



**IMPLEMENTATIONS AND CHALLENGES OF ONLINE LEARNING IN KAYONG
UTARA SCHOOLS**

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Abstrak

This study aims to describe online learning practices in Kayong Utara Regency during the Covid-19 Pandemic. This study used a descriptive qualitative approach. Data collection used semi-structured interviews, with interview tools using interview guidance. This study involved 3 public schools, each school has 5 informants consisting of 1 school leader, 2 English teachers, and 2 students. The researcher used Thematic Analysis and Cross-Case Analysis as data analysis techniques. The results showed that there are 1 school that implements online learning, 1 school that implements hybrid learning, namely offline and online modes, and 1 school that implements offline learning. Implement online learning using applications such as Google Classroom, WhatsApp, Youtube, and Zoom. The challenge faced in designing online learning is the limitation of teachers' ability to use online learning applications. The potential for future improvements is to hold online workshops for teachers, a collaboration between teachers and parents in supervising their children, and infrastructure development to implement online learning in North Kayong Regency.

Kata kunci: Online Learning, Learning Challenges, Potential for Improvement

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INTRODUCTION

Indonesia is one of the countries in the world that has been affected by the Covid-19 pandemic. To anticipate the transmission of the virus, the government has issued policies such as social distancing and physical distancing. This condition requires people to stay at home, work, and study at home. In order to keep the world of education can continue to run well and support the government in physical distancing, the Minister of Education and Culture, Nadim Anwar Makarim, issued circular Number 4 of 2020 Concerning the Implementation of Education in Emergency Coronavirus (Covid-19), emphasizes that online/distance learning is carried out to provide meaningful learning experiences for students, without being burdened by demands to complete all curriculum achievements for grade promotion and graduation.

Online learning is also known as E-learning, which is an educational system or concept that utilizes information technology in a learning process. Online learning is a distance learning process by combining the principles of learning with technology (Karkina et al., 2021). E-learning is a learning system that is used as a means of teaching and learning process that is implemented without having to face-to-face between educators and students (Hotar et al., 2023). The online learning



system strives to keep students learning at home without the need to attend school. Learning is conducted with an application-based system that can be done in a remote place. Learning is not carried out face-to-face, but virtually so it seems more practical and easy to implement in the middle of a Covid-19 Pandemic.

A study conducted by Fatmawati et al., (2021) states that in the implementation of online learning, teachers prepare syllabus, subject matter, media, and learning resources before the holding of online teaching and learning activities. All such activities are carried out in a structured manner. In carrying out online learning, it is supported by the use of digital platforms. There are digital platforms that can be used during learning such as Whatsapp Group (WAG), Google Classroom (GC), Edmodo, and Zoom (Habibi, 2020).

Generally in areas that have completed supporting facilities and human resources quality online learning is not a problem. However, for newly developed areas this can be a serious problem. Both the availability of supporting facilities and the readiness of students and teachers in utilizing existing learning resources can be a concern. One of them happened in Simpang Hilir Sub-district, Kayong Utara Regency. Based on the initial observations made by the researcher there are unexpected online learning practices such as the unprepared students and teachers in utilizing online learning media in Simpang Hilir Sub-district.

Instead of implementing online learning, schools implement different systems where students are told to take assignments to school and return the completed one in the next few days without any online learning process. There are also teachers giving assignments to students through the WhatsApp application and then students come to school to collect their assignments. Although supporting facilities for implementing online learning are available, students still come to school to collect the assignment. The facts presented above are still preliminary findings, it is necessary to conduct comprehensive research to find out the practice of online learning in schools in Simpang Hilir Sub-district as a whole.

This research aims to describe and explore English online learning practices in schools that are involved in this research. This research is important to be carried out as preliminary data for policymakers in evaluating and improving the quality of online learning practices, especially in Kayong Utara Regency.

METHOD

Research Design

In this research, the research design is a multiple-case study. A multiple case study is a research in which the researcher explores cases about a particular phenomenon in a time and activity and gathers information in detail and in-depth. This research can focus on only one issue or concern and uses many cases to explain it. The use of more than one case in case study is generally carried out to obtain more detailed data so that the description of the research results becomes clearer and more detailed.

Subject of Research

The research subjects were five people in each school, namely a school leader, 2 English teachers, and 2 students. The schools involved in this research are KKUJN1, KKUSN2, and KKUVN3. The school selected using purposive selection techniques. In this research, the researcher set criteria in school selection as the place of research. The criteria for school selection are state schools with junior high school and senior high schools level, schools have adequate internet facilities and convenience. Concerning the criteria, there are 3 schools involved in this research.

Table 1. The list of schools

No.	Name of School	District	Online Learning Facility
1.	KKUJN1	Kabupaten Kayong Utara Kecamatan Simpang Hilir	Well-adequate
2.	KKUSN2	Kabupaten Kayong Utara Kecamatan Simpang Hilir	Well-adequate
3.	KKUVN3	Kabupaten Kayong Utara Kecamatan Simpang Hilir	Well-adequate

Technique and Tool of Data Collection

In this research, the researcher used the semi-structured interview as a technique of data collection. A semi-structured interview is a type of interview in which the interviewer only asks a few predetermined questions while the other questions are not planned. Semi-structured interviews are interviews that take place referring to a series of open-ended questions. The researcher used interview guidance as a tool to collect the data. Interview guidance includes a series of questions and their sequence that has been prepared and adapted to the flow of the conversation. The headmaster, English teacher, and students were asked the same question.

Technique of Data Analysis

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation by organizing data in categories, describing into units, conducting syntheses, arranging into patterns, choosing which ones are important and which ones are studied, and making conclusions so that they are easy to understand by yourself and others. In this research, the data analysis technique used was thematic analysis and cross-case analysis. Thematic analysis is one way to analyze data to identify patterns or find themes through data collected by researcher (Braun & Clarke, 2006). While cross-case analysis is intended as a process of comparing the findings obtained from each case and subject of research as well as the process of combining findings between cases. A cross-case analysis is intended as a process of comparing the findings obtained from each case, as well as the process of combining between cases (Low-Choy et al., 2021).

Research Procedure

There are 4 parts to the research procedure, namely planning, the data collecting process, data processing, and data reporting as follows: (1) Planning. In this research that must be prepared to make a research plan, among others, namely determining the problems to be researched, determining the purpose of research, and the selection of research methods related to the practice of online compulsory English learning starting from implementation, challenges, and potential improvements in the future. (2) Data Collecting Process. In the process of collecting data, researcher used semi-structured interview techniques to obtain accurate data. The tools used in data collection are interview guidance. In this study, the researchers asked questions and respondents gave the answers. (3) Data Processing. Data processing was carried out after the data was collected from the data collection results. First, the researcher analyze the data. Data analysis is to group data by studying the data and then selecting the data that has been collected to find out which important data to learn. In this study, researcher analyzed the data using thematic analysis and cross-case analysis. Second, interpretation. In general, interpretation is a detailed explanation of the true meaning of the material presented. In this research, data related to compulsory English online learning practices both described, presented and given a more detailed explanation. (4) Data Reporting. In this section, the researcher described the data obtained in the study and conveyed the results of the study.

RESULT AND DISCUSSION

Online Learning Implementation during Covid-19 Pandemic in The Schools of Kayong Utara Regency

The implementation of learning is a process or learning activities carried out by teachers to achieve the expected goals, in the implementation of learning contains educational value as well as guidance from teachers to students. In the implementation of learning during the Covid-19 Pandemic is certainly different from direct learning conducted as usual. Online learning is learning system uses electronic media that connected in internet network. Beside, implementing online learning, there are also schools that implement offline learning. Offline learning is a teaching and learning process without being connected to the internet network. Offline learning is applied to students who do not have a mobile phone as a tool to participate in online learning

The implementation of online learning in KKUSN2, KKUVN3, and KKUJN1 uses a variety of applications to support online learning such as Google Classroom, Zoom, Youtube, and WhatsApp. Google Classroom applications are used by teachers to share materials, assignments, and share attendance links. Zoom application is used by teachers to meet face-to-face with students virtually. By using zoom teachers can explain the material directly to students and also students can present materials and assignments given by the teacher to their friends virtually. Youtube application is used as a medium to upload learning videos. Teachers can upload learning videos on Youtube, then share the link with students via Google Classroom or WhatsApp. WhatsApp is used by teachers as a medium of discussion, chat, sharing links with students.

The use of the application shows that the school is very prepared in carrying out online learning, this is evidenced by the existence of several applications used. Based on research conducted by Fuadi et al., (2020) during the pandemic, there are 9 types of applications that are often used in the online learning process in Indonesia, namely, (1) Zoom application, (2) Google Classroom application, (3) WhatsApp application, (4) Google meet application, (5) Skype application, (6) Webex application, (7) Email, (8) Edmodo application and (9) CamStudio application. In line with previous research, as presented in the research findings that applications that are often used in online learning in schools in Kayong Utara Regency are Google Classroom, Google Form, WhatsApp, Youtube, and Zoom.

The process of delivering material in online learning using learning videos and through Microsoft word. In online learning, the English teacher makes learning videos. In the video, the teacher explains the learning materials clearly and uses simple language so that it is easy for students to understand. Once the video is created, it is uploaded on the Youtube app, then the video link is shared with students through both WhatsApp and Google Classroom Apps.

With regard to online learning, the presence of Youtube can be used as an alternative for delivering material to students. As an interactive medium, Youtube allows teachers to upload learning materials in the form of videos, while students can access them for face-to-face learning (Fadhil Abbas & Ali Qassim, 2020). The use of learning videos can encourage students' curiosity in understanding a material.

In some meetings, there are several meetings where the teacher only gives assignments to students. In online learning, assignments are done one day only two or three tasks, and the delivery limit until the night. For schools that apply offline, students come to the school to take assignments later after one week of assignments handed back at the school.

The teacher gives assignments to students to measure their abilities during the learning process. The learning implementation in the form of assignments is widely chosen by educators because it is considered effective for distance learning. Assignments are given at least once a week so that students are not burdened and feel stressed in online learning. Stress can occur due to the many tasks that students also need to digest knowledge independently.

The Challenges Faced by Teachers in Designing Online Learning

In carrying out learning must arise a problem that exists, where the problem can not be denied to be one of the challenges of the implementation of learning activities, especially in carrying out online learning during the Covid-19 Pandemic. Problems must arise anywhere, anytime, and anyone while in the learning activities makes a barrier for students and educators in achieving the desired learning goals. In this case, some of the challenges that exist in online learning during the Covid-19 Pandemic in KKUSN2, KKUVN3, and KKUJN1 as follows:

Senior teachers who are new to technology, especially the development of technology today, are difficult to use media or applications in online learning, so this can hinder the learning process or designing online learning. Factors of difficulties and obstacles in the implementation of online learning that from the teacher's point of view there are some teachers who have not mastered the use of the newest online learning applications other than WhatsApp, where the use of WhatsApp application or through WhatsApp group is very limited if used as an online learning media.

Not maximal use of learning resources also affects the level of children's response to learning. When the teacher's role is not optimal due to limited facilities and abilities, the learning objectives through online media will certainly not be achieved (Nadila et al., 2022). Although it has been emphasized that it does not have to achieve all competency indicators in online learning, learning must still pay attention to content that is meaningful for students.

There are students who do not have android phone facilities. It certainly hinders the continuity of online learning because mobile phones are a very important facility in learning. Teachers who are facilitators cannot provide android mobile phone facilities for students who do not have them. To carry out online learning must at least use a mobile phone. For students who do not have android phones, of course, it will be difficult to follow online learning. In Kayong Utara Regency where the work of his parents are farmers felt a little difficulty in the cost of buying an Android phone. So in the implementation of online learning will be difficult if students do not have a mobile phone.

In addition to android phones, signals, and internet data are also important components in the implementation of online learning. This arises from the student side because there are many factors such as the location of the house that is far away and difficult to indicated network. If the network is difficult and insufficient then the learning activities carried out by students and educators will be hampered. In addition, if the student does not have internet data then automatically the student cannot access the internet and cannot follow the learning.

The challenge of online learning is the availability of internet services. Most students access the internet using cellular services, and a small percentage use WiFi services. They have difficulty with the cellular signals when in their respective areas, even if there is a very weak signal obtained. This is a challenge in the application of online learning in the Kayong Utara Regency. Online learning has its drawbacks when internet services are weak, and lecturer instruction is poorly understood by students.

In online learning, some teachers state that students' discipline in learning is low as students do not comply with the schedule of assignment collection and students enter online classes are not on time. Discipline is an important factor in the learning process. With discipline, a person will have a high sense of responsibility in complying with applicable regulations.

In online learning, the first thing is the problem of attendance. Students are often found to be late in entering online learning. This can happen if there are no strict rules regarding attendance. Teachers often do not check the attendance of students who join online classes, which can cause students to feel lazy because they feel they will not get punished if they are late or do not attend online classes.

In learning activities, of course, a teacher will evaluate students, one of which is an assessment, giving an assessment is very important because from the teacher's assessment it will be easy to

improve from student learning. In online learning, the teacher has problems in assessing students both in terms of cognitive, affective, and psychomotor students.

This becomes problematic for teachers in carrying out online learning, teachers have difficulty in providing assessments in terms of affective and psychomotor because, on the one hand, the teacher cannot integrate directly with students learning or carrying out their activities. Teachers can judge, but the assessment will not be optimal.

Potentials for future Improvement

In carrying out online learning, teachers and students face a variety of challenges. Regarding the solutions made to overcome the difficulties, researchers have conducted interviews with several subjects, so that it is known the solution and what improvements are needed for schools, teachers, and students in order to improve online learning for the future, namely the following:

In online learning, of course, everything related to learning is done online. Along with the development of the times, technology is also growing and there will be many innovations in the online learning system especially in the development of online learning media. This requires teachers to participate in these developments and be proficient in using online learning media or applications. Teachers need to take training on online learning to increase knowledge about the online learning process.

The success of online learning is not only influenced by the role of internet technology but also influenced by the quality of human resources. Internet technology will not have a significant influence if human resources as operators or users do not have good knowledge and skills in the use and management of technology. Therefore, understanding technology is a major factor in the success of online learning. Internet technology in online learning plays a very important role because the absence of internet technology can hinder the learning done online.

Facilities and infrastructure are very important for schools to support the learning process. Both from internet facilities, computers or laptops, and the power grid. Based on the interviews that have been conducted on the subject of research, overall the answers given can be concluded that if this online learning continues the government is expected to meet the facilities and targeting that support the implementation of online learning in Kayong Utara Regency. In order for online learning to run well in every school in Kayong Utara Regency, facilities and infrastructure must be adequate.

Teachers can communicate regularly with parents to monitor the learning progress of their students during the implementation of online learning although offline learning so that parents can know that their children have school assignments and can accompany them when studying or doing tasks. The implementation of learning is expected to be in accordance with the learning objectives and run well, therefore not only from the teacher's side, but parents also play a role in the continuity of online learning.

CONCLUSION

During the pandemic, the implementation of learning in Kayong Utara Regency took place with online and offline learning, adapting to the environmental conditions and facilities of students. In KKUSN2, apply online learning. In KKUVN3, implement online and offline learning. In KKUJN1 schools, implement offline learning. Conduct online learning using the Google Classroom, Zoom, YouTube and WhatsApp apps. Implementation of offline learning where students come to school to take materials and assignments, then studied at home. In carrying out online and offline learning, teachers and students face challenges such as lack of mastery in using media and online learning applications by teachers, there are some students who do not have facilities such as android phones, lack of signal, limited internet quota and student learning discipline. Some potentials for future improvement and solutions to overcome the obstacles that exist during the implementation of online and offline learning, including holding online workshops for teachers, equipping facilities and infrastructure, and collaboration of teachers and parents in monitoring and accompanying students.

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