Challenges Faced by Students on the Online Learning During the COVID-19 Pandemic in West Kalimantan Province

Arif Didik Kurniawan[1,2*] Yunita Fitri Andani[2]

[1] *Universitas Negeri Yogyakarta State University, Indonesia*
[2]*Universitas Muhammadiyah Pontianak, Pontianak, Indonesia*
Corresponding author. Email: arif.didik@unmuhpnk.ac.id

ABSTRACT
The COVID-19 pandemic has significantly affected the education sector, which requires the transformation of learning patterns from face-to-face to online learning. This study aimed to analyze challenges faced by students on online learning during the COVID-19 pandemic. The research was a descriptive quantitative method involving all students at SMA Negeri (Public Senior High School) 1 Sekadau, Sekadau Regency, West Kalimantan Province. Data collections were conducted with interview techniques and questionnaires. The data were analyzed through four stages: data collection, data reduction, data presentation, and conclusions. The results show that the factors that challenged the students were factors related to psychological factors (34.2%, very high challenge), factors associated with the quality of educators (67.7%, medium challenge), factors associated with the quality of facilities (36.8%, very high challenge) and factors related to family (97.1%, no challenge). In conclusion, there are two factors that greatly hinder students during online learning, namely psychological and facility factors. Emphasize, therefore, need to be focused on those two factors.

Keywords: COVID-19 pandemic, online learning

1. INTRODUCTION

The COVID-19 (coronavirus disease) pandemic outbreak has affected all over the world, including Indonesia. This pandemic has become a common concern since it can spread quickly and has become a serious threat to health since it has a high mortality rate. The government has instructed physical distancing to contain the disease transmission that has impacted all sectors, including the education sector.

Since the emergence of the Covid-19 pandemic, the government of the Republic of Indonesia instructed the Directorate of Higher Education of the Ministry of Education and Culture to restrict face-to-face learning activities through Circular Letter No. 01 of 2020, thus forcing education implementation units (schools) to conduct online learning. Online learning (e-learning) is a learning process that utilizes internet network-based information system platforms that offer ease of accessibility, connectivity, flexibility, and fun learning interactions [1]; [2]; 3.

Teachers and students as important elements in teaching are required to make an unprecedented massive migration from face-to-face to online education [4]; [5]. Teachers and students must adapt to new situations in which face-to-face learning must be replaced by online, wherein the learning implementation, technological devices such as computers, cellphones, and others that can access information anywhere and anytime are required [6]. This results in new challenges faced when implementing the virtual learning process [7], especially for students in remote areas. Among those are students at SMA Negeri 1 Sekadau.

Based on the interview result with the vice-principal of the curriculum section at SMA Negeri 1 Sekadau, the students experienced challenges in carrying out the online learning process. Many students had not been facilitated in technology to access online learning. There were many competencies considered that could not be achieved by the teachers. In addition, there were many areas where the students live, which have not been reached by the internet so that there was much information regarding the materials which were not able to be delivered to the students. The students' difficulties in interacting with teachers related to the materials being taught had an impact on unsatisfactory students' cognitive development. It is indicated that the students still face many challenges in taking online subjects. Another challenge faced was that the students were bored with monotonous learning in which the teachers only provided assignments. Based on the description of the problems, this study aimed to analyze the students' challenges during the implementation of online learning at SMA Negeri 1 Sekadau.

2. RESEARCH METHOD

The research method used in this research was a descriptive quantitative method. This research was conducted at SMA Negeri 1 Sekadau, Sekadau Regency, West Kalimantan Province. The object of analysis used was all students at SMA Negeri 1 Sekadau during the implementation of online learning amid the COVID-19 pandemic. The data collection techniques used in this study were unstructured interviews and questionnaires distributed via google form to all students at SMA Negeri 1 Sekadau. The data analysis technique used in this research was through four stages, namely collecting data, reducing data, presenting data, and conclusions. Then, based on the results of processing the questionnaire scores, the student percentage scores were grouped based on the following criteria [8].

Table 1. The Criteria of Students' Challenges During Online Learning

Percentage (%)	Notes
90-100	No challenge
75-89	Low
60-74	Medium
45-59	High
0-44	Very high

3. RESULTS AND DISCUSSION

Online learning activities that are currently implemented are new experiences for elements of education actors, one of which is students. The new online learning pattern experienced by students will undoubtedly cause further problems or challenges for students during the learning process. Based on the results of questionnaire distribution on the challenges faced by students during online learning at SMA Negeri 1 Sekadau, the following data were obtained:

Table 2. Percentage of Students' Challenge Questionnaires During Online Learning

No	Challenge factors	%	Criteria
1	Psychological	34,2	Very high
2	Educator	67,7	Medium
3	Facility	36,8	Very high
4	Family	97,1	No challenge

Based on the above table, it explains that the highest percentage was found in family factor with results of 97.1% with highly non-challenging criteria, educator factor with the results of 67.7% with medium criteria, facility factor with the results of 36.8%, and the psychological factor with the results of 34.2% with highly challenging category.

In the first indicator, namely psychological factor, the students were significantly hampered during the online learning. According to Jamal [8], online learning conducted during the pandemic of COVID-19, if carried out for too long, will disrupt the psychological condition of students during home learning which can cause psychological pressure for children, both verbal and physical abuse. Verbal violence from parents' abuse includes lowering the child's ability. Meanwhile, the forms of physical abuse include pinching, twisting, or hitting children [9]. Based on interviews with the students, the number of assignments given by the teacher, not understanding the materials being studied, and the limited information obtained became the factors that affected the student psychology when carrying out the online learning process. This is in line with the results of research conducted by hat the triggers of student anxiety during online learning include the difficulty to understand the materials, difficulty to do assignments, availability, and conditions of the internet network, technical constraints, and worries about the upcoming assignment [10],.

In the second indicator, namely the educator or teacher factor, the students experienced challenges in the medium category. The solution in overcoming the learning obstacles during the COVID-19 pandemic is to change the learning pattern that was initially face-to-face to an online learning pattern. The habits that are still attached to students in face-to-face learning become a particular challenge during online learning [11]. The teacher's role is significant when carrying out learning, mainly when delivering materials so that students understand what the teacher explains. In addition, the teaching methods used by teachers when the teaching become an important element in the success of the learning process. Hence, teachers must be creative in order that students remain enthusiastic in following the learning process [12]. The interview results with students show that during the online learning process,

the teaching method applied by the teachers at SMA Negeri 1 Sekadau utilized WhatsApp and Google Classroom platforms. In the learning implementation, the teachers only provided assignments to students to learn the materials using the distributed handbooks and worksheets. The interaction between the teachers and the students only occurred when students submitted assignments to school. The lack of communication and interaction between the teachers and the students became a challenge while learning the materials, which affected the number of competencies that the students did not master.

In the third indicator, namely the facility factor, students were significantly challenged during online or virtual learning. This is in line with research[13] which explains that in online learning carried out during the pandemic; students face many difficulties, they are the difficulty in the learning-from-home program which relies on internet networks where not all students have mobile phones that can support their learning activities, the difficulty in the network itself because not all homes have a strong and similar network in accessing the internet. The last is the difficulty in the cost of buying internet data packages. Online learning requires adequate facilities and infrastructure, such as laptops, computers, smartphones, and internet networks [14]. Students in conducting online learning need time to adapt in order that the students are able to deal with the changes in learning patterns that are currently developing [15]. In addition, the financial ability of every student, which varies, becomes another challenge in the fulfillment of student facilities to support online learning [16].

In the implementation of online learning, the fourth factor, which is the family indicator, the students did not experience challenges during the online learning. Based on the results of interviews with the students, the family factor, especially the students' parents, followed the policies implemented by the school. However, on this indicator, it was found that parents did not pay much attention to the development of the students during online learning. The majority of parents did not understand the pattern of online learning implementation, so the parents mostly left it to the students and the teachers. This shows that parents are not ready to accompany their children every day during the implementation of online learning [17]. Most parents do not understand the materials of the subjects being studied by their children. In addition, the busy schedule of parents in terms of taking care of their work makes parents' attention lower. Hence, there is a need for communication and collaboration between teachers, students, and parents in the success of the online learning process to obtain maximum results [18].

4. CONCLUSION

The online learning currently conducted at SMA Negeri 1 Sekadau was challenging. Two factors significantly challenge the students during the online learning process related to factors to psychological and the facility availability. This means that teachers must be more creative in developing ways of teaching during online learning to conduct the online learning process well. It is also necessary to provide supports on internet packages from the government to help with the internet connection. Furthermore, there is a need for equal distribution of internet network access in the regions.

AUTHORS' CONTRIBUTIONS

ADK contributes to preparing the necessary instruments and data interpretation, and YFA contributes to the data collection process in schools and mastering content validation of the device used.

ACKNOWLEDGMENTS

REFERENCES

[1] M. Alhendawi, R. Bashitialshaaer, Z. Lassoued, An exploratory study of the obstacles for achieving quality in distance learning during the covid-19 pandemic, Educ. Sci., 2020, vol. 10, no. 9, pp. 1–13, doi: 10.3390/educsci10090232.

[2] A. Aborujilah, A.A.A. Aldossary, D.A. Aldossary, R.M. Nassr, Understanding education difficulty during covid-19 lockdown: Reports on Malaysian university students' experience, IEEE Access, 2020, vol. 8, pp. 186939–186950, doi: 10.1109/ACCESS.2020.3029967.

[3] R.R. Aliyyah et al., The perceptions of primary school teachers of online learning during the covid-19 pandemic period : a case study in Indonesia, J. Ethn. Cult. Stud.,2020, vol. 7, no. 2, pp. 90–109.

[4] W. Bao, COVID-19 and online teaching in higher education: A case study of Peking University , Hum. Behav. Emerg. Technol., 2020, vol. 2, no. 2, pp. 113–115, doi: 10.1002/hbe2.191.

[5] G. Basilaia, D. Kvavadze, Transition to online education in schools during a SARS-CoV-2 Coronavirus (COVID-19) Pandemic in Georgia, Pedagog. Res., 2020, vol. 5, no. 4, doi: 10.29333/pr/7937.

[6] J. Gikas, M.M. Grant, Mobile computing devices in higher education: Student perspectives on learning with cellphones, smartphones & social media, Internet High. Educ., 2013, vol. 19, pp. 18–26, doi: 10.1016/j.iheduc.2013.06.002.

[7] P.T. Febrianto, S. Mas'udah, L.A. Megasari, Implementation of online learning during the covid-19 pandemic on Madura Island, Indonesia, Int. J. Learn. Teach. Educ. Res., 2020, vol. 19, no. 8, pp. 233–254, doi: 10.26803/ijlter.19.8.13.

[8] F. Jamal, Analisis kesulitan belajar siswa dalam mata pelajaran matematika pada materi peluang kelas XI IPA SMA Muhammadiyah Meulaboh Johan Pahlawan, J. MAJU., (Jurnal Pendidik. Mat., 2014, vol. 1, no. 1, pp. 18–36, [Online]. Available: http://www.ejournal.stkipbbm.ac.id/index.php/mtk/article/view/232.

[9] S.W. Lindasari, R. Nuryani, N.S. Sukaesih, Dampak Pembelajaran jarak jauh terhadap psikologis siswa pada masa pandemik covid 19, Jnc, 2021, vol. 4, no. 2, pp. 130–137.

[10] A. Tabi, Problematika stay at home pada anak usia dini di tengah pandemi covid 19, J. Golden Age, 2020, vol. 4, no. 01, pp. 190–200, doi: 10.29408/jga.v4i01.2244.

[11] D.H. Oktawirawan, Faktor pemicu kecemasan siswa dalam melakukan pembelajaran daring di masa pandemi covid-19, J. Ilm. Univ. Batanghari Jambi, 2020, vol. 20, no. 2, p. 541, doi: 10.33087/jiubj.v20i2.932.

[12] A. Aisyah, A.M.P. Briliannur Dwi C, U. Hasanah, H. Rahman, Analisis keefektifan pembelajaran online di masa pandemi covid-19, MAHAGURU J. Pendidik. Sekol. Dasar, 2020, vol. 1, no. 2, pp. 28–37, [Online]. Available: file:///D:/UNY S3/tugas/artikel briliannur.pdf.

[13] P.Z. Huzaimah, A. Risma, Hambatan yang dialami siswa dalam pembelajaran daring matematika pada masa pandemi covid-19, J. Cendekia J. Pendidik. Mat., 2021, vol. 05, no. 01, pp. 533–541.

[14] K.D. Utomo, A.Y. Soegeng, Pemecahan masalah kesulitan belajar siswa pada masa pandemi Covid-19, Mimb. Pgsd, 2021, vol. 9, no. 1, pp. 1–9, [Online]. Available: https://ejournal.undiksha.ac.id/index.php/JJPGSD/article/view/29923.

[15] O.I. Handarini, Pembelajaran daring sebagai upaya Study From Home (SFH) selama pandemi covid 19, urnal Pendidik. Adm. Perkantoran, 2020, vol. 8, no. 3, pp. 496–503, doi: 10.1093/fampra/cmy005.

[16] W.A.F. Dewi, Dampak COVID-19 terhadap implementasi pembelajaran daring di sekolah dasar, Edukatif J. Ilmu Pendidik., 2020, vol. 2, no. 1, pp. 55–61, doi: 10.31004/edukatif.v2i1.89.

[17] I. Anshori, U. Illiyyin, Islamic Management: Jurnal Manajemen Pendidikan Islam Dampak Covid-19 Terhadap Proses Pembelajaran Di Mts Al-Asyhar Bungah Gresik, 2020, vol. 3, no. 2, pp. 181–199, doi: 10.30868/im.v3i02.803.

[18] S.Z. Lutfiah, Persepsi orang tua mengenai pembelajaran online di rumah selama pandemi covid-19, Dealektik, 2020, vol. 2, no. 2, pp. 69–73.