Identification of Problems in Online Learning for Economics Pre-service Teacher

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ABSTRACT

Prospective teachers in the 21st century face various challenges in carrying out their roles. The development of technology is a form of opportunities and challenges faced by prospective teachers in the era of the 21st century. The use of technology in learning must be done for learning success. Future teachers must be prepared through the lecture process to have good competencies after graduating. Good competencies will be obtained through an effective lecture process. The research carried out identified the problems of prospective teacher students in the implementation of online lectures so that special treatment could be carried out in the future. The sample in this study amounted to 71 student-teacher candidates who took online courses—data retrieval through online questionnaires through the g-form. Based on the data obtained, it is known that the obstacles faced by students in online learning are Lack of concentration, Difficulty understanding lessons, Inability to ask Lecturers directly, Inability to ask friends directly, Bored, Inadequate internet network. This study also shows that students are more likely to understand online lectures synchronously through virtual meetings than asynchronous lectures.

Keywords: problem, online learning, pre-service teacher

1. INTRODUCTION

The COVID-19 pandemic has changed the lifestyle of all people in the world. All activities involving large numbers of people are restricted. People are always advised to keep their distance and avoid crowds. Of course, these security measures also apply to the world of education. As a policy limiting the spread of the Covid-19 virus, the government recommends conducting online learning activities. So many universities in Indonesia decided to cancel face-to-face classes and implement online learning [1]. Administrative staff, lecturers, and students also make efforts in various ways to adapt to the new online learning environment.

Online learning has its advantages both felt by lecturers and students. One of them, online learning can be done at any time without being limited by space and time [2]. In addition, online learning can also increase student independence in completing the assigned tasks [3].

However, the transition from face-to-face learning to online learning is not easy. Learning from both lecturers and students is essential in implementing online

learning. Online learning is also closely related to the use of technology. Many online learning activities use the web as a medium and source of education [4]. Instruments widely used in online learning are video, audio conferencing, multimedia, etc. Moreover, with increasingly sophisticated information technology, many learning applications can support online learning, such as Zoom Meetings, Google Meet, YouTube, etc.

However, online learning that is carried out is indeed inseparable from problems that become obstacles in its implementation. Issues such as the lack of uniformity in the learning process, both the standard and the quality of the desired learning outcomes, make the learning process even more difficult for lecturers and students [5]. Lecturers are also required to innovate and be creative in delivering material through online learning media to participate in learning to the maximum [6]. Especially for learning in practical courses.

Other problems such as limited facilities and infrastructure, lack of mastery in using communication or technology, complex internet networks, quota fees, difficulty understanding the material provided by lecturers because online learning is carried out, there is no direct interaction between students and lecturers and

fellow students, and lack of readiness of lecturers in preparing material to be taught online [7].

2. METHOD

This research is quantitative descriptive. The population is all students enrolled in the semester from January-June 2021. The sample taken is 71 students of prospective Economic Education teachers in the 2019 entry year. Questions are given openly and closed and provided via g-form. The answer given by the respondent is calculated as the percentage of achievement and is interpreted according to the explanation given by the respondent. As for calculating the rate of achievement from the respondent's answer, the formula is used:

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$$P = (F/n) \ x100\%$$

Information:

P = Percentage of results obtained

F = Frequency of the results obtained

n = Number of sample respondents

100 = Fixed number percentage

3. RESULT AND DISCUSSION

Learning during the COVID-19 pandemic has been conducted online since March 2020 at Padang State University. The implementation of online lectures is a transition faced by students. Students have not fully addressed changes in various patterns of learning implementation. Before the treatment is carried out in the course to be carried out, the lecturer conducts a study of students regarding the needs of prospective teacher students for online learning that is carried out. This study involved 71 students in the Economics Education study program. The following is data on online learning needs based on student perceptions:

Table 1. Student Perception About Online

No	Questions	Student Response
1	How many hours on average do you carry out online learning activities in one day?	75% of students study under 6 hours a day and 25% of students study more than 6 hours a day
2	How have you been studying online so far?	a. Interaction through the e-learning platform provided by the campus b. Interaction through social media (Facebook, Line, WhatsApp, etc.) c. Interaction via video conference provided by the teacher (Zoom, Google Meet, Skype, WhatsApp Video Call, etc.) d. Interaction via email
3	What obstacles did you encounter during online learning!	a. Lack of concentration b. Difficulty understanding lessons c. Can't ask the lecturer directly d. Can't ask friends directly e. Bored f. Inadequate internet network
4	What are your obstacles in understanding online lecture material?	a. Network constraints b. Self-study difficulties c. Can't understand the material online d. Not focus e. Personal Health Issues
5	During online learning, do you prefer learning through video learning via e-learning platforms or face-to-face learning?	a. 42% like watching learning videos given by lecturers through e-learning platforms b. 58% like face-to-face learning

6	During online learning, do you find it easier to understand the material by watching learning videos or virtual face-to-face lectures?	a.	28% like watching learning videos given by lecturers through e-learning platforms
		b.	72% enjoy face-to-face learning
7	In improving your understanding of learning materials, do you prefer watching videos from YouTube or watching lecturer videos?	a.	15% watch videos from YouTube
		b.	85% watched lecturer videos
8	Which learning method do you think is more suitable to be applied in online learning?	a.	11% Case Method
		b.	20% Lecture
		c.	6% self-talk
		d.	63% PJBL

In this study, it was found that students felt online learning that had been carried out to have several obstacles, including network constraints, difficulties in independent study, lack of understanding of the material in online learning, lack of focus, and personal health problems. Other studies also found several obstacles, including teaching materials, student interaction, and learning atmosphere [8]. Another study also found seven difficulties in learning, including student antipathy towards group work, group selection, lack of critical group work skills, free riding, possible inequality of student abilities, withdrawal of group members, and individual assessment in groups [9]. The inability of students to study independently and in groups is an obstacle that causes failure in online learning.

In a study conducted by [10], the types of difficulties faced by respondents in online learning varied greatly. The main problem experienced by most respondents is related to the internet network. The number of respondents constrained by the internet network is 57.86%. The number of respondents who claimed to be less focused and had difficulty understanding lecture material when learning to use the online method was as much as 12.14%. The number of respondents who experience problems due to a limited internet quota is 10.00%. The next type of difficulty, which is quite significant, is related to lecturers' online learning media. The number of respondents who claimed to be constrained by the online media used was 9.29%. Respondents who admitted to having difficulties doing assignments online were 5.00%. While respondents who are constrained by the schedule, lectures are 3.57%. Only 2.14% of respondents felt they had no problems with online learning by lecturers.

Another obstacle in online learning is that teachers can only teach and assess knowledge. The limited feedback given in lectures causes lecturers not to be able not to bess students' understanding properly. Observation of student activities is also tiny. Another problem experienced is that students collect assignments that are only the result of access from online sources without further thought processes [11]. Student responses to the learning environment in online lectures indicate that the online learning environment does not yet support student learning [12].

Learning carried out with various obstacles causes students to be constrained in understanding the lecture material. Lectures that have been carried out so far have shown that lecturers have tried to use multiple tools in lectures, including e-learning, email, social media, and video conferencing. Based on the experiences conveyed by students, it is known that students better understand the material presented through virtual face-to-face meetings than asynchronous online learning. Students in the understanding lecture material also prefer media in lecturer videos. Using videos in education is essential in online lectures [13]. Students who are active in learning the material in online learning videos have better learning achievements than passive students [14]. Infographic videos in lectures contribute to better student learning performance, primarily related to difficult questions [15]. Lectures that use learning videos are a reasonable effort in achieving the objectives of the lectures, significantly improving students' higher-order thinking.

E-portfolios on Project-Based Learning provide opportunities for students to conduct literature analyses from various reference sources. Students analyze activities when they get essential questions and design projects from the lecturer. E-portfolio using Project Based Learning (PjBL) model improves higher-order thinking skills. PjBL is student-centered, where the model is integrated with real-world issues and activities. This model also uses projects/activities as the core of learning. In addition, the emphasis on problem finding is also the orientation of the PjBL model. Projects in the PjBL model can be products, publications, or presentations. PjBL can improve students' abstract thinking and gain understanding. In PjBL, students explore, make judgments, interpret, and synthesize information in a meaningful way [16].

Lecturers apply various online lectures to deal with existing obstacles, one of which is considered the most

suitable by students for online learning, namely the project-based learning method. Project-based learning allows students to learn by doing and applying their ideas [17]. Through project-based learning, students work in groups to solve challenging problems that are authentic, curriculum-based, and often interdisciplinary. Students decide how to understand a problem and what activities to do. They gather information from various sources and synthesize, analyze and derive knowledge. Their learning is inherently valuable because it connects to something tangible and involves adult skills like collaboration and reflection. In the end, students demonstrate their newly acquired knowledge and are judged on how much they have learned and how well they communicated it. Throughout this process, the teacher's role is to guide and advise student work, not just direct and manage [18].

Various obstacles faced in online learning require efforts from lecturers, students, and the government to overcome existing barriers so that lectures can still be carried out smoothly. Efforts to provide adequate infrastructure (network access) are essential to ensure the implementation of online courses. Awareness of students as students who must be independent must be realized in active participation in lectures. Lecturers as facilitators in online learning should design studies that accommodate student participation and provide students with various exciting class tools.

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