Analysis of the Online Learning Process During the COVID-19 Pandemic in Elementary School Teachers

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Abstract. The purpose of this research is to dissect the network's learning procedure (online). During the Covid-19 pandemic, online education was used as a means of compensating for the disruptions in the traditional classroom. In the midst of the COVID-19 pandemic, educators face both enabling and limiting elements related to online learning. This study was conducted at SD Negeri Kumelembuai in the Kumelembuai District of the South Minahasa Regency from April 2021 to July 2021. Descriptional qualitative research methods were used for this study. Elementary school teachers from SDN Kumelembuai in the Kumelembuai District were the subjects of this investigation. This study collected information through free-form surveys, semi-structured interviews, archival research, and field notes. The findings of this research show that the global spread of the COVID-19 virus has had a significant effect on education. Once exclusively accomplished face-to-face, more and more education is being moved online. The lack of telephones and inadequate internet connectivity (quota) in rural locations prevents students from engaging with course materials and facilitating their own learning. As a result, some students are less engaged and bored in class. Research has shown that teaching elementary school-aged kids through online platforms is inefficient. Teachers' capacity to facilitate online learning is aided by factors such as students' access to mobile devices, bandwidth limits, and a reliable internet connection. While there are many aspects that help make online education successful, there are also some that hold back educators. Not all pupils have cell phones, and many parents still need to work to provide for their families.

Keywords: online learning · supporting factors · inhibiting factors

1 Introduction

There has been a complete shift to online education in Indonesia since the COVID-19 pandemic. There are a number of unintended consequences associated with the rise of online teaching and learning, such as the need to have parents see their kids as they study at home and the need for students who are engaged and enthusiastic about their classroom work to be pulled away from it to complete their work online. This

coronavirus has a disproportionately large effect on the teaching community. Educators need to be ready to overcome any challenges that may crop up throughout the course of this lesson. No matter the situation, teachers have to keep doing what they need to do to educate their kids. Teaching and learning are collaborative efforts between instructors and students. Activities like learning and The importance of education is crucial in the learning process, which in turn influences student success and progress toward learning objectives. People who lack a skill or competency can acquire it through learning. To quote Marquis and Hilgard: "Learning is the process through which a person acquires knowledge through training, learning, etc. in order for changes to occur in oneself" Pane and Darwis Dasopang argue that education is fundamentally a process of education. "a system that integrates a unity of interrelated and interacting components in reaching an optimal desired result according to the aims that have been established," he defines learning as [1]." According to Suyono & Hariyanto, the benefits of learning include obtaining knowledge through experiences created by sharing, hence benefiting others [2]. As was previously said, the learning process is one of both learning and teaching, and as such, it necessitates the use of an activity, a method, and resources. The strategy for implementing learning is detailed in the Learning Implementation Plan (RPP) Barrah asserts that [3], RPP is a subject learning design per unit that teachers in classroom learning will apply."

The RPP details approaches to learning at every level, from the preliminary to the follow-up, based on the indicators and goals that have been set. Its goal is to improve the quality of education by making teaching and learning more accessible, effective, and efficient. These kinds of instructional and instructional activities are typically carried out in classroom settings. When done well, education may produce highly skilled workers who can compete successfully on a global basis. Kusnandar claims that educators in Indonesia are the vanguard of the country's educational system. The success of a learning experience depends on the teacher. A teacher is a somebody who competes with their students for knowledge. A student's intellectual, technical, emotional, moral, and spiritual growth are all greatly influenced by his or her teachers. A teacher who is qualified, competent, and committed to his work is essential [4].

As the frontline in education, teachers have the task of On the front lines of education, teachers are responsible for instilling a sense of moral and intellectual shamanism in their students through the processes of instruction, instruction, direction, guiding, training, assessment, and evaluation. Teachers, as the frontline of education, are responsible for instructing, instructing, directing, guiding, training, and assessing and evaluating their students in order to foster their intellectual and ethical development. The majority of teaching and learning takes place in classrooms or in one-on-one interactions, with no third party media intervening. However, in recent months, the previously mentioned teacher's responsibilities in the learning process have shifted. It occurred as a result of an outbreak that affected the entire world, including Indonesia.

The first COVID-19 (coronavirus disease 2019) pandemic occurred in late 2019, namely in Wuhan, China. COVID-19 is a virus that spreads quickly, and it is difficult to determine the features of persons who have infected it because the incubation period is typically 14 days. Almost all countries have felt the effects of this epidemic, thus many have imposed lockdowns and other precautions in order to break the chain of COVID-19

transmission. Many areas have been paralyzed as a result of this approach, including the social and economic sectors, which are particularly paralyzed as a result of the epidemic. In addition to the economic sector, education is one of the sectors that has felt the direct repercussions of the pandemic. According to UNESCO, COVID-19 affects at least 1.5 billion school-age children in 188 countries, including 60 million in Indonesia. Schools are closed as a result of the pandemic. This is done to keep COVID-19 from spreading.

Instructions for Home-Based Education, Circular Letter No. 15 of 2022 All classroom or course-related work must be completed via remote online learning platform during the Emergency Period of the Spread of Corona Virus Disease (Cpvid-19). Problems in the conventional educational system have prompted some to turn to online courses during the recent Covod-19 outbreak [5]; [6]). The spread of CoVD19 makes it especially important to provide a safe space in which to learn. Online education makes use of a variety of different software tools. Some examples of the apps that are utilized are WhatsApp, Google Classroom, Edmodo, Zoom, Google Meet, Webex, Loom, Quizizz, and Duolingo [7]; [8]. Studies have shown that studying online is quite different from conventional classroom study. Riyana claims that in online education, the responsibility for accurately absorbing and appropriately processing material offered online falls more heavily on the shoulders of the student [5].

In essence, e-learning and online education are two sides of the same coin. The ability to study whenever and anywhere is one of the main selling points of online education. Learning can take place at any time of day and in any location, from the comfort of one's own bed or living room to first thing in the morning or late at night. In many ways, the globe over, Covid 19 has altered people's way of living. Sari argues that one benefit of online education is the creation of a "new learning atmosphere." To those who do most of their schoolwork in a traditional classroom setting, online education will be a refreshing change [6]. The new atmosphere can foster the enthusiasm of students for learning. The problem is that not everyone has the same device and various capabilities. The application of technology can encourage teachers to make media according to children's characteristics [7]. However, limited utilization and inadequate connections can be obstacles [8]. Another problem with online education is that it might be hard for kids to concentrate when they're not away from home. Online education has a number of challenges; limited internet quotas or internet/wifi bundles are one of them (but they are hardly the only ones). To paraphrase Hadisi and Muna [9], There is a severe absence of teacher-student and student-student contact in online education. A lack of engagement between teachers and students can hinder the development of core values. Teachers and students alike often express surprise at the prevalence of online learning nowadays.

Researchers were asked to describe the online learning process for primary the COVID-19 epidemic and the role of teachers, and to provide an overview of the supporting variables and elements that hinder teachers during the pandemic, in light of the problems already recognized. Researchers in SDN Kumelembuai, South Minahasa Regency, North Sulawesi Province, will analyze elementary school teachers' use of internet learning resources during the Covid-19 outbreak.

2   Method

This study employed a qualitative descriptive research strategy. According to Creswell, this is "an method or trace to examine and understand a basic symptom [10]. The goals of qualitative research are to gain insight into participants' thoughts and experiences, identify and clarifying processes, and delve deeply into a topic with limited prior research [11]. SDN Kumelembuai primary school teachers served as the study's subjects. Researchers employed purposive sampling strategies to choose participants. Definition of Purposive Sampling: A Method for Choosing Samples Taking Into Account Predetermined Criteria" [12].

Interview protocols, questionnaires, and records were employed in this investigation. This study employed semi-structured interviews for data collection. An open-ended questionnaire was used for this investigation. Open questionnaires are those that allow respondents to answer in whatever way they see fit to the questions or assertions presented. After something happens, it gets written down so that future generations can learn from it. Whether in the form of words on paper, pictures in a sketchbook, or even a large statue, documents can take many forms [13].

The three stages of data analysis are data reduction, data visualization, and conclusion drawing/verification. The researchers employed a Miles and Huberman analysis method to decipher the data. Actions in qualitative data analysis are carried out in an literative manner and continued until completion, leading to a "data saturation" [16] There are three phases to the research process utilized in this study: pre-field, fieldwork, and post-field analysis. The first step for researchers is to get oneself organized so they can begin gathering the data and information they'll need for their study. Conducted through developing trust through consistent use of the advice given by Benny and Hughes to understand the importance of interviews in data collecting [14].

3   Results and Discussion

Covid 19 is a viral disease caused by Sars-Covid 19. The disease has become a pandemic and has struck the whole world. This virus developed rapidly in Indonesia around November 24, 2020, and reached a total of 506,302 cases [15], producing problems throughout a wide range of domains, including the economic, social, and educational spheres. The government has taken several measures to curb the virus's spread. Alternately, one of the initiatives is to shift from traditional classrooms to online-only ones. As it turns out, however, there are a number of roadblocks, including a lack of resources (such as devices or bandwidth) and a proliferation of potential users.

Results from online, semi-structured interviews and free-form surveys were used to draw these conclusions. A Google Form is used to disseminate the survey, and WhatsApp is utilized for the interview. The following are some of the findings from this study's research.

1. Questionnaire
Every educator at SDN Kumelembuai in the Kumelembuai District was given a questionnaire. In this study, we employed an open questionnaire, which is defined as "a

questionnaire for which respondents are asked to provide their own answers." The goals of this survey are (1) to collect data on how online learning was implemented at SDN Kumelembuai during the COVID-19 epidemic, and (2) to identify factors that helped and hurt teachers as they implemented online learning throughout the pandemic. The replies from the responders are listed below.

1) Did you start using an online education system when the COVID-19 pandemic hit? If that's the case, how did you go about rolling out the COVID-19-era online education initiatives you developed?

"Indeed, I frequently engage in distance education. In accordance with the ministry of education's directive, pupils are required to watch TVRI. Students respond to the TVRI broadcast's questions in the provided worksheet and then share their results with the teacher." (Class V teacher).

"Implemented every day as scheduled."

(Class IV Teacher).

2) Is there anything that can help teachers continue their lessons despite the COVID-19 epidemic? Name those supporting factors!

"There are computers, cellphones, quotas, televisions." (Class V teacher).

"Android mobile phone and quota" (Class IV Teacher).

3) Is there anything that prevents educators from doing their jobs during the COVID-19 pandemic? Explain the factors that serve as brakes!

"1. Not all students have cellphones 2. Limited quota, 3. Parents who are busy at work. (Class V teacher).

2. Interview

Class IV teachers and grade III teachers at SDN Kumelembuai, Kumelembuai District, were the primary respondents in the semi-structured interviews employed in this study. The goal of the interview was to supplement the survey results. The following are the findings from the interviews with the two respondents.

1) During the midst of the CoVD19 pandemic, did you institute a system of online education? If that's the case, how would you recommend others follow the steps you took during the COVID-19 pandemic to learn online?

"Yes, during the pandemic, online learning was implemented. In some learning tools that need it, such as PPKn learning, the technique is carried out via video calls or voice notes. It is done because the teacher cannot simply write or take notes on the learning content. The usage of WhatsApp as a communication tool between teachers and students. To assign and collect assignments, use WhatsApp groups. Assignments are sometimes not accompanied by key learning materials. Students are assigned duties. The gift does not also consist of occasionally repeating the stuff that has been given. Students only repeat when learning online, thus they don't provide as much explanatory content. In addition, when there is an order to study online the next day, the learning material delivered has been completed; it has become a habit that two months before an exam, the material must be completed so that the next two months, the teacher and students must repeat and strengthen the

material for the final exam material so that there is no pursuit of learning material. All assignments completed during this online learning process must be written in the same book. Learning is also carried out in accordance with the lesson plan. There is no difference in using RPP in the online learning process; everything is the same as it always is." (Teacher of Class IV).

2) Is there anything that can help teachers with learning activities during the COVID-19 pandemic? Identify those assisting components! " The credit must be available, and the quota must be fully utilized. Have an Android phone and a sufficient internet quota. Because it is a headache if it is confined by quotas. Because the learning is done via the internet." (Class IV teacher).

3) Is there anything impeding teachers' ability to teach and learn during the COVID-19 pandemic? "Identify those impediments!" The first impediment to online learning is that not all pupils have personal telephones. Out of the 39 students in the class, approximately 35 have personal cell phones, while the remainder do not. The second problem is that students are sluggish, even if they have cell phones, and do not follow the established norms. For example, suppose the teacher assigns tasks beginning at 08.30 and the student transmits or collects the task before the deadline. The third point is that when online learning is used, the material is incomplete. In contrast to direct learning, such as assigning assignments during online learning, students who are only struggling with one activity do not go to the next. Because everything has not been completed, it makes it difficult for teachers to move on to the next learning content." (Class IV teacher).

Based on the findings of descriptive investigation through means other than quantitative methods Teachers at SDN Kumelembua were interviewed and given questionnaires to collect data on the online learning process and the factors that helped and hurt teachers as they taught online during the COVID-19 pandemic. From this, it was determined that the pandemic had a major effect on the field of education. Due to the pandemic, education has been severely disrupted. During the learning epidemic, online learning has replaced the traditional classroom setting where teachers and students interact face to face. The educator mentioned many obstacles that prevent primary school kids from using the internet to learn. In the same way, student engagement in online classes is not always high. Some students don't even follow the lessons from beginning to end, which might leave an instructor baffled when it comes time to evaluate their progress. The online learning procedure is carried out in accordance with previously established study hours. Teachers utilize Whatsapp for online learning, which is used as a medium for teachers to distribute information or give tasks to pupils. Dewi also indicated that online learning might make use of digital technology; nevertheless, what must be done is the provision of assignments through monitoring and mentoring by teachers via Whatsapp groups so that students learn [16]. To ensure connection between instructors and parents, teachers must also collaborate with parents via video calls or images of children's learning activities at home. In addition, the teacher conducts video calls for some learning items that necessitate direct explanation. Furthermore, when it comes to assigning homework, it does not always follow the material that should be followed because online learning makes it difficult for professors to transition from one lesson to the next. Teachers, on the

other hand, make every effort to assign tasks in accordance with the student and teacher handbooks.

Students benefit from online education. Students report feeling overwhelmed and uninterested in school as a result. In recent years, I've noticed a steady decline in pupils' levels of passion and energy. Contrast this situation with the normal one where students study with their peers in class. According to Purwanto et al. [17], Another effect of the COVID-19 pandemic on pupils is that schools are closed for an extended period of time, leaving children bored. Children are bored at home and want to go to school right away to play with their friends, and students are used to being at school to interact with their friends, play and joke with their friends, and meet their teachers face to face. The teacher also evaluates the student's sense of responsibility based on his ability to participate in the learning and fill out the online learning attendance list. Students frequently express their dissatisfaction. They are only given continually when the teacher is uncomfortable since they cannot provide pupils with learning resources and can only give assignments. Teachers take the effort to give attractive learning media such as POWTOON Presentation Media to overcome this sensation of saturation. The results are similar to PowerPoint presentation slides, but more fascinating because there are many cartoon animations, voice recordings from instructional personnel, and music can be incorporated. Because of the animation in the film, this media can push pupils to learn and foster learning creativity. The teacher's assessment procedure is identical to the traditional learning grading system. Teachers' evaluations in online learning grades are also offered directly to learners when they collect their assignments, and all subjects have the same evaluation. Online learning for primary school students is thought to be less successful. When concentrated, its efficacy is only about 70%.

Multiple elements allow for online education to be used. Mobile phones, credit, data limits, and a consistently reliable internet infrastructure are all examples of such enabling conditions. Inasmuch as online education cannot be carried out without the usage of mobile phones, these devices are essential to its success. In addition, Purwanto et al. [6] found that having access to portable electronic devices like laptops, computers, and cellphones is crucial for a successful classroom setting. Teachers make the most of online learning's enabling aspects by actively seeking out learning media in the form of videos and keeping tabs on students' growth or progress as reported by parents via Whatsapp group. A teacher also provides answers to questions raised by students during the learning process. There are a number of barriers to the widespread adoption of e-learning, in addition to the many reasons that help make it possible. This occurs because many educators still have a limited understanding of what it means to teach students online. Teachers will require some time to adjust to the new distant learning paradigm. A number of recent modifications have been implemented that will have a knock-on effect on the quality of educational achievements for these groups [17]. These impediments include not all students having cellphones, even if there are hurdles, such as how they operate, internet connection, finances, material knowledge, communication, and learning comfort. The third factor is the difficulty of asking questions and expressing viewpoints, as well as students' laziness when finishing tasks, despite the fact that it has been supported by learning facilities. The third problem is that many parents continue to work, thus they are unable to provide comprehensive learning guidance to

their children. There are numerous strategies to overcome these difficulties, including presenting knowledge prior to learning in such a way that, at the time of learning, everything is arranged to comply with the learning. As a future stage, we'll collaborate with the group committee to seek friends whose homes are nearby to invite kids who do not have cellphones to join in learning. Furthermore, teachers facilitate the collecting of responsibilities for busy working parents.

Because elementary school children still require supervision and insight into learning, online learning is inextricably linked to the role of parents. Parents are constantly providing new information about their children's progress in online learning. Students require incentive from teachers to remain excited about participating in online learning. Teachers provide motivation by assigning fascinating and enjoyable assignments, and all teachers create a video to motivate students even if they must complete their learning at home. Direct teacher-student interaction in the classroom is excellent for student development because the emotion on the teacher's face while expressing quick appreciation to students can drive them to learn.

4   Conclusion

Findings from a descriptive qualitative study employing data collection approaches including questionnaires and interviews with teachers at SDN Kumelembuai suggest that the global COVID-19 pandemic has a substantial impact on the field of education, and on the teaching and learning process in particular. Teachers' learning processes, which are typically carried out directly in online learning, have changed. Because learning takes place online, online learning is thought to be less successful for teachers, particularly for students in primary school. Teachers do not feel ideal in terms of supplying learning materials, therefore the material is incomplete, and the usage of learning media is ineffective. Online courses add more work to students' schedules. Every day, they are bored with their assignments. As a result, providing enough facilities is the solution. 2) Select a service provider with a reliable network connection. The flow of data in and out must be smoothed. 3) Begin your education with literacy. Teachers and parents must work together to help children learn to read. 4) Teachers supply a variety of learning resources and learning media, such as POWTOON Presentation Media, which employs PowerPoint presentation slides to create interest in the content through cartoon animation. 5) Teachers and parents must continue to be engaged in rewarding children, and 6) teachers must continue to monitor and regulate appropriate learning.

Students also grow lax in completing assignments, causing task collection to be extremely late, making it impossible for teachers to complete assessments. The teacher's assessment procedure uses the same system as regular learning. Online learning benefits from a variety of aspects, including cell phones, quotas, and a stable internet network. Teachers employ these supporting variables as much as feasible in monitoring the development of pupils participating in online learning. Aside from the enabling variables, teachers face challenges in their learning. Among these challenges are the fact that not all pupils have cell phones, and many parents are still working, making it difficult for them to teach their children at night. Because parents are actively involved in guiding

and supervising learners in learning, parents become extremely crucial in the implementation of online learning. Motivating kids becomes really important. This is done to re-energize students, even though they are learning from home.

Authors' Contributions. The lead researcher and primary author in this paper oversaw the whole investigation and made sure everything ran smoothly. The co-authors (numbers 2 and 3) participated in this study and helped gather and analyze the data.

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