

Elementary School Teacher Challenges in Using Learning Media During Online Learning

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ABSTRACT

This study aims to find out and describe the constraints of teachers in using online learning media in elementary schools during online learning. This research used quantitative descriptive research. The participant of this study used total population sampling of elementary school teacher in SDN 2 Wonoagung and SDN 1 Kasembon, Malang. The results showed that teachers experienced various obstacles in using online learning media, namely (1) network limitations and slow internet speed, (2) lack of understanding of media features and displays, (3) inadequate devices used, (4) difficulty in monitoring and assessing students, (5) difficult delivery of materials, and (6) expensive internet package. Therefore, teachers need to find solutions so that the use of online learning media runs optimally, such as the use of *WIFI*, the use of online learning media that meets device specifications, follow training on the use of online learning media, and use the help of internet data packages from the government.

Keywords: Teacher Challenges, Online Learning Media, Online Learning.

1. INTRODUCTION

There is no denying that the world today is shocked by the emergence of the *COVID-19* pandemic, which makes everyone feel anxious and panicked and massive global changes in all aspects of life, including education. The World Health Organization (*WHO*) has recommended maintaining social distance and physical distance to prevent the spread of the *COVID-19* virus [1]. In Indonesia, the government took a policy with the issuance of Government Regulation No. 21 of 2020 which contains the call for Working From Home (*WFH*) for workers and Learning From Home (*LFH*) for students ranging from *PAUD* to Higher Education [2]. The Home Learning Policy requires schools to implement online or distance learning. In addition, teachers should prepare learning facilities, especially learning media in support of online learning. Of course, teachers must choose and prepare the right online learning media in support of online learning to achieve maximum learning goals.

Learning media is a tool or the like that teachers use in delivering learning materials to make students easier to understand [3], [4]. Examples of learning media are images, concrete objects, sounds, and so on. Online learning media is a medium used by teachers in the

process of learning based on internet technology that can connect teachers with students online [4], [5]. The selection of online learning media should be really considered because if it is not appropriate to be able to adversely affect the benefits of learning tailored to the needs and conditions. Examples of online learning media are *Zoom*, *Whatsapp*, *Google Meet*, and so on. At the same time, online learning is learning that uses internet media and is done face-to-face with synchronous and asynchronous systems [4], [6]. Synchronous learning is a form of learning with direct interaction between students and teachers, such as conferences and online chats. While asynchronous learning is a form of indirect learning (not at the same time), it uses independent approach files, such as forums, online discussions, blogs, etc.

Organizing Learning from Home poses a variety of challenges for teachers, especially in elementary schools, in preparing effective and efficient online learning so that learning objectives can be achieved to the maximum. One of the causes of teacher failure in online learning that must be underlined is the lack of mastery of online learning media by teachers during the online learning process. This is evidenced by not all teachers understanding the use of online learning media, let alone

parents with various backgrounds [7]–[9]. For teachers who are used to face-to-face learning, this condition causes unpreparedness in online learning because teachers are required to be technologically literate. As a result, the use of online learning media does not run optimally in elementary schools. Whereas through online learning, media is the only bridge that can connect teachers and students in learning without having to come face to face [10], [11]. Of course, this makes the online learning process does not run to the maximum.

The lack of use of online learning media by teachers is due to several things such as the lack of creative innovation from teachers, the lack of science and technology from teachers, as well as the lack of motivation and spirit of teachers in learning online learning media. The role of teachers in utilizing online learning media is very important in creating optimal online learning. This is because online learning media becomes a link between students and teachers by using *Whatsapp*, *Zoom*, *Google Classroom*, and other online media that can connect teachers and students [11]–[13]. Based on some of the facts and constraints above, researchers try to find out the obstacles teachers face in using online learning media during online learning in elementary school. Therefore, the purpose of this study is “to identify and describe the constraints of teachers in using online learning media in elementary schools during online learning”.

2. METHOD

This study used descriptive quantitative design because the research was conducted in nature with researchers directly to the data source. The subjects in this study were the teachers at SDN 2 Wonoagung and SDN 1 Kasembon and as many as 12 teachers who were participants in this study. The researcher chose teachers at those schools because they had constraints in the application of online learned, the location of the school was nearby to the researcher area, and the researcher had permission from the principal to conduct research.

The data collection techniques used in this study were a questionnaire. In the questionnaire, there were six questions related to the topics studied that had been used to dig up information by related to online learning. The descriptive data used here is the percentage to show the number of respondent responses. The questionnaire was delivered using Google form during last day of the second semester of the academic year 2020-2021.

3. RESULT AND DISCUSSION

Based on the Figure 1, it is found that online learning media that is often used during online learning is *Whatsapp* with 12 voices, *Google Meet* with five votes, and *Zoom* with two voices. It is also in accordance with the results of the questionnaire conducted in one of the

representative teachers from each elementary school that the online learning media used is *Whatsapp*, *Google Meet*, and *Zoom*.

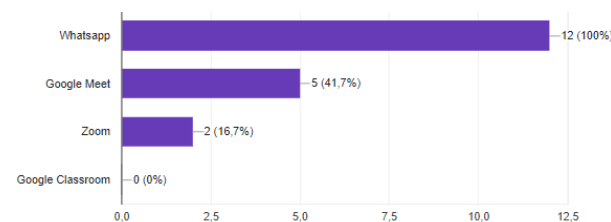


Figure 1 Online learning media is used during online learning

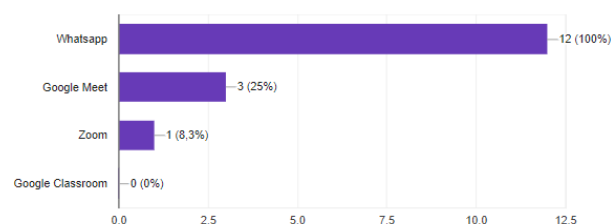


Figure 2 Online learning media is easy to use during online learning

Based on the Figure 2, the easiest-to-use online learning medium is *Whatsapp*. It is also in accordance with the results of the questionnaire conducted in one of the representative teachers of each elementary school, that the easiest to use online learning media is *WhatsApp* because of its large size, does not require a strong network, looks quite simple, and more package-efficient when used. This is similar to research from [10], [11] that *WhatsApp* media is the most widely used media at the time of online learning because the majority of teachers still do not master *IT* carefully and the media is easier to use.

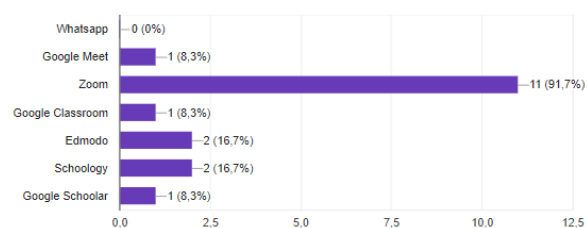


Figure 3 Online learning media is difficult to use during online learning

Based on the Figure 3, the online learning medium that is difficult to use in online learning is *Zoom* with 11 votes. It is also in accordance with the results of questionnaire conducted to representative teachers from each elementary school, that the most difficult online learning media is *Zoom* because the application has a complex look, requires a stable network, and consumes a lot of packages, and not all teachers master qualified science and technology. This is similar to research from

[14] that the use of *Zoom* applications is still quite difficult because not all teachers have qualified *ICT*.

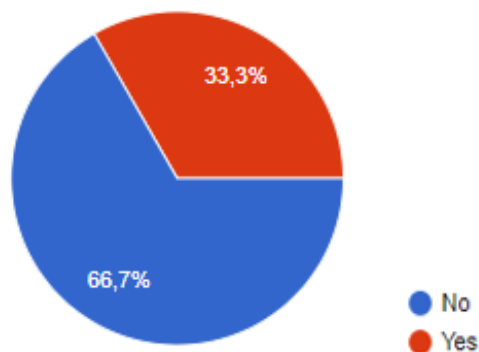


Figure 4 Optimization of online learning media

Based on the Figure 4, there are 66.7% of teachers said that the use of online learning media does not run optimally during online learning. This is because various teachers have difficulties in using online learning.

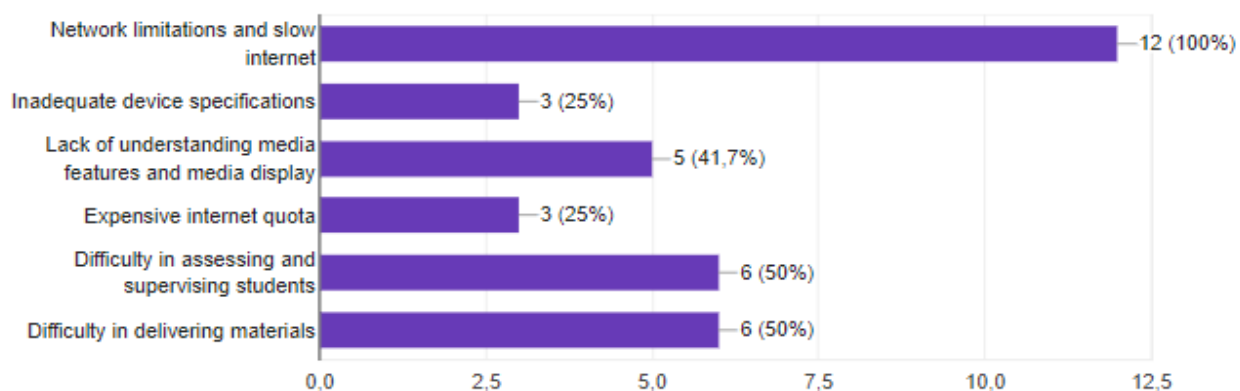


Figure 5 Obstacles using online learning media during online learning

The specifications of the devices used in online learning also determine the success of the learning process. Based on facts in the field as many as 3 teachers are constrained in the limitations of device specifications. This happens because not all teachers are ready to use online learning and most teachers still use old mobile phones. As a result teachers have difficulty in accessing online learning media. This is similar to research from [4] that the devices used determine the success of the online learning process. If the teacher does not have the device or the limitations of the device, then the learning will not run to the maximum. Therefore, teachers should purchase the latest devices or use other online learning media that use low specifications.

Understanding the use of online learning media features and views is also decisive in the success at the time of online learning. But the facts in the field show that as many as 5 teachers have difficulty in using the features and appearance of online learning media. As a

Based on the Figure 5, there are some obstacles for teachers in using online learning media when learning online in elementary schools are as follows: namely (1) network limitations and slow internet speed, (2) lack of understanding of media features and displays, (3) inadequate devices used, (4) difficulty in monitoring and assessing students, (5) difficult delivery of materials, and (6) expensive internet package.

Connections and networks are key to this online learning. Based on facts in the field as many as 12 teachers experienced network and internet problems. This happens because the network around the school is still not *4G* and not all operators are available network. As a result, teachers are constrained in submitting assignments/materials, downloading student assignments, and holding meetings online. This is similar to research from [10], [11] that teachers, students, and parents are constrained in the network because the network around their homes is still not said to be stable and there are often disturbances. Therefore, teachers should be willing to look for alternatives in overcoming these obstacles by using *WIFI* or other networks.

result teachers tend to use WhatsApp online learning media only because it is simple and lightweight. This is because not all teachers are *ICT* literate and the lack of motivation of teachers to learn using other online learning media. This is similar to research from [4], [8], [11] that not all teachers in elementary schools have skills in science and technology and are not ready for online learning. Therefore, teachers must learn in using other online learning media by being able to attend courses/seminars on the use of online learning media and can ask for the help of relatives/closest friends in teaching the use of online learning media.

Teachers also have difficulty assessing and monitoring students. Based on the facts in the field there are 6 teachers experiencing difficulties in conducting assessment and monitoring of students. This happens because teachers cannot monitor students directly and only monitor using online learning media. Of course, assessing attitudes, skills, and knowledge is difficult

especially in elementary school students. This is similar to research from [10] that assessments made during online learning are less objective, valid, and fair because teachers do not know more details of the learning process obtained by students during online learning. In addition, supervision in online learning is also difficult because teachers rely solely on online learning media. Therefore, it takes the role of the teacher to overcome these obstacles by randomly visiting the student's home once a week.

Teachers also have difficulties in delivering learning materials. Based on the facts in the field there are 6 teachers experiencing difficulties in delivering learning materials to students. This happens because teachers have difficulty in creating learning media and lack of socialization directly to students. This is similar to research from [4], [11] that the delivery of materials conducted during online learning is less than optimal due to lack of communication and socialization with students directly. Therefore, teachers should use alternative methods by using online meeting applications and create learning media that suits the needs of students.

Internet package also determines in the online learning process. With internet package, everyone can use the internet even more in online learning. Based on the facts in the field, there are 3 teachers experiencing problems in internet package. When using online learning media will certainly take a lot of internet package and the cost of purchasing data packages is still relatively expensive for now. If the internet package used is exhausted, then teachers cannot do online learning. This is similar to research from [4], [9], [11] that in online learning spend a lot of internet package and data package prices at this time is still quite expensive especially for the lower class. Therefore, teachers should use other alternatives by waiting for the help of internet data packages from the government or using the free *WIFI* networks in the vicinity.

5. CONCLUSION

The use of online learning media during online learning in elementary schools still can't be said to run optimally. This is due to many obstacles faced by elementary school teachers in using online learning media, such as (1) network limitations and slow internet speed, (2) lack of understanding of media features and displays, (3) inadequate devices used, (4) difficulty in monitoring and assessing students, (5) difficult material delivery, and (6) expensive internet package costs.

Therefore, teachers need to find solutions so that the use of online learning media runs optimally, such as the use of *WIFI*, the use of online learning media that meets device specifications, attending online learning media usage training, visiting students' homes once a week, and using the help of internet data packages from the government.

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