



Challenges of Online Learning During the Covid-19 Pandemic in Madrasah

Mohammad

Madrasah Ibtidaiyah Nurul Islam, Tiris, Probolinggo, East Java, Indonesia

Corresponding Author: mohammad1264@yahoo.com

DOI: <http://doi.org/10.33650/afkarina.v7i1.5342>

Abstract:

This study aims to analyze the optimization of online learning based on parental involvement in madrasas during the Covid-19 pandemic. This research uses the descriptive qualitative method of case study type. Data collection techniques are carried out through observation, interviews and documentation. The data analysis technique is carried out through data collection, reduction, presentation, and conclusion. The results of the study show that the challenges of online learning implemented during the Covid-19 pandemic include the readiness that educators must have, student factors and geographical challenges. This research provides implications for the importance of learning designs that teachers in online learning activities must make to perfectly realize educational and learning objectives.

Keywords: *Leaning, Online, Covid-19*

Please cite this article in APA style as:

Mohammad. (2020). Challenges of Online Learning During the Covid-19 Pandemic in Madrasah. *Afkarina : Jurnal Pendidikan Agama Islam*, 6(1), 1-11.

INTRODUCTION

Along with the Covid 19 pandemic throughout the world, it has had a significant impact on the survival of people, especially in Indonesia. The outbreak of the Covid-19 virus has had a huge impact on various aspects, both social, cultural, economic, religious, and not spared in the education sector (Sadikin & Hamidah, 2020).

In order to mitigate the risk of Covid-19, the Government of Indonesia issued several policies and prohibitions, such as the prohibition on crowds, social

distancing and physical distancing, wearing masks and always washing hands. The educational aspect is also not spared from government policies, in order to overcome the risk of spreading Covid-19, starting from social distancing policies to psychological distancing (Suppawittaya, Yiemhat, & Yasri, 2020). On March 24, 2020 the Minister of Education and Culture of the Republic of Indonesia also issued an education policy during the Covid-19 pandemic emergency, in the form of a circular letter which explained that the teaching and learning process was carried out at their respective homes through distance or online learning (Hanik, 2020).

Social distancing and psychological distancing policies in educational activities were finally issued by the minister of education and culture, through instructions to study at home and work from home. Teaching and learning activities in schools were temporarily suspended and replaced by distance learning by utilizing online media through various applications (Derani & Naidu, 2016).

Through this policy, educational institutions, especially Madrasah Ibtidaiyah Nurul Islam, Tiris, Probolinggo have to think hard about implementing this government policy. In the end, the madrasa must decide that education and learning will be carried out online or online. Online learning is learning that uses and utilizes the internet network supported by learning applications. Online learning is a form of conventional learning that is packaged in digital form via the internet network. Through this online learning, it is hoped that students can be independent in their learning (Karlina, Nugraha, D, & Halimatu, 2021).

Ideally online learning using the internet and multimedia technology should be able to change the way knowledge is conveyed and can be an alternative to learning that is carried out in traditional classes (Hamedoğlu, 2019). Online learning is learning that is carried out online via the internet to support face-to-face learning,

Online learning implemented by madrasah institutions as an embodiment of the implementation of government instructions, is intended to be carried out in an effort to break the chain in the spread of the virus and maintain the safety of students and teachers (Ningsih, 2020). With the implementation of online learning, students can freely carry out learning because learning time can be carried out anytime and anywhere without being limited by time and space. The process of implementing online learning can be done through several applications, for example Classroom, Video Convergence such as Zoom or

Whatsapp Group (Isrokatun, Yulianti, & Nurfitriyana, 2021).

Many researchers have studied online learning, including; Sobron et al., (2019) said that online learning-based learning that uses the Edmodo application, especially science subjects, has a very positive impact on class students. Putria, Maula, & Uswatun (2020) said that the COVID-19 pandemic had a very big impact on the learning process, learning that was usually carried out in person has now been shifted to online learning. Students feel bored and bored while carrying out learning. Online learning carried out for elementary school-age children is felt to be less effective. There are several factors supporting teachers in the online learning process, namely the availability of mobile phones, quotas and a stable internet network. In addition to the factors that support online learning, there are also several factors inhibiting teachers in online learning. These inhibiting factors include not all students have cellphones and many parents are still busy working.

Furthermore, Zhafira, Ertika, & Chairiyaton (2020) said that the most popular online learning media are WhatsApp and Google Classroom. 53% of students from the Faculty of Economics at Teuku Umar University were familiar with various online learning media before online lectures began. In addition, the communication pattern most in demand by students is the semi-two-way pattern. Further research is needed on problem-based, collaborative, and other models of online learning research.

Puspaningtyas & Dewi (2020) said that students received good support from various parties in carrying out online learning. However, the majority of students experience problems related to signals during online learning. Many students also have not been able to master learning applications properly so that it will influence the learning process. In addition, students stated that they had difficulty communicating with teachers and preferred face-to-face discussions and students had difficulty understanding material if it only came from books.

Departing from some of the research mentioned above, online learning carried out by teachers in the classroom is expected to be able to run effectively and efficiently. However, in practice, online learning carried out at Madrasah Ibtidaiyah Nurul Islam does not run too optimally. This is due to the large number of students who do not have Android phones. They take turns using cellphones with their parents, so learning is a little hampered and disrupted. In addition, the signal quality in the area where students live is not optimal. The signal is very weak, so when carrying out online learning they are often disturbed because of a weak signal. Even worse, the data package that students have is very

limited. The average student from the middle to lower economic level has limited funds to buy data packages.

In addition, students have difficulty operating the application provided by the teacher, so they need assistance from their parents intensely. Moreover, children who study online are allegedly playing and not serious in carrying out education and learning activities. Therefore, very intense assistance from parents is needed so that the learning runs successfully as expected.

Departing from the above, the researchers were interested in conducting research on the challenges of online learning during the Covid-10 pandemic in Madrasas, where online-style learning gave different perceptions, both among students, teachers and parents of students.

RESEARCH METHODS

The researcher used a qualitative case study type approach, in which the researcher attempted to understand the challenges associated with online learning during the Covid-10 pandemic at Madrasah Ibtidaiyah Nurul Islam, Tiris Probolinggo. The qualitative approach in this case is understood as a study that intends to understand the phenomenon of what is experienced by research subjects such as behavior, perceptions, motivations, actions, etc. holistically and by means of descriptions in the form of words and language, in a natural context and by utilizing various scientific methods.

The data collection technique is carried out through observation of learning activities that occur in the field, then followed by interviews with students, parents and teachers related to learning activities that have been carried out online. Documentation is used to collect various supporting data in learning activities, such as learning photos, lesson schedules, lesson plans, assessment results and so on.

RESULTS AND DISCUSSION

Readiness of Educators

Implementation of online learning is not without problems. In several countries, it was reported that among those who adopted online learning, the average actual benefit was much smaller than expected. Network problems, lack of training, and lack of awareness were cited as the main challenges faced by educators. Lack of awareness is stated as the most important reason by those who do not adopt online learning followed by a lack of interest and doubts about the usefulness of online learning (Wahyono, Husamah, & Budi, 2020).

The teacher is one of the components in teaching and learning activities and has a position that greatly determines the success of learning, because the main function of the teacher is to design, manage, implement and evaluate learning. Besides that, the position of the teacher in the teaching and learning process is also very strategic and determines learning. Strategic because it is the teacher who will determine the depth and breadth of the subject matter, while it is decisive because the teacher sorts and selects the lesson material to be presented (Wahyuni, Rahim, & Hayati, 2020).

Teaching staff or teachers are educators who make a major contribution in shaping human resource capabilities. Various efforts, methods and efforts are made in order to improve or increase the quality and ability of teachers by the government in the field of reforming both systems and policies for their teaching staff, because a teacher or educator should have a task in learning that will make students have strategic creation in learning with an interesting and meaningful learning process (Sulfemi, 2020).

In online learning activities carried out at Madrasah Ibtidaiyah Nurul Islam, teachers have problems carrying out these activities. Imagine, the online learning that is being implemented is a program that suddenly has to be implemented quickly, so that they are very difficult to implement, especially when dealing with various kinds of new applications.

Teachers' unpreparedness in dealing with technological change, including the low ability of teachers to master technology is one of the challenges faced by Madrasah Ibtidaiyah Nurul Islam. This is due to the age factor of teachers who on average cannot operate online learning applications. In addition, they also do not have supporting media for online learning, such as laptops, headphones and so on.

In addition, teachers at these institutions also have difficulties in determining the most effective models, methods, activities, and subjects or actors in creating online learning so that it conforms to shared expectations, increasing student interaction in order to create an environment that supports academic dialogue and social skills. The creativity of educators in implementing online learning, educators or teachers have not been able to design and use varied models, methods, strategies and techniques, so that the impression of learning is going as it is.

One indicator of teacher professional competence is the mastery of information technology and its implementation in teaching and learning

activities. The inability of teachers to use information technology in learning is an obstacle for schools to update learning media. Even though technology can be used to make teaching and learning activities more effective, efficient, and fun for students (Surahman et al., 2020)

Student Factors

Online learning connects students with learning resources remotely but can communicate with each other, interact using information and communication technology including the Zoom application, Google Classroom, Google Meeting and other applications by utilizing the internet network (Sister Buulolo, Kual, Sina, & Siburian, 2020).

At the beginning of the learning pandemic, Madrasah Ibtidaiyah Nurul Islam used the WhatsApp group. The teacher actively sends learning videos and instructs students to give assignments to students based on printed textbooks. The teacher also informs students to send assignments and proof photos of being studied at home to the WhatsApp group.

According to a teacher at Madrasah Ibtidaiyah Nurul Islam, the challenges to implementing online learning are that it is difficult for children to understand the material, it is difficult to provide material or assignments according to student abilities, it is difficult to provide feedback or feedback on student work, it is difficult to cooperate and collaborate with other teachers. , spending more money (pulses or the internet) in preparing lessons and more time and energy in preparing lessons.

The obligation to study at home is a serious obstacle, especially for students from economically disadvantaged (lower middle class) circles. They often complain about running out of internet quota packages. In addition, technology is considered to be able to build an instant attitude for its users. The burden of quota fees that are too large for students at Madrasah Ibtidaiyah Nurul Islam is certainly a tough challenge for students and parents of students. Therefore, the government needs to pay attention so that the burden of internet quota fees does not become an obstacle to implementing online learning. Apart from that, the next problem is the large number of assignments given by the teacher and it is a complaint from some students at Madrasah Ibtidaiyah Nurul Islam.

This is in line with complaints from the public to the Indonesian Child Protection Commission (KPAI). These complaints are related to: first, the assignment is too heavy with a short time. Second, there is a lot of summarizing

and copying assignments from books. Third, study hours are still rigid. Fourth, limited quota for participating in online learning. And fifth, some students do not have personal devices, so they have difficulty taking online exams (Madrim, 2020; Wahyono et al., 2020).

This condition is in line with the results of research by the Ministry of Women's Empowerment and Child Protection in March 2020 with the subject of students aged 14-17 years (69% female and 31% male) totaling 717 from 29 provinces throughout Indonesia. The results show that 58% of students do not like learning from home. The causative factor is that participants think that communication with friends is limited, they experience limited technology: in the form of internet facilities, gadgets, and electronic books. They also think that the school does not have a good program for learning at home. Schools and teachers only give assignments in succession according to lesson plans and subject matter in non-pandemic conditions/ordinary conditions (Satriawan, 2020; Wahyono et al., 2020).

Geographical Challenges

Currently, in accordance with the development of the COVID-19 emergency situation, several countries have adopted various flexible teaching and learning approaches in their education systems, and online or online education is one of the main approaches. Online learning, as part of distance education, always pays attention to providing access to educational experiences that are at least more flexible in time and space than campus-based education by utilizing various types of technology (Huang, 2020).

The online learning policy implemented by Madrasah Ibtidaiyah Nurul Islam is responding to the Covid-19 pandemic. Utilization of Information Technology is a solution to implementing online learning. Many information media are used by educators to carry out online learning. Information technology to support the implementation of online learning during this pandemic includes e-learning, learning houses, WhatsApp, Moodle, Google Classroom, and so on.

Students must be prepared for online learning. After several months of implementing online learning, students experienced many complaints, due to the unpreparedness of the facilities they had. Online learning requires that all teachers and students inevitably have to be technologically literate. Teachers must prepare materials in the form of teaching materials and video tutorials before conducting online learning. Likewise, students must study harder to be able to understand the material provided by the teacher online.

The online learning process has not been carried out optimally at Madrasah Ibtidaiyah Nurul Islam due to the unpreparedness of teachers and students, so adjustments need to be made first. Many students have limited facilities to support online learning. Starting from the limited signal, the wasteful use of data packages, many students do not live in cities but live in the countryside/mountains which are far from internet access.

This condition can lead to a stronger learning gap. This indicates that there are actually many challenges faced in online learning by utilizing information technology. Students at Madrasah Ibtidaiyah Nurul Islam also experience a similar challenge, where almost 80% of their students live in rural and inland areas, so access to signals and internet networks is still very limited.

This is closely related to the geographical conditions of Madrasah Ibtidaiyah Nurul Islam which also have an impact on the affordability of signal or provider networks. Indonesia consists of a total of 17,000 islands with a length from west to east reaching 5,106 km, or 1/8 of the earth's area. Indonesia's geographical conditions are a challenge for Indonesia to build stable and quality internet connections evenly (Lestariyanti, 2020).

According to the Kompas Team (2020) as cited by (Wahyono et al., 2020), reports from a number of regions in Indonesia indicate that the implementation of online learning has not run optimally, especially in remote areas with limited internet technology and networks. The readiness of school infrastructure, the ability of teachers to teach online, and the availability of smartphone facilities are another problem in implementing online learning in Indonesia.

In terms of access, the challenge for the government is when distance learning is implemented in areas where accessibility, infrastructure, and digital literacy are still low. Based on the results of the 2018 APJII National Internet User Penetration Survey, the distribution of data shows that more than half of internet users in Indonesia are in the Java region (55.7%), followed by Sumatra (21.6%), Sulawesi-Maluku-Papua (10.9%), Kalimantan (6.6%), and Bali and Nusa Tenggara 5.2% (gratis.kompas.id, 30 March 2020). One of the difficulties encountered in the learning process from home is internet limitations both in terms of network availability and quotas for accessing online learning (Arifa, 2020).

CONCLUSION

Online learning was developed to create an integrated education system that can build connectivity between existing components in education. Therefore education becomes more dynamic and flexible in moving for educational development. The challenges of online learning carried out during the Covid-19 pandemic include the readiness that educators must have, student factors and geographical challenges. Online learning that is implemented will be even more difficult for students who do not have an internet quota, or have learning media such as cellphones, laptops and even those who do not have computer learning devices. In making decisions in the implementation of online learning, various learning assessments and evaluations must be designed that can help teachers to focus on delivering learning material in the learning process that is carried out by diving online.

REFERENCES

- Arifa, F. N. (2020). Tantangan pelaksanaan kebijakan belajar dari rumah dalam masa darurat covid-19. *Info Singkat: Kajian Singkat Terhadap Isu Aktual Dan Strategis*, 7(1), 13–18.
- Hamedoğlu, M. A. (2019). The Use of Information and Communication Technologies in Classroom Management in Primary Schools. *Malaysian Online Journal of Educational Technology*, 7(4), 145–154.
- Huang, R. H., Liu, D. J., Tlili, A., Yang, J. F., & Wang, H. (2020). Handbook on Facilitating Flexible Learning during Educational Disruption: The Chinese Experience in Maintaining Undisrupted Learning in COVID-19 Outbreak.
- Lestariyanti, E. (2020). Mini-Review Pembelajaran Daring Selama Pandemi Covid-19: Keuntungan Dan Tantangan. *Jurnal Prakarsa Paedagogia*, 3(1). <https://doi.org/10.24176/jpp.v3i1.4989>
- Madrim, S. (2020, April). KPAI: Siswa keluhkan pembelajaran berat di tengah wabah corona. VOA Indonesia.

- Puspaningtyas, N. D., & Dewi, P. S. (2020). Persepsi Peserta Didik Terhadap Pembelajaran Berbasis Daring. *Jurnal Pembelajaran Matematika Inovatif (JPMI)*, 3(6), 703–712. <https://doi.org/10.22460/jpmi.v3i6.703-712>
- Putria, H., Maula, L. H., & Uswatun, D. A. (2020). Analisis Proses Pembelajaran dalam Jaringan (DARING) Masa Pandemi Covid- 19 Pada Guru Sekolah Dasar. *Jurnal Basicedu*, 4(4), 861–870. <https://doi.org/10.31004/basicedu.v4i4.460>
- Satriawan, Y. (2020, May). Hardiknas: Belajar di rumah, berdamai dengan teknologi di tengah pandemi. VOA Indonesia
- Sister Buulolo, Kual, N., Sina, R. M., & Siburian, H. H. (2020). Pembelajaran Daring: Tantangan Pembentukan Karakter dan Spiritual Peserta Didik. *PEADA': Jurnal Pendidikan Kristen*, 1(2), 129–143. <https://doi.org/10.34307/peada.v1i2.21>
- Sobron, A. ., Bayu, Rani, & S., M. (2019). Pengaruh Daring Learning terhadap Hasil Belajar IPA Siswa Sekolah. *Prosiding*, 1(1), 1–5. Retrieved from https://www.researchgate.net/publication/338713765_Pengaruh_Daring_Learning_terhadap_Hasil_Belajar_IPA_Siswa_Sekolah_Dasar
- Sulfemi, W. B. (2020). Pengaruh Rasa Percaya Diri Dan Gaya Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru. *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam*, 5(2), 157–179. <https://doi.org/10.31538/ndh.v5i2.557>
- Surahman, E., Santaria, R., & Setiawan, E. I. (2020). Tantangan Pembelajaran Daring di Indonesia. *Journal of Islamic Education Management*, 5(2), 94–95.
- Wahyono, P., Husamah, H., & Budi, A. S. (2020). Guru profesional di masa pandemi COVID-19: Review implementasi, tantangan, dan solusi pembelajaran daring. *Jurnal Pendidikan Profesi Guru*, 1(1), 51–65. Retrieved from <http://ejournal.umm.ac.id/index.php/jpppg/article/view/12462>
- Wahyuni, D., Rahim, R., & Hayati, N. (2020). Analisis Kepemimpinan Kepala Sekolah Dan Lingkungan Kerja Terhadap Kinerja Guru Tingkat SMK. *E-Mabis: Jurnal Ekonomi Manajemen Dan Bisnis*, 21(1), 71–78. <https://doi.org/10.29103/e-mabis.v21i1.470>

Zhafira, N. H., Ertika, Y., & Chairiyaton, C. (2020). Persepsi Mahasiswa Terhadap Perkuliahan Daring Sebagai Sarana Pembelajaran. *Jurnal Bisnis Dan Kajian Strategi Manajemen*, 4(1), 37–45. <https://doi.org/10.35308/jbkan.v4i1.1981>