

PROBLEMS OF E-LEARNING DURING THE COVID-19 PANDEMIC

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ARTICLE INFO	ABSTRAK
Received 05 September 2022	The learning process in educational institutions during the Covid-19 pandemic has several problems faced. The Ministry of Education and Culture took a firm stance through several circulars related to education policies in the emergency period of the spread of Covid-19. This paper examines the implementation of education policies during the Covid-19 pandemic related to distance learning policies. The distance learning process is a solution which in its implementation has not been optimal as a whole. There are things that must be considered in this distance learning, among others, the quality of teacher resources must be improved, both in terms of content and methodology as well as in terms of the use of information technology. In addition, students are also less active in participating in distance learning, either due to an unstable internet network or in terms of providing limited internet quota. The purpose of writing this article is to learn and understand the problems in learning activities during the pandemic, namely distance learning so that students can follow it actively and interestingly. This study uses a qualitative and observational approach. The results of this study prove that e-learning during the COVID-19 pandemic has caused various responses and changes to system that can affect the learning process and the level of development of students in responding to the material presented.
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Introduction

Indonesia has been facing a pandemic since the government announced its first case of coronavirus disease 2019 (Covid-19) in March 2020. Almost all areas of life are affected, including education. The spread of Covid-19 is so fast and has spread to almost all countries, including Indonesia, that the World Health Organization (WHO) declared the outbreak a pandemic on March 11, 2020, Nearly 264 million children and adults were not in school during the pandemic (UNESCO, 2020) and this pandemic has made educational conditions undergo a significant change, thus requiring educators to conduct e-learning/ online /on-line (Martínez et al., 2020).

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Al-Ukhuwah Islamic Boarding School Sukoharjo is one of the Islamic educational institutions based on Islamic boarding schools under the auspices of the Al-Ukhuwah Foundation located in Sukoharjo Regency. As an Islamic educational institution based on Islamic boarding schools, Pondok Pesantren Al-Ukhuwah Sukoharjo strives to become a superior educational institution by integrating science and religion, so that graduates who are expected to be superior and have character to benefit the students themselves are also beneficial to their families, communities and countries. This is as stated in the school's vision and mission.

The Covid-19 pandemic has swept the world, including Indonesia, affecting every aspect of life, including education (Basar, 2021). Therefore, educational institutions require the process of learning activities to be conducted remotely, i.e. students must learn and teachers must continue teaching even when students are at home (Cahyani et al., 2020). Therefore, teachers need to design learning through the use of online media. This is in line with the decision of the Minister of Education and Culture of the Republic of Indonesia Circular No. 4 of 2020 on the implementation of educational policies during the emergency period of the spread of Covid-19. Various initiatives have been implemented to ensure that learning activities continue without face-to-face activities. Technology, especially the internet, smartphones and laptops, is now widely used to support distance learning (Lisapaly, 2022).

Learning during the Covid-19 pandemic has led to extraordinary changes, as if all levels of education, including Islamic boarding schools, were “forced” to change and suddenly adapt to learning at home through online media (Viani, 2021). It's certainly not an easy task, as it's not quite done yet. The problem in the education world is that the learning process is not yet uniform, both in terms of standards and the quality of expected learning outcomes. Educators and students will surely find this difficult. Educators in particular need to be creative in delivering materials through online learning media (Lestari et al., 2021). This must also be adapted to the needs of the educational level. These effects will lead to physical and psychological stress (Solviana, 2020). This must also be adapted to the needs of the educational level. These effects will lead to physical and psychological stress (Jaelani et al., 2020).

Distance learning has become a challenge in the education world. Important aspects of improving distance learning skills need to be improved, including through training programmes for teachers in the use of ICT (Sari & Khamid, 2021). For distance learning to go smoothly, teachers only have basic technical skills (such as how to use a computer and internet connection), but also know how to use recording equipment and software, and it is not enough to teach without face - face-to-face interaction (interesting tutorial video) (Hasanah, 2022). These skills are required when using online learning platforms. More importantly, the gap between training scenarios and live execution must be minimized (Azzahra, 2020).

The distance learning process using e-learning during the Covid-19 pandemic should continue to be able to meet the learning needs of students to develop talents and interests according to their educational level (Nurdin & La Ode Anhusadar, 2021). Achieving this, however, requires the willingness of educators, appropriate curriculum, availability of

learning resources, and support for stable devices and networks so that communication between students and educators can be effective (Efastri & Islami, 2021). The current state of the distance learning process cannot be said to be ideal as there are still various obstacles to overcome. Since March 16, 2020, the Child Protection Board of Indonesia (KPAI) has received approximately 213 complaints from parents and students regarding the implementation of distance learning (Ihsanuddin, 2020). The complaints involved: First, the work was too difficult and the time was short. Second, there are many tasks for summarizing and copying books. Third, the study time is still strict. Fourth, the number of participants in online learning is limited. Fifth, some students do not have personal devices, making it difficult to take online exams.

This hurdle also poses a challenge to the implementation of distance learning, given that distance learning is necessary to conduct educational activities during the emergency of the current Covid-19 pandemic. Barriers to implementing distance learning are related to human resource preparation, lack of clear direction by local governments, lack of appropriate curriculum, and limited facilities and infrastructure, especially technical support and internet networks (Pujowati, 2021). Human resource readiness, including educator, student and parent support, is the most important part of implementing distance learning (Arifa, 2020).

To prevent the spread of Covid-19 to residents of educational institutions and the wider community, the Ministry of Education and Culture (Kemendikbud) has issued a circular on Covid-19 prevention and management. Circular No. 4 of 2020 on the implementation of education policies during the emergency situation of the spread of the coronavirus disease (Covid-19), which includes instructions on the learning process at home through distance learning. Schools where teachers and students meet and interact every day can be a vector for the spread of Covid-19. To protect school residents from contracting Covid-19, various districts have implemented home-learning policies. The policy targets all levels of education, from pre-primary to tertiary education, both public and private. A home-learning policy will be implemented while continuing to engage educators and students through distance learning. This paper describes the various problems of distance learning faced by teachers, students and parents at Al-Ukhuwah Islamic Boarding School Sukoharjo during the Covid-19 pandemic.

Method

This research method is qualitative research, research that produces descriptive data in the form of people's written or spoken language and observable behavior (Tanzeh, 2011). Researchers as central tools and findings emphasize meaning rather than generalization. Researchers use such studies as an opportunity to describe and present data on distance learning issues during the Covid-19 pandemic at Sukoharjo, an Islamic boarding school in Al-Ukhuwah. The type of research used in this study was a descriptive qualitative research design. Qualitative descriptive research is a research design that objectively describes the research data.

In this study, the researchers only described or described the problems of distance learning during the COVID-19 pandemic. This design is achieved by collecting, curating and presenting data objectively. This study begins with a problem statement discussing the

implementation of distance learning at Sukoharjo, an Islamic boarding school in Al-Ukhuwah. The data sources for this study were: a) teachers teaching at Pondok Pesantren Al-Ukhuwah Sukoharjo who wished to provide data on distance learning issues, acting as informants; b) students and c) parents of students.

Three data collection techniques were used in this study, namely observation, recording and interview techniques. Depending on the data collection techniques used, the tools in this study are relevant to distance learning issues during the Covid-19 pandemic. The research tools in question are a) online observations to indirectly observe what is going on during the implementation of learning; b) support tools and applications (laptops, smartphones, Google Classroom, Google Sheets); c) in the form of learning-related documents requested directly from teachers. Depending on the data collection techniques used, the tools in this study are relevant to distance learning issues during the Covid-19 pandemic. Researchers extend their observations by examining distance learning problems for valid and reliable data.

The research was conducted at Sukoharjo, an Islamic boarding school in Al-Ukhuwah. The survey targets students and teachers in the field of study taught at Sukoharjo, an Islamic boarding school in Al-Ukhuwah. The research was conducted by identifying problems encountered in learning activities during the Covid-19 pandemic. with e-learning. The social contexts that became the findings of this study were online learning media, educators, and students. Then collect, analyze, and reason as necessary to solve problems in the form of interesting distance learning strategies during the Covid-19 pandemic.

Results and Discussion

There are many issues teachers face as educators in the learning process, divided into several indicators, including: 1) the process of providing learning materials, 2) the process of interacting with students during the learning process, and 3) quality empowerment facilities and learning elements , 4) manage the teaching materials provided during the learning process, and 5) create curriculum equipment that meets current conditions (Rezky et al., 2020).

Insights gained from this research relate to human resources, infrastructure and material or instructional material-related constraints faced by students with less knowledge of the content of materials provided by teachers through online media, sometimes via internet networks Disruption, lack of media usage. Online learning, so certain topics that require specific learning tools and/or media cannot be optimally communicated by teachers. To address this, schools have tried to address these issues, for example, by holding training sessions for teachers on how to use online learning media such as Google Sheets, creating learning videos and uploading them to Youtube.

In addition, in terms of the supporting infrastructure used by teachers in the learning process, such as strengthening the internet network, it has been built, so that the distance learning process can be carried out optimally. In terms of teacher attitudes towards students in distance learning, this is divided into several indicators including: 1) addressing or perceiving the character or character of a teacher towards the learning process, 2) responding or perceiving the character or character of a student towards the learning process, 3) helping students' self-confidence in the learning process, 4) provide guidance to students in the

learning process who have obstacles in distance learning and 5) communicate the evaluation of e-learning with all parents of students.

Therefore, a teacher needs to know and be able to apply some teaching principles in order to carry out their duties professionally. Among them, (1) teachers must be able to arouse the attention of students on the subject matter provided and be able to use various media and varied learning resources; (2) teachers must be able to arouse the interest of students to be active in thinking and seek and find their own solutions to the problems they face; (3) the teacher must develop the attitude of students in fostering social relations, both among friends and with the community; and (4) teachers must investigate and explore the differences of individual participants in order to serve students according to their abilities.

The condition of student learning when studying at home has been more than a year, so that it makes him bored and finally lazy. Teachers find it difficult to provide motivation in the learning process because students also feel unsupervised, moreover both parents are not able to optimally supervise their learning activities, so no one guides them to learn, while the learning process takes place in the morning until noon.

This is a problem teachers face when measuring student learning outcomes, as students find it difficult to grasp or understand every metric submitted during distance learning, even though learning metrics have been repeatedly submitted by teachers through learning media such as WhatsApp platforms. This makes it difficult for teachers to know whether students understand what is being taught to meet the specified minimum completion standard (KKM).

The reality in the field is supported by Permendikbud No. 65 of 2013 related to preliminary activities, that teachers must prepare the following: (1) condition students to be ready to participate in the learning process; (2) provide learning motivation to students contextually according to the benefits and application of teaching materials in everyday life; (3) ask questions that relate previous knowledge to the material to be studied; (4) lead students to a problem that will be carried out to study a material and explain the learning objectives to be achieved; and (5) convey an outline of the scope of the material and an explanation of the activities that will be carried out by students to solve problems or assignments. Teachers must be good at processing classes, so that they can create a conducive learning atmosphere, provide motivation to students, attention, and even have to build more communication with parents of students regarding the development of students while at home (Kemendikbud, 2020).

Regarding the student mentoring process, teachers are ready to be contacted at any time in terms of helping students understand and complete their assignments. Meanwhile, in responding to the student learning process, the obstacle is giving a warning to students who have never been active in WhatsApp class, even though it is enough to fill in the attendance list provided or just comment is already considered present. Some students assume that in giving assignments not many are able to do it properly based on what has been taught, in this case students need direct assistance.

Based on the results of filling out the attendance list online, whether it's through the google form, the results of the online attendance list of students, they have not been able to make good use of study time, their way of learning is irregular so that it reflects that these

students have bad study habits during distance learning. This can be seen when filling out the attendance list, sometimes it is filled in the afternoon or on other days.

Students should be able to show that they have been able to solve learning tasks or transfer learning outcomes. However, in reality, many students still find it difficult to do this. The solution is that the teacher should provide varied learning models to students so that students are not burdened and do not feel bored in this distance learning process. The teacher must also try to give understanding to students that the material or task given is very easy and provide rewards for students who are active and good in participating in learning.

The distance learning process should ideally still be able to accommodate the learning needs of students to develop talents and interests according to their education level. To achieve this, it is necessary to prepare human resources, an appropriate curriculum, the availability of learning resources, and support for stable devices and networks so that communication between students and educators can be effective.

The current state of the distance learning process cannot be said to be ideal, as various obstacles remain. This hurdle also poses a challenge to the implementation of distance learning, given that distance learning is necessary to conduct educational activities during the emergency of the current Covid-19 pandemic. Barriers and challenges to implementing distance learning are related to human resource preparation, lack of appropriate and diverse teaching materials, limited facilities and infrastructure, especially technical support and internet networks. Human resource preparation, including support from educators, students and parents, is the most important part of implementing PJJ.

Responding to various complaints about restrictions on internet access and learning activities stressing educators and students, the Ministry of Education and Culture is calling for meaningful education, not just academic or cognitive achievement. More precisely, the rules for the home learning process are laid down in the Minister of Education and Culture Circular No. 4 of 2020 on the implementation of educational policies in the emergency situation of the spread of the coronavirus disease (Covid-2019).

The second bullet point of the notice explains that the home-learning process will proceed as follows: First, it is designed to provide students with a meaningful learning experience without having to complete all syllabus work to advance grades and graduate. Second, it focuses on life skills education, including the Covid-19 pandemic. Third, learning activities and assignments may vary based on students' individual interests and conditions, including addressing gaps in home access/learning facilities. Fourth, evidence or products of home learning activities receive qualitative and useful feedback from teachers without the need to provide quantitative scores/values.

Harris Iskanda as Plt. Director-General of Early Childhood Education, Ministry of Education and Culture, says teachers do not need to focus on online learning and assignments ([Cnnindonesia, 2020](#)). Teachers should be creative and innovative in exploring interesting learning activities, especially given the limitations of technology and internet connectivity. For example, learn through a project to create a student-ready hand sanitizer from traditional spices. Teachers have an important strategic role in educational settings.

This is because teachers are at the forefront of implementing education. As practitioners, educators must embrace the challenge of balancing an era of change marked by

technological complexity with ethical values. This way, schools can become moral strongholds for children, allowing them to grow with technology and use it for positive things. As a profession, teachers must possess academic qualifications, competencies, educator certification, physical and mental health, and the ability to achieve national educational goals (Law No. 14 of 2005).

The purpose of writing this article is to learn and understand the problems in learning activities during the pandemic, namely distance learning so that students can follow it actively and interestingly.

Conclusion

The distance learning process that is currently being carried out at the Al-Ukhuwah Sukoharjo Islamic boarding school is quite good but it cannot be called an ideal learning condition, but an emergency condition that must be implemented. There are still some obstacles so that all learning can run optimally. There needs to be external and internal collaboration with various related parties to make various efforts to be able to overcome problems that occur in the distance learning process, both in terms of regulations, increasing educator readiness, as well as expanding networks and access to learning resources, so that they can run effectively and efficiently.

However, these efforts must continue to improve so that the optimization of distance learning can be done not only for emergencies like today, but also under normal circumstances based on learning needs. Government and stakeholders must continue their efforts to promote synergies across relevant sectors to optimise the quality of education in the context of the Covid-19 emergency and the implementation of sustainable education in the future.

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