Learning and Teaching Difficulty Survey Study Online Dance Practice Learning in the Pandemic Era

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ABSTRACT

The transition of the face-to-face learning system to online learning has a considerable influence on students and lecturers who have to adapt in carrying out learning activities. The purpose of writing this article is to obtain data related to the difficulties of lecturers and students in online dance practice lectures and to provide recommendations for lecturers and departments to find formulations in online dance practice learning in universities. The researcher used a cross-sectional survey research method with descriptive and inferential statistical data analysis. The sampling technique used in this study was simple random sampling with 9 lecturers of practical courses and 78 university students. The research was conducted at a university in Bandung, West Java. Data collection techniques were obtained from questionnaires and interviews. The findings in this study are that learning and teaching difficulties have a significant effect on online practical lectures for lecturers 98.9% and the rest are based on other variables not examined. The effect of learning and teaching difficulties on online practical lectures for students is 95.5%. Thus, the results of this study may have relevance to the characteristics of dance practice lectures in universities conducted online in the future. The effect of learning and teaching difficulties on online practical lectures for students is 95.5%. Thus, the results of this study may have relevance to the characteristics of dance practice lectures in universities conducted online in the future. The effect of learning and teaching difficulties on online practical lectures for students is 95.5%. Thus, the results of this study may have relevance to the characteristics of dance practice lectures in universities conducted online in the future.

Keywords: Dance education, Online learning, Dance practice.

1. INTRODUCTION

The pandemic has affected many human activities, especially in the field of education [1]. At the time of the current pandemic, the teaching and learning process, especially in Indonesian universities, is now experiencing a very significant change that makes it incompatible with what was usually done before the pandemic hit [2]. The teaching and learning process is made online in order to prevent the transmission of Covid-19, with online learning needs to be balanced also by increasing understanding of technology [3-5].

In general, online learning that heavily utilizes this technology has its own challenges and obstacles, this can cause difficulties in carrying out the teaching and learning process [6]. Moreover, internet access which is the main key in the implementation of online learning is sometimes an obstacle for some groups of people or not a few students who complain that they cannot understand the content/learning materials delivered online or the educators who are old enough so it takes time to change the material, the learning models and methods are through virtual face-to-face as well as limited IT mastery [7,8].

Changes in all arrangements of activities in society due to the pandemic period that occurred very quickly and suddenly these things were considered natural because both educators and students were still in transition and adapting from face-to-face learning to online learning which required them to always be alert and responsive. All parties who experience online learning experiences, in this case, educators and students, have various problems of their own, both technically and non-technically.

Several studies on online lectures have been conducted [9]. In his research, he explained that digital instruction that was used by teachers to the maximum could improve and change student learning [10].

Researched the problems of online lectures faced by students [11]. Examines campus internal and external factors that affect student online learning. But in some of the studies mentioned, there are no researchers who have studied in detail the study of the difficulty level of the online practical lecture process from the perspective of lecturers and students.

The theory used in this study helps in solving research problems, as a basis for developing research instruments, and subsequently as a reference in discussing research results. The theory used concerns aspects of teaching and learning in which there are components of educators, students, learning objectives, learning materials, learning methods, learning media, and learning evaluations [12]. In online practical lectures, the adjustment of various components of learning is certainly a new challenge [13] because basically, one component cannot maximize the results of learning if it is not related and continuous with other components. Learning outcomes can be said to be achieved if changes in the mental and physical activity of an individual are growing [14].

This research has the aim of obtaining data related to the level of learning and teaching difficulties according to lecturers and students and then find out the magnitude of the influence of learning and teaching difficulties on online practice lectures so that it is expected to provide recommendations for lecturers or departments to find formulations in online dance practice learning in universities through cross survey research -sectional. Thus, the results of this study may have relevance to the characteristics of dance practice lectures in universities conducted online.

2. METHODS

2.1. Research Design

The researcher used a cross-sectional survey research method. In principle, cross-sectional survey research is a research methodology with a comprehensive dataset to determine the problem and the relationship between variables. This study is used to describe quantitative data regarding the behavior, opinions, characteristics, and tendencies of a population through the use of a representative sample of the population [15,16]. One of the characteristics of a cross-sectional survey research design is that it generalizes the population from several samples so that conclusions can be drawn by collecting data at one time [15]. This is in line with the research objectives to obtain data related to the level of learning and teaching difficulties during online practical lectures according to lecturers and students and to determine the magnitude of the influence of the level of learning and teaching difficulties on lectures online practice.

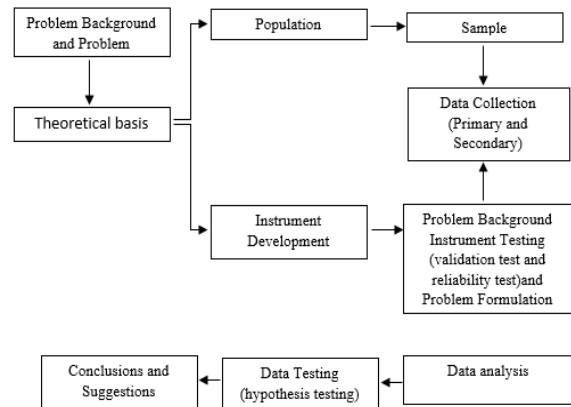### 2.2. Participants and Research Locations

Survey Research Design (Fig 1)

Figure 1 Survey research design.

The research was conducted at a university located in the Bandung area, West Java, Indonesia, which held online dance practice lectures. Lecturers and students at this university have undergone a period of online practical lectures due to the Covid-19 pandemic for a minimum of six months or one semester and are still actively carrying out online learning.

2.3. Population and Sample

Based on the total number of lecturers of practice courses in even semesters. This study used a simple random sampling technique, obtained a number of samples, namely 9 lecturers with 4 people (44%) of whom were female respondents, while 5 people (55%) were male respondents.

The number of students involved in the study became the research sample of as many as 78 students based on a population of 358 students using the Slovin formula in simple random sampling technique. Of the total student subjects, there were 66 female students (85%) female students and 12 (15%) male students. In the research process, all lecturers and students know and allow researchers to take data during the research process.

2.4. Data Collection

Research data was obtained from a questionnaire/questionnaire to get respondents' answers by asking a set of written statements or questions [17] and interviews. Questionnaires began to be distributed simultaneously to students of the 2018-2020 class from May 14, 2021, with the acquisition of data for 10 days already totaling more than 78 responses. Meanwhile, the questionnaires given to lecturers began to be distributed on May 25, 2021, with a total of 9 respondents filling out the questionnaire. The type of interview used is a

one-on-one interview with six practical subject lecturers and six students from the 2018-2020 class.

2.5. Data Analysis

The data analysis technique uses descriptive and inferential data analysis through quantitative and qualitative approaches, the results of the processed data presented are in the form of numbers (numeric) for questionnaire results and descriptive for interview results.

3. RESULTS AND DISCUSSION

3.1. Learning and Teaching Difficulties in Online Practical Lectures for Lecturer Subjects

Table 1. Lecturer's response

No	Indicator	Amount Score	Average
1	Learning objectives online practical lectures tailored to student output	33	3.67
2	Learning objectives online practical lectures include ways to achieve learning outcomes	35	3.89
3	The principle of the relevance of learning materials practical lessons online	35	3.89
4	Apperception activities during practical lessons online	35	3.89
5	Suitability of learning materials practical lectures online with KD that students must master	33	3.67
6	The principle of consistency of learning materials practical lessons online	35	3.89
7	Lecturer feedback on learning materials online practical lessons that have been given	33	3.67
8	Opportunity for discussion when providing learning materials practical lessons online	34	3.78
9	Relevance of learning methods online practical lectures with the aim of	33	3.67
10	Suitability of learning methods practical lectures online with the abilities and backgrounds of lecturers and students	33	3.67
11	Learning methods online practical lectures that are tailored to the learning process and available facilities	33	3.67
12	Suitability of learning media online practical lectures with the aim of	33	3.67
13	Lecturer skills using learning media practical lessons online	31	3.44
14	Instructional Media practical online lectures are clear and structured	32	3.56
15	Ease of accessing learning media practical lessons online	33	3.67
16	Economic considerations of using learning media practical lessons online	33	3.67
17	Instructional Media practical lectures online according to the students' thinking level	32	3.56
18	The relevance of learning evaluation online practical lectures with the aim of	34	3.78
19	Clarity of learning evaluation procedures practical lessons online	34	3.78
20	Use of learning evaluation instruments clear online practical lecture	34	3.78
	The average score of Lecturer Subject		3.71
	F = Frequency N = Frequency x Score		
	Respondent = 9 people		
	Average = Total score / Total respondents		

Based on the table 1, it can be seen that the average score total of respondents' responses to 20 statement items is 3.71, it is mean that the lower the average score indicates the higher the level of difficulty in learning and teaching practical lectures online for lecturers subjects. Furthermore, to find out the learning and teaching difficulties faced by lecturers, three-question items have an average value far enough from the overall average score, namely on item numbers 13, 14, and 17.
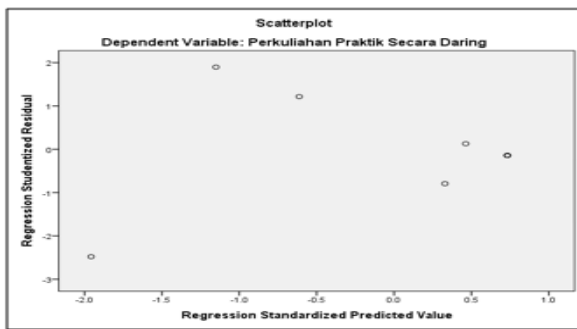
Where the indicators for these numbered items are: are on the indicators of learning media.

The results of the data processing of the lecturer subject questionnaire above were then tested for normality and heteroscedasticity for hypothesis testing in inferential data analysis with the results described in the table 2.

Table 2. Lecturer subject normality test

One-Sample Kolmogorov-Smirnov Test		
Unstandardlized Residual		
N		9
Normal Parameters[a.b]	Mean	.0000000
	Std. Deviation	.47391108
Most Extreme Differences	Absolute	.227
	Positive	.227
	Negative	-.223
Test Statistic		.227
Asymp.Sig.(2-tailed)		.200[c]

Based on the output table 1, the significance value is 0.200 > 0.05, thus in this study the data for lecturer subjects can be said to be normally distributed.

**Figure 2** Test heteroscedasticity lecturer.

Based on Figure 2, it is found that the scatter plot graph does not show a certain pattern, so the regression model on the subject of this lecturer does not experience disturbances or symptoms of heteroscedasticity so that the regression model can be said to be good and ideal for testing.

3.2. The Effect of Learning and Teaching Difficulties on Online Practical Lectures for Lecturer Subjects

In the next stage, the results of the influence test or F test will be presented which are analysed through simple linear regression analysis, as well as simple correlation analysis and the coefficient of determination.

The output table 3 is statistical data that shows the value of the regression equation:

Table 3. Simple linear regression analysis

Model	Unstandardized Coefficents		Standardized Coefficents	t	Sig.
	B	Std.Error	Beta		
1 (Constaant)	.792	1.795		.441	.672
Total_X	.591	.024	.994	24.570	.000

$$Y = 0.792 + 0.591 X \qquad (1)$$

- a = Constant = 0.792 means that online practical lectures are worth 0.792. If the variable X (learning and teaching difficulties) is not occurs or all independent variables are 0. Then the Y variable (online practical lectures) will have a value of 0.792.

- b = The value of the regression coefficient of the variable X (difficulty in learning and teaching) to Y (online practical lectures) is 0.591. This means that if the variable X (learning and teaching difficulties) increases by one unit, it causes an increase in the value of the Y variable (online practical lectures) by 0.591 or X (learning and teaching difficulties) contributes to Y (online practical lectures) by 0.591.

The output table 4 that the correlation value (R) = 0.994, it can be interpreted that the relationship between

learning and teaching difficulties and online practical lectures shows that there is a very strong relationship between the variables of learning and teaching difficulties (X) and online practical lectures (Y) according to the subject of the lecturer. In addition, the value of R Square = 0.989 or the coefficient of determination (KD) is also obtained with the equation:
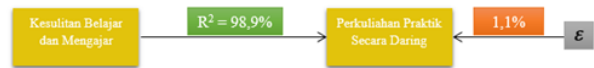
$$KD = (0.994)^2 \times 100\% = 98.9\% \qquad (2)$$

This means that learning and teaching difficulties have an influence of 98.9% on online practical lectures, while the remaining 1.1% are factors outside the variables studied.

Hypothesis testing can be known based on the comparison of the value of F-count provided that H0 is rejected

Table 4. Simple correlation analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.994[a]	.989	.987	.540

and Ha is accepted if F-count > F-table¸ and vice versa. The hypothesis in this study:

- H0: Learning and teaching difficulties (X) have no significant effect on online practical lectures (Y) according to the subject of the lecturer.

- Ha: Learning and teaching difficulties (X) have a significant effect on online practical lectures (Y) according to the subject of the lecturer.

Table 5. ANOVA[a] Lecturer Subject Hypothesis Testing

Model		Sun of Squares	df	Mean Square	F	Sig.
1	Regression	175.960	1	175.960	603.671	,000[b]
	Residual	2.040	7	.291		
	Total	178,000	8			

Based on Table 5, it can be seen that F-count is 603.671 with a significant value of 0.000. The value of the F-table with a significant level of 5% and degrees of freedom (df) with df1 in the numerator of 1 and df2 in the denominator of 7 is 5.59. So the value of F-count is greater than F-table or 603.671 > 5.59. In testing the hypothesis, it was decided that what would be taken was to reject H0 and accept Ha (the research hypothesis), meaning that the independent variable, namely learning and teaching difficulties (X) had a significant effect on online practical lectures (Y) according to the subject of the lecturer.

3.3. Learning and Teaching Difficulties in Online Practical Lectures for Lecturer Subjects

Table 6. Student responses

No	Indicator	Amount Score	Average
1	Learning objectives online practical lectures tailored to student output	271	3.47
2	Learning objectives online practical lectures include ways to achieve learning outcomes	249	3.19
3	The principle of relevance of learning materials practical lessons online	251	3.22
4	Apperception activities during practical lessons online	234	3.00
5	Suitability of learning materials practical lectures online with KD that students must master	250	3.21
6	The principle of consistency of learning materials practical lessons online	255	3.27
7	Lecturer feedback on learning materials online practical lessons that have been given	251	3.22
8	Opportunity for discussion when providing learning materials practical lessons online	282	3.62

Table 6. Cont.

No	Indicator	Amount Score	Average
9	Relevance of learning methods online practical lectures with the aim of	232	2.97
10	Suitability of learning methods practical lectures online with the abilities and backgrounds of lecturers and students	229	2.94
11	Learning methods online practical lectures that are tailored to the learning process and available facilities	225	2.88
12	Suitability of learning media online practical lectures with the aim of	250	3.21
13	Lecturer skills using learning media practical lessons online	236	3.03
14	Instructional Media practical online lectures are clearly and structured	244	3.13
15	Ease of accessing learning media practical lessons online	242	3.10
16	Economic considerations of using learning media practical lessons online	203	2.60
17	Instructional Media practical lectures online according to the students' thinking level	215	2.76
18	The relevance of learning evaluation online practical lectures with the aim of	270	3.46
19	Clarity of learning evaluation procedures practical lessons online	249	3.19
20	Use of learning evaluation instruments clear online practical lecture	240	3.08
	Student Subject Average Score		3.13

| F = Frequency N = Frequency x Score |
|---|
| Respondent = 78 people |
| Average = Total score / Total respondents |

Based on the table 6, it can be seen that the total average score of respondents' responses to 20 statement items of 3.13 falls in the good category, meaning that the lower the average score indicates the higher the level of difficulty in learning and teaching practical lectures online for students. Furthermore, to find out the learning and teaching difficulties faced by students, there are seven-item questions that have an average value far enough from the overall average score, which lies in the indicators of material, methods, and learning media with item numbers 4, 9, 10, 11, 13, 16 and 17.

The results of processing questionnaire data on student subjects were then tested for normality and heteroscedasticity for hypothesis testing in inferential data analysis with the results described in the table 7.

Table 7. Student subject normality test

One-Sample Kolomogorov-Smirnov Test		
Unstandardlized Residual		
N		78
Normal Parameters[a,b]	.0000000	.0000000
	1.22469480	.47391108
Most Extreme Differences	.065	.227
	0.65	.227
	-.049	-.223
Test Statistic		.227
Asymp. Sig. (2-tailed)		.200c

Based on the output, the significance value obtained is $0.200 > 0.05$, so in this study, the data for student subjects are said to be normally distributed.
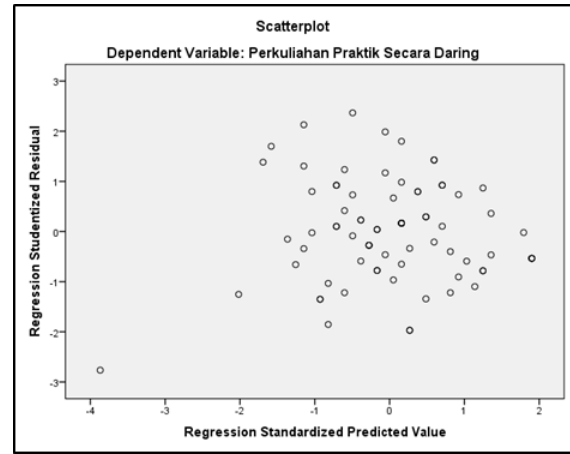
Figure 3 Test Heteroscedasticity student.

In the figure 3, it is shown that there are no collections of points at the top and bottom only, but spread and no pattern is formed, so the regression model for student subjects is good and ideal and does not experience heteroscedasticity disorders or symptoms.

3.4. The Effect of Learning and Teaching Difficulties on Online Practical Lectures for Student Subjects

In the next stage, the results of the influence test or F test will be presented which are analyzed through simple linear regression analysis, simple correlation analysis, and the coefficient of determination.

Table 8. Simple Linear Regression Analysis

Model	Unstandardized Coefficents		Standardized Coefficents	t	Sig.
	B	Std. Error	Beta		
1 (Constaant)	.575	.966	.977	-.595	.554
Total_X	.615	.015		40.232	.000

The output table 8 is statistical data that shows the value of the regression equation:

$$Y = -0.575 + 0.615\ X \qquad (3)$$
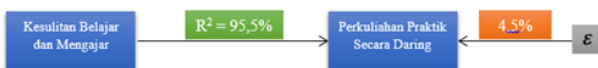
- a = Constant = -.575 means that online practical lectures are worth -.575. If the variable X (learning and teaching difficulties) does not occur or all independent variables are 0. Then

the Y variable (online practical lectures) will be worth -.575.

- b = The value of the regression coefficient of the variable X (learning and teaching difficulties) to Y (online practical lectures) is 0.615. This means that if the variable X (learning and teaching difficulties) increases, it will cause an increase in the value of the Y variable (online practical lectures) by 0.615 or X (learning and teaching difficulties) contributing to Y (online practical lectures) by 0.615.

Table 9. Student subject normality

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.977ᵃ	.955	.955	12.333

The output table 9 the correlation value (R) = 0.977. This shows that there is a very strong relationship between the variables of learning and teaching difficulties (X) and online practical lectures (Y) according to student subjects. Furthermore, the value of R Square = 0.955 or the coefficient of determination (KD) is obtained with the equation:

$$KD = (0.977)2 \times 100\% = 95.5\% \qquad (4)$$

This means that learning and teaching difficulties have an influence of 95.5% on online practical lectures, while the remaining 4.5% comes from factors outside the variables studied.

Hypothesis testing can be known based on the comparison of the value of F-count provided that H0 is rejected and Ha is accepted if F-count > F-table¸ and vice versa. The hypothesis in this study:

- H0: Learning and teaching difficulties (X) have no significant effect on online practical lectures (Y) according to student subjects.

- Ha: Learning and teaching difficulties (X) have a significant effect on online practical lectures (Y) according to student subjects.

Table 10. ANOVAᵃ Student subject hypothesis testing

Model	Sun of Squares	df	Mean Square	F	Sig.
1 Regression	2459.689	1	2459.689	1618.629	,000ᵇ
Residual	115.491	76	1.520		
Total	2575.179	77			

Based on the table 10, it can be seen that F-count = 1618,629 followed by a significant value of 0.000. F-table value of 5% significance and df1 numerator 1 and df2 denominator 76 = 3.97. So the value of F-count is greater than F-table or 1618.629 > 3.97. This indicates that the independent variable, namely learning and teaching difficulties (X) has a significant effect on online practical lectures (Y) based on student subjects. Hypothesis testing with the F test can also be done through a comparison of significance values. Result obtainedH0 rejected and Ha accepted because 0.000 < 0.05 so that a significant effect is obtained between learning and teaching difficulties in online practical lectures.

4. DISCUSSION

4.1. Lecturer Subject

Based on the results of the analysis of questionnaires and interviews, it was obtained that data that became difficult to learn and teach in online practical lectures for lecturers was indicated by the overall average score of 3.71. To find out the difficulties faced, the researchers analyzed the three lowest average scores that were reviewed through questionnaire items including items number 13, 14, and 17 on the indicators of learning media, so that they can be described as follows:

1. Lecturers consider the learning media (e-books, power points, pictures, virtual zoom meetings,

and learning videos) provided in online practical lectures are not well packaged and detailed.

2. Lecturers consider the learning videos or PowerPoints presented do not always increase understanding in mastering the material that can facilitate online practical lectures.

3. Lecturers consider the learning media presented to be less attractive and interactive so that they do not always maximize student learning outcomes during online practical lectures.

The learning and teaching difficulties revealed in the lecturer subject above, actually show that the lecturers themselves are quite aware of what should be the material for improvement in online practical lectures. The provision of learning media is also supported by platforms that are often used by lecturers during online practical lectures including Zoom, SPOT UPI, YouTube, Google Meet, Google Classroom, and SPADA UPI. For the manufacture of learning media, especially in the form of video, it is not optimal, it should be made up of starting from the main movements, transitions, to the details of the movements. However, with all the limitations and this pandemic period, there is no preparation for online practical lectures. So yes, until now, they are still using the existing learning media first.

Other learnings and teaching difficulties in further online practical lectures for lecturers that were revealed through the interview process were the difficulties of applying the wirasa aspect (deepening expression)

which was still below the average standard of assessment and limited delivery of movement techniques (RS, interview 25 May 2021). The delivery of this movement technique, although limited, is still carried out by the lecturer in several ways, namely the first to choose an example case or choose a student whose movement technique is not correct and then corrected and other students pay attention as evaluation material, the second way is to directly reprimand students. Personal if you see an error during Zoom/Google meet.

The results of interviews with student resource persons regarding responses to online practical lecture learning media provided by lecturers can be used as recommendations for making learning media in the future, some of which are:

- Most students do not like learning media in the form of video performance, because it is considered less clear and more difficult to understand.

- Learning videos are given in stages for each indirect meeting in the form of 1 whole dance because the learning videos made per meeting can increase student motivation to master the movements according to the learning targets faced every week, be more focused, and not too burdened.

- Learning videos are made per body part such as the head, feet, hands, and body or as a whole.

If the learning video is uploaded to YouTube, it is easier to use than via Google Drive because it can be repeated so we understand better, also the resolution can be adjusted according to each network or quota (MB and FY, interview 24 May 2021). Following the research results [10] which shows the online media expected by students, namely media that can save internet quota, do not require a strong internet connection, and are easy to use. The suggestions and recommendations are following with the criteria of learning media according to [18] namely learning media that supports the content of existing learning materials and is loaded in a clear, detailed, and interesting manner so that students are more motivated and following with the level of thinking of students.

Concerning the test of the effect of variables, the F test produces the value of F-count > F-table and the coefficient of determination gets $R^2 = 98.9\%$. This means that the variable of learning and teaching difficulties affects online practical lectures by 98.9%, while the remaining 1.1% comes from other variables not examined. Thus, it can be concluded that the variable of learning and teaching difficulties (X) has a significant effect on online practical lectures (Y) for lecturers.

The emergence of several obstacles in learning activities can be reviewed through the incompatibility of the five components in learning, some of these learning components must be interrelated and sustainable to achieve the desired goal. Learning and teaching difficulties faced by lecturers certainly affect the success of online practical lectures, in line with Zhang et al. in [13] which proves the use of multimedia and the internet can change the way educators convey information and knowledge so that it becomes a choice in addition to carrying out traditional learning in the classroom. This change or transition period from face-to-face practical lectures to online practical lectures is still a challenge for educators or in this case lecturers of practical courses, some improvements are needed in the form of delivering information through the use of multimedia to minimize learning and teaching difficulties during online practical lectures.

4.2. Student Subject

In this study, the results of questionnaire analysis and interviews showed data on learning and teaching difficulties in online practical lectures for students resulted in an overall average score of 3.13. To analyze the difficulties faced, the researcher took 7 average scores which were quite far from the overall average score which was reviewed through questionnaire items including items numbered 4, 9, 10, 11, 13, 16, and 17 on material indicators, methods, and learning media, so that it can be described as follows:

1. Students assume that previous learning materials are not always repeated at the beginning of online practical lecture activities.

2. Students consider the learning method applied as not under the achievement of the learning objectives of online practical lectures.

3. Students consider the learning methods used are less varied according to student needs so that it does not always make it easier to understand practical lecture material online.

4. Students consider the lack of synchronization between learning methods and media that can improve student learning outcomes in online practical lectures.

5. Students consider the learning media (e-books, power points, pictures, virtual zoom meetings, and learning videos) provided in online practical lectures are not well packaged and detailed.

6. Students consider the use of learning media (e-books, power points, pictures, virtual zoom meetings, and learning videos) to cost quite a bit.

7. Students consider the learning media presented to be less attractive and interactive so they do not always maximize student learning outcomes during online practical lectures.

In the indicators of learning methods, the three items of questions resulted in a fairly low average score, meaning that this revealed one of the factors of learning and teaching difficulties which was quite crucial for students. When referring to the results of interviews with lecturers, some of the learning methods that lecturers use during online practice lectures include the appreciation method which aims to provide real reinforcement to the material presented in theory through objects observed by students [19], imitation or imitation, lectures, a problem-solving, classical, independent study which is assisted by structured learning resources by lecturers or ordinary in other words learning resources by design and have been prepared with the required basis and the final learning outcome itself [4], and cooperative learning or group learning. The majority of interviewees argued that using cooperative learning or group learning methods, however, this method was deemed inappropriate for use in online learning, which may have been one of the unpredictable factors by the lecturers because it became one of the difficulties for students during online learning. Although during face-to-face practice lectures this method is considered appropriate and facilitates students in learning. In fact, student difficulties related to indicators of learning methods are also closely related to the learning media presented by lecturers, in line with Jamaluddin's opinion in [20] that the learning method must be in accordance with the availability of media, tools, and infrastructure that supports learning. This means that if in the online practice lecture process it is also difficult for lecturers to find a more effective method, the lecturer can maximize teaching methods by providing better learning media based on student needs.

Based on the results of the study, it can be seen that during online practical lectures there are various complex problems for both lecturers and students. In accordance with this [10] prove that the problems that occur in students affect the success of online learning. Even so, the results of the interviews reveal the efforts or ways that students can still understand practical lecture material online, including, preparing a daily practice schedule, making clear learning targets, editing slow-motion videos in order to see the motion more clearly. Memorized the choreography from the most difficult moves to the easiest and some students who were very difficult to learn through video chose to do peer tutoring with friends from the same area. Furthermore, to maximize the existing learning media, several platforms are used which are often the choice of students to carry out practical lectures online, namely Zoom, YouTube, Google Meet,

With regard to the test of the effect of variables, the F test produces the value of F-count > F-table and the coefficient of determination gets $R2= 95.5\%$. This means that the variable of learning and teaching difficulties affects online practical lectures with a percentage of 95.5%, while the remaining 4.5% comes from other variables. Thus, it can be concluded that the variable of learning and teaching difficulties (X) has a significant effect on online practical lectures (Y) for student subjects.

The incompatibility of the five components of learning can cause difficulties or obstacles in learning and teaching activities. Learning and teaching difficulties faced by students certainly affect the success of online practical lectures, the more difficult it is for students to experience the learning and teaching process, the lower the success of online practical lectures will be or if someone wants their online practical lectures to run well then he must reduce these learning and teaching difficulties by evaluating for future improvements.

5. CONCLUSION

The success of online practical lectures can be influenced by learning and teaching difficulties which can be viewed from the indicators of objectives, materials, methods, media, and learning evaluations that are not running optimally due to limitations during this pandemic. The difficulty of learning and teaching during online practical lectures experienced by lecturers is in the aspect of learning media. Meanwhile, the difficulties in learning and teaching during online practical lectures faced by students are in the aspects of materials, methods, and learning media.

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