



Indonesian Journal of Multidisciplinary Research



Journal homepage: <http://ejournal.upi.edu/index.php/IJOMR/>

Problems Faced by Elementary School Students in the Online Learning Process during the COVID-19 Pandemic

Safira Azzahra¹, Rina Maryanti^{2,*}, Verra Wulandary³

¹ Program Studi Akuntansi, Universitas Pendidikan Indonesia, Indonesia

² Departemen Pendidikan Khusus, Universitas Pendidikan Indonesia, Indonesia

³ Graduate School of International Development and Cooperation, Hiroshima University, Japan

Correspondence: E-mail: maryanti.rina@upi.edu

ABSTRACTS

The COVID-19 pandemic requires the education system which was originally face-to-face in schools to be switched to distance learning or also known as online learning (in the network). The purpose of this research is to find out what are the problems faced by students during the online learning process. In this study, we used a descriptive method, with primary data. The results obtained indicate that there are problems faced in the distance learning process, limited learning tools, limited internet access and internet quota. It is hoped that after this research, the problems can be immediately addressed and become an evaluation for various parties to continue to improve the quality of distance learning to be more effective. It is hoped that after this research, the problems can be immediately addressed and become an evaluation for various parties to continue to improve the quality of distance learning to be more effective. It is hoped that after this research, the problems can be immediately addressed and become an evaluation for various parties to continue to improve the quality of distance learning to be more effective.

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ARTICLE INFO

Article History:

Received 23 Jul 2021

Revised 24 Aug 2021

Accepted 31 Aug 2021

Available online 05 Sep 2021

Keyword:

COVID-19,
Education,
Online learning

1. INTRODUCTION

The COVID-19 virus in Indonesia is currently having an impact on the entire community. Almost all sectors of life are affected by the COVID-19 pandemic, such as social, economic, tourism and so is the education sector. Education is one of the sectors most affected by COVID-19 because the teaching and learning process cannot be done directly or face to face. Given that education is the main sector in building the Indonesian nation in the future, so that the implementation of the educational process during the COVID-19 pandemic must not be stopped. Therefore, there are many things that must be adjusted in carrying out learning during this COVID-19 pandemic. The use of digital technology can enable students and teachers/lecturers to carry out the learning process even though they are in different places (Sadikin et al., 2020). Therefore, the government is taking an alternative way in education to reduce the spread of the virus by issuing a Circular Letter of the Ministry of Education and Culture (Kemendikbud) of the Directorate of Higher Education No. 1 of 2020 regarding the prevention of the spread of covid 19 in the world of education. In the circular letter, the Ministry of Education and Culture instructed to organize distance learning and advise students to study from their homes. In Asmuni, (2020) Learning from Home (BDR) is implemented with the Distance Learning system. In Law No. 20 of 2003 article 1 paragraph 15, it is explained that Distance Learning system is education in which students are separated from educators and learning uses various learning resources through communication technology, information and other media. In its implementation, Distance Learning system is divided into two approaches, namely distance learning in the network (online) and distance learning outside the network (offline). As a result, the learning system is shifted to online learning (online). Online learning or distance learning itself aims to meet educational standards through the use of Information Technology by using computers or gadgets that are interconnected between students and teachers. Through the use of this technology, learning can still be carried out properly (Astini, 2020).

Learning in the network (online) is an innovation in the field of education that involves elements of information technology in the learning process. Online learning provides advantages and convenience in helping to provide access to learning for everyone, so that it can remove physical obstacles that are a factor in learning within the scope of the classroom, even it can be seen as something effective and can be an alternative to be applied. Online learning aims to provide quality learning services in an open (online) network to reach more and wider enthusiasts or students (Adhe, 2018).

In the implementation of learning in the network, the use of learning media can be adjusted to the characteristics of the students. Learning media serves as a learning resource. In the sentence "learning resources" implied the meaning of activity, namely as a distributor, transmitter, liaison, and others. The function of learning media as a learning resource is its main function. Learning media can increase students' attention to teaching materials.

The transition from the original face-to-face learning model to online learning is not as easy as imagined. Readiness to learn danetwork page both from teachers/lecturers to students need to beprepare carefully in order to minimize obstacles that will arise in the future. As is known in today's society, there are still many students or parents who are not able to have devices such as laptops or smartphones (android) to do learning. virtually. Conditions like this are the main problem in distance learning process, because without the device actually hinders the learning process. In addition to the limitations of the device for learning andnetwork page, the availability of internet quota or credit is also a major problem. Moreover, for people with middle to lower economies or those who are less well off, this will

add to the burden for parents and even the students themselves. Because to provide quota or internet credit every day to do learning and network page requires a fairly high cost. In addition, access to the internet network is also an obstacle to carry out learning directly long distance. The reason is that many of the students and even teachers/lecturers are constrained by network access problems because their place of residence is still far from internet access.

Based on previous research conducted by Basar, (2021) with the research title "Problematics of Distance Learning During the COVID-19 Pandemic" states that the findings obtained from this study are students who are less able to understand the content of the material that has been presented through online media by teachers, internet networks that are sometimes disrupted, lack of media use online learning so that some subject matter that requires certain learning tools and/or media cannot be delivered to the maximum by the teacher. And research conducted by Asmuni, (2020) with the title "Problematics of Online Learning in the COVID-19 Pandemic Period and Solutions to Solve it" stated that there were several perceived obstacles, including the material delivered online may not necessarily be understood by all students, both teachers' abilities were limited in using learning technology in the network, the three limitations of teachers in controlling when learning in the network takes place. In addition, there were also obstacles felt by students, including students who were less active and interested in participating in learning, lack of learning tools, besides that students felt bored and bored during the distance learning process.

Another study conducted by Harahap *et al.*, (2021) in the title "The Problems of Online and Offline Learning for Early Childhood Teachers and Parents in the COVID-19 Pandemic Period" stated that the obstacles experienced were: lack of understanding of parents and teachers in using gadgets, besides the unpreparedness of teachers and parents in terms of time, learning media, and costs. Nasirah, (2021) conducted a study entitled "Problematics of Distance Learning" and stated that the obstacles faced were the increase in costs and also poor signal conditions, in addition to the difficulties of parents in accompanying children to learn, and also dealing with the character of children who diverse. Finally, there is a previous study conducted by Surahman *et al.*, (2020).

There are many obstacles faced during the online learning process, of course, it has an impact on the quality of learning between students and teachers/lecturers. Therefore, teachers/lecturers must indirectly be able to motivate students and create conducive online learning so that they can still deliver learning materials well and easily understood by students even from home. In addition, the result of this situation is the student's learning motivation which may decrease due to the many obstacles or problems above. whereas Emda, (2018) stated that learning motivation is an important factor in determining the success of learning. Because if the motivation itself does not exist in students, then as good and interesting as any learning material delivered by the teacher will still be in vain.

The learning climate created by online learning also affects learning motivation, if in face-to-face learning the teacher is able to create a conducive classroom atmosphere in order to maintain students' learning motivation. However, in online learning conditions, teachers find it difficult to control and maintain the learning atmosphere because they are limited in virtual space. This condition causes the learning motivation of students to decrease and even affect learning outcomes.

The number of problems found show that the need for more extra readiness in the implementation of learning in the network. There are still many parties who are not ready to shift the learning process into direct learning network nature. But due to the current situation and conditions, all parties involved in the educational process are forced and emphasized must be able to adapt and create learning and network page conducive to the fulfillment of

the rights of students to obtain education even during the COVID-19 pandemic. From the explanation above, it can be understood that learning in network nature is an alternative solution for implementing learning during the COVID-19 pandemic, despite the fact that learning and network page This raises several problems for both students and teachers/lecturers themselves. So in this article the problem What will be studied is problematic elementary school Students Faced in the Online Learning Process during the COVID-19 Pandemic. With the novelty of this research, the subject used is students/parents of grade 1 students at elementary school, where it can be seen that the implementation in a network or online through zoom media was first carried out, therefore, we are interested in knowing the problems faced. students/parents in the learning process in the network through the media zoom.

2. THEORETICAL FRAMEWORK

Online learning or distance learning itself aims to meet educational standards through the use of Information Technology by using computers or gadgets that are interconnected between students and teachers. Through the use of technology, learning can still be carried out properly. With this information technology, it is hoped that learning can run well considering that the majority of Indonesian people currently use the internet (Astini, 2020).

The online learning system is a learning system without face to face directly between teachers/lecturers and students, but online using an internet network system. Teachers/lecturers and students carry out the teaching and learning process together, at the same time, using various applications that can help the learning process, such as whatsapp, telegram, zoom meeting, google meet, google classroom, teacher's room, youtube, and other learning applications (Asmuni, 2020).

3. METHODS

Method is one of the important things in a research. We used descriptive qualitative research by studying the existing problems and the current situation, to describe (to describe), explain, and answer questions about the phenomenon as it is as well as to analyze the relationship between various variables in a phenomenon. This descriptive qualitative research is expected to provide an overview of what obstacles were identified in class students 1 elementary school in online learning during the COVID-19 pandemic also analyzed students' expectations as a solution that could be done to overcome these obstacles. The research subjects were grade 1 students at elementary school , which consisted of two study groups. This descriptive qualitative research is expected to provide an overview of what obstacles were identified in grade 1 students at elementary school in online learning during the COVID-19 pandemic. The research subjects were grade 1 students at elementary school, which consisted of two study groups. This descriptive qualitative research is expected to provide an overview of what obstacles were identified in grade 1 students at elementary school in online learning during the COVID-19 pandemic. The research subjects were grade 1 students at elementary school which consisted of two study groups.

The data obtained from this study is primary data by obtaining information directly. However, due to the limitations of the situation and conditions during this pandemic, data collection was obtained by observing during the implementation of KKN and also distributing questionnaires regarding the obstacles faced in the online learning process using media. zoom meeting.

The subjects in this study were students or students of grade 1 elementary school and also the parents of students as companions during the learning process in this network. The discussion of this research will be presented in a descriptive form with a graph of the percentage of the results of the distributed questionnaires. The following is the research instrument. We proposes several choices regarding what obstacles are usually felt by students in online learning. After discussing with the school, the authors get suggestions to add questions related to the solutions / expectations desired by the respondents, as well as provide free answers to the choice of questions regarding constraints. Until this article was written the questionnaire had been filled out by 43 respondents,

The research instrument used is in the form of questions about the obstacles experienced by students in using media for distance learning, including:

- (i) Student Constraints in Online Learning at elementary school.
- (ii) Constraints encountered during the online learning process, the answer may be more than one according to the circumstances.
- (iii) Parents work, no guardian to accompany.
- (iv) Limited gadgets/HP, share with other relatives.
- (v) Limited internet quota.
- (vi) Bad signal network.
- (vii) Don't understand using learning applications such as Zoom Meetings.
- (viii) Parents do not understand how to guide children if children do not understand a material.
- (ix) Others (fill in by yourself according to circumstances).
- (x) Is there a solution according to you, please write it here.....

4. RESULTS AND DISCUSSION

4.1. Demography

This research was conducted in elementary schools. The first step in this research is to conduct a school survey and ask permission from the school. Then we distributed questionnaires to parents about learning constraints by boldly selecting a sample of 43 students.

4.2. Phenomena in the Learning Process

The research process is carried out online. The activity uses zoom meet as an online classroom, Google Forms to distribute questionnaires. Students are directed to fill out questions on Google forms via WhatsApp media. There are several obstacles in the online learning process.

4.3. Data Analysis

The spread of the COVID-19 virus initially greatly affected the community's economic sector, but over time and the longer the spread of the virus in Indonesia the impact was also felt in the education sector. Policies that have been decided by many countries in the world, including Indonesia, are to shift the teaching and learning process which was initially face-to-face or directly into learning in the network (online) in their respective homes. This is done by the government so that teaching and learning activities in Indonesia do not stop and can still fulfill the rights of students to receive education even during the COVID-19 pandemic. and also as a way to break the chain of the spread of COVID-19 in the community. Astini, (2020) Activities that involve groups of people are now starting to be limited, such as going to school, working, worshiping and so on. The government has appealed to work, study and worship

from home to reduce the number of patients exposed to COVID-19. The development of information technology that has developed at this time has an influence in every sector of life, especially in the field of education. Existing information technology can be used in teaching and learning activities during the COVID-19 pandemic, from a face-to-face learning system to a more modern learning according to the times. 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 (Firman & Sari, 2020)

The success of the learning process will be realized if there is a good management of all relevant educational elements through a learning management system whose standards have been found. Therefore, during the COVID-19 pandemic, online (online) and offline (offline) learning must also be able to guarantee learning management.

The results of the research through interviews, we conducted interviews via whatsapp personal chat with the curriculum section of the elementary school, namely Mr. NS. The interview was conducted on July 26, 2021. In the interview via whatsapp, it was found that the implementation of online learning using zoom media was the first time it was implemented in this new academic year, because it is hoped that students who carry out KKN can assist and also provide direction on how to use zoom media as new media applied in the online learning process at elementary school. It is also known that the reason for implementing zoom media as a supporter of student learning media is the response or proposal given by several parents of students. In addition, according to the head of the curriculum at elementary school, Mr. N, he hopes that with the implementation of this Zoom learning media, it can develop teacher creativity and also the ability of teachers to continue to learn to keep up with the times, especially in conditions of the covid pandemic, so that the success of the learning process is achieved. which are expected. As mentioned in Surahman et al., (2020) Gogot Suhartowo, executor of the Data and Information Technology Center of the Ministry of Education and Culture, stated that until now the learning process is still difficult to involve information technology because teachers who are able to use information technology do not reach 50% of the total number of teachers. Mapping results based on the United Nations Educational, Scientific and Cultural Organization (UNESCO) system, show that there are only 14% of teachers who are able to operate and apply information technology easily. This condition is of course very concerning and shows the low competence of teachers in Indonesia.

Obstacles experienced by teachers, students, or parents are very obstacles in the progress of education which then results in learning loss. Preliminary data from online learning shows a decline in learning and an increase in the level of dispersion of test scores, other survey evidence suggests that children are spending less time studying during the lockdown (Engzell et al., 2021). In addition to interviews, research results were also obtained through direct observation during the Real Work Lecture process for 30 days. 4 days. If it is seen, that during the teaching and learning process for approximately 2 weeks, it is carried out through the zoom learning media, and the rest of the online learning process is carried out through other media such as whatsapp groups. When the learning process through zoom media takes place, elementary school grade 1 students are accustomed to doing habituation first every day, such as singing the national anthem Indonesia Raya, singing the national anthem, singing regional songs, read Asmaul Husna together and also carry out morning exercise activities together through the media zoom. However, if we look further, it is found that not all of the students are participating in learning through zoom. If it is calculated as a percentage, only about 75% of students take part in learning activities through zoom. The learning abilities of grade 1 elementary school students still need guidance and assistance. Teachers who usually become

guardians are expected to be able to guide and teach students at school, but due to pandemic conditions like this, students and teachers cannot meet in person, therefore the role of parents/guardians is very important in the online learning process. However, if we look further, it is found that not all of the students are participating in learning through zoom. If it is calculated as a percentage, only about 75% of students take part in learning activities through zoom. The learning abilities of grade 1 elementary school students still need guidance and assistance. Teachers who usually become guardians are expected to be able to guide and teach students at school, but due to pandemic conditions like this, students and teachers cannot meet in person, therefore the role of parents/guardians is very important in the online learning process. However, if we look further, it is found that not all of the students are participating in learning through zoom. If it is calculated as a percentage, only about 75% of students take part in learning activities through zoom. The learning abilities of grade 1 elementary school students still need guidance and assistance. Teachers who usually become guardians are expected to be able to guide and teach students at school, but due to pandemic conditions like this, students and teachers cannot meet in person, therefore the role of parents/guardians is very important in the online learning process.

From the results of direct observation, it is known that there are obstacles that result in only 75% of students participating in learning through zoom meetings. For this reason, through the distribution of questionnaires to students and parents of grade 1, it can be seen the problems faced. Based on the distributed questionnaire data, the following research results were obtained:

Figure 1 explain about obstacles encountered during the online learning process, the answer can be more than one according to the conditions. From the diagram of the results of the distribution of questionnaires that have been filled out by students who are accompanied by their parents, the answer to the obstacles faced by students in the first online learning process, namely "Parents work, there is no accompanying guardian" was chosen by 16 respondents. It is known that as long as, we carried out the Real Work Lecture at elementary school, some students were not allowed to take part in learning activities at the appropriate time, namely 08.00 WIB - 12.00 WIB because gadgets or communication tools had to be brought by their parents to work and there were no other guardians. which can help students in the learning process through zoom. The problem for students is that students do not have mobile devices/gadgets that are used as online learning media, even if there are, they belong to their parents. If learning online, they have to take turns using it with their parents, and get a turn after parents get home from work (Asmuni, 2020).

The second obstacle is, "Limited gadgets/mobile phones, sharing with other relatives" as many as 22 respondents were selected. Some parents inform that there is only 1 gadget or limited so that when there is learning through zoom media simultaneously, they take turns with other siblings. The next obstacle, the third is the highest answer, which is chosen by 42 respondents with the answer "limited internet quota" in general, almost all of the respondents to this questionnaire chose this obstacle. Online learning that is carried out with the integration of the use of technology as well as the internet network consumes a lot of capital. When a smart device is owned, but the internet is limited. If the internet quota for one device costs IDR 60,000.00 per month, but internet users at home must share and as a result the monthly quota can only be used for a week, then at least the internet quota per month will earn a total purchase price of IDR 240,000.00. This pandemic many parents of students whose income is reduced or even lost their jobs. Research conducted by Surahman *et al.*, (2020) said that the costs incurred in this case to buy internet quota turned out to be an obstacle in online learning.

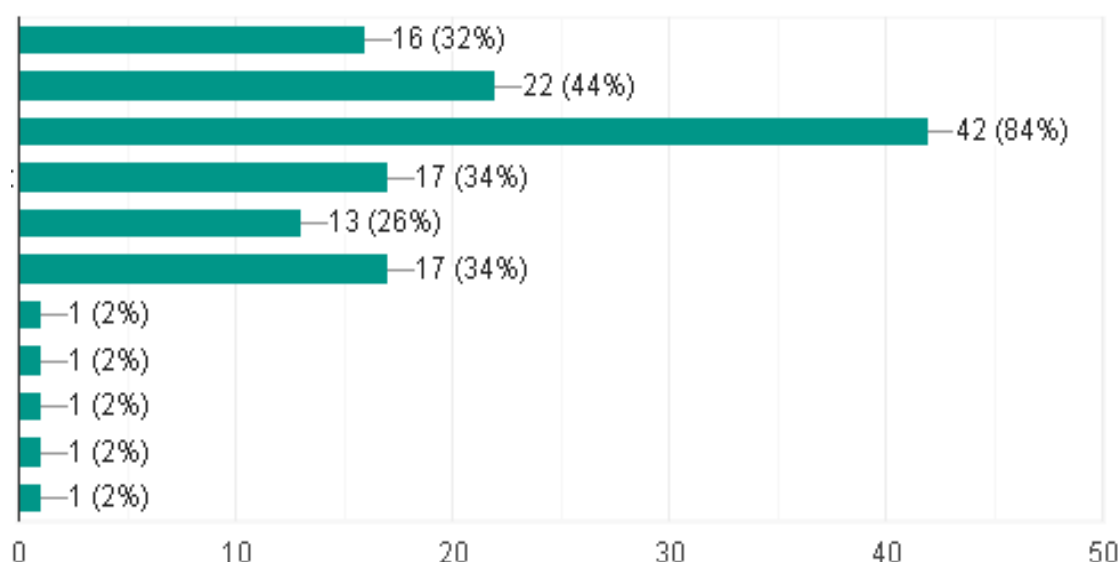


Figure 1. Cumulative results of respondents' answers regarding student constraints in online learning.

Still regarding the obstacles chosen by students who were accompanied by their parents, namely the fourth answer "bad signal network" was chosen by 17 respondents. Although elementary school, it cannot be denied that there are obstacles for some students to get a good signal, sometimes students have to leave the house first to get a stable signal. Likewise, [Surahman et al., \(2020\)](#) stated that even poor internet networks also occur in big cities in Indonesia. Muhammad Hasbi, Director of Early Childhood Education of the Ministry of Education and Culture, stated that the results of a survey conducted by his party showed that as many as 13.3% of respondents experienced problems in the form of an unstable internet network when conducting online learning.

The next obstacle is the answer "Do not understand learning applications such as zoom meeting" as many as 13 respondents chose this answer. The role of parents in the online learning process is very important, because when parents do not understand then the child will be left behind in lessons, especially for elementary school students who still need extra guidance. Mentoring students' independent learning by parents will also experience obstacles such as the choice "Parents do not understand how to guide children if children do not understand a material". This constraint was chosen as many as 17 respondents. When students do not understand the material and ask their parents, not all parents know and understand their child's incomprehension, so students will be hampered in understanding the material and experience obstacles to being able to continue with the next material. [Basar, \(2021\)](#) has many complaints from educators, students, and parents regarding the implementation of distance learning. Some educators complain about the limited ability to operate online learning media and limited internet network access.

The next obstacle is free choice which respondents can fill in according to the circumstances they experience, the answers of the respondents are "Children are less enthusiastic and spoiled because they study with parents"; "I have entrusted it to the one at home, it turns out that the one who was entrusted did not pay attention to the task given by the teacher. There are several groups to join"; "Parents are constrained from responding to children whose mood is not good"; "Children lack enthusiasm, focus, lack of discipline"; and "Her cellphone often has errors so I can't enter zoom, often doesn't join zoom meetings". The

condition of student learning when studying at home has been 9 months, which is quite a long time, so that it makes him bored and finally lazy (Basar, 2021). From some of the respondents' answers, it can be seen that studying independently at home, students do not feel how learning should be like at school.

The implementation of online learning requires students to carry out online learning activities independently. Self-study skills are a characteristic or characteristic of independent learning. In line with (Pratama & Pratiwi, 2019) which states that the learning outcomes of students who have high learning independence are better than the learning outcomes of students who have low learning independence. Therefore, students' skills need to be trained from an early age, so that they continue to develop.

All the obstacles experienced by grade 1 students at elementary school in online learning were complained about so that in the future it could become hope that produces the best solution for all who play a role in the online learning process. The next part of this questionnaire is the solution/expectations desired by parents/guardians on behalf of their students. The results in this section are filled by 43 respondents, with answers that are heterogeneous and not tied to definite choices.

Table 1 describes the personal opinions of the respondents regarding obstacles in the online learning process.

Various solutions put forward by the respondents, solutions that suggested updating and improving methods and learning media were put forward by respondents as much 50%. The respondents requested that learning be more interesting and varied, not only through communication groups but also by holding face-to-face meetings via video conference. Constraints related to internet networks and poor signals were chosen by many respondents, these respondents also provided solutions proposed by respondents as much 60%. Online learning, which relies heavily on the internet, requires quite a lot of capital, so the solution from the respondents is that they expect assistance from the government with a very good signal provider network and an abundant but not wasteful internet quota as much 70%. The solutions that have been discussed previously, if conclusions are drawn, respondents hope that schools will return to face-to-face, the solutions were suggested by respondents R3, R5, R8, R10, R12, R14, R15, R16, R17, R22, R25, R27, R29, R31, and R39. However, considering that the COVID-19 case is still spreading in Indonesia, the government is still implementing online learning for the new school year 2021/2022. The distance learning process (Distance Learning system) 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 educators, appropriate curriculum, availability of learning resources, and support for stable devices and networks so that communication between students and educators can be effective (Basar, 2021).

Constraints experienced by grade 1 students at elementary school, which parents / guardians of students have complained about. The solution given is the hope that these obstacles can be immediately overcome in order to achieve an effective learning process for all parties involved. The biggest obstacle for the world today is the COVID-19 pandemic, therefore it is important to maintain personal and environmental health so that the world will return to normal soon.

Table 1. Respondents' results regarding expected solutions to overcome student constraints in online learning.

No.	Respondent	Agree
1	Internet networks and poor signals	60%
2	Updating and improving methods and learning media	50%
3	Quota assistance from the government	70%

5. CONCLUSION

The implementation of online learning during the COVID-19 pandemic has not yet gone completely well. Among the obstacles faced by students of elementary school in the online learning process are the limitations of technological facilities and infrastructure such as gadgets and internet quotas, besides the family factor where no one accompanies students during learning activities because parents or guardians work, also the lack of companion knowledge on the use of technology as a means of online learning. The solutions that respondents expect to overcome students' obstacles in online learning include quota injections from the government, limited face-to-face learning methods and virtual face-to-face through video conferencing applications via zoom meetings, and the greatest hope of parents or guardians is to return to full learning at school. Suggestions from us, in order to minimize the obstacles faced by students and parents are to empower intellectuals or students in the surrounding environment, this activity can be in the form of utilizing local RT/RW offices or posts that have stable internet access as a place for online learning assistance for students. students by continuing to implement health protocols and also keep their distance. Again, if conditions do not allow it, it is better for the assistance to be carried out at home with the guidance of parents or guardians who coordinate well with the homeroom teacher. to minimize the obstacles faced by students and parents is to empower intellectuals or students in the surrounding environment, this activity can be in the form of utilizing local RT/RW offices or posts that have stable internet access as a place for online learning assistance for students while continuing to implement health protocols and social distancing. Again, if conditions do not allow it, it is better for the assistance to be carried out at home with the guidance of parents or guardians who coordinate well with the homeroom teacher. to minimize the obstacles faced by students and parents is to empower intellectuals or students in the surrounding environment, this activity can be in the form of utilizing local RT/RW offices or posts that have stable internet access as a place for online learning assistance for students while continuing to implement health protocols and social distancing. Again, if conditions do not allow it, it is better for the assistance to be carried out at home with the guidance of parents or guardians who coordinate well with the homeroom teacher. This activity can be in the form of utilizing local RT/RW offices or posts that have stable internet access as a place to assist students in online learning while still implementing health protocols and also maintaining social distance. Again, if conditions do not allow it, it is better for the assistance to be carried out at home with the guidance of parents or guardians who coordinate well with the homeroom teacher. This activity can be in the form of utilizing a local RT/RW office or post that has stable internet access as a place to assist students in online learning while still implementing health protocols and also maintaining social distance. Again, if conditions do not allow it, it is better for the assistance to be carried out at home with the guidance of parents or guardians who coordinate well with the homeroom teacher.

6. ACKNOWLEDGMENT

We would like to thank Ibu Dini Handiani, S.Pd. from elementary school KMM 2. This study is part of community service (Program: KKN Thematic Literacy 2021 (August-September 2021) kel 55) Institute for Research and Community Service (LPPM), Universitas Pendidikan Indonesia. We also thank the Office of Journals and Publications, Directorate of International Relations, Universitas Pendidikan Indonesia.

7. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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