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Teacher Difficulties on Online Learning in Economics Subject

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ABSTRACT

This study aims to identify difficulties are experienced by teachers during online learning, compiling lesson plan, implementation, and evaluation process. This research was conducted in a survey on economics teachers throughout West Java, totaling 230 people. This research was conducted with a quantitative approach with an exploratory survey method. Data collection was carried out using an online questionnaire instrument. Furthermore, the data were analyzed by descriptive statistics. The results of this study indicate that there are difficulties for teachers in planning, implementing and evaluating learning. Difficulties in compilling lesson plan when determining learning methods will be used in online learning activities, difficulties in implementation include preparing students mentally/psychically to take part in learning, difficulties in choosing teaching media and facilitating active and creative learning. Evaluation difficulties consist of difficulties in evaluating student attitudes and using digital evaluation tools. Based on the results of this study, to increase the effectiveness of online learning through solving the difficulties faced by teachers, it is necessary to develop teacher competence in online learning strategies which include the development of methods, media, and evaluation tools that can increase student participation in online learning.

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1. INTRODUCTION

The development of the times requires every individual to have adaptive competencies called 21st century competencies which include: (1) critical thinking and problem solving abilities; (2) the ability to communicate and cooperate; (3) the ability to create and update; (4) the ability to utilize information and communication technology to improve performance and daily activities; (5) the ability to undergo contextual independent learning activities as part of personal development; (6) information and media literacy skills (Warsita, 2017). It is emphasized again that 21st century education is education that integrates knowledge, skills and attitudes as well as mastery of ICT. These skills can be developed through activity-based learning models, which are in accordance with the characteristics of competencies and learning materials. The skills needed in the 21st century also include higher order thinking skills (HOTS) which are indispensable in preparing students to face global challenges (R. K. A. Singh et al., 2018), dan the government and many parties hope that this online learning can improve the quality of education.

Increasing the competence of the 21st century students is supported by the development of technology, especially the use of the internet in all aspects of life which is increasingly massive, this has happened since the development of the industrial revolution 4.0 which brought all internet-based activities (internet of things). In the world of education, the use of the internet which was originally widely used in the management of educational institutions can now be used as a learning resource that has a wide and rich range, in addition to contributing to improving the quality of learning media, it can be packaged so that learning is more efficient, clear, and interesting. In 2020, internet users were 59.33% of Indonesian students, this figure grew rapidly from 2016 which was only 33.98% of students. This increase in internet use occurred at all levels of education, in the period 2018-2020 elementary school students who used the internet increased to 35.97%, junior high school students to 73.4%, high school students to 91.01% and universities to 95.3 % (databox.com). Learning carried out in this network allows students to learn without being limited by space and time. Learners can easily access the knowledge and skills they are interested in, needed, and wanted at any time.

The development of the world of education with a high intensity of digitalization requires the ability of teachers to digital learning to achieve learning goals, not just mastering attractive, accessible, and sophisticated digital devices, but must have strong pedagogical abilities. The use of technology in learning is based on the theory of connectivism which emphasizes the integration of technology during learning. Learning using digital devices is called e-learning. Digital learning is currently growing in its implementation so that it can achieve effective and efficient learning goals. The importance of implementing e- learning can accommodate various learning needs, it is necessary to design an effective digital learning. The effectiveness of e-learning is influenced by student interaction, collaboration, motivation, network of opportunities, pedagogy,content/material, assessment, usability, technology and support for learners (Gamage et al., 2014), administrative support, course content, course design , instructor characteristics, learner characteristics, social support, and technical support (Elumalai et al., 2021), electronic learning system, training on the users, technological acceptance (Almaiah et al., 2021). Besides increasing efficiency, digital learning is also able to increase independence (Gumilar and Hermawan, 2021; Wong et al., 2019; Yot-Domínguez and Marcelo, 2017), increase understanding (Zboun and Farrah, 2021), expand learning, enrich

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learning resources (Sagita and Khairunnisa, 2012) diverting students' attention to important knowledge and enabling them to engage in collaborative learning activities (Alwi et al., 2012).

The shift from traditional platforms to e-learning has become increasingly widespread, especially since the emergence of the COVID-19 pandemic, which was responded to by a policy of limiting face-to-face learning activities and the implementation of a distance learning policy. The implementation of e-learning, which has never been carried out before, has many problems, asppecially inefficiency in online learning. E-learning problems can come from teachers, students, and device constraints. In learner-centered learning, the teacher plays an important role as a learning facilitator so that interaction, collaboration, motivation occurs, provides material/content stimulus and designs learning so that learning can run effectively. The use of e-learning requires teachers ability to communicate using the internet, be able to access, develop and publish information widely, teachers are also capable of managing the group, managing activities and managing the learning (Shraim and Khlaif, 2010), asking open-ended questions, guiding process and task, and enabling active participation of learners and engagement with ideas (Shraim and Khlaif, 2010). Beside that teacher should be more personally attentive to students especially students with less comprehension skills, since it is common that not having physically face to face communication more creative ways other than only lecturing in online classes, and limit online time for lecturing in order to decrease boredom (Peimani and Kamalipour, 2021). Online learning education tendsto be boring for some students, evensome teachers also feel it. Because their space in recognizing and supervising students is hampered (Purba et al., 2021).

In practice, inefficiency on online learning because of teachers who often have difficulty coordinating with students, difficulties in technology, difficulties in learning content (Bhuana and Apriliyanti, 2021). Internet connection, quotas, technology limitations, communication difficulties, limited student involvement (Moorhouse and Kohnke, 2021). Based on this, the teacher must be able to collaborate on pedagogical content, knowledge and technology in learning. Thus, it is necessary to identify the difficulties of teachers in e-learning and compare the level of difficulty of various aspects of learning to determine what improvement are carried out so that teachers can carry out learning effectively, because online learning is needed when you can't do face-to-face learning, it provides learning flexibility, so that educational vacancies can be avoided. The scope of this research includes identification of difficulties consists of difficulties in planning, implementing and learning evaluation. To achieve efficiency, it is necessary to contribute from various components of teacher, students, learning objectives, media, methods. The scope of this research is on the teacher component as a learning facilitator. Although the orientation of the current learning subject is students, teachers have a strategic role in facilitating conducive learning and achieving efficiency and effectiveness. Taking into account the important role of teachers in e-learning, and the problem of inefficiency in digital learning, this research focuses on identifying teacher difficulties in digital learning. So, the research questions formulated in this study are

1) what difficulties do teachers experience from the aspect of online learning planning?
2) what difficulties do teachers experience from the aspect of implementing digital learning?

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3) what difficulties do teachers experience from the aspect of evaluating digital learning?
4) how do the difficulties compare between the aspects studied?

To answer this research question, a survey was conducted to identify learning difficulties for economics teachers in West Java.

2. LITERATURE STUDY

The learning theory that underlies digital learning is the theory of behaviorism, cognitivism and constructivism. Behaviorism theory, which states that learning is a change in behavior caused by observable external stimuli, can be applied in digital learning by deductive learning, determining the teaching sequence by using conditional branching to other instructional units, repeating important parts and conducting diagnostic tests, demonstrating the skills and procedures learned. The application of cognitive learning theory in digital learning is realized in digital learning, it is necessary to formulate learning strategies, instructional designers, teaching materials, learning strategies that connect teaching materials to real situations so that students can relate their own experiences (Cinquin et al., 2019). To carry out learning by applying the learning theory, teachers must have digital learning competencies including individual media-competencies, critical media-competencies, a lifelong learning competence, supervising learning processes, Educational-design competencies (Awouters et al., 2008). These competencies are manifested in planning, implementation and evaluation in learning that lead to 21st century competencies.

Previous research on online learning inefficiencies and online learning difficulties has focused on how student teacher interactions (Gamage et al., 2014; Mbarek and Zaddem, 2013) administrative and learning component support (Elumalai et al., 2021), student, technology, content (Bhuana and Apriliyanti, 2021) focus on. In fact, learning is determined not only by activities during the learning process but also by all components of standard learning content, namely during planning, implementation and evaluation.

According to (Sahlberg and Oldroyd, 2010) in welcoming the 21st century there are three types of learning approaches that seem very suitable for economic education. The first is the idea to actively involve students in the learning process. Second, it involves the use of the internet in the learning process, which has the potential to engage distance learners interactively in the educational process. Third, learning based on higher order thinking skills.

The first approach is basically an approach that is oriented to student activities (student center learning). More clearly, in NHES (National High Education standard) article 11 paragraph 1 it is stated that the learning process at the higher education level must be: (1) student-centered (2) interactive (3) holistic (4) integrative (5) scientific (6) contextual (7) thematic (8)effective, and (9) collaborative (Regulation of the minister of education and culture) . This first pedagogic, in Regulation of the minister of education and culture (Permendikbud) Number 22 of 2016 concerning Standards for Primary and Secondary Education Processes, it is stated that the learning process in educational units is held interactively inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiatives, creativity, and independence in accordance with the talents, interests and physical and psychological development of students (Pisoni et al., 2021). The second approach involves using the internet or based on Information and Communication Technology (ICT).

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Twenty first century learning is learning that integrates knowledge, skills, and attitudes, as well as mastery of ICT. These skills can be developed through various models of learning activities based on activities that are in accordance with the characteristics of competencies and learning materials (Payton et al., 2000). In accordance with the development of information and communication technology (ICT), the terminology of digital learning models has also developed with various learning strategies (Arkorful and Abaidoo, 2015). The current developments, especially in the Covid- 19 pandemic season, the benefits of ICT-based economic learning are very much felt. In terms of classroom terminology, it no longer refers to the conventional or traditional notion of class, where educators and students meet face-to-face in a room, but are known as virtual classes, or virtual or online classes, which allow learning interactions by using internet media or computer network (Einwiller and Kim, 2020; Hartley, 2012). The third approach, learning economics based on higher order thinking skills. Life in the 21st century will be faced with unprecedented challenges to the economic system. It requires a high level of intelligence, creativity, and problem solving. Risk taking, creativity and innovation, are often seen as characteristics of economic education curricula (Sahlberg and Oldroyd, 2010; B. Singh, 2019). The learning process, evaluating learning outcomes, and supervising the learning processd.

3. METHOD

This research was quantitative approach which conducted by survey to economic teacher in West Java, as many as 297 people, while only 230 people filled out the questionnaire. Research object is online learning teacher difficulties. The reason for choosing this respondent is that economics teachers have difficulty in conducting online learning, due to the characteristics of economic material that require graphic analysis, statistical analysis, mathematical skills and are difficult to provide written explanations, so that the online learning process carried out is less effective. The questionnaires were then distributed online, compiled using a Likert scale with items developed from standard components of the learning process. From these components, the difficulties found in each component are then formulated, which can be seen in **Table 1.**

Table 1. Research Instrument Development

Digital Learning Aspects	Indicators	No Item
Planning	1. Difficulty in formulating goals	1
	2. Difficulty in determining digital learning media	2
	3. Difficulty in determining learning tools	3
	4. Difficulty in online learning resources	4
	5. Difficulty in determining learning methods	5
	6. Difficulty in determining learning techniques	6
	7. Difficulty in determining the steps for digital learning activities	7
	8. Difficulty formulating the form of assessment	8
Learning Implementation	*Preliminary*	
	1. Difficulty in mental and psychological preparation of learners	9
	2. Difficulty in explaining the objectives to be achieved	10

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	3. Difficulty in disclosing the scope of the material	11
	Core activities	
	1. Difficulty in facilitating so that students are always active in online learning.	12
	2. Difficulty in using a variety of online learning media	13
	3. Difficulty in leading discussions during the learning process	14 15
	4. Difficulty in facilitating creative activities.	16
	5. Difficulty in carrying out various forms of competition	
	Closing activity	
	1. Difficulty in facilitating students to make conclusions from learning	17
	2. Difficulty in connecting with future topics	18
Learnin Evaluating	1. Difficulty in assessing the attitude of learners during learning	19
	2. Difficulty doing cognitive assessment of learners	20
	3. Difficulty in assessing student skills	21
	4. Difficulty using written learning evaluation applications	22
	5. Difficulty facilitating written learning assessment	23

Source : Learning Process Standard Component modified 2021

The data that has been obtained were then analyzed with descriptive statistics to describe the results of identifying learning difficulties and comparing the levels of learning difficulties using the independent sample t test. Scoring to determine the qualitative criteria used the reference score in **Table 2.** The tool used for data analysis was using SPSS 25.

Table 2 . Score and Criteria

No	Score Range	Criteria
1	974 – 1153	Very High
2	794 – 973	High
3	614 – 793	Middle
4	434 – 613	Low
5	254 – 433	Very low

Source : Primary research 2020

All teacher difficulty indicator scores are grouped into five criteria, namely very high, high, middle, low and very low.

4. RESULTS AND DISCUSSION

4.1 Education and Employment Status of Economics Teacher

In this study were high school economics teachers in West Java, both teaching in public and private schools. The teacher profile includes gender, age, education, and working of

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time. The data can be seen in **Table 3**. Based on Tabel 3, 65% of male economics teachers have an education below bachelor degree and 45% bachelor degree and above bachelor degree. Meanwhile, 20% are government employee and 18% are non. While female teachers education, 34% below bachelor degree and 55% are the same as or above, with 28% government employee status and 34% are non. From the data above, most of the Economics teachers in West Java are are below bachelor degree or bachelor degree and above, and are Non-Gov Employee status. Based on their working work, most economics teachers in West Java have worked 1-9 years in high school in economics. Information on working period of economics teachers in West Java is presented in **Table 4.**

Table 3. Data of Economics Teacher Profile

Gender	**Education**		**Status**	
	<Undergraduate	**>= Undergaduate**	**Gov. Employee**	**Non Gov. Employee**
Man	65%	45%	20%	18%
Female	34%	55%	28%	34%

Source: https://opendata.jabarprov.go.id/id/dataset

Table 4. West Java Economics Teacher Working Period (Years)

Work Year	< 4	5 – 9	10-14	15-19	20-24	>25
	42,02%	19,48%	10,67%	8,5%	5,83%	13,5%

Source: https://opendata.jabarprov.go.id/id/dataset

The teacher working period is divided into 6 categories, as shown in Table 4. Most teachers teach under 4 years and at least 15 to 19 years. From Table 3 and Table 4, most of West Java's economic teachers are non-government teachers, the education is bachelor degree and above, the service period is 1 to 9 years. Teaching Tasks Based on the class taught by the teacher, most ofthe teacher teaches in grades 10, 11 and 12, in economics. The percentage of class level taught by the teacher can be seen in **Figure 1**.

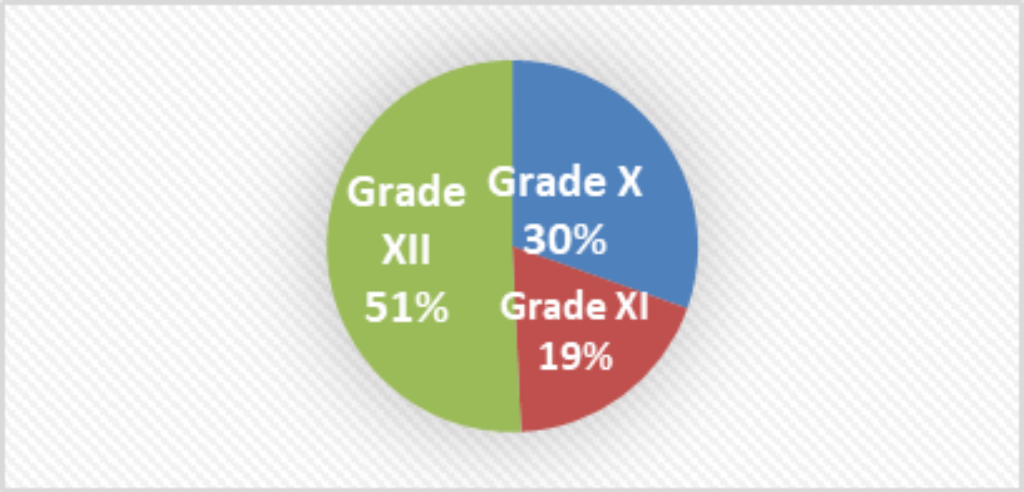

Fig 1. Class of Teaching TasksBased on the results of the research.

The respondents involved in the study were some of the teachers who served in grade 12. Usually the teachers who taught in grade 12 were teachers who had sufficient experience and mastered the learning materials from grade 10 to grade 12 well. This shows

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that the teachers involved in this study are teachers who are quite competent in their competence, and the difficulties faced when carrying out online learning will be investigated. Online learning difficulties include learning planning, implementation and evaluation.

4.2 Learning Plan Difficulties

Overall, from the research results, economics teachers are faced with difficulties in preparing lesson plans. The difference between online learning planning and face-to-face learning lies in the high use of digital devices. In the preparation stage, the teacher lists the digital devices that will be used and the technical use of them. Based on research, during the pandemic 60% of teachers had difficulty in making lesson plans and 40% had no difficulties. In addition, in terms of teachers' perceptions of the lesson plan format, 93% stated that the online learning format is different from face-to-face learning. From the two questions above, it shows that the teacher knows well the differences in the format of online and offline learning lesson plans, this difference in the planning format causes teacher difficulties in preparing lesson plans. Based on egulation of The Minister of Education and Culture No. 22 of 2016 concerning process standards, describes learning planning which consists eight indicators that can also be applied to measure the difficulty of online learning planning. The results of the indicator teacher difficulty research can be seen from **Table 5.**

Table 5. Measurement Results of Online Learning Plan Difficulty Indicators

Descriptive Statistics							
Difficulty Indicator	**N**	**Min.**	**Max.**	**Sum**	**Mean**	**Std. Deviation**	**Criteria**
Formulating goals	230	2.00	4.00	635.00	2.7609	.56787	Middle
Determining digital learning media	230	2.00	5.00	783.00	3.4043	Middle	Middle
Difficulty in online learning resources	230	1.00	5.00	654.00	2.8435	1.37088	Middle
Difficulty determining learning tools	230	1.00	5.00	523.00	2.2739	.76991	Low
Difficulty in determining learning methods	230	1.00	5.00	996.00	4.3304	.98656	Very High
Difficulty determining learning techniques	230	3.00	5.00	987.00	4.2913	.78602	Very High
Difficulty in determining the steps for digital learning activities	230	1.00	5.00	652.00	2.8348	.56739	Middle
Difficulty formulating the form of assessment	230	1.00	5.00	743.00	3.2304	.92228	Middle
Valid N (listwise)	230						

Based on the research results, teachers are very difficult in determining online learning methods and techniques and it is relatively easy to determine online learning tools. Meanwhile, formulating goals, media, sources, and digital learning steps in the category is

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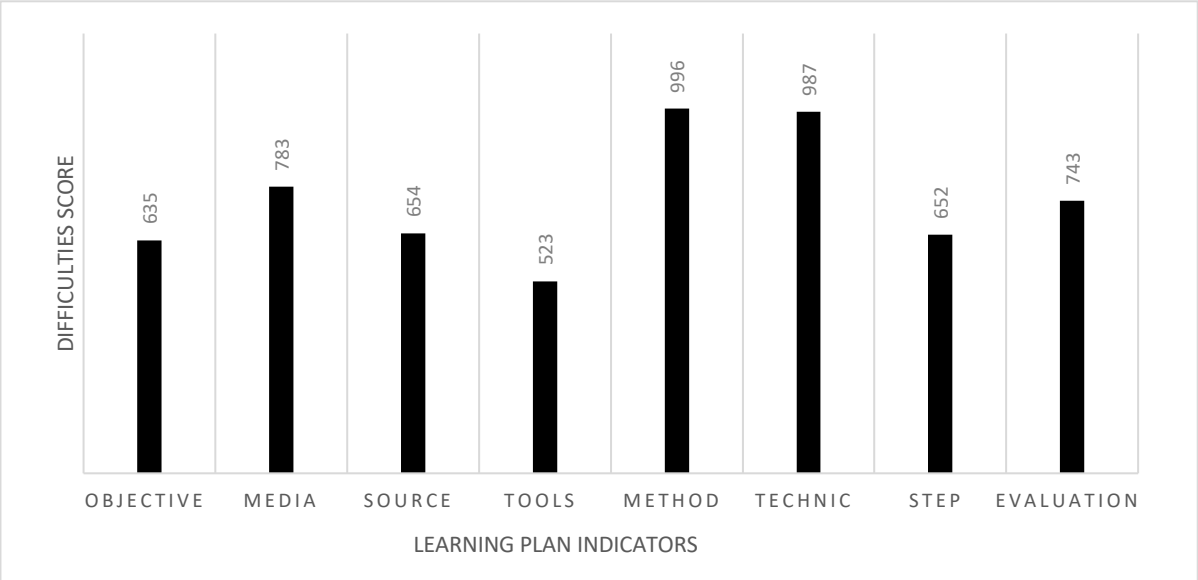
quite difficult. The comparison of teacher difficulties in preparing online learning plans can be seen in **Figure 2.**



Source : Primary research, 2021

Fig. 2. Teacher Difficulties in Developing Lesson Plan

The difficulty in determining learning methods and techniques when planning online learning is mainly due to difficulties in designing student- centered learning and organizing activities because students and teachers are not in the same place. This shows the need for practical knowledge of appropriate learning methods and techniques when learning online. This difficulty causes students and teachers to feel bored, low motivation, low participation and low learning outcomes. Poor learning methods and techniques lead to inefficiency in learning (Hartley, 2012; Tegoan et al., 2021; Toyosi, 2018) and boredom (Salingkat et al., 2020).

4.3 Difficulties of Learning Implementation

The next step after the teacher prepares a lesson plan, is the teacher implements the things listed in the lesson plan in class implementation. This ativiity consist of (1) preliminary stage (2) core activity and (3) closing stage. In the implementation of online learning, 39% of teachers experienced difficulties, 58% sometimes and 2.9% did not experience difficulties. From this percentage, in general, teachers are faced with difficulties in implementing online learning. Difficulties in implementing online learning consist of difficulties with the internet network (47%), difficulties in the model/method used (32%) and difficulties in the application used (21%). The difficulty of the internet network is caused by the lack of technological support for the devices used and the unavailability of quotas owned by teachers and students. The implementation of learning consists of preliminary activities, core activities and closing activities.

4.4 Preliminary Stage Difficulty

In this study, the results of measuring indicators are detailed during preliminary activities, core activities and closing activities. The results of the research activities are shown in **Table 6.**

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Table 6. Results of Measurement of Difficulty Indicators Introduction to Online Learning

Indicators	Descriptive Statistics						
	N	Min.	Max.	Sum	Mean	Std. Deviation	Criteria
Difficulty in mental and psychological preparation of learners	230	2.00	5.00	986.00	4.2870	1.07586	Very high
Difficulty in explaining the objectives to be achieved	230	1.00	5.00	452.00	1.9652	1.07314	Low
Difficulty in disclosing the scope of the material	230	1.00	4.00	564.00	2.4522	.59464	Low
Valid N (listwise)	230						

Source : Primary Research 2021

Preliminary activities consist of mental and psychological preparation of students, explaining the objectives to be achieved, and revealing the scope of the material. The results of the study stated that teachers experienced difficulties in preparing students' mental and psychic before carrying out learning (Macaro et al., 2018). The main thing that is considered difficult for teachers is to make mental and psychological preparation of students, explain the scope of learning and explain learning objectives. The comparison of each indicator is in **Figure 3.**

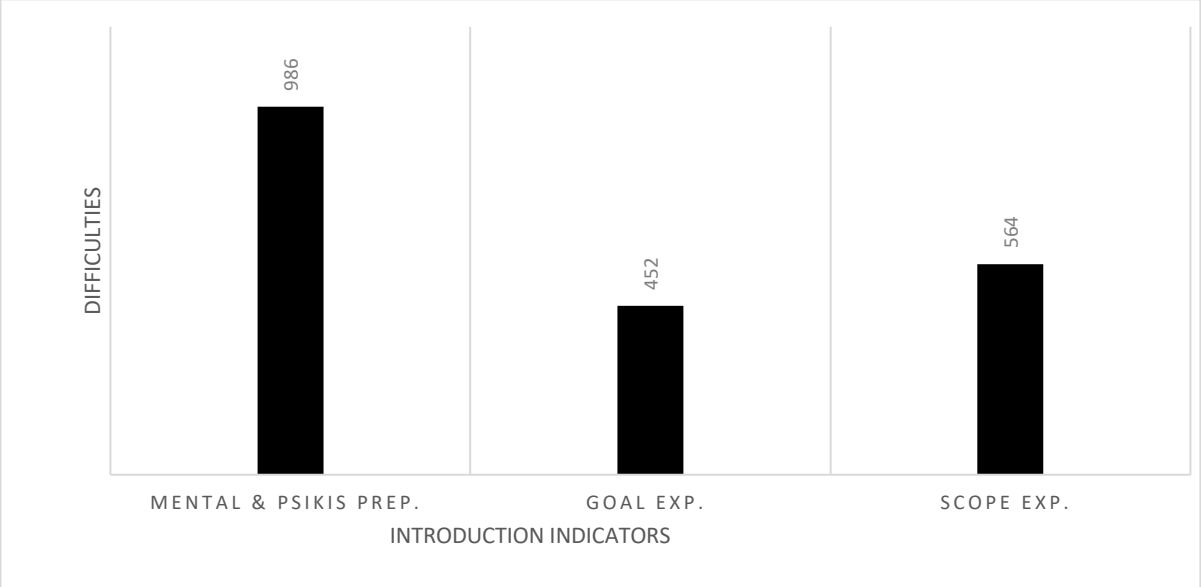

Fig. 3. Comparison of Difficulty Indicators Introduction In Online Learning

The difficulty in preparing students' physical and mental when they are going to do online learning is a difficulty in the pedagogical aspect. This difficulty occurs when doing online learning because the teacher does not know the physical appearance of the students as a whole, the teacher only sees students from the photos on the computer screen, so that the initial conditions of students cannot be clearly identified. The inability of teachers to prepare mentally and psychologically causes the low participation and involvement of students in digital learning (Jiménez Torres et al., 2019) resulting in low student learning outcomes.

The determination of learning methods and techniques when planning online learning is mainly due to the difficulties in designing student-oriented learning and organizing

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activities because students and teachers are not in the same place. This shows the need for practical knowledge of appropriate learning methods and techniques when learning online. This difficulty causes students and teachers to feel bored, low motivation, low participation and low learning outcomes. Poor learning methods and techniques lead to inefficiency in learning (Tegoan et al., 2021; Toyosi, 2018) and boring learning (Salingkat et al., 2020). Online learning education tendsto be boring for some students, even some teachers also feel it. Because their space in recognizing and supervising students is hampered.

4.5 Core Activity

The core activity in learning is facilitating learning. During facilitating learning, the teacher seeks to make students active in learning, use media, lead discussions, facilitate creative learning, and create competition among participants. Based on the results of the study, when conducting online learning the teacher experienced difficulties in these indicators. The difficulties of teachers in implementing learning can be seen in **Table 7.**

Table 7. Results of Measurement of Difficulty Indicators for Core Learning Activities

Descriptive Statistics

Indicator	N	Min	Max.	Sum	Mean	Std. Dev.	Criteria
Facilitating active learning	230	3.00	5.00	987.00	4.2913	.56647	Very high
Using media	230	1.00	5.00	976.00	4.2435	.82103	Very high
Creating competition	230	1.00	4.00	625.00	2.7174	.55536	Low
Facilitating creative learning	230	2.00	5.00	865.00	3.7609	.81965	High
Leading Discussion	230	1.00	3.00	378.00	1.6435	.66334	Very high
Valid N (listwise)	230						

Source : Primary Research 2020

Based on the results of the study on Table 7, teachers are very difficult to facilitate active learning, use multimedia and think creatively when learning in online learning and relatively have no difficulty in creating a competitive atmosphere in learning, while leading group discussions is relatively difficult. Active learning is indicated by students who are involved in the learning process in relevant activities and are active in discussion. Active learning can improve critical thinking skills, get feedback, provide a learning environment, increase students' attention, stimulate discussion. Passive learning conditions will cause boredom, low mastery of material mastery, students feel ashamed to have opinions and often get misunderstandings, low student involvement (Bachelor et al., 2012; Tuffour, 2017). Thus the teacher must be able to manage the class to increase motivation in participating in learning, which is oriented to the characteristics of millennial students (Primahendra et al., 2020).

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4.6 Closing Stage

Activities in the Implementation of learning closing activities consist of facilitating students to make conclusions from the lesson, connecting the previous subject with the upcoming subject. The results of the study on the difficulties of teachers when closing the implementation of learning are in **Table 8**.

Table 8. Measurement Results of Closing Activity Difficulty Indicators in Online Learning

Descriptive Statistics							
Indicator	**N**	**Minimum**	**Maximum**	**Sum**	**Mean**	**Std. Deviation**	**Criteria**
Difficulty in facilitating students to make conclusions from learning	230	1.00	3.00	356.00	1.5478	.56450	Very low
Difficulty connecting with next subjects	230	1.00	5.00	762.00	3.3130	1.11257	Medium
Valid N (listwise)	230						

Source : Primary Research 2020

Based on the results of the study, teachers are relatively difficult in facilitating students to be able to make conclusions in learning. And the teacher is relatively better at connecting the previous subject with the future subject. Difficulties in facilitating students show low learning in terms of providing reinforcement. This causes the formation of long-term memory of students.

4.6 Learning Assesment Difficulties

In general, teachers tend to have difficulty evaluating online economics learning. Based on the results of the study, 51% of teachers sometimes have difficulty in evaluating, 35% have difficulty and 14% have no difficulty. The evaluation carried out by the teacher includes five indicators, namely 1) assessment of student attitudes during learning 2) cognitive assessment of students 3) assessment of student skills 4) using written learning evaluation applications 5) facilitating unwritten learning assessments. The results of the research on evaluation difficulties based on these indicators are in **Table 9**.

Table 9. Results of Measurement of Difficulty Indicators for Online Learning Assessment.

No.	**Online Learning Assessment Activities**	**Score**	**Criteria**
1	Difficulty in assessing student attitudes during learning	823	High
2	Difficulty in conducting cognitive assessments of students	634	Medium
3	Difficulty in assessing student skills	657	Medium
4	Difficulty in using written learning evaluation applications	954	High
5	Difficulty in facilitating unwritten learning assessment	258	Very low

Source : Primary Research 2021

Based on the results of the study, the difficulty of teachers is relatively high in using evaluation applications and it is difficult to assess attitudes when learning online and teachers have no difficulty in facilitating unwritten learning assessments. Online evaluation applications that can be used by teachers can be in the form of google forms, quizzes, kahoot and others. Teachers also have difficulty in assessing learning outcomes, because

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online assessments have not been able to assess students' abilities objectively, because evaluation tools have not been able to anticipate students cheating, collaborating or doing other people's work. This problem causes the evaluation results to be biased, performance appears to be better, and does not show the actual results. The difficulty in assessing attitudes in online learning is because the teacher cannot clearly see the student's response when learning as a whole, either in the form of words, expressions or other behaviors that are not visible on the computer screen (Solviana, 2020).

5. CONCLUSION

The development of today's era requires students who master 21st century skills. These skills are a provision for students to face the development of the times well. To facilitate students with 21st century abilities, good teacher competencies are needed, especially in dealing with the industrial revolution era, one of which requires skills in facilitating online learning. Moreover, the current pandemic condition is very necessary for digital skills in learning. In implementing economics learning in schools in West Java, teachers are faced with various difficulties, both in planning lessons, implementing learning, and evaluating learning. In planning learning, there are many difficulties in determining online learning techniques and methods, online learning the teacher is very difficult to prepare mentally and physically when starting learning, facilitating active learning, using learning media applications, conducting creative learning and making conclusions on the subject. In terms of conducting evaluations, teachers are very difficult in terms of conducting attitude assessments, cognitive assessments, skills assessments, using written evaluation applications, using unwritten evaluation applications. It is hoped that with the identification of difficulties in online economics learning, the development of teacher competencies is prioritized in determining online learning methods and techniques, understanding student characteristics and student guidance, online learning media, and assessment, especially attitude assessment.

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