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## The Implementation of Online Learning from Teachers' Perspective

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Article Info	ABSTRACT
<p><b>Article History</b></p> <p><i>Received</i> : 14-03-2022 <i>Revised</i> : 17-05-2022 <i>Accepted</i> : 20-06-2022</p> <hr/> <p><b>Kata Kunci:</b></p> <p>Teacher Perception, Implementation of Online Learning, Obstacles to Online Learning</p>	<p>Formal education that used to be done face-to-face in schools is now being conducted online. Changes in the implementation of this learning certainly have an impact on various parties. The purpose of this study was to determine the perception of the implementation of online learning from the teacher's point of view and what obstacles were encountered. The research method used in this research was descriptive-qualitative method with questionnaires and interviews as instruments. As a result, there were three obstacles in the implementation of online learning, namely quotas and signals, dependence on parents, and boredom of students in the learning process. The media used by the teachers were WhatsApp, Zoom Meeting, Edmodo, Google Classroom, Google Meet, Google Form, and Youtube. All of them hope that face-to-face class activities as usual can be carried out soon because the effectiveness of learning is better if it is done face-to-face.</p>

### 1. Introduction

The presence of the COVID-19 pandemic in Indonesia and other countries affects many aspects of human life, one of them is in the aspect of education (Putria et al., 2020). The impact of this pandemic has changed the learning system that was originally face-to-face to online learning. Online learning is a learning activity that requires an internet network with connectivity, accessibility, flexibility, and the ability to bring up various types of learning interactions (Moore et al. in Handarini & Wulandari, 2020). This change in the implementation of learning from face to face to online is done to avoid and suppress the spread of the virus so that the existing pandemic does not continue to take its toll. This change in the implementation of learning certainly has an impact (both positive and negative) on various parties,

including teachers (Adi et al., 2021; Arum & Susilaningsih, 2020; Wegasari et al., 2021).

The impacts on teachers by changing the implementation of learning to online include being flexible, efficient, and saving time (Sharma, 2020). Most schools have started implementing an e-learning system, but online learning still encounters some problems, for example, the use of e-learning itself is still not optimal because many teachers are not technology literate (Rasidi et al., 2021). Teachers still need time to learn and understand some supporting applications to support online learning (Mawaddah & Puspasari, 2021). In addition, teachers also have limitations in assessing students (Jamila et al., 2021). Not only teachers but also students have felt some problems including problems with the device or network used (Anugrahana, 2020; Jamila et al., 2021; Purnamasari & Nugraheni, 2020).

Although there has been a lot of research on the implementation of online learning during the covid pandemic (Febriani & Pramudiani, 2021; Febrianto et al., 2020; Laksana, 2020; Mukarromah & Wijayanti, 2021; Prasanti & Amrullah, 2021; Soeryanto et al., 2020). But what distinguishes this research from previous research is that this research focuses on an in-depth study of online learning based on the teacher's perspective during the covid pandemic in an elementary school. Because elementary school education is the basic foundation for shaping students' knowledge and character, it is important to know the teacher's perception of it. By knowing the perceptions of teachers regarding the implementation of this learning, researcher can understand the effectiveness of online learning from the teacher's point of view, as well as the advantages and disadvantages of implementing the online learning. The gap between this research and previous research lies in the participants and the place where this research was conducted.

The topics proposed by the researcher were chosen by considering the current learning conditions. In conducting this research, researcher focused on how the perceptions of teachers at SDN Dewi Sartika CBM regarding the implementation of online learning that had been carried out since the COVID-19 pandemic came. Researcher wants to know the thoughts of teachers about online learning and the obstacles they face in its implementation.

1. What are the perceptions of teachers regarding the implementation of online learning?
2. What are the obstacles faced by teachers in implementing online learning?

## **2. Method**

The research method used in this research is descriptive-qualitative method with questionnaires and interviews as instruments. Data is information about an object of research, while the source of data in qualitative research is the subject or source of the data obtained by the researcher.

The writing and research began in April 2021 and data collection such as questionnaires and interviews were conducted in early June 2021. Participants or data sources from this study came from the opinions of 5 homeroom teachers (grades 1 to 5) who have been teaching online since the COVID-19 pandemic emerged. Questionnaires are used to collect participants' thoughts about the questions provided in outline, and then the information will be explored more deeply by using interviews. The advantage of using these two methods is that these two methods can support and complement each other's data.

After the researcher obtained permission from the principal, the researcher began to contact the participating teachers and inquired about the availability of participants to participate in this study. After the participants agreed to participate and were willing to give their free time, the researcher would start by giving a questionnaire to be filled out by the participants. The answers to the questionnaires were studied carefully, and then the researcher conducted interviews about the things that want to be studied further from the existing questionnaires. During the interview process, the researcher recorded all the conversations that occurred and then color-coded them to mark the parts that later be analyzed use triangulation data technique as a result of the conclusion of the interview.

### **3. Results and Discussion**

All the teachers who were respondents for this study have been carrying out this online learning for more than a year since the start of this pandemic and the government declared to conduct online learning. The platforms used by teachers were also chosen because they are easy to use, easy to access, and in accordance with the learning needs of teachers and students. At the beginning of learning, teachers have socialized the procedures for using these platforms to parents and students by providing video tutorials about these platforms.

#### **Media Used in the Implementation of Online Learning**

The implementation of online learning, of course, makes learning carried out remotely and makes media and tools needed so that learning can be carried out. The media used by the teachers are WhatsApp, Zoom Meeting, Edmodo, Google Classroom, Google Meet, Google Form, and YouTube.

WhatsApp is used to communicate with each other between teachers, parents, and students. This application allowed them to send messages both personally and in-group, which is very convenient (Asmara, 2020). WhatsApp is used to provide information about subject matter and daily assignments. Through WhatsApp, students can also contact teachers to consult about problems encountered during learning.

Zoom Meeting and Google Meet are used to conduct virtual learning at the same time and allow for two-way communication both audio and visual. With these

media, the teacher can explain the material and students can listen to it directly, and then ask right away if there is something about the teacher's explanation that is not understood (Yunus & Syafi'i, 2020).

Edmodo and Google Classroom are used to provide materials (usually in the form of documents or photos) to students as well as media that can be used to collect assignments and student daily assessments (Handarini & Wulandari, 2020), while the Google Form is usually used to provide questions for the mid-semester and final-semester exams.

Youtube is used to upload subject matter in the form of videos so that students (and parents) can watch it repeatedly if needed (Rahmatika et al., 2021).

### **Obstacles Faced by Teachers in Implementing Online Learning**

The implementation of online learning through the media mentioned above certainly invites obstacles in its implementation, both for teachers, parents, and students. Based on the results of the interviews that have been conducted, there are three obstacles obtained.

First, the most basic obstacle in the implementation of online learning is the internet signal and quota. All teachers and students almost always have a problem with these two things. Internet signal and quota are two things that are really needed in carrying out online learning because everything is carried out through cellphones and all media used require an internet connection this is in accordance with research conducted by Zulfitri et al., (2020). This connection problem can affect the process of implementing online learning, including inhibiting the provision of material and communication when making video-calls, inhibiting task collection, as well as other problems related to signals and quotas. One teacher said that actually online learning was more tiring than face-to-face learning, especially if uploading materials kept failing because of unsupported signals.

Second, the dependence of children on their parents. This is because the device in the form of a cellphone used to carry out online learning belongs to the parents so that sometimes the process will be a little hampered. For example, if the parents are busy and have to work until the afternoon or evening so that the child receives and collects his work, it will be late (even though teachers usually do give quite a long time). Then, because the cellphone is owned by the parents, the email used is usually owned by the parents and on behalf of the parents, so sometimes the teacher gets confused when they want to enter the grade (this is anticipated by writing down the student's name when collecting assignments).

Third, students often feel bored with the implementation of online learning because they cannot meet with their peers at school as usual and only do learning at home via cellphones. This also causes students' motivation to learn sometimes decreases and lacks enthusiasm (Shidik, 2022). With the constraints mentioned above, of course, the implementation of online learning will be less smooth and

disrupted. However, teachers, parents, and students must work together to overcome these obstacles.

### **Teacher's Perception Regarding the Implementation of Online Learning**

The teachers who were respondents in this study expressed similar opinions with several different details. The author will conclude broadly the perceptions that have been expressed by the teachers who are respondents.

In the implementation of this online learning, teachers cannot be directly involved with students because of the regulations regarding social distancing during the COVID-19 pandemic, so the help and involvement of parents at home is very much needed in carrying out online learning. This online learning activity makes teachers unable to meet face to face with students so that teachers cannot observe students as a whole and can only assess students based on the values entered.

There are positive and negative perceptions expressed by the teachers in the interviews conducted. The negative side in the implementation of online learning seems to be more visible than the positive side because there are more negative sides revealed in the research on teacher perceptions in the implementation of online learning (Arum & Susilaningih, 2020; Yurni & Mutiah, 2021).

The positive sides of the implementation of online learning mentioned by these teachers include parents who can participate directly in the student learning process so that parents can see how their children are learning. It also indirectly brings closer communication between parents and teachers so that both can share information about student development during the learning process. In addition, another positive side is that children are required to be more independent and responsible in doing assignments, and can manage their time better (because on the Google Classroom and Edmodo platforms there is always a deadline for submitting assignments). Fortunately, students still actively asked the teacher about things or subject matter that was not understood during the lesson.

The negative side of implementing online learning is quite a lot. With the implementation of online learning, children who have just entered school are less able to socialize, never meet face to face, and do not recognize the teacher and their friends. In addition, online learning also hinders teachers from getting to know their students better (for example, to know the character of each individual and the academic ability of each child). The characteristics of each student become difficult to identify as a whole if learning continues to be carried out online. Another negative side of online learning is the fact that elementary school children still really need guidance when there is material that seems difficult to understand (it is not enough if only explained through video), it makes children sometimes look for answers on their own on the internet without understanding how to separate which information is true and false. The implementation of online learning also causes difficulties in recognizing children's academic abilities which cannot really be seen in this online learning period because they cannot see how these children act in their daily lives.

Children's abilities can be seen clearly when there's direct interaction between teachers and students. In the implementation of online learning, sometimes the tasks given may have interference from parents.

Regardless of the situation, teachers must continue to be patient and enthusiastic in carrying out online learning in order to guide and help their students to move forward.

#### 4. Conclusion and Suggestion

With COVID-19, learning that is usually done face-to-face has now turned online and can only be carried out with the help of the internet and platforms that support it such as WhatsApp, Zoom Meeting, Edmodo, Google Classroom, Google Meet, Google Form, and YouTube. The creativity of the teachers must always be improved so that the students are not bored when carrying out learning from home without meeting the teacher or their friends. Then, no matter how good the technology used today, learning is indeed more comfortable to do face to face so that the process can be enjoyed more. All teachers hope that face-to-face class activities as usual can be carried out soon so that students can soon meet again with their teachers and friends because after all, the effectiveness of learning is better if it is done face-to-face and this online learning makes children too often in contact with gadgets, which can cause radiation.

#### 5. Autor's Contribution

DRS conduct initial observations and formulate problems, collects , MS analyzes data, arranges discussions, and is in charge of writing articles

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