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JURNAL UPI

The Challenges of Teachers in Distance Learning during The Covid-19 Pandemic

Masduki Ahmad
Program Studi Manajemen Pendidikan
Fakultas Ilmu Pendidikan
Universitas Negeri Jakarta
masduki@unj.ac.id

A b s t r a c t

The outbreak of the covid-19 pandemic has resulted in teachers who are one of the stakeholders' education having to quickly adapt to changes in the learning system, which were initially face-to-face and then turned into virtual faces. This sudden change also caused a lot of anxiety experienced by the teacher. Therefore, this study aims to determine the challenges of teachers during distance learning. This study uses a qualitative approach with a descriptive method. In this study, the informants were fourth teachers of SMP Negeri 8 Cilacap. The results showed five challenges for teachers during distance learning: planning lessons, preparing students, motivating students, instilling character in students, and unstable internet networks. The teacher finally looks for the best way or solution to overcome it, namely by discussing with students using various learning technologies or applications, collaborating with parents, and participating in training to improve their competencies.

Keywords: Challenges, Teacher, Covid-19, Distance Learning

A b s t r a k

Merebaknya pandemi covid-19 mengakibatkan guru yang merupakan salah satu *stakeholder* pendidikan harus cepat beradaptasi dengan perubahan sistem pembelajaran yang mulanya tatap muka lalu beralih menjadi tatap maya. Perubahan yang terjadi secara tiba-tiba ini pun menimbulkan berbagai keresahan yang dialami oleh guru. Maka dari itu, penelitian ini bertujuan untuk mengetahui tantangan guru pada saat Pembelajaran Jarak Jauh (PJJ). Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Dalam penelitian ini, informannya adalah empat orang guru SMP Negeri 8 Cilacap. Hasil penelitian menunjukkan bahwa terdapat lima tantangan guru pada saat Pembelajaran Jarak Jauh (PJJ) diantaranya yaitu merencanakan pembelajaran, menyiapkan peserta didik, memotivasi peserta didik, menanamkan karakter pada peserta didik, dan jaringan internet yang kurang stabil. Guru pun akhirnya mencari cara atau solusi terbaik untuk mengatasinya yaitu dengan cara berdiskusi dengan peserta didik, menggunakan teknologi atau aplikasi pembelajaran yang bervariasi, bekerjasama dengan orang tua, dan mengikuti pelatihan dalam rangka meningkatkan kompetensi yang dimilikinya.

Kata Kunci : Tantangan, Guru, Covid-19, Pembelajaran Jarak Jauh (PJJ)

A.INTRODUCTION

Currently, the world is being hit by a global disaster, namely, the outbreak of the Covid-19 virus, which has hampered many sectors in their implementation, one of which is the education sector. Since March 2020, the Covid-19 virus began to enter Indonesia, and at that time, Indonesia began to implement the distance learning system. The application of the system is one of the government programs to break the chain of the spread of the Covid-19 virus among teachers and students by shifting learning that was originally face-to-face to virtual face (Eddy & Suryono, 2019). Learning remotely between teachers and students can be done from home using technology (Rahayu & Wirza, 2020). This technology is used as an alternative solution so that learning can continue as it should (Wulandari, Santoso, & Ardianti, 2021).

Then, the transfer of the learning system causes teachers many challenges when conducting distance learning with students. This sentence is aligned with the statement that face-to-face learning transfer causes many problems for teachers (Hazizah & Ismaniar, 2020). Even though learning is carried out remotely or from home, the teacher still supervises students' learning activities by collaborating with parents to achieve learning objectives (Amalia & Sa'adah, 2020).

Teachers must apply and develop their professional competencies with the distance learning system because teachers can teach distance well. Here the teacher is required to think creatively and innovatively about the learning that will carry out during the distance learning is implemented, starting from the use of methods and the use of the media used to the use of technology during the learning process. Because learning is carried out remotely, this reduces the burden of lesson hours given to students. Thus, the teacher

must cut or pass many basic competencies so that learning activities can run effectively and efficiently. As stated by Angriani and Sriyanti, the main factor that hinders teachers from teaching is time constraints (Marwa et al., 2020). Therefore, teachers must be smart in sorting out important or learning materials to be urgently delivered to students. Another opinion also states that teachers must adjust the implementation of learning plans from planning to learning evaluation with the current Covid-19 pandemic conditions (Prijowuntato & Wardhani, 2021).

With a learning system carried out remotely, the role of the teacher is very important to be able to make students participate in learning activities (Dahlan & Rahayu, 2021). Teachers are also the main element in education whose job is to realize the desired learning goals (Zaenuri & Prastowo, 2021). So that interaction between teachers and students is needed, which can be virtual. He also added that he could establish this interaction by utilizing laptops and mobile phones (Amalia & Sa'adah, 2020).

In addition, teaching and learning activities also require technological assistance to do still learning from their respective homes. Therefore, teachers and students can take advantage of technology that supports learning, such as learning applications, namely Google Classroom and Google Forms, used to discuss, collect assignments, and conduct assessment evaluations. In addition, teachers can also take advantage of applications such as Zoom Meeting, Google Meet, Webex, and Microsoft Teams to conduct virtual face learning with students. Then, teachers can also use applications such as study houses, video conferencing, WhatsApp Groups, and telephones (Jamilah, 2020).

Today, technology plays an important role in the world of education. By utilizing technology, students still carry out learning from home. However, the sudden

changes that occur today by utilizing technology make teachers adapt quickly and operate the technology in learning. Therefore, teachers must develop their competencies by participating in various training that can facilitate the activities of the learning process carried out with the help of technology.

A changing learning system like this poses various challenges experienced by stakeholders of education, especially teachers who must transfer knowledge to students. As stated by Astuti and Harun, that the learning conditions that have suddenly changed since the Covid-19 pandemic caused learning to be carried out from are new things that are felt by teachers (Astuti & Harun, 2021). It can be seen that the learning conditions carried out remotely or from home resulted in the teacher experiencing challenges in its implementation. Starting from how the teacher prepares students to take part in learning, the method of delivering material to students, the use of learning media, to how the teacher achieves the desired learning goals during distance learning. In addition, learning carried out at a distance can also reduce student interest when learning (Sutarto, Sari, & Fathurrochman, 2020). Therefore, a creative and innovative solution is needed so that learning activities can run smoothly, both from the side of teachers and students.

Based on previous research conducted by Jamilah, it found that the challenge in online learning is the ability of teachers to operate learning technology, human resources, and educational infrastructure that can support learning activities (Jamilah, 2020). Similar research has also been conducted regarding teachers' challenges, namely the difficulty of teachers in preparing the learning implementation plan, the use of technology or learning applications, and then carrying out the learning itself (Diani & Dewi, 2020). In addition, network limitations, lack of training, awareness, and interest are challenges in distance learning (Wahyono, Husamah, & Budi, 2020). The research that has been done before does not reveal the solutions that the teacher does to face the challenges experiences.

Therefore, this research aims to find out the challenges experienced by teachers when distance learning is implemented, which includes the challenge experienced by teachers during distance learning and ways or solutions taken by teachers to overcome these problems.

B. LITERATURE REVIEW

The rapid development of technology strongly supports distance learning activities carried out by teachers and students from home. Currently, there are many learning applications available in which there are features that can make it easier for teachers and students to interact during learning activities (Silvana & Darmawan, 2018). This sentence aligns with the opinion that technology allows learning to be carried out remotely (Ningsih, 2019). Even so, teachers still feel some challenges with the changes in the learning system that occurred during the COVID-19 pandemic.

Like several studies that have been done previously regarding the challenges of teachers in teaching remotely, the first research was conducted by Astuti and Harun. They stated that the challenge experienced by teachers was that teachers must be able to prepare to learn interestingly and be able to monitor students while participating in learning (Astuti & Harun, 2021). Other research was also carried out by Prijowuntato and Wardhani, which showed that the challenges in the era of the covid-19 pandemic were unstable networks, internet quotas, learning management, assessment and supervision, and lack of mastery of information technology (Prijowuntato & Wardhani, 2021).

Based on some of the research above, we can see that this research discusses the challenges experienced by teachers when teaching distance learning during the COVID-19 pandemic. It is not easy for teachers to overcome the obstacles they experience. It takes a strong effort and determination from the teacher to get through it.

Teaching and learning activities themselves are a learning process carried out with the interaction of teachers and students to achieve the desired educational goals. Therefore, it takes a professional teacher who can educate students to become quality people in their lives (Putria, Maula, & Uswatun, 2020).

There are several roles that teachers must have during learning activities, namely:

1. Demonstrator in which the teacher plays a role in helping students to master the learning material presented.
2. The class manager in which the teacher, plays a role in managing situations and conditions in the classroom during learning.
3. Mediator and facilitator in which the teacher plays a role in mastering media and learning resources that can facilitate students learning.
4. Evaluator in which the teacher plays a role in providing assessments to students that are useful for knowing whether or not the learning material is delivered.
5. A motivator in which the teacher plays a role in encouraging and encouraging students to learn (Marwa et al., 2020).

By carrying out his role as a teacher, teaching and learning activities carried out remotely can run well and smoothly. Because teachers must manage learning in the classroom well so that the learning carried out is of quality (Herawan & Suryadi, 2019).

In addition, the teacher must also ensure that he can interact with students during the learning activities, as for the ways that teachers can interact with students, namely through electronic devices such as computers, laptops, and cellphones (Amalia & Sa'adah, 2020). We can do learning activities using mobile phones if a network supports it in this day and age. As Ningsih said, they can also use mobile phones to study with the available network (Ningsih, 2019).

C. RESEARCH METHOD
Study Design
A qualitative approach with a descriptive method is the type of research that will use. This type of research is used to explain in-depth, real, and detail the phenomena that occur during the research, namely the challenges experienced by teachers during distance learning (Ummah & Sartika, 2021). Researchers conducted this study from March to July 2021.

Informants
This study used fourth teachers of SMP Negeri 8 Cilacap as research informants. The fourth teachers were chosen as research informants because they were considered to know the ins and outs of the researcher's questions when conducting research, namely the challenges felt by the teacher during distance learning and the solutions the teacher made to overcome these challenges.

Instruments
Observation, interviews, and documentation studies are data collection methods used in this study. It is hoped that using these three data collection methods can answer the research questions that the researchers have compiled completely and clearly.

Here, the researcher uses a passive participatory observation method in which

the researcher acts as an observer and does not participate in the activity. This activity is used to see firsthand how the challenges experienced by teachers during distance learning take place.

The researcher also uses a structured interview method, where the researcher has prepared a list of questions that the researcher will ask the informant during the interview session—conducting interviews to find out in-depth about the challenges experienced by teachers during distance learning.

In addition, researchers also use documentation studies to complete the data from observations and interviews. This documentation study activity collects documents, photos, and notes related to the research questions that the researchers examined. Namely, the challenges experienced by teachers during distance learning took place.

Data Analysis

The Miles and Huberman model researchers used to analyze the data carried out in three stages. This stage includes data reduction, data classification, and concluding. In the data reduction stage, the researcher collects the data that the researcher has obtained while in the field, then sorts the data and discards the data that is not used. Data classification is used to create the same patterns regarding research questions that have been obtained and sorted during data reduction. Meanwhile, verification or conclusion drawing is used to draw a conclusion based on research questions that the researcher has compiled previously obtained from data classification.

D. RESULT AND DISCUSSION

1. Teachers Challenges During Distance Learning

Results of this study are presented based on research questions that have been prepared previously. The first research question describes the challenges experienced by teachers during distance learning can be seen in Table 1.

Table 1

Teachers Challenges During Distance Learning

Research Questions 1	Answer
What are the challenges for teachers during distance learning?	1. Planning lessons 2. Preparing students 3. Motivating students 4. Instilling good character in students 5. Unstable internet network

Source: processed by researchers, 2021

The teacher who became an informant in this study explained the challenges he experienced during distance learning. Based on the interviews that have been conducted, found that teachers experience five challenges.

Planning Learning

Based on interviews that have been conducted with fourth teachers, they found that teachers experienced challenges in preparing lesson plans that would convey to students. In particular, selecting appropriate media and learning methods to be used when conducting distance learning so that students do not feel bored because the condition of learning that is carried out remotely is currently difficult for teachers to attract students' attention.

Preparing Students

The informant also mentioned that students; motivation during distance learning decreased, which became one of the challenges for teachers in teaching. If this is not handled properly, it will result in the desired achievement and learning objectives not being achieved.

Motivating Students

The informant also mentioned that students' motivation during distance learning decreased, which became one of the challenges for teachers in teaching. If this is not handled properly, it will result in the desired achievement and learning objectives not being achieved.

Instilling Character in Students

The informants also agreed that instilling character in students was very difficult and a challenge for teachers. Because teachers and students do not meet and meet face to face directly, providing understanding to students becomes difficult.

Less Stable Internet Network

The use of technology is also not free from the challenges experienced by teachers. The technology used to conduct distance learning requires a strong network or internet connection to run properly and smoothly at its implementation. An unstable network or internet connection can result in non-smooth discussions between teachers and students, resulting in not optimal delivery of learning materials and not achieving the desired learning objectives.

Based on research question 1 submitted to the fourth teacher informants, it can be seen that the challenges experienced by teachers during distance learning are planning lessons, preparing students, motivating participants students, instilling character in students, and a less stable internet network. This finding is supported by research that has been done previously, that the challenges experienced by teachers during online learning are preparing teaching materials, participating in application usage training, and implementing distance learning itself (Diani & Dewi, 2020). Then, according to the recommendations of Rosita et al., professional teachers are agents of change to face challenges in the world of education in the future (Rosita, Erihadiana, Rochman, & Mansyur, 2020). When viewed from the results of previous research, the professional competence of teachers is very important to be developed in current learning activities.

In addition, instilling character in students is very difficult because teachers do not meet directly with students. The characters that the teacher wants to instill during distance learning are honesty, discipline, and responsibility. Students' honesty is questioned in answering test questions and quizzes that are used as student evaluation materials. The teacher cannot guarantee that 100% of students answer honestly the evaluation given by the teacher because it is not face-to-face. Then, a discipline when doing distance learning is the discipline in dressing, always being present in class, coming on time to classes online, and obeying all the rules that apply when learning occurs.

Meanwhile, the responsibility itself is in terms of doing and collecting assignments. Because many students are not on time in collecting, and some students do not even collect assignments.

Then, another study added that teachers' challenges in online learning are that the lesson plans that have been prepared cannot be implemented properly and the limitations of internet and quotas cellphone students' (Rasidi, Hikmatullah, & Sobry, 2021). This research also follows what was done by Putria et al. that at the time of distance learning, not all students had gadgets or cellphones for use in

teaching and learning activities (Putria et al., 2020). Cell phones and internet quotas are some things that students need to be able to take part in learning activities so that learning goes well and smoothly. In addition, bad signals are also a challenge for teachers in carrying out teaching and learning activities from home (Ummah & Sartika, 2021). Most of the teacher's challenges lie in the availability of educational infrastructure, including mobile phones or gadgets for learning. In addition, learning carried out with the help of technology also requires an internet quota to access learning applications, such as Zoom Meeting, Google Classroom, Google Form, and other applications. However, the use of technology or learning applications has been conditioned by schools, teachers, and students.

2. The solution to Overcome Teacher Challenges During Distance Learning

Based on the second research question, the fourth informants explained four ways or solutions that teachers have done to overcome the challenges they experienced during distance learning. The method or solution can be seen in Table.

Table 2

The solution to Overcome Teacher Challenges During Distance Learning

Research Questions 2	Answers
What are the ways or solutions that teachers do to overcome the challenges they experience?	1. Discuss with students 2. Using various learning technologies or application 3. Collaboration with parents 4. Participating in training

Source: processed by researchers, 2021

Discussing with Students

Informants 3 and 4 explained that they would discuss with students the use of learning methods and media during learning. These efforts are made so that students can enjoy the delivery of learning materials delivered by the teacher. In addition, this discussion activity is also carried out to provide options so that students do not feel bored and burdened with the use of methods and media in learning.

Using Various Learning Technology or Applications

Teachers also look for information related to technology or other creative and innovative learning applications to ignite students' enthusiasm in terms of learning. This attempt is made so that students do not feel bored in following the lesson. In addition, this method or solution is also used by the teacher to attract the attention and curiosity of students.

Collaborating with Parents

To overcome other challenges, all informants also collaborate with parents to achieve the desired goals. This collaboration is motivated by students' passiveness when participating in distance learning and the difficulty of instilling good characters in students, such as honesty, discipline, and responsibility. Therefore, cooperation with parents is expected to help teachers achieve the desired goals.

Participating in Training

In addition, all informants are also actively participating in various training

related to changes in the current education system to improve the knowledge and competence of teachers. Because by participating in the training, the teacher hopes to find a solution or the best way to solve the challenges he is experiencing. In addition, teachers can also exchange ideas with other fellow teachers during the training**.**

Based on research question 2 that has been asked previously, a solution was found to overcome the challenges experienced by teachers during distance learning, namely by conducting discussions with students, using technology or various learning applications, collaborate with parents, and participate in training to improve teacher competence. The results of this study are in line with other studies which state that teacher competence plays an important role in distance learning, which results in increased student enthusiasm (Sutisna & Widodo, 2020). With increasing teacher competence, it will be easier for teachers to control students while learning.

The use of technology or various learning applications is one of the ways or solutions for teachers so that students do not feel bored. These efforts are also made to attract students' attention because usually, students will be curious about new applications that they have never seen. Therefore, current technological advances have resulted in the emergence of various creative learning applications and positively impacted the world of education.

In addition, in today's distance learning, collaboration with all stakeholders education is needed. Moreover, the most dominant is cooperation between teachers and parents (Zakariyah & Hamid, 2020). This collaboration is also carried out so parents can accompany and see the development of students' abilities (Cahyati & Kusumah, 2020). By cooperating with parents, teachers hope that students' motivation will increase to achieve the desired goals. That aligns with the statement that students will achieve learning objectives with high learning motivation (Saumi, Murtono, & Ismaya, 2021). Other research also states that to motivate students to learn from home, teachers must build persuasive communication, prepare innovative learning media, help students when experiencing difficulties, and facilitate it with complete educational infrastructure (Fimala, Neviyarni, & Murni, 2021). The statement is also in line with the teacher also acts as a motivator (Prima, 2021). Another opinion reveals that motivating, conducting home visits, meeting with parents of students are some of the strategies that teachers can use (Dahlan & Rahayu, 2021).

Based on some of the expressions above, it can be said that the teacher is also tasked with increasing the motivation of students to participate in learning. This statement follows the expression that teachers are role models for students, movers of change, and motivators (Usman, Sauri, & Fath, 2021).

E. CONCLUSION

The conclusion from the research results above is that in implementing distance learning, teachers experience many challenges that they must face, especially with the current conditions that require learning to be done from home. Therefore, we can state that the challenges experienced by teachers during distance learning include planning lessons, preparing students, motivating students, instilling character in students, and an unstable internet network. To overcome these challenges, teachers conduct discussions with students, use technology or various learning applications so that they are not monotonous, collaborate with parents, and teachers take training to improve their competencies.

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