Analysis of Distance Learning During Covid-19 Pandemic in Indonesia[*]

Zaharah[1]
Kazan Federal University, Republic of Tatarstan, Russia Federation

10.15408/sjsbs.v9i2.24827

Abstract
The purpose of this study is to analyze the impact of distance learning during the Covid-19 pandemic, where the teaching and learning process is usually carried out in the classroom but with the pandemic, learning must be done remotely or through online learning. The method used in this research is descriptive quantitative. 40 students and 10 prospective teachers practice teaching in junior and senior high schools as respondents in South Tangerang. The data was collected using Google forms and the results were analyzed statistically discritif. This research was conducted at the Tarbiyah Faculty, Syarif Hidayatullah State Islamic University Jakarta and several schools in South Tangerang. The results obtained were around 55.5% of students experienced an increase in understanding in learning, only 47.5% of students paid less attention to lessons when learning online and 59.5% of students could concentrate on following online learning, almost 60% of students preferred to study offline. than online. This is because some students have difficulty participating in distance learning because they are constrained by unstable internet connections and lack of funds to purchase internet quotas, and teachers lack expertise in learning technology, especially in using learning applications, so learning does not run smoothly. Based on the analysis of respondents' results, it can be concluded that distance learning carried out during the pandemic is effective, but in particular only during the pandemic because of the many obstacles experienced by students and teachers. However, when it returns to normal, you should not continue to use online learning, but must have done face-to-face learning or blended learning so that students do not experience boredom in participating in learning.
Keywords: Learning; Covid-19; Face to face

Abstrak
Tujuan dari penelitian ini adalah untuk menganalisis dampak pembelajaran jarak jauh pada masa pandemi Covid-19, dimana proses belajar mengajar biasanya dilakukan di dalam kelas namun dengan adanya pandemi, pembelajaran harus dilakukan dari jarak jauh atau melalui pembelajaran online. Metode yang digunakan dalam penelitian ini adalah deskriptif kuantitatif. 40 Mahasiswa dan 10 calon guru praktik mengajar di SMP dan SMA sebagai responden yang ada di Tangerang Selatan. Data dikumpulkan menggunakan Google form dan hasilnya dianalisis secara statistik diskriftif. Penelitian ini dilakukan di Fakultas Tarbiyah, Universitas Islam Negeri Syarif hidayatullah Jakarta dan beberapa sekolah yang ada di Tangerang Selatan. Hasil yang diperoleh sekitar 55,5% siswa mengalami peningkatan pemahaman dalam pembelajaran, hanya 47,5% peserta didik kurang memperhatikan

---

pelajaran ketika pelajaran online dan 59,5% siswa dapat konsentrasi dalam mengikuti pembelajaran online, hampir 60% siswa lebih suka belajar secara offline daripada online. Hal ini disebabkan sebagian siswa mengalami kesulitan mengikuti pembelajaran jarak jauh karena terkendala oleh koneksi internet tidak stabil dan kekurangan dana untuk membeli kuota internet, serta guru kurang memiliki keahlian dalam teknologi pembelajaran terutama dalam menggunakan aplikasi pembelajaran, sehingga pembelajaran tidak berjalan dengan lancar. Berdasarkan analisis hasil responden dapat disimpulkan, bahwa pembelajaran jarak jauh yang dilakukan selama masa pandemi efektif, tetapi khususnya hanya masa pandemic saja karena banyaknya kendala yang dialami siswa dan guru. Namun saat sudah kembali normal, sebaiknya tidak terus menerus mengunakan pembelajaran online, tetapi harus sudah melakukan pembelajaran tatap muka ataupun blended learning agar peserta didik tidak mengalami kebosanan dalam mengikuti pembelajaran.

Kata Kunci: Pembelajaran; Covid-19; Tatap Muka

A. INTRODUCTION

The Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state.

The explanation of education is the process of changing attitudes and behavior of a person or group of people to mature humans through teaching and training efforts, and education is a single process that becomes one of the priorities in everyone's life. Bezrukova (2013)[2]

Online learning is part of distance learning or distance learning which is carried out by almost all universities and schools in some countries in the world applying this learning during a pandemic. Online learning or distance learning is learning that is carried out without meeting face to face through an available platform is by distance learning. Distance learning is not a new thing in the world of education considering that This way of learning has been developed since the 1970s. When analyzed clearly, it can be said that distance learning is a form of the learning system in which the learning process is far from the center of education and is independent. Distance education is a learning model that frees students to be able to learn without being bound by space and time with as little help as possible from others.

Nowadays the importance of the introduction of distance learning educational technology has been the subject of many research studies by scientists such as Selwyn, (2011), Kagosyan AS (2018), Rogantina (2017)[3] Unik.H.S.(2020) Gromova (2010), they provide a definition of the concept of "distance learning", where this concept is interpreted as learning delivered using a set of educational technologies, where

---

[2] Bezrukova, V.S.(2013) *Pedagogy: Textbook* / V.S. Bezrukov. - Rn / D: Phoenix, ISBN .978-5-222-20014-8. 2013. P. 381.[Electronic resource]. URL http artlib.osu.ru/web/books/content_all/6456.pdf (Accessed: 10 Juli .2021).

[3] Rogantina Meri Andri,(2017).*Peran Dan Fungsi Teknologi Dalam Peningkatan Kualitas Pembelajaran*, Jurnal Ilmiah Research Sains 3, no. 1 (2017).P. 122–29.

student and teacher interactions are mediated intentionally or by means of technological devices, Latif (2020) , Oktavia (2020)[4] In the context of distance learning, it is necessary to emphasize the independence of students in participating in learning. In the International Research Journal it is explained that for anyone who has access to the Internet, there are great opportunities for independent study, which then leads to self-education . Uvarov A.Yu.(2019).[5]

Distance learning technology is very possible and relevant,Samova (2019)[6] is carried out at this time because of advances in science and technology, which leads to the process of computerization of society. Thanks to this phenomenon, a person is allowed to learn new information and acquire the necessary skills. Technical devices play an important role in modern education - multimedia equipment, computers, special devices, and other human inventions, Eko Kuntarto (2017)[7]

The distance learning system is a learning system that is not faced to face directly between teachers and students but is carried out online using the internet network. Teachers must ensure that teaching and learning activities continue, even though students are at home. The solution is that teachers are required to be able to design learning media as innovations by utilizing (online) media.

The negative impact of online learning, in general, is the problem of internet quotas and limited access to smartphones that have large capacities plus an erratic network. Regardless of the positive and negative impacts, online learning is a challenge that we all have to face together and we must make the most of it .

Today's education is experiencing challenges, the condition of the country that is not healthy has penetrated the world of education. There were many complaints from students and also educators, Professor of the University of Applied Science and Arts Hannover, Germany. Gerhard Fortwengel said that the Corona outbreak had become a great catalyst that spurred the world of education such as encouraging more use of information technology in distance learning activities or online therefore we must be able to take advantage of the opportunities that exist. However, there are big challenges in implementing education during this pandemic, one of which is that the academic community is not used to using online or distance learning systems. All these obstacles cannot be separated from the participation of students, educators, and parents.

The principle applied in the policy during the COVID-19 pandemic is "the health and safety of students, educators, education staff, families, and the community

---

[4] Oktafia. I.H.and Siti S.,(2020) *Pembelajaran Daring Sebagai Upaya Study From Home* (SFH) *Selama Pandemi Covid 19,*Jurnal Pendidikan Administrasi Perkantoran (JPAP) 8, no. 3 (2020): 498.

[5] Uvarov A.Yu. (2018) *Virtual reality technologies in education* / A.Yu. Uvarov // Science and school. - No. 4. - p.108-117).

[6] Shamova N.V. (2019) *Online learning in the educational process; strengths and weaknesses* Kazan pedagogical journal. - 2019. - No. 2. - P. 2 –20.

[7] Kuntarto, E. (2017). *Keefektifan model pembelajaran daring dalam perkuliahan bahasa Indonesia di perguruan tinggi"*. Journal Indonesian Language Education and Literature Vol. 3, No. 1, Desember 2017. P.100-108 University of Jambi.

is a top priority in setting learning policies related to online learning, several telecommunications companies have started collaborating with various platforms. online learning to support this new model of learning activities. Online Communication or Network Communication is a way of communicating where the delivery and reception of messages is done by or through the internet network. Communication that occurs in the virtual world is called communication in cyberspace. The term online communication refers to reading, writing, and communicating via computer networks, Mark Warschauer M. (2001)[8]. Communication is very closely related to learning today, good communication skills are needed by educators in carrying out distance learning.

From several references studies, it can be concluded that in the implementation of distance learning during a pandemic, there are many obstacles that are felt by students and teachers and guardians of students during the learning process, obstacles or obstacles faced by teachers is lack of mastery of the technology used in the learning process, and cannot fully control students who are doing distance learning. The work of educators is not limited, this is because teachers have to communicate and coordinate with parents, teachers, and principals. For students, they do not understand learning when distance learning takes place, and the internet connection is not so smooth that it hinders the learning process, and for parents, the weight of providing internet quotas which they feel is too expensive, Based on this, we carried out research with the aim of analyzing distance learning during a pandemic, especially in Indonesia.

B. METHODS

This research design uses data from open-ended questions in the form of questions. The research was conducted on the campus of Syarif Hidayatullah Islamic University Jakarta at the Faculty of Education, Social Sciences Department and several schools in South Tangerang. The purpose of this study was to analyze the distance learning system during the pandemic. This research was conducted in the 2020/2021 school year during the Covid-19 pandemic. The questionnaire was distributed via Google forms and interview some teacher training at some school in South Tangerang . It is intended to clarify the purpose. Pedagogical at the time of distance learning, information comes from structured interviews conducted online and using what apps chat and interviews with several teachers openly and with students so that students can express their opinions about positive and negative aspects related to distance learning during this pandemic..

C. RESULT AND DISCUSSIONS

The results of this study indicate that many difficulties occur during the implementation of this distance learning activity, the results of interviews and the

---

[8] Warschauer, M. (2001). *Online communication.* In R. Carter & D. Nunan (Eds.), The Cambridge guide to teaching English to speakers of other languages (P. 207-212). Cambridge: Cambridge University Press.

results of the questionnaires after being analyzed, it is found that in general students feel surprised by the implementation of distance learning because they are didn't attend class of distance learning before. This distance learning was carried out suddenly by the government because so far the implementation of learning at the elementary, middle, and high school levels had never been implemented, while in higher education learning was carried out by blended learning and even then in some universities. So, it is certain that students and teachers are not ready to accept online learning. Another obstacle felt by students and teachers is the problem of internet network connections, and internet quotas, not all parents can provide or buy smartphones and notebooks, computers connected to the internet. And not all teachers can master technology by using learning applications that already exist today.

At the beginning of the implementation of distance learning, there were many obstacles faced because there was no face-to-face interaction between students and teachers, there were many school activities that had been previously planned by each school which was ultimately not implemented because the government implemented work from home, school from home, and Community activities are very limited.

Most students feel that online learning is more difficult than face-to-face learning activities, students say that the subject matter is very difficult to understand, especially certain subjects, besides that there are many tasks given by the teacher. Therefore, to bridge the gap, it is emphasized the need to teach creativity so that distance learning is more interesting and students are motivated to want to learn. In addition, there are other factors that hinder their learning, namely the difficulty of getting full concentration at home, because there are many distractions and other things that hinder the learning process, the lack of large-capacity cellphones so that students find it difficult to download large-capacity videos, especially learning that is accessed using applications, some very difficult. Consuming a lot of internet quota. Sometimes when doing online learning suddenly there is a disturbance on the internet network. And it often happens when the teacher explains that suddenly his voice is not heard, this also happens in big cities especially in remote or rural areas where internet connections are very difficult to reach, which in the end learning does not take place well.

Table 1. Responds of Student during Online Learning (Percentage)

No	Questions	Always	Often	Sometimes	Never
1	Student's parent gives supports to distance learning program	23	12.5	15.5	49
2	Student lack attention while learning on distance learning program	47	45	7.5	0.5
3	Student can focus when the teachers presented their lesson	59.5	40.5	0	0
4	Student prefer study offline instead online	59.5	40.5	0	0

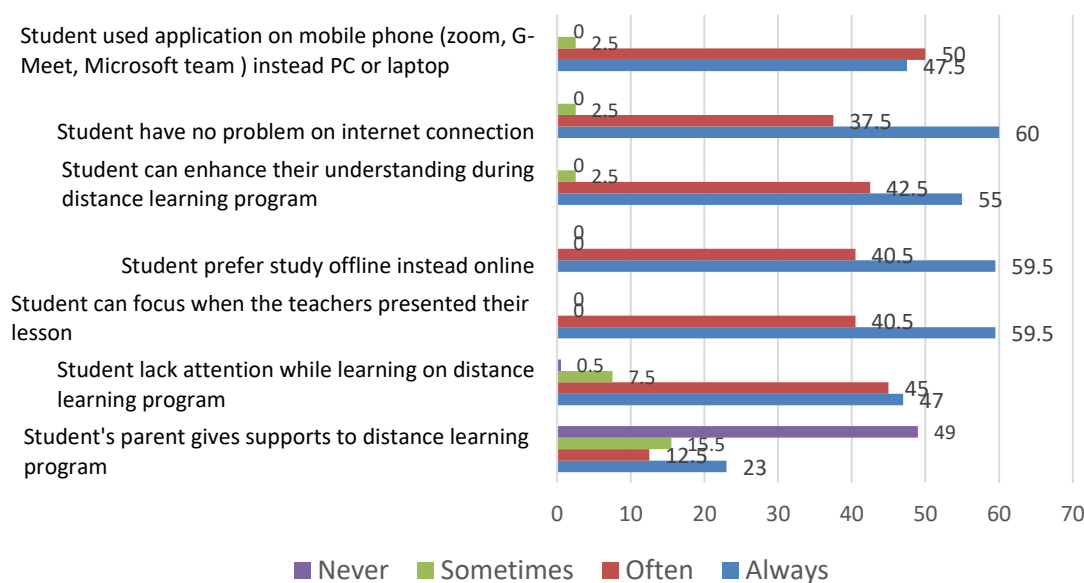| 5	Student can enhance their understanding during distance learning program	55	42.5	2.5	0
6	Student have no problem on internet connection	60	37.5	2.5	0
7	Student used application on mobile phone (zoom, G-Meet, Microsoft team) instead PC or laptop	47.5	50	2.5	0

Figure 1. Analysis of Online Learning During COVID-19 Pandemic in Indonesia

Based on the results of further interviews, with teachers who use online learning models, it is found that the educators also experienced difficulties during the process of this distance teaching activity. Based on the results of a survey conducted by the Ministry of Education and Culture, as many as 50% percent of teachers experience problems in learning that involve technology, especially educational technology. For senior teachers, there are many obstacles, especially not being familiar with teaching technology devices, not to mention, facing students who also don't submit assignments on time and teachers find it more difficult to correct students' work because they have to be done via cellphone because they can't stare at the computer screen or cellphone, too long of course because of the age factor moreover, there is still confusion in using online applications such as Google meet, Microsoft team, Zoom and Google classroom, and other learning applications.

The first advantage of distance learning is that it is more practical and flexible wherever you are and whenever you relax. Online learning causes more flexible time for parents who work outside at home and can adjust the time to accompany students to learn, students gain new experiences related to online learning, which they did not

previously experience, This is where parents have a big role to accompany their children them when studying at home, Okimova V.[9]

The weakness in online learning is the lack of maximum student participation. Student involvement can be seen in participating in fully online learning from the beginning of learning to the end of learning. From the results of the study, it was shown that only half of all students took part in learning. Based on the researcher's experience in teaching online. In one class there were 41 students, only 85% took part in learning activities using the Zoom application. no, this means that online learning cannot be fully controlled by the teacher, there must be a role for parents to control students when online learning takes place.

Students use learning applications like Zoom, Skype, Google meet, and What Sapp Group. and other applications. Only, 62.5% of students during the pandemic can improve understanding in learning. Children's motivation decreases in learning online, only 40% who take lessons seriously, now here in online learning it is hoped that the role of parents in motivating their children to learn from home, only 55% of students pay attention to the learning explanation from the lecturer, the rest are not so focused on learning, some are still sleepy, and some are doing other activities while studying. 60% of students prefer to study on campus or school instead at home.

D. CONCLUSION

Barriers are common in learning using a new system, namely online learning or distance learning. This is also an interesting topic during the Covid-19 pandemic. The point is how students, teachers, and parents collaborate in responding to this educational challenge. Today we must be able to take advantage of opportunities and face the challenges that exist. The difficulties experienced by students such as time management problems, the number of students playing online games, and the lack of active participation of students in participating in distance learning can be overcome with collaboration between teachers and students, parents, because students spend more of their time at home, besides that the teacher must also be more creative in presenting material or in teaching so that students are enthusiastic and not bored in participating in teaching and learning activities even though not directly. It is hoped that there will be further research on learning analysts during the pandemic, with more respondents with more studies.

---

[9] Okimova V. V. Olobov N. N. Agina A. A (2019) International Scientific Research Al 7 .P 109 Part 4. "[Electronic resource] (date of access: 10.08.2021).

REFERENCES

Bezrukova, V.S.(2013) *Pedagogy: Textbook* / V.S. Bezrukov. - Rn / D: Phoenix, ISBN .978-5-222-20014-8. 2013. [Electronic resource]. URL http artlib.osu.ru/web/books/content_all/6456.pdf (Accessed: 10 Juli .2021).

Dadang (2021) Efektivitas Pembelajaran Online Learning Pada Masa Pandemi Covid-19 . Vol 6, No 1 (2021) di Fakultas Keguruan dan Ilmu Pendidikan Universitas Pamulang

Ezekiel Chinyio .(2020) *The Effectiveness of E-learning* . Taylor and Francis https://doi.org/10.1080/17452007.2006.9684606

Hartanto, W. (2016). Penggunaan E-Learning Sebagai Media Pembelajaran. Jurnal Pendidikan Ekonomi Jurnal Ilmiah Ilmu Pendidikan, Ilmu Ekonomi dan Ilmu Sosial

Kuntarto, E. (2017b). *Keefektifan model pembelajaran daring dalam perkuliahan bahasa indonesia di perguruan tinggi".*Journal Journal Indonesian Language Education and Literature Vol. 3, No. 1, Desember 2017.Univ Jambi.

Okimova V. V., Olobov N. N., Agina A. A (2019) International Scientific Research Al 7 (109) Part 4. "[Electronic resource] (date of access: 10.08.2021.).

Oktafia. I.H.and Siti S.,(2020) *Pembelajaran Daring Sebagai Upaya Study From Home* (SFH) *Selama Pandemi Covid 19,*Jurnal Pendidikan Administrasi Perkantoran (JPAP) 8, no. 3 (2020):

Olasile B. A.and Emran S.(2020*) Covid-19 pandemic and online learning*: *the challenges and opportunities.*Taylor and Francis Online .

Rogantina Meri Andri,(2017).*Peran Dan Fungsi Teknologi Dalam Peningkatan Kualitas Pembelajaran*, Jurnal Ilmiah Research Sains 3, no. 1 (2017)

Shamova N.V. (2019) *Online learning in the educational process; strengths and weaknesses* Kazan pedagogical journal. - 2019. - No. 2.

Unik Hanifah Salsabila,dkk (2020) *Peran teknologi dalam pembelajaran dimasa Covid-19*. Jurnal , l-Mutharahah: Jurnal Penelitian dan Kajian Sosial KeagamaanVol. 17 No. 2. Juli-Desember 2020. P-ISSN 2088-0871 .0-ISSN 2722-2314.

Uvarov A.Yu. (2018) *Virtual reality technologies in education* / A.Yu. Uvarov // Science and school. - No. 4.

Viktorija Sulčič & Dušan Lesjak (2015) E-Learning and Study Effectiveness Journal of Computer Information Systems, Volume 49, 2009 - Issue 3. Publish .Taylor and Francis.

Warschauer, M. (2001). *Online communication.* In R. Carter & D. Nunan (Eds.), The Cambridge guide to teaching English to speakers of other languages. Cambridge: Cambridge University Press.