the existence of these problems causes the process of completing tasks that are done in groups to belong. In addition, this problem can also disrupt home activities that have been arranged

regularly from morning to evening. According to the student, he was very disadvantaged by the existence of these problems because learning online can make it difficult to do assignments, especially tasks that are done in groups online.

Learning problems online faced by students with personalities neuroticism based on data results is the lack of lecturers in paying attention to reminding the tasks that have been given during learning online so that students often forget to monitor the tasks given by lecturers online through Sipejar media. Different from giving lectures during the tasks assigned to face learning, students assume that forgot the task that has been given the intensity can be avoided because of frequent meetings between lecturers and other friends to discuss related to the assignment given. During Learning online, lecturers and friends are also often slow to answer/respond to questions asked via Whatsapp, while the related students at that time also felt that they needed the answers given to complete the tasks at hand.

So that with the problems of learning online, it can cause students to become more sensitive, depressed, stressed, panicked, and worried excessively which can make them prioritize their interests above the interests of others. The nature of panic and excessive worry as a result of the existing problems can also cause students to become angry and emotional so that they vent their anger to their family members and their friends. Even though the student admitted that he was sorry for what he had done to his family and friends, he could not prove that regret by apologizing because he was embarrassed to apologize first.

The Learning problem online faced by students with personalities openness based on data results, namely the application of learning methods online accepted by students is considered too monotonous and boring because lecturers only use the assignment method. The existence of these learning problems online can also cause students to switch to learning other sciences or knowledge outside the context of the lectures being studied. Students admit that learning other knowledge can also have an impact on their decreased level of learning concentration, not understanding the learning materials that have been obtained, and decreasing their memory of the lessons that have been obtained. Even though students feel disadvantaged by the decreased level of learning concentration, lack of understanding of the learning materials that have been obtained and their memory of learning materials decreases due to switching/interested in learning new knowledge such as entrepreneurship, the students admit that they do not regret and will not leave the new activity.

B. Discussion

The learning problem online faced by students with personalities extraversion is the application of learning online that is applied at home, causing students to no longer be able to interact or socialize directly with other

people. The learning applied in their respective homes is in line with the opinion of Mahanani, et al (2020) who argue that there is a government policy related to study at home in the world of education to stop the spread of the Covid-19 virus. The inability of students to interact or socialize directly with other people can cause students to become lonely, bored, depressed, stressed, and lack additional insight or knowledge. Not being able to interact/socialize directly can be problematic for students because it is contrary to their personality extraversion. According to Soepono & Srimulyani (2015) argues that someone with personality extraversion tends to have characteristics that are active, easy to socialize, and open to their environment.

The Learning problem online faced by students with personalities is agreeableness that they cannot concentrate well when studying at home. There is homework available, so students of their own volition prefer to leave learning which at that time is important to follow and at the same time, students still have to help with their parents' homework. According to him, the happiness received by the family for the small actions that have been carried out by students will be more valuable. This student does not regret that the material studied has been left behind because he can ask friends or search for literature on his own. The tendency of students who like to prioritize the interests of others is following the personality theory agreeableness according to Soepono & Srimulyani (2015) which argues that someone with agreeableness tends to have soft-hearted characteristics and is concerned with the interests of others.

Based on the results of the data on learning problems online faced by students with the personality type, conscientiousness namely the difference in the level of self-discipline possessed by students with friends other when working on group assignments that have been given by the lecturer. Because of the high self-discipline possessed by students, so the hope is that they can work on and submit assignments long before the time for collecting assignments. The existence of high self-discipline and perseverance by these students is per personality theory according to Goldberg (1981), namely someone who has a personality conscientiousness tends to have a personality that has high self-discipline, is diligent and responsible (Goldberg, 1981). The existing problems are coupled with the application of learning online which requires all students to be able to study or do assignments at home. This causes coordination between one friend and another or the cohesiveness between group members in doing tasks online to be very difficult to coordinate for various reasons. Therefore, the existence of these problems causes the process of completing tasks that are done in groups to belong. In addition, this problem can also disrupt home activities that have been arranged regularly from morning to evening. According to the student, he was very disadvantaged by the existence of these problems because learning online can make it

difficult to do assignments, especially tasks that are done in groups online.

Learning problems online faced by students with personalities neuroticism based on data results is the lack of lecturers in paying attention to reminding the tasks that have been given during learning online so that students often forget to monitor the tasks given by lecturers online through Sipejar media. . Different from giving assignments given by lecturers during face-to-face learning, students assume that forgetting the tasks that have been given can be avoided because of the frequent intensity of meetings between lecturers and other friends to discuss matters related to the assignments given. During learning online, lecturers and friends are also often slow to answer/respond to questions asked via Whatsapp, while the students concerned at that time felt that they needed the answers given to complete the task at hand. So that with the problems of learning online, it can cause students to become more sensitive, depressed, stressed, panicked, and worried excessively which can make them prioritize their interests above the interests of others.

The nature of panic and excessive worry as a result of the existing problems can also cause students to become angry and emotional so that they vent their anger to their family members and their friends. This tendency to panic, stress, depression and irritability is following the personality theory neuroticism according to McCrae & Costa (in Cervone & Pervin, 2012) that someone with this personality will tend to be easily anxious, angry, and easily depressed. Even though the student admitted that he was sorry for what he had done to his family and friends, he could not prove that regret by apologizing because he was embarrassed to apologize first. Langeveld (in Ahmadi & Sholeh, 1991) argues that one of the characteristics of maturity that exists is that one can be responsible in the true sense, especially on morals.

The learning problem online faced by students with personalities openness based on data results, namely the application of learning methods online accepted by students is considered too monotonous and boring because lecturers only use the assignment method. The application of learning online only by using the assignment method is not under the principles of learning online according to Pohan (2020) who argues that learning should be online able to create meaningful learning, interaction-oriented learning processes, and learning activities that are not limited to assignments. In line with the results of previous studies ever conducted by Fanani & Jainurakhma (2020) note that the need for innovation as well as variations of the online learning /online in the future so that students are not bored easily and readily adapt to the learning method used.

The existence of the problem of learning online can also cause a student to switch to study science or other knowledge outside of the context of the science courses

that are being studied. Students admit that learning other knowledge can also have an impact on their decreased level of learning concentration, not understanding the learning materials that have been obtained, and decreasing their memory of the lessons that have been obtained. This impact is not in line with the positive impact or advantages of learning online according to Arnesti & Hamid (2015) who argue that one of the advantages of learning is online that it can improve students' memory of the learning materials that have been obtained. Even though students feel disadvantaged by the decreased level of learning concentration, lack of understanding of the learning materials that have been obtained and their memory of learning materials decreases due to switching/interested in learning new knowledge such as entrepreneurship, the students admit that they do not regret and will not leave the new activity.

IV. CONCLUSION

The problems of learning online faced by students with personalities extraversion include being unable to interact or socialize directly with other people because learning activities are implemented in their respective homes, causing students to become depressed and stressed.

The learning problems online faced by students with personalities agreeableness include often not being able to concentrate well in studying or attending lectures because they have to be willing to help their parents with their homework even though learning at that time is considered important for them. This also causes not understanding of the learning materials that have been obtained. Learning problems online faced by students with personalities conscientiousness include differences in the level of student discipline with their friends if there are assignments online that are done in groups so that it can cause the completion of tasks that should be faster to be longer, disruption of the schedule for daily activities. in a house that has been well organized from morning to night because they still have to do work.

The problems of learning online faced by students with personalities neuroticism include the lack of lecturers in reminding students regarding the tasks that have been given and the lack of responses from lecturers and friends in answering student questions via Whatsapp, so that it can cause students to panic, stress, be depressed, sensitive, emotional and self-interest. The learning problems online faced by students with personalities openness include the application of lecturer methods which are considered too monotonous and boring, causing students to become more interested

in learning other things outside of the context of their lectures. This can cause students' learning concentration to decrease, they do not understand the learning materials that have been obtained, and decreased memory of learning materials.

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