The Problem and Solutions for Learning Activities during Covid-19 Pandemic Disruption in Hidayatul Insan Pondok School

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Abstract

This article aimed to determine students' obstacles when learning online systems from home during the Covid-19 pandemic. This type of research is qualitative, and the method used in collecting information is in the form of online questionnaires to class X students at MA Hidayatul Insan Palangka Raya as long as the students carry out community service, namely the Community Service Program (KKN) in institutions that collaborate with supervisors in writing this journal article. The findings of this study indicated that there are obstacles or obstacles experienced by students during teaching and learning activities due to the online learning system carried out during the Covid-19 pandemic, namely: more students have difficulty understanding teaching material; Some students do not have communication facilities; do not have internet quota when studying from home; parents do not master the use of technological media so that it fully leaves them up to children in online learning at home. The solutions carried out by Madrasah Aliyah Hidayatul Insan Palangka Raya are: to make effective monitoring of student learning from home by creating a schedule and assigning each teacher; and conduct effective communication between teachers and parents through WA media and telephone.

Keywords: Solutions Online Learning, Covid-19 Disruption, Online Learning on Covid-19

INTRODUCTION

Indonesia is currently being hit by the Covid-19 outbreak, which is spreading very fast. Indonesia is experiencing a health crisis, but all corners are experiencing the same thing (Handarini & Wulandari, 2020). In 2020, Indonesia experienced a decline in economic growth when the Covid-19 spread (Sumarni, 2020). The pandemic's impact has begun to propagate in the education sector, causing the government to immediately decide to cut the spread of covid-19, namely by closing all activities that can cause large crowds, including closing all educational institutions (Purwanto, 2020). Efforts to break the chain of spreading covid-19 for all teaching and learning activities have undergone a very significant change, where teachers are required to innovate to change face-to-face learning patterns into online learning patterns.

Online learning is the right solution as a form of government policy since social distancing was enacted to limit human interaction to avoid the spread of covid-19 (Ilyasa, et al., 2020). The use of technology, especially the internet, is currently very influential in the world of education as a means of connecting to enable everyone to communicate well with one another (Suhono, S., & Sari, D. A. 2020). One of the uses of the internet in

education is distance learning, also known as distance learning. Online learning (online) has its own advantages that both teachers and students feel because it can be used to convey learning and interact directly between teachers and students anywhere and anytime without being limited by space and time (Usman, U., Wicaksono, H., & Zainab; 2020). Besides, online learning can also increase the independence of students in completing the assignments that have been given; this is in line with the results of research (Syarifuddin, 2020) that online learning is a form of learning that can foster student independence in completing their tasks without depending on others because students will be more focused on the screen of the device to follow the ongoing discussions online.

Nowadays, many connections like technology's development to ease a lot of information (Suhono, et al., 2020). Online learning also still pays attention to competencies to be taught. Ideally, online learning is done virtually through available virtual applications such as zoom, Google, WhatsApp, etc. The competency aspects that teachers must be aware of must include several pedagogical, psychological, and didactic aspects that can be carried out simultaneously (Mulyasa, 2013). Therefore, online learning is not just conveying material, giving assignments, and sending questions via social media applications. However, online learning is the same as learning carried out in class as planned, implemented, and evaluated at the end of learning. Planning can be defined as the process of compiling subject matter, the use of instructional media, appropriate teaching approaches and methods, and assessments within a certain time allocation to achieve predetermined goals (Majid, 2011). Based on the above statement, it turns out that the ideal online learning must also follow the rules that have been mentioned.

Students' experience after the implementation of online learning is identical to giving assignments via the application. Students are required to complete all given assignments; they are corrected by the teacher as a form of assessment and provide comments as a form of evaluation. Obstacles or constraints experienced during the implementation of online learning as a substitute for face-to-face learning are the unavailabilities of supporting facilities such as unstable internet connections, the absence of technology such as cellphones for each student, the average student comes from low-income families, the form of assignment through via online it willbe a burden for students and parents. Even confusion will occur to students and parents who have never had facilities such as cellphones, computers, laptops, etc. Finally, they cannot complete all the tasks that the teacher has given them, so that there are some areas of online learning that cannot run optimally.Based on the above background, the team of writers felt it was important to know the obstacles and solutions to online learning during the Covid 19 pandemic experienced by students at the Hidayatul Insan Islamic Boarding School, Palangka Raya. This aims to minimize students' problems during this online learning so that the learning process is carried out and can run well.

METHOD

This research is a descriptive type of research with a qualitative approach that aims to obtain actual or real information in the field (Muslimah, et al., 2020: 66-67). The focus of this research is at Madrasah Aliyah Hidayatul Insan Palangka Raya. This study's type of data is qualitative data, which is presented in the form of words, not numbers (Rafika, 2015). From the results of this study, an overview of the barriers and solutions to online learning during the Covid-19 pandemic was obtained, which was presented in descriptive form, arranged systematically, and analytically. In gathering information, the method used was to distribute an online questionnaire via WhatsApp social media in the form of a google form platform to 14 students at Madrasah Aliyah at Hidayatul Insan Islamic Boarding School, Palangka Raya. Because KKN students teach a class that is used as a place to extract data, the researchers directly conduct observations and interviews.

RESULT AND DISCUSSION

During the Covid-19 pandemic at Madrasah Aliyah Hidayatul Insan Palangka Raya, the learning system was carried out online and other schools, where the learning system utilized social media through special application tools such as zoom, google classroom, WhatsApp groups, and so on.The writing team distributed five questions to 20 students, and 14 students responded from the results of the questionnaire sent by the writing team via WhatsApp, or as many as 70% responded. The responses of research subjects to the questions given are as follows:

1. The first question in the survey questionnaire aims to determine students' learning motivation during online learning.The results of the percentage of student responses regarding learning motivation are presented in Figure 1.

Penerapan KMB online di waktu pandemi covid-19? saya sebagai pelajar
14 tanggapan

- Tidak setuju karena terlalu banyak libur sehingga kegiatan KBM tidak ada
- Biasa saja siswanya hanya mengikuti apa yang dikatakan oleh guru
- Setuju karena pelajar memang tugasnya untuk belajar
- Sangat setuju karena di masa Pendemi covid-19 ini KBM online merupakan pil…
- Sangat setuju karena di masa Pende…
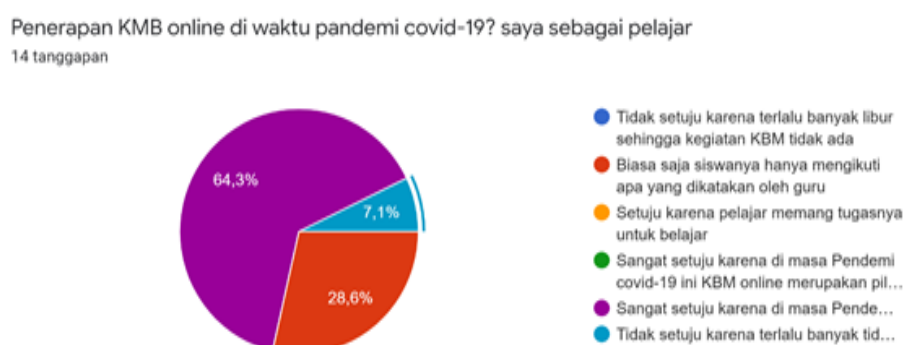- Tidak setuju karena terlalu banyak tid…

Figure 1.   Diagram of the results of student responses to student learning motivation

Based on diagram 1 above, in the process of teaching and learning activities, it turns out that almost the level of student learning motivation when online learning reaches the highest level, namely: 64.3%, because students are aware of the importance of education even though all current learning activities have changed after its existence. This covid-19 pandemic. The application of online learning does not reduce students' learning motivation, and it is also inseparable from parents' support to always motivate their children. Based on Cahyanti's opinion (2020), parents' role when learning from home is a substitute role for teachers. This is because parents take part in motivating their children and taking the time to help with the assignments that have been given by the teacher while at home. The same thing happened at Madrasah Aliyah Hidayatul Insan Palangka Raya. 1. The second question of the survey questionnaire aims to determine student responses regarding the importance of implementing online RTC during a pandemic. The results of the percentage of student responses regarding the online learning process are presented in Figure 2.

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Penerapan KBM online di waktu pandemi covid 19, bagaimana tanggapan kamu sebagai siswa ?
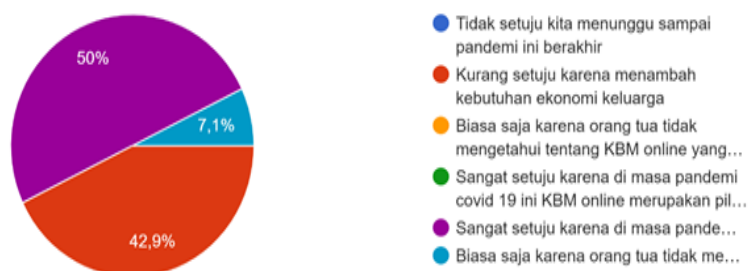14 tanggapan

Figure 2. Diagram of the results of student responses to the importance of the learning process

Based on diagram 2 above, it shows the results obtained reach 50%, this shows that students have understood the importance of the learning process, so that teaching and learning must be carried out even through online or online learning. However, 42.9% of students still experience problems during the online learning process due to unsupportive facilities such as cellphones and requiring a fairly large internet quota, while students' economic conditions are classified as low, respectively. Since the emergence of Covid-19, all human activities have undergone enormous changes, including in the field of education.

To continue well, the Indonesian government, through the Minister of Education, provides a policy by implementing distance learning or often known as online learning. This was done as an effort to decide the spread of covid-19. This learning system makes use of special devices or applications as a means of supporting children's learning processes. This is also an obstacle experienced by students because they do not have adequate facilities and limited internet quota due to their parents' low economic factors. This opinion is in line with the opinion of Purwanto et al. (2020) that the additional cost of purchasing internet quota, stable internet connection and supporting technology is a burden for parents so that expenses are increasing in the midst of the current pandemic conditions. 1. The third question in the survey questionnaire aims to find out the responses of parents of students regarding the implementation of online KMB during the Covid-19 pandemic. The percentage of student responses regarding parents' responses to online learning is presented in Figure 3.

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Penerapan KBM online di waktu pandemi covid 19 ini bagaimana tanggapan orang tua ?
14 tanggapan

- Tidak setuju karena kurang pengetahuan orang tua tentang teknol...
- Kurang setuju selama pandemi covid 19 ini pendapatan orang tua menjadi me...
- Biasa saja karena tidak mau repot dengan pembelajaran online sekarang...
- Sangat setuju karena KBM online ini memang sangat dibutuhkan saat pand...
- Sangat setuju karena PBM online ini memang sangat dibutuhkan saat pand...

Figure 3.   Diagradetermine results of student responses regarding parents' responses to online teaching and learning activities

Based on diagram 3 above, it is known that 42.9% of students 'parents still look casual and do not want to be too bothered about online or online learning; this could happen due to the lack of knowledge of students' parents about today's technological developments.Then 35.7% is constrained by the declining family economy, which causes students not to buy internet quota and supporting facilities to support the learning process, causing the KMB not to be carried out properly and smoothly. This online learning requires expertise in the use of technology so that education can be carried out properly.However, in today's reality, not all parents are capable of using technology.This can occur due to a lack of knowledge about technology and other factors, namely still living in remote areas.This also agrees with Syamsuar & Reflianto (2019) that the supporting factors for ease of use of technology do not only depend on students, but the ability and good cooperation between teachers and parents is the most important for students to be able to use ICT equipment (information,computers, and technology) such as gadgets, computers, laptops, and so on. The fourth question of the survey questionnaire aims to determine what obstacles were experienced by students during the online KMB during the Covid-19 pandemic.The results of the percentage of student responses regarding obstacles during online learning are presented in Figure 4.

Kendala yang dialami ketika penerapan KBM online di waktu pandemi covid-19 dilaksanakan?
14 tanggapan

- Tidak memiliki fasilitas yang mendukung seperti hp Android
- Fasilitas untuk mengikuti KBM online sudah mendukung namun jaringan int...
- Tidak ada kendala saat KBM online tapi malas belajar dari rumah
- Tidak ada kendala dan siap untuk me...
- Fasilitas untuk mengikuti PBM online...
- Tidak ada kendala dan siap untuk me...
- Tidak ada kendala saat PBM online ta...

Figure 4.Diagram of the results of student responses to the constraints of online KMB

Based on diagram 4 shows that from the results of the questionnaire, the obstacles to implementing online teaching and learning activities are up to 50% constrained by unreached internet networks. Meanwhile, 28.6% of students do not have facilities that support the learning process, such as android (handphone),

which can support online KMB. However, there are still 14.3% of students who are still lazy to learn from home. In addition to inadequate facilities, it turns out that students also experience problems when understanding the teacher's material. Students' constraints when receiving teaching materials delivered by the teacher are one of the factors that greatly affect the quality of learning outcomes. This needs to be realized that teachers' and students' unpreparedness towards online learning is a problem in the online teaching and learning process because some materials must be explained directly and more completely. Therefore, the teacher must have the right solution to these problems.

Thus, teachers must be creative and innovative in designing and designing online learning media that are simple and effective by utilizing the right online tools or media and the material being taught. Teachers must be able to adapt to the current situation and conditions, where previously learning was carried out directly or face-to-face, now it has turned into online learning, which requires teachers to master techniques such as being able to master several ways of learning online through google classrooms, zoom, and WhatsApp groups, etc. Moreover, teachers must be innovative in choosing learning methods in the online learning process (Sukitman, 2020). The fifth question of the survey questionnaire aims to determine the students' online teaching and learning techniques. The percentage of student responses regarding the desired technique during online learning is presented in Figure 5.
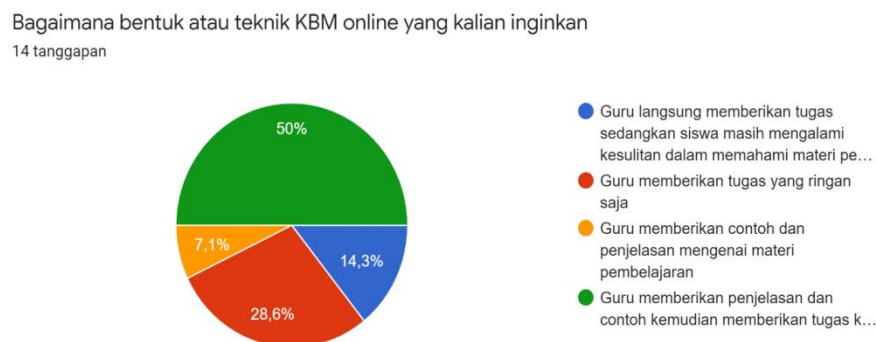

Figure 5. Diagram of the results of students' responses to the KBM technique desired

Based on diagram 5 above, and the results show that 50% want a teacher to provide an understanding of the material before giving assignments to students, this is a challenge for the teachers to continue learning to hone their competencies and be more creative in creating a more effec   tive learning atmosphere, especially in the field of information technology is related to the online learning process. Developing teacher competencies during the Covid-19 pandemic is something that should be done.. This is in line with Sudrajat's (2020) research that teachers are required to have professional performance when learning online (online). So we need competencies that can deal with the problems experienced by these students. Some competencies need to be developed, such as competence in the mastery of literacy and science and technology, competence in class management skills, and competence in communication and social.

CONCLUSION

Based on the results and discussion of the results of the above research, it can be concluded that online learning conducted at Madrasah Aliyah Hidayatul Insan Palangka

Raya experienced obstacles or obstacles during the online KMB such as difficulties in understanding teaching materials, not having communication facilities or devices such as mobile phones that support for accessing online learning and internet quota is still limited and parents' lack of knowledge in utilizing technology causes their children to have difficulty using technology when learning from home. The success of online learning during the Covid-19 period depends on the discipline of all parties. Therefore, the school or madrasah gets around by making a scheme to compile good management in regulating the online learning system. This is done by creating a systematic, structured, and simple schedule to facilitate communication between parents and madrasah so that their children studying at home can be monitored effectively. Besides, developing teacher competence needs to be done to minimize the problems faced by students. The teacher competencies developed are literacy and science and technology mastery competencies, class management skills competencies, communication, and social competencies. The researchers thank to the Muslimah as the lecturer in guiding process of online learning, while for the team, for instance Noor Aisah, Nabila Vio Ariesmida, Sigit Abidin, Muhammad Kamal Jamali, and Ahda Muyasir Asmawi that helped and conducted the researches.

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