



## OBSTACLES TO LEARNING SYSTEM INNOVATION DURING THE COVID-19 PANDEMIC IN REALIZING THE OBJECTIVES OF THE DIRECTORATE OF ELEMENTARY SCHOOL

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### Abstract

A change, including a change in the field of education, can be said to be a form of innovation if the change is done intentionally and to improve the previous conditions to make it more profitable in order to improve a better life. Due to the Covid-19 pandemic, the government is currently moving to change the online learning system that can be done at each student's home. As a result, the use of ICT (Information and Communication Technology) is increasing. In the learning innovation that is carried out, there are various obstacles that must be passed. What are the obstacles that must be overcome and what are the solutions for related parties such as the Directorate of Elementary Schools in overcoming these obstacles and ensuring that learning innovations during the pandemic can be achieved? The purpose of this article is to understand learning innovations by the Directorate of Elementary Schools and identify and overcome obstacles to learning innovations in their application. The research method used in this study is a qualitative method. It is hoped that in the future there will be an even better online model to support learning to be more effective and efficient which can be well received by students so that the objectives of the Directorate of Elementary Schools in 2024 can be achieved.

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### INTRODUCTION

It has been more than 2 years that online learning from home has been carried out in accordance with the government's program to break the chain of

the Covid-19 pandemic, (Siahaan, 2020). One of the efforts made by the government in Indonesia is to apply an appeal to the public to practice physical distancing, namely an appeal to maintain distance between people, stay away from activities in all forms of crowds, associations, and avoid gatherings that involve many people. With the limitation of interaction, the Ministry of Education in Indonesia also issued a policy, namely by closing schools and replacing the Teaching and Learning Activities (KBM) process by using an online system. When the Covid-19 pandemic hit Indonesia, the situation changed drastically, where the implementation of learning which was originally applied offline/traditionally, has now drastically changed to learning that is carried out online/modern, (Rahmi, 2020). As a result, the application and use of technology, especially in the field of education, is increasing. This then became a challenge for the Indonesian Ministry of Education and Culture, part of the Directorate of Elementary Schools, in innovating to create learning system programs to achieve the goals of the Ministry of Education and Culture in 2020-2024, namely "accelerating equity in improving the quality of primary school education through transformation of primary school development. by restructuring the governance of primary school education, equitable distribution of services and access to quality education, improving learning outcomes, strengthening the character of students".

A change, including a change in the field of education, can be said to be a form of innovation if the change is done intentionally and to improve the previous conditions to make it more profitable in order to improve a better life. Therefore, innovation is basically a bright idea that gives rise to new things such as certain practices, the product of a thought process and if technology is applied through certain stages to solve problems that arise and improve certain conditions or certain processes that occur in the world. Public. In the field of education, for example, to solve the problems faced, there have been many examples of innovation models in various fields such as educational equity efforts, improving quality, increasing the effectiveness and efficiency of education, and the relevance of education, (Shalikhah, 2017); (Anugrahana 2020). However, what is more important is how teachers encourage and accept student autonomy, investigations start from raw data and primary sources (not just textbooks), respect students' thoughts, dialogues, searches and puzzles as learning guides (Rahmi, 2020).

One of the creative and innovative student learning development activities carried out by the Directorate of Elementary Schools is assisting districts/cities in an effort to catch up with learning outcomes during the COVID-19 pandemic by ensuring the fulfillment of online education services. In its fulfillment, the use of ICT (Information and Communication Technology) has become a major breakthrough. In this era of increasingly sophisticated technological disruption, teachers and students are required to have the ability in the field of learning technology. The demands of these needs make them able to find out online media that can support as a substitute for direct classroom learning, without reducing the quality of learning materials and achievement targets in learning.

Various distance learning media were tried and used. Facilities that can be used as online learning media include e-learning, zoom application, google classroom, youtube, and whatsapp social media. These facilities can be used optimally, as a medium in carrying out learning such as in class. After educators are able to master various online learning tools, ideas will be created about more varied learning methods and models that have never been done by educators, (Firdaus, 2020). For example, teachers create creative video content as teaching materials. In this case, the teacher is more persuasive because it makes students more interested in the material provided by the teacher through the creative video. The use of technology in completing assignments to students can also lead to creativity among students in developing the knowledge they already have. With varied learning methods from teachers, they can create creative learning products that can develop thinking through their own analysis, without leaving the subject matter that has been delivered by the teacher (Siahaan, 2020); (Damayanti, 2022).

However, in the implementation of these activities, various obstacles were found, ranging from psychological barriers, technical/practical barriers and value barriers. These obstacles then becomes a challenge for the Directorate of Elementary Schools in overcoming them in order to achieve learning innovation in elementary schools. This then becomes the formulation of the research problem regarding how the solution from the author as a researcher can be carried out by related parties such as the Directorate of Elementary Schools in overcoming these obstacles and ensuring learning innovations during the pandemic can be achieved? The purpose of this article is to understand learning innovation by the Directorate of Elementary Schools and identify and overcome obstacles to learning innovation in its application.

## **METHOD**

The research method used in this study is a qualitative method based on a literature study in the form of previous related journals, books, articles and the author's understanding as a researcher. The subject of this research is elementary school, in this case the Directorate of Elementary School as the organization that carries and implements district/city elementary school development activities as well as students in order to achieve the Vision and Mission of the Ministry of Education and Culture in the Year 2020-2024.

## **RESULTS**

Corona virus or familiar with the term Covid-19 (Corona Virus Disease-19) has disrupted human life in all areas of life, as well as in the field of education (Prawanti and Sumarni, 2020); (Budiman, 2021). Schools in various countries that were originally conducted face-to-face have now turned into online schools, both primary schools, secondary schools and universities. All countries on earth, including Indonesia, must make the decision to close schools in order to reduce the spread of the COVID-19 virus. The government is currently moving to change the online learning system that can be done at the

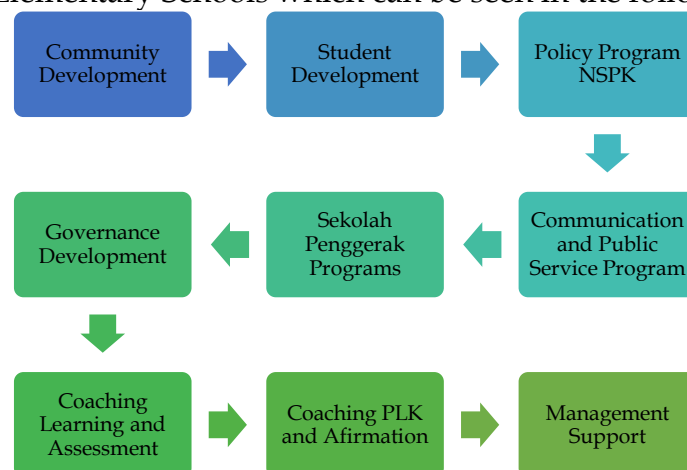
home of each student. The Indonesian Ministry of Education and Culture carries out various innovations in the learning system as an effort to catch up with materials and teaching and learning activities, especially in elementary schools in order to achieve the Vision and Mission of the Ministry of Education and Culture. The Ministry of Education and Culture's vision is "The Ministry of Education and Culture supports the President's Vision and Mission to realize an Advanced Indonesia that is sovereign, independent and personable through the creation of Pancasila students who think critically, creatively, independently, have faith, fear God Almighty, and have noble character, work together, and diversity". The missions of the Ministry of Education and Culture are:

1. Relevant and high quality, equitable and sustainable education supported by infrastructure and technology.
2. Preservation and promotion of culture and development of language and literature.
3. Optimizing the participation of stakeholders to support the transformation and reform of education and culture management.

The objectives to be achieved by the Ministry of Education and Culture are:

1. Expanding access to quality education for fair and inclusive students.
2. Development of the potential of students with character.
3. Strengthening the quality and relevance of education centered on the development of learners
4. Strengthening the participatory, transparent and accountable cultural education governance system.

The Directorate of Elementary Schools as an organization under the Ministry of Education and Culture also supports this goal through "Accelerating Equity Improving the quality of primary school education through transformation of elementary school development with Restructuring of Primary School Education Governance, equal distribution of services and access to quality education, improvement of learning outcomes, strengthening of student character." There are 9 types of programs carried out by the Directorate of Elementary Schools which can be seen in the following figure:



**Figure 1.** Types of Primary School Directorate Programs

This innovation promoted by the Ministry of Education and Culture increases the application of ICT (Information and Communication Technology) in various aspects of learning and at various levels of education, especially Elementary School, namely an online learning system that implements e-Learning by using various supporting applications such as Zoom, Google Meet, Whatsapp and so on. to the use of e-Reports. With the increasing use of ICT in learning, there are many alternative media that can be chosen by teachers to create a fun and memorable learning atmosphere. ICT that is used properly and appropriately in education will expand learning opportunities, increase efficiency, improve the quality of learning, improve the quality of teaching, facilitate skill formation, encourage sustainable lifelong learning, improve policy planning and management, and reduce the digital divide so as to improve the quality of resources. human resources in the midst of global competition.

However, there are various obstacles that must be faced in implementing learning innovations using ICT, ranging from psychological barriers, technical/practical barriers and value barriers. Psychological barriers can be seen from the psychological condition of individuals in the organization, namely in the form of a rejection. The rejection shown is an attitude of distrust, insecurity, and discomfort towards the innovations that have been carried out. An example is the form of refusal of children to innovate the new curriculum by several teachers in schools who reject the change from the 2013 curriculum to a prototype curriculum. Value barriers involve the fact that an innovation is not in harmony with the values, norms, and traditions held by a particular person or organization. Furthermore, obstacles related to technical/practical are seen through physical resistance factors. Like; the placement of long study time, inadequate resources both in terms of human, technical and cost, as well as the complex Indonesian education system. While the barriers in terms of value are related to the content of the policy which contains differences in values, norms and traditions that are embraced by several groups of people, giving rise to activities that reject the innovation policy. These obstacles can make an educational innovation run not as expected.

## **DISCUSSION**

Through the obstacles that arise from an innovation in the field of education, it should be a reference for handling and finding solutions to overcome existing obstacles. The solution is the handling of several impacts that arise due to existing obstacles. The solution that can be done is by paying attention to several factors before carrying out an innovation, namely; involvement of educators, students, curriculum, facilities and infrastructure, as well as the social scope of the community. The involvement of educators in an innovation in the field of education is very important. However, when there are obstacles in the implementation of educational innovations, educators also have a role in it. This is related to whether educators have carried out their duties effectively so that obstacles can be overcome or even do not occur. Furthermore,

an innovation must first be adapted to the needs of students, so that educators and schools can first see the condition of students when planning an educational innovation.

This learning innovation solution is an alternative for teachers in implementing learning models. It aims to increase knowledge and apply the use of technological advances properly and correctly. There needs to be special treatment for students who have difficulty in learning. This online learning model is good to use but needs to be added with an offline learning model. This is because if it is only online learning, the honesty and independence of students in doing assignments is not controlled. So, it would be good if this online learning model was continued by adding face-to-face learning. It is hoped that in the future there will be a better online model to support learning to be more effective and efficient which can be accepted by students well. It is also hoped that online learning can be a good solution to support the progress of learning at home in a pandemic like this. The role of parents at home is expected to be as much as possible accompanying their children to study at home. The positive thing that can be obtained is that children have a personal closeness with their parents.

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