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Elementary Teachers' Perceptions of Online Learning During Covid-19 Restrictions

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Keywords:	Abstract
teacher's perceptions; online learning; Covid-19 restrictions	*Learning activity during public activity restrictions at Muhammadiyah Elementary School, Taman Sub-district, Sidoarjo Regency, is carried out through online learning; however, teachers at SD Muhammadiyah Taman continue to face a number of challenges in this teaching and learning activity. This research aims to examine online learning implementation during the public activity restrictions. There are still many teachers who lack an understanding of science and technology, let alone old or traditional teachers who make online learning uninteresting. This research applied the survey research method. Data were collected using an open questionnaire accessible via Google Forms. The data was analyzed using descriptive statistics. There were 97 teachers at SD Muhammadiyah Taman who filled out the questionnaire. Based on the questionnaire responses, 70.1% had implemented online learning. The issue during online learning was that many students did not have their own mobile phones or laptops because their siblings were still using them for online learning or their parents were still using them for work, so teachers felt that the material presented could not be fully absorbed by the students. Meanwhile, parents struggled with not being able to control their children when learning at home, which differed from face-to-face learning at school.*

INTRODUCTION

Background

The Circular Letter of the Minister of Education and Culture No. 15 of 2020 mentions that the process of learning during the covid-19 pandemic is done through distance learning from home, and there is no face-to-face learning until the situation is declared green zone. The regulation was then extended for an undetermined period of time in the even semester of the 2020/2021 academic year. The government has also implemented public activity restrictions (PPKM), which was valid from 11-25 January 2021 applied in Java and Bali, was

extended from 25 January to 8 February 2021 to ensure that people are productive and safe from COVID-19 and that the Indonesian economy improves in the future.

Distance learning is learning that takes place online through the use of learning applications and social networks. Online learning is done without the use of face-to-face interaction, but rather through the use of a platform. This process of learning can be effective if it employs the appropriate media for the task at hand (Khusniyah & Hakim, 2019). According to Sadikin & Hamidah (2020), online learning is defined as learning that takes place over the internet network and provides accessibility, connectivity, flexibility, and the ability to initiate various types of learning interactions. The use of the internet and multimedia technology has the potential to change the way knowledge is conveyed and can be an alternative for remote learning during the PPKM period.

During this PPKM, the school is still implementing online learning on the basis of these regulations. Many teachers struggle with it because they frequently teach offline rather than online at school. Pratiwi (2013) argued teachers' perceptions include subject matter knowledge, work attitudes, and teaching skills. This perception will be influenced by the teacher's previous experience in online teaching. The perception of the teacher is closely related to the teacher's performance. The teacher is considered competent when he or she has implemented the competency standards such as pedagogic competence, personality competence, social competence, and professional competence (Ismail, 2010). If the teacher's competence is attained, learning will run effectively and the learning objectives will be met in both distance and face-to-face learning.

Problem of Study

As mentioned by Afiani, Muhari, & Siswono (2015), education is an effort to provide a person with the ability to deal with changes brought about by technological advances. Today's technological advancement is the result of the creative thinking ability. As a result, current conditions necessitate learning with technology for learning in order to continue adeptly, specifically through online learning. Online learning is an educational innovation in which there is an element of information technology in the learning method, as well as online learning systems such as distance education with a set of teaching methods carried out separately from the learning activity (Eliza & Fitria, 2021). Online learning is an option that teachers can use for distance learning. Teachers must apply different learning media, methods, and models that are appropriate for the current situation (Faradita, 2018). In the last six months, Muhammadiyah elementary school teachers in Taman sub-district, Sidoarjo Regency, have conducted online learning. The researchers intend to analyze teachers' perceptions of online learning implementation so that the challenges they face can be identified.

State of the Art

This research refers to a study by Anggianita et al. (2020), who contended that online learning causes learning objectives to be miscommunicated to students. There are still many teachers who lack an understanding of science and technology, let alone old or traditional teachers, making online learning not interesting. Online learning is also hampered by a lack of supporting facilities and infrastructure, such as android and internet quotas. As reported by Zhafira, et al. (2020), online learning can be mastered with the use

of an online platform such as Google Classroom, which has been implemented at Universitas Teuku Umar's Faculty of Economics.

Gap Study & Objective

This research explored teachers' perceptions of online learning implementation and the challenges they encountered during the teaching process. The findings of this research can be used as a reference for other researchers in conducting similar research.

METHOD

This research applied the survey research method. The data was analyzed using descriptive statistics. The survey method was used to investigate teachers' perceptions toward online learning. This research was conducted at SD Muhammadiyah in Taman sub-district, Sidoarjo Regency, involving SD Muhammadiyah 1 Taman, SD Muhammadiyah 2 Taman, and SD Muhammadiyah 3 Taman. Data were collected using a questionnaire and spread out through Google Form. The questionnaire was filled out by 97 teachers. Afiani & Faradita (2021) said an open questionnaire is a questionnaire that is presented in a simple form so that respondents can provide responses based on their preferences and circumstances.

The following is the blueprint of the open questionnaire used in this research.

Table 1. Blueprint of the Questionnaire of Online Learning during Public Activity Restriction

Aspects	Indicators	Number	
		+	-
Teaching and learning process	How did you find the learning process during PPKM?	2	
	During PPKM, what applications/platforms did you typically use for online learning?	3	
	Is wifi available at the school?	1	
Teaching and learning problem	What are your teaching challenges during PPKM?		4
	What is the student response toward learning during PPKM?		5
	How do the parents react to the learning process during PPKM?		6
Suggestion	What are your suggestions for learning during PPKM?	7	

Source: (Afiani & Faradita, 2021)

RESULTS

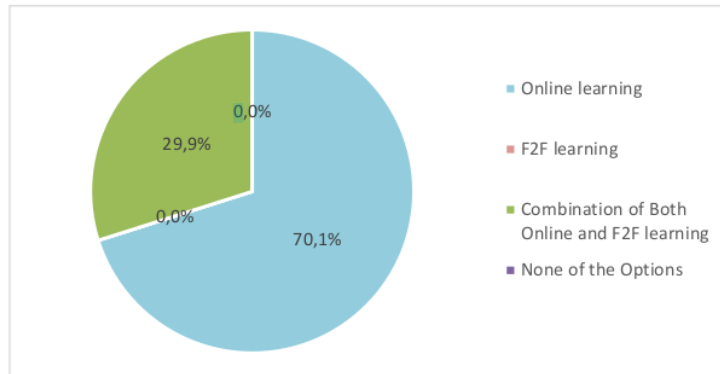The diagram in Figure 1 shows the results of the questionnaire:

Figure 1. Diagram of the types of learning implemented by the teachers during the restrictions

Based on Figure 1, it was found that 29.9% of the respondents used the combination of online and face-to-face learning. This means that there were schools that used a method in which students studied at school once a week and learned online the other four days. Meanwhile, the teachers at SD Muhammadiyah in Taman Sub-district who used online learning during restrictions amounted to 70.1%.

The platforms frequently used by the teachers in online learning are shown in the Figure 2.
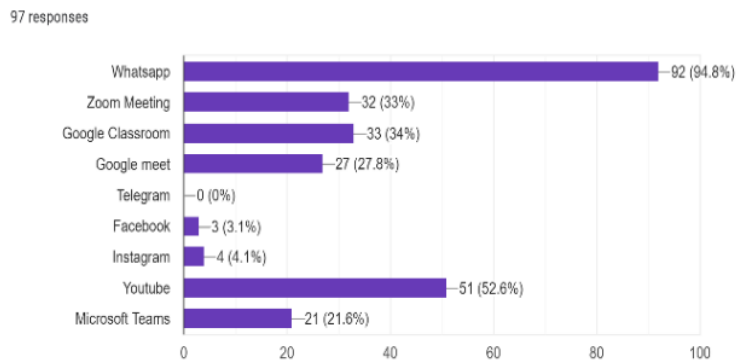

Figure 2. Platform used by the teachers

Figure 2 shows that WhatsApp, YouTube, and Google Classroom are the top three applications or platforms used by teachers during online learning.

DISCUSSION

According to the data, 70.1% of teachers at SD Muhammadiyah Taman conducted online learning during PPKM through the use of WhatsApp, YouTube, and Google Classroom platforms. The results of the questionnaire show that teachers used the school's Wi-fi in teaching. This is one of the facilities provided by the school to help the teachers to conduct online learning.

Concerning the challenges of online learning, some teachers complained about not having enough time to explain the material, difficulties to assessing students' understanding, communication with students that had to go through parents who were busy working, and that students were physically tired because they were sitting in front of a laptop screen. According to the questionnaire results, some difficulties encountered by the students are that the students should take turns in using mobile phones with other siblings who also did online learning. Other challenges were unstable internet connection, limited internet quota, and mobile phones that did not support the Android system.

In agreement with the result of the research, parents' barriers to dealing with online learning include the fact that many parents complained about the facilities used in learning (mobile phones) that had not been able to meet the needs of their children because their mobile phones were used for work. Then, for parents who were at home, they complained about the fact that they had to accompany three children at the same time, which was stressful. Furthermore, when studying at home, their children were out of control, which was very different when they did face-to-face learning with teachers at school. Some parents also claimed that their children did not master the material even though they were in grade 5 or grade 6. Teachers at SD Muhammadiyah Taman hope for the learning process to soon return to normal, while still adhering to health protocols because students are happier and more active when they come to school.

From the discussion, the findings of this research are consistent with research by Arifin & Sukati (2020) who stated that online learning can be done if all needs are met in order for learning to run optimally. According to Riadil, et al. (2020), in online learning, students must be more independent in their learning, and parents should not impose their wills because many parents are displeased with the implementation of online learning.

CONCLUSION

Online learning is possible if there is a lot of support from students, teacher skills, parents, and the fulfillment of learning infrastructure. There were 70.1% of teachers at SD Muhammadiyah in Taman Sub-district, Sidoarjo Regency that had done online learning during PPKM, while 29.9% had not. These 29.9% of teachers used a method in which once a week the teachers met with the parents to distribute students' worksheets and teaching materials for 6 meetings. The worksheet was then submitted to the teacher for correction in the following week, and the teacher also counseled parents if there were any difficulties with independent learning at home. The teachers did this because some students still did not have access to a mobile phone or a laptop for learning purposes. The majority of these facilities were used by other siblings to study or by their parents for work.

Online learning is feasible when all the prerequisites are met. Parental involvement is also important in online learning. To maximize online learning during this PPKM, teachers can use existing platforms such as social media (Facebook, Instagram), WhatsApp or telegram, or conferences such as Google Meet and Zoom Meeting, or teachers can also use Google Classroom, Moodle, or MS Team centered on one school.

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