

POST COVID-19: TEACHER CHALLENGES AND INNOVATIONS IN LEARNING

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Abstract. This study aims to determine the learning constraints of the school. During the covid 19 pandemic. The type of research used is descriptive qualitative suffering. The subjects of his research were the parents of students and students. The object of the research is the mental condition of students during the Covid 19 pandemic. The research method used is qualitative research with literature review methods. Data collection was carried out by tracing various sources in the form of government documents, mass media and previous relevant research results were analyzed using principles and supported by the results of interviews with several students and teachers. The results of this study indicate that government policies in tackling the spread of the Corona virus have an impact on the emergence of new concepts related to learning innovations that can be applied. The method is online. It is hoped that technology-based learning innovations will not only take place during the Covid-19 pandemic but can be applied after Covid-19 ends for more advanced and quality education. The results of the analysis show that the obstacles experienced by students in online learning include decreased learning motivation due to boredom, lack of understanding of material due to limited facilities. Barriers to parents include economic conditions affected by the COVID-19 pandemic that do not support learning, and lack of time to accompany students. Barriers to teachers include lack of knowledge and skills regarding technology and limited learning interactions. Meanwhile, obstacles from educational institutions include re-planning and supervision which are hampered in the implementation of online learning. This study aims to determine the learning constraints from schools that become obstacles for teachers/students in the teaching and learning process. It is hoped that technology-based learning innovations will not only take place when the Covid-19 pandemic ends, for education to be more advanced and of high quality.

Keywords: Covid-19, Teachers, Innovation, Learning, Students, Parents

Introduction

At the end of 2019, a virus was found in Wuhan, China, namely the covid-19 virus. Then it began to spread all over the world. Eventually, the disease broke out, after which it developed into a pandemic. Unexpectedly, it spread very quickly. On March 11, 2020, WHO declared the covid-19 pandemic. Likewise with the condition of the Indonesian government which has declared this condition as a national disaster in March 2020 (Fortuna & Fitria, 2021).

The emergence of the Covid-19 pandemic has had a serious impact on the continuity of education. Based on research that has been done, the Covid-19 virus can be transmitted through coughing or sneezing droplets from patients infected with Covid-19. Therefore, to reduce the growth of the transmission of Covid-19 the government limits community interaction by issuing policies that require people to carry out their activities from home. The Ministry of Education and Culture was forced to stop conventional learning with aims to stop the rate of development of the viral mutase. (Al-Fatih et al., 2022)

The emergence of the Covid-19 pandemic caused many problems to occur in the world of education, thus hindering the implementation of the expected educational goals. Indonesia finally decided that learning was changed from face-to-face in online learning classes, in virtual classes. This learning is carried out remotely through internet media and other supporting tools such as cell phones and computers. The implementation of these learning activities is carried out in each house so that there is no direct interaction between teachers and students (Astuti et al., 2022).

In general, learning activities are carried out at schools and campuses with direct guidance by teachers and lecturers. However, since the emergence of Covid-19, the education sector has also been heavily impacted. Circular Letter of the Minister of Education and Culture of the Republic of Indonesia no 36962/MPK.A/HK/2020 issued March 13 2020 concerning learning and work that is carried out online or doing everything from home, which is carried out in an effort to limit the distribution chain of covid-19 as well as Letter The Joint Decree of the four ministers regarding Guidelines for Organizing Learning in the 2020/2021 Academic Year and 2020/2021 Academic Year during the Covid-19 pandemic which regulates online learning systems (Kurniawati et al., 2022).

Thousands of schools in other countries, including Indonesia, have closed schools in an effort to stop the spread of Covid-19. UNESCO's response as an institution engaged in education, strongly approves of the implementation of learning by using online containers for distance learning efforts, so that learning can be reached by students wherever they are. Changes from the implementation of learning in the classroom to the implementation of learning in this network, the ones who act as the most important actors are teachers and educators, because they are controllers in the learning process (Dini, 2021). Schools in various countries were initially conducted face-to-face but are now being implemented online, both in elementary schools, secondary schools and tertiary institutions.

Situations like this require teachers and students to use existing platforms to support online (online) learning activities. There was a problem when using a digital platform such as zoom to hold a meeting. In this case, not all students are able to access and participate in the meeting. The reason is that at that time the students' parents were working outside the home and there were also some of them who were still not technologically literate (Lestari & Gunawan, 2020). The situation changed suddenly, not all teachers understood using online platforms that could support online learning activities. So that the teacher only uses conventional methods, namely by giving assignments to students. As a result, students gradually feel bored and pressured by the assignments given by the teacher (Prawanti & Sumarni, 2020). Muhibbin Syah (1999: 161) says that saturation or boredom is a condition in which the intellectual system is unable to work as expected in processing new information or experiences. Likewise with Al-Qawiy (2004: 1) says that learning saturation is a mental condition of a person where when experiencing boredom and fatigue results in a feeling of lethargy and unenthusiastic or unenthusiastic about carrying out learning activities.(Prawanti & Sumarni, 2020).

Activities that should be carried out at school by students such as interacting with their peers and also interacting with teachers have been hampered due to school closures and replaced with online (online) learning. Online learning is expected to be effectively implemented as a solution so that teaching and learning activities can continue even though conditions do not allow

face-to-face learning to occur in the classroom. Based on this, this research was conducted with the aim of identifying obstacles to online learning during Covid-19 for students.(Prawanti & Sumarni, 2020)

Method

The research method used is library research obtained from documents, articles, and news related to online learning during Covid-19. The data that has been collected is analyzed using research methods that seek to reveal the facts of events written in statements originating from careful data sources. The results of this study are to explain the processes and problems that exist during online learning. Apart from that, it provides some input that can be done to solve problems that exist in online learning during the Covid-19 pandemic.(Nafrin & Hudaidah, 2021)

Result And Discussion

During this lockdown period, the closure of all educational institutions hampered the education system and teaching and learning process. Understanding the teaching and learning process during this crisis period is very important for designing effectiveness for smooth teaching and learning activities, but it is an obstacle for schools that have never held online learning, especially in remote areas (Amiruddin et al., 2021). It is also an obstacle for teachers when they experience difficulties, teachers experience difficulties in implementing Distance Education (PJJ) or online (online) which tend to be forced due to the conditions of the Covid-19 pandemic and teachers tend to focus on determining curriculum achievements. Limited time for the teaching and learning process so that teachers cannot have hours of teaching load in accordance with the provisions. Ineffective communication with parents as teacher partners in the teaching and learning process (Iftiyah, 2021).

Parents, students, not all parents/guardians can accompany children/students when studying at home (parents are preoccupied with work, household, etc.). Limited ability of parents/guardians to understand lessons and provide strong motivation in accompanying learning at home (Iftiyah, 2021) Online learning really requires a variety of strategies, both strategies to attract learning approaches to students online or strategies so that online and distance learning can be carried out effectively. A good learning strategy requires strengthening the interaction between students and teachers, because this pandemic distance makes the relationship between the two very important. Connections that are built from start to finish should make them feel more comfortable and effective using this online medium (Al-Fatih et al., 2022).

Students, the difficulty of student learning communication caused by a less conducive home atmosphere is compounded by assignments from very many teachers (Iftiyah, 2021). Implementation of online learning that is carried out at home, one of the limitations in this implementation is the supporting facilities and infrastructure, such as laptops, computers, cellphones, internet quota, and so on. Facilities and infrastructure are so important in accommodating the implementation of learning for students (Prandika & Amrullah, 2021). The impact felt by students in online learning is that they are not yet sophisticated in using technology (smartphones, laptops or computers) or online learning because they are used to and enjoy with face-to-face learning directly with educators, they are used to interacting with their

friends at school, joking with educators at school so they need to adapt first to this kind of learning model (Jamilah & Mulyadi, 2020).

It is felt that the implementation of online learning is not optimal in delivering learning material to students, because they usually study in face-to-face classes. Now delivery of material through a container. So the teacher feels that learning is not meaningful for students. One of the factors is that learning is not carried out face to face directly, so the learning process is more focused in the form of assignments to students.(Prandika & Amrullah, 2021)

Conclusion

This study aims to determine the learning constraints from schools that become obstacles for teachers/students in the teaching and learning process. It is hoped that technology-based learning innovations will not only take place when the Covid-19 pandemic ends, for education to be more advanced and of high quality. We need to know, that education is one of the keys to a change in the life of the nation and state, with education humans will have broader knowledge. In education the role of the teacher is very important, because the teacher is at the forefront of transferring knowledge and technology. However, with the existence of Covid-19, all human activities are disrupted. This includes teaching and learning in schools.

There are obstacles from various schools. For schools that have never implemented online learning at all, especially schools located in remote areas. As a result, the school is difficult for teaching and learning activities. Various kinds of problems experienced by a teacher when using platforms or online (online) learning, not all teachers are too familiar with using platforms or online (online) learning. As a result of the teacher's lack of understanding of online (online) learning, the teacher gives more homework to his students. Compared with the explanation of the material delivered by the teacher.

And the problems that occur with students are that students are not used to online learning, so researchers can conclude that students do not get maximum educational services. Students get more assignments from the teacher, compared to the explanation of the subject matter. Students also lack motivation/support from their parents, so even children who study feel bored easily and feel bored. Problems with student guardians in online learning, namely, there is no free time for student guardians for students in this online teaching and learning process, due to parents who are busy working, and not all student guardians have a good economy (don't have cellphones, laptops or computers), and even among those who have mobile phones they find it difficult to buy their internet quota.

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