



Analysis of Student Difficulties in Online Learning During the COVID-19 Pandemic Class VIII MTsS Khudrinnur In Toari District

AUTHORS INFO

Ika Mustika Sari
Universitas Sembilanbelas November Kolaka
ikamustikasari546@gmail.com
+6282290727985

Tri Maniarta Sari
Universitas Sembilanbelas November Kolaka
trimaniarta@gmail.com
+6282293770906

Maretik
Universitas Sembilanbelas November Kolaka
Maretik237@gmail.com
+6282344383978

ARTICLE INFO

E-ISSN: 2721-0804
P-ISSN: 2723-6838
Vol. 4, No. 1, June 2022
URL: <http://usnsj.com/index.php/biology>

Suggestion for the Citation and Bibliography

Citation in Text:

Sari, I.M., et al. (2022)

Bibliography:

Sari, M.I., Sari, M.T., & Maretik (2022). Analysis of Student Difficulties in Online Learning During the COVID-19 Pandemic Class VIII MTsS Khudrinnur In Toari District. *Journal of Biological Science and Education*, 4(1), 17-22.

Abstract

Learning in schools before the pandemic was carried out directly in schools, but because of the pandemic, it required teachers and students to carry out the online learning process. Teachers and students experience many obstacles in the online learning process, especially for students new to online learning. This study aims to describe students' difficulties in online learning during the Coronavirus disease (COVID-19) pandemic and to find out the causes of students' problems in online learning during the Coronavirus disease (COVID-19) pandemic class VIII Madrasah Tsanawiyah Khudrinnur. This research is a qualitative descriptive study. The samples in this study were students and teachers of class VIII MTsS Khudrinnur. The research instrument is a questionnaire or questionnaire, interviews, and documentation. From the results of the study, it is known that the factors that affect the difficulties in online learning of students are network difficulties of 69.09% of the total number of students. So it can be concluded that the factors that influence students' difficulties in online learning are network difficulties, about 69.09% of the total number of students. Factors do not have a quota of about 68.75 % of the total number of students. The factor of not having a cellphone (HP) is about 66.40% of the total number of students. The aspect of not understanding the material is about 58.85% of the students who do not understand the learning material will ask the teacher when they do not understand. The cool factor for playing games is around 71.35% of students prefer to play games compared to participating in online learning.

Keywords: Difficulty, Online (Online), MTSS Khudrinnur

A. Introduction

Education can be defined as a process of changing attitudes and behaviour of a person or group of people to mature humans through teaching and training efforts, action processes, and

ways of educating (Nurkholis, 2013). *Learning* is defined as a process of behaviour change as a result of individual interaction with the environment. Changes in behaviour towards learning outcomes are continuous, functional, cheerful, active, and directed (Pane et al., 2017). Learning is an interactive process between students and educators, lesson materials, delivery methods, learning strategies, and learning resources in a learning environment (Pane et al., 2017).

The Coronavirus disease (COVID-19) pandemic caused almost all activities to be carried out at home, including the learning process; this resulted in the face-to-face learning process not being carried out. The Ministry of Education and Culture (Kemendikbud) issues Circular Letter Number 15 of 2020 concerning Guidelines for Organizing Learning from Home in an Emergency Period for the Spread of Coronavirus disease (COVID-19) (Kemendikbud, 2020). According to the Circular, the implementation of teaching and learning activities from face-to-face (offline) to online (online) is the best solution to prevent the spread of Coronavirus disease (COVID-19) so that students can continue to study even though it is not carried out directly at school (Nabila, 2020).

However, the policies issued, of course, cannot ensure that everything will run as it should in all circles, especially schools in villages that lack facilities in the form of integrated technology to support the online learning process. In addition, limitations in Internet accessibility, hardware (hardware) and software (software), and financing are often obstacles to maximizing online learning resources (Dwi, 2020).

With various difficulties experienced by students in online learning, the researchers aimed to discover the causes of students' difficulties in learning online during the Coronavirus disease (COVID-19) pandemic class VIII MTsS Khudrinnur.

B. Literature Review

1. Online Learning

Online learning is learning that is supported by the use of digital tools and content. Online learning is in the form of interactions between teachers and students where this learning is accessed via the internet. Online learning, in general, is the delivery of learning materials through electronic media such as the internet. In contrast, the definition of online learning is the use of internet technology to distribute learning materials so that students can access them from anywhere (Khoirunnissa, 2020).

2. Learning Difficulties

Learning difficulties can also be interpreted as a condition in the learning process which is marked by certain obstacles to achieving learning outcomes. Students learning difficulties are usually evident from the decline in their academic performance or learning achievement. These obstacles may or may not be realized by students who experience them in the learning process (Risprianto, 2015).

There are several characteristics of learning difficulties in general that are shown by the students, including :

- a. Low learning achievement, i.e. the grades achieved are below the average of students in the class.
- b. The results achieved are not commensurate with the efforts made.
- c. Students are slow in doing learning tasks.
- d. Students show inappropriate behaviour, such as being indifferent and easily offended.
- e. Students behave in unusual ways, such as being gloomy, sad, and aloof from their friends.
- f. Students get a drastic decrease in the achievements previously obtained.
- g. Students often do not enter without explanation.
- h. Students often leave lessons for no reason or skip class. (Sudarsana, 2020).

3. Factors of Unpreparedness / Difficulty of Students in Online Learning

a. Lack of Understanding of Materials and Difficulty in Doing Tasks

Delivering information related to learning materials is an important aspect that needs to be considered in online learning during this Coronavirus disease (COVID-19) pandemic. In addition to the lack of understanding of the material, giving assignments to students is one of the benchmarks for a teacher to provide an assessment to students of how high the students' understanding of learning materials is; besides, giving assignments also trains students' independence to solve problems (Ilmi, 2020).

b. Difficulty in Purchasing Internet Quota

The online learning process that is carried out requires independence from the school in preparing its facilities to support the learning process. One of the challenges is the internet data package which is very decisive in the learning process, the different economic abilities and backgrounds of each student will create some inequality in the learning process (Ilmi, 2020).

c. Limited Internet Access

Internet connection is the main thing for creating effective online learning; without a good internet connection, there will be no direct interaction between students and teachers (Hamdani, 2020). The condition of the internet network, which is still not evenly distributed throughout the country, has made several educational institutions, both primary and secondary schools, unable to enjoy the internet. These various obstacles create anxiety for students to take part in the online learning process; some admit that it is challenging to participate in learning because not all areas have an internet network with smooth access (Ilmi, 2020).

d. The Role of Parents

Parents must be directly involved in their children's learning activities in online learning activities. Many parents complain that they are unable to accompany their children every day. One reason is that they also have jobs as civil servants, office workers, and private employees. In addition, other concerns in implementing online learning are parents' readiness to prepare learning tools and systems; parents also need to understand the use of technology in the online learning process (Ilmi, 2020).

C. Methodology

1. Research Design

The research was conducted at Madrasah Tsanawiyah Khudrinnur, Toari District, Kolaka Regency, held in December 2021. This study used a descriptive research design where this study looked directly at and described what happened according to the facts on the ground. Moreover, the technique that the researcher uses in data collection is to use questionnaires and interviews, where the interviews are used to clarify the results of the questionnaires that students have filled out (Nurhasanah, 2017).

2. Instruments

The research instruments used are:

a) Questionnaire Instruments

The questionnaire type of questionnaire used was a closed questionnaire. The questionnaire was used to collect data about the difficulties experienced by students during the teaching and learning process during the Coronavirus disease (COVID-19) pandemic.

b) Interview Instruments

Interview instruments where the interview instrument is supporting data or that strengthens the answers to the student questionnaires that have been distributed and the resource persons in this study are two teachers and four students about the difficulties experienced by students during the teaching and learning process during the Coronavirus disease (COVID-19) pandemic.

3. Technique of Data Analysis

a) Data Reduction

Data reduction is made by sorting out the answers from the interviews. It will be seen what new opinions are not found in the results of student questionnaires related to any difficulties experienced by students in online learning, both in terms of facilities and infrastructure or from the views of teachers and students during the implementation of online learning (Ritonga, 2020).

In reducing the data, the researcher uses the formula:

$$P = \frac{F}{N} \times 100\%$$

(Sudijono, 2011)

Description:

P = Percentage number

F = Frequency of each alternative answer

N = Total number of alternative answers to sample

b) Presentation of Data

Data presentation is done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like (Cintiasih, 2020) .

c) Conclusion Drawing

The conclusion drawing has undergone several stages of data analysis: data collection, data reduction, and data presentation. The conclusions are supported by valid and consistent evidence when the researcher returns to the field to collect data. Is a credible conclusion (Hayat, 2021).

D. Findings and Discussion

1. Findings

Table 1. Difficulty analysis results

No	Indicator	Percentage (%)
1.	Network Factor	69,07%
2.	Quota Factor	68,75%
3.	Factors Not Having a Cellphone (Mobile Phone)	66,40%
4.	Factors Factors Not Understanding the Materials	58,85%
5.	Factors Playing Games	71,35%

After analyzing the results of the student questionnaires, the results of the difficulties in learning consist of several factors, namely:

Table 2. Network Factors

No	Question	Number of Respondent	Max Score	Acquisition Score	Percentage
1.	Question 1	24	96	62	64,5%
2.	Question 9	24	96	74	77,08%
3.	Question 11	24	96	63	65,6%
	Amount	72	288	199	
	Average			69,09%	

Table 3. Quota Factor

No	Question	Number of Respondent	Max Score	Acquisition Score	Percentage
1.	Question 3	24	96	64	66,6%
2.	Question 14	24	96	56	58,3%
3.	Question 19	24	96	78	81,2%
	Amount	72	288	198	
	Average			68,75%	

Table 4. Factors Not Having a Cellphone (Mobile Phone)

No	Question	Number of Respondent	Max Score	Acquisition Score	Percentage
1.	Question 2	24	96	43	44,7%
2.	Question 12	24	96	81	84,3%
3.	Question 16	24	96	49	51,0%
4.	Question 17	24	96	82	85,4
	Amount	96	384	255	
	Average			66,40%	

Table 5. Factors Not Understanding the Materials

No	Question	Number of Respondent	Max Score	Acquisition Score	Percentage
1.	Question 6	24	96	72	75%
2.	Question 7	24	96	69	71,8%
3.	Question 10	24	96	46	47,9%
4.	Question 15	24	96	48	50%
5.	Question 18	24	96	55	57,2%
6.	Question 20	24	96	49	51.0
Amount		144	576	339	
Average			58,85%		

Table 6. Factors Playing Games

No	Question	Number of Respondent	Max Score	Acquisition Score	Percentage
1.	Question 4	24	96	72	75%
2.	Question 5	24	96	54	56,2%
3.	Question 8	24	96	71	73,9%
4.	Question 13	24	96	77	80,2%
Amount		96	384	274	
Average			71,35%		

2. Discussion

Online learning is a teaching and learning process it is carried out in the school environment. Due to the pandemic, learning is carried out online. This causes online learning, of course, not all schools can carry out without experiencing difficulties, one of which is difficulties in learning. Learning difficulties experienced by students are a condition that every teacher needs to know during the learning process where the learning process changes; which was initially carried out in schools face-to-face but due to the Coronavirus disease (COVID-19) pandemic, learning is carried out online. The first factor, which has a lower percentage than other factors regarding the difficulties of students in online learning, is the material factor which is based on the results of the study. In class VIII MTSS Khudrinnur, Toari District, not all students, when they do not understand the learning material, will ask the teacher, resulting in 58.85% of students experiencing difficulties. In online learning, many students have difficulty understanding the material presented by the teacher due to poor delivery of material, and lack of communication between students and teachers, resulting in the students having difficulty understanding the material. The results of this study are also related to research conducted by Noviansyah (2021) which says that obstacles to the availability of a good internet network are also believed to be factors that impact students' understanding of following learning materials. Data shows that students who do not understand the material are 52,77% in the implementation of online learning.

In online learning, many students have difficulty understanding the material presented by the teacher due to poor delivery of material, and lack of communication between students and teachers, resulting in students having difficulty understanding the material.

The student factor who does not have a cellphone has a higher percentage than the material. Based on the research results conducted in class VIII of MTsS Khudrinnur, Toari District, 66.40% of students who do not have (HP) participate in online learning. In carrying out online learning, of course, not all students can do it because the online learning process requires a cellphone (HP). Learning cellphone (HP) is essential for the online learning process to take place, but some students do not have cell phones due to economic factors. This is supported by research conducted by Taradisa (2020), which argues that online learning requires facilities such as cellphones or laptops. Still, some students do not have cell phones to do online learning, which is a big problem for students and teachers.

The third factor is the quota factor. Internet quota is essential so that students do not miss the lessons that are carried out online. Based on the study's results, it was found that 68.75% of students had difficulties with the availability of internet quota when participating in online learning and one of the factors causing difficulties for students not having this quota is economic factors. Based on the results of research conducted by Ramadani (2021), an internet quota is needed to access the internet when learning to use an online cellphone. Limited

internet quota is one of the causes of learning difficulties that students have. The price of using the internet quota is still considered quite expensive by parents of students.

Based on the study's results, as many as 69.07% of students experienced difficulties accessing the internet. In the online learning process, the network factor becomes an obstacle for some students because students live a bit far from residential areas or gardens. In line with research conducted by Noviansyah (2021), which said that the obstacles experienced by students in the learning process were related to inadequate internet networks. Students with a percentage of 55.55% have difficulty accessing the internet.

The fifth factor is that as many as 71.35% of students are more likely to choose to play games than to take part in learning. This is because students feel bored when participating in online learning and prefer to skip classes to be able to play games. The results of this study are in line with previous research conducted by Riska (2014). That said that online game addiction has a terrible impact on its users, especially the behaviour of students. It is not uncommon for students to play truant to play online games that are considered exciting.

E. Conclusion

The factors that cause difficulties experienced by students in online learning are network constraints during the learning process 66.09%, not having a quota of around 68.75%, not participating in learning due to not having a cellphone around 66.40%, lack of understanding of participants about 58.85 % of the students to the material and addiction to playing online games is around 71.35%.

F. References

- Cintiasih, T. (2020). *Implementasi Model Pembelajaran Daring Pada Masa Pandemi COVID-19 Di Kelas III SD PTQ ANNIDA Kota Salatiga Tahun Pelajaran 2020*. Skripsi. Pendidikan Guru Madrasah Ibtidaiyah Institut Agama Islam Negeri (IAIN). Salatiga: Salatiga, 38.
- Dwi, B., Amelia, A., Hasanah, U., & Putra, A. M. (2020). "Analisis Keefektifan Pembelajaran Online di Masa Pandemi Covid-19". *Jurnal Pendidikan Guru Sekolah Dasar*, 2(1), 3.
- Hayat, S. (2021). Kesulitan Belajar Daring Peserta Didik Kelas X MIPA pada Mata Pelajaran Sejarah Kebudayaan Islam di MAN Kota Surabaya. *Skripsi*. Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sunan Ampel. Surabaya:Surabaya, 70-71.
- Ilmi, D.A. (2020). *Variasi Pembelajaran Online di Tengah Pandemi COVID-19*. Jawa Barat: IAIN Prepare Nusantara Press.
- Khoirunnisa. (2020). Pembelajaran Online pada Masa Pandemi COVID19 sebagai Strategi Pembelajaran dan Capaian Hasil Belajar pada Peserta Didik Kelas III B MI Al-Ittihad Citrosono Kecamatan Grabag Kabupaten Magelang Tahun Pelajaran 2019/2020. *Skripsi*. Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Salatiga:Salatiga, 8.
- Nabila, H., & Dwi, S. (2020). Analisis Kesulitan Belajar Matematika Dalam Pembelajaran Daring Berbantuan Microsoft Teams Kelas XI SMA Negeri 9 Semarang. *Prosiding Seminar Edusainstech*, 63.
- Nurhasanah, S. (2017). Kesulitan Belajar Peserta Didik Berdasarkan Gaya Belajar yang Dimiliki pada Pembelajaran Sistem Koordinasi. *Skripsi*. Program Studi Pendidikan Biologi Universitas Pasundan. Bandung, 19.
- Nurkholis. (2013). Pendidikan Dalam Upaya Memajukan Teknologi. *Jurnal Kependidikan*. 1(1), 26.
- Pane, A., & Muhammad, D.D. (2017). Belajar dan Pembelajaran. *Jurnal Kajian Ilmu-ilmu Keislaman*. 3(2), 333-334.
- Rispryanto, I. (2015). Analisis Faktor Kesulitan Belajar Peserta Didik Kelas XI Jurusan Teknik Kendaraan Ringan Pada Mata Pelajaran PSKO di SMK Muhammadiyah 1 Salam. *Skripsi*. Fakultas Teknik Universitas Negeri Yogyakarta: Yogyakarta, 13.
- Ritonga, I.D. (2020). *Analisis Pembelajaran Daring Dalam Menumbuhkan Keterampilan Proses Sains Peserta Didik Pada Mata Pelajaran Biologi di SMA Negeri 1 Simangumban*. Skripsi. Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara: Medan, 38-39.
- Sudijono, A. (2011). *Pengantar Evaluasi Pendidikan*. Jakarta: PT. Raja Grafindo Persada.