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Identifying Student Difficulties in Distance Learning at SMA N 1 Piyungan

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Abstract. The government policy on learning from home causes all educational institutions to organize online learning/distance learning. In its implementation, various obstacles were found that were experienced by students. In the current situation, a teacher must know the obstacles experienced by students so that learning can be conducted well. This study aims to identify the barriers/difficulties of students in distance learning. This research is quantitative research with descriptive methods. Data collection using interviews and literature study. The subject of this research is the students of SMA N 1 Piyungan. The results of the study indicated that the obstacles experienced by students in distance learning were grouped into internal obstacles and external obstacles. The factors that most hinder students in distance learning are from the affective aspect where the lack of student motivation in distance learning, as well as the limitation of internet quota also hinder students in distance learning.

Keywords: Study · Student Difficulties · Distance Learning

1 Introduction

Education in Indonesia aims to create people who have character, character, and abilities and skills (Law No. 20 of 2003). Education is a provision for students to be ready to adapt in the lives of students. The Indonesian government provides education units from the smallest to the highest/professional levels. In education in Indonesia, it is known that there are three educational paths, namely, formal education (school), non-formal education (community or outside school), and informal (family). These three educational paths have been proposed by Ki Hadjar Dewantara as the Tri Center of Education because they have an important role for human development in achieving perfection [1]. Starting from elementary school, junior high school, high school, and university. According to Kompas news, SMA is a secondary education unit in formal education in Indonesia after graduating from Junior High School (or its equivalent). High school is usually taken within 3 years, starting from class X to class XII. High School focuses on equipping students to be able to continue on to college. Although not a few students who continue to be workers. However, secondary schools are still tasked with equipping students to become individuals who are ready to continue on to college.

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The learning system in high school is carried out face-to-face in schools between teachers and students. Learning in high school today is carried out on average every Monday to Friday by entering at 07.00 to 15.30, with a schedule that has been arranged to facilitate face-to-face meetings between teachers and students. However, recently there has been a COVID-19 pandemic in various parts of the world. This virus first developed in Wuhan, China. However, the spread of this virus is very fast throughout the world, one of the affected countries is Indonesia. In response to this, the Indonesian government implemented a Work from Home (WFH) policy to break the chain of the spread of the Covid-19 virus. Of course, this has an impact on various sectors, one of which is education [2].

With the restrictions and WFH policies, the Ministry of Education and Culture also applies this policy to every education unit including SMA to carry out the online learning process from their respective homes/or known as the distance learning system. Distance learning is learning that is carried out in a network using computers and the internet as media [3]. Technologies such as the internet, smart phones, and computers are currently used to support distance learning activities that are widely accessible. Even one of the largest telecommunications service providers in Indonesia stated that there was a surge in broadband flows during the Covid-19 pandemic that came from the sharp use of distance learning platforms [4]. This sudden change causes psychological disturbances for both educators and students. They have to adapt to the implementation of distance learning during this pandemic. For high school students, this change is quite challenging. Because high school material is quite complex and some of the lessons that have to be done in practice, such as dance and physical education, should only be done in theory. The distance learning system really makes students confused, then makes students stressed, unproductive, less creative, and reduces students' reading interest due to the many assignments [5]. The lack of internet access for students who come from villages is also an obstacle in receiving the material presented by the teacher. Some teachers also experience limitations in delivering material so that the material presented cannot be understood optimally by students. As a result, students cannot receive the material well. In addition, the impact felt by teachers regarding online learning is that not all teachers are proficient in the use of internet technology and media used as learning tools [6].

Based on the description above, it can be seen that there are quite a number of obstacles that occur for teachers and students. In the current situation, a teacher must know the obstacles experienced by students so that learning can run well. Therefore, on this occasion, the researcher is interested in studying the difficulties/obstacles experienced by students during the Covid-19 pandemic. This study aims to identify and describe the obstacles faced by SMA N 1 Piyungan students in implementing distance learning during the Covid-19 pandemic.

2 Method

This study uses a quantitative approach using descriptive methods. The approach used is a survey. Wina [7] revealed that the survey approach is a descriptive research method to obtain and describe data from existing symptoms and find factual information about various problems related to education. In this study, data collection techniques used

Table 1. Percentage of obstacles for SMA N 1 Piyungan students

Aspect	Indicator	Sub Indicator	%	OR
Internal factor	Physical barriers	Health	36	L
		Psychic barriers	Cognitive	60
		Affective	75	T
		Psychomotor	30	L
Average			50	E
External factor	Educator (Teacher)	Submission of materials	55	E
		Task	60	E
	Facility	Internet quota	70	T
		Device	15	VL
		Internet access	60	E
		Book/reference	50	E
	Family	Parent	40	L
		Siblings (brother/sister)	35	L
	Other activities	In school	30	L
		Out school	60	E
Average			47,5	E

Description: OR = Obstacle Category, VH = Very High, T = Tall, E = Enough, L = Low, VL = Very Low.

data triangulation techniques. ² According to Sugiyono [8], triangulation is defined as a data collection technique that combines various data collection techniques and existing sources. In this study data collection using interviews and literature study. The process of collecting data by interview is done by inviting students who have obstacles in the distance learning process to school. ³ The research subjects were students of SMA N 1 Piyungan with a total of 30 students consisting of 10 students in class X, 10 students in class XI, and 10 students in class XII. The data analysis technique in the interview is by grouping into categories of student barriers. These categories are derived from internal factors which are physical and psychological barriers, then external factors include educators, facilities, family, and other activities. Furthermore, the calculation of the average score and percentage for each aspect is carried out. Then the results of the interview are linked to the source of documentation.

3 Findings and Discussion

The following are the results of the percentage of difficulties/barriers for students in class X, XI, and XI in distance learning at SMA N 1 Piyungan.

From the Table 1, it can be seen that the highest obstacle is the student's affective factor, which is 75%. The lowest obstacle is the availability of the device at 15%. Then the

average of both internal factors and external factors included in the sufficient category, namely, internal factors (50%) and external factors (47.5%).

The distance learning process has several obstacles for students of class X, XI, and class XI SMA N 1 Piyungan. Wangid and Sugiyanto [9] explain that an obstacle is an object, object, activity, or situation that causes an obstacle, causes difficulty, disturbance or an irregularity in order to achieve the intended goal. This research was conducted on the students of class X, XI, and XII through interviews. The interview questions contain questions about student barriers in the distance learning system. The questions contain questions about student health, student psychological barriers, obstacles caused by teacher factors, facilities, families, and other student activities.

Wangid and Sugiyanto [9] also mention that there are basically two possible causes of obstacles, namely: (a) Internal; (b) External. In this research, the writer divides the internal and external factors into several categories. Internal barriers include physical and psychological barriers, while external barriers include teachers, facilities, family, and other activities. Based on the results of interviews with respondents, it was found that both internal and external barriers were included in the sufficient category. The internal aspect has an average of 50% and for the external aspect it has an average of 47.5%.

a. Internal Barriers

The inhibiting factor in the internal aspect has two indicators, namely physical and psychological barriers. The internal barriers that most hindered students in distance learning were the affective aspect with a percentage of 75% which was included in the high category. This aspect is seen from the lack of enthusiasm and motivation of students. The absence of face-to-face with the teacher makes students less motivated in distance learning. Aryani [10] says that motivation is important in the learning process. The motivation possessed by students will determine the success of students to achieve satisfactory achievements. In addition, there is a laziness disorder which is the reason students are at home and without face to face with the teacher.

The second order is in the cognitive aspect with a percentage of 60% in the sufficient category. This cognitive aspect shows that understanding the subject matter is quite inhibiting students in distance learning. Students cannot absorb the material well. The cognitive aspect is an aspect that assesses how far students at a higher level, students are able to re-define and then integrate back with the understanding that has been obtained to be given an assessment/consideration [11]. Based on the results of interviews, the reasons students had difficulty in understanding the subject matter were: (1) The teacher only distributed the material without explaining it, (2) The tasks given by the teacher were too many, (3) The mood was not supportive.

The third order is in the aspect of student health. In the aspect of student health, it is not too hampered by student health because the health aspect is included in the low category, which is 35%. Students' health can be overcome because based on interviews students by being at home actually get nutritious food intake. Likewise with the psychomotor aspect which also does not hinder students in distance learning. This aspect shows that students' skills in using electronic devices in distance learning can be overcome because according to interviews, they are used to operating them.

b. External Barriers

External barriers consist of four indicators, namely: educators (teachers), facilities, families, and other activities. The indicators of educators (teachers) are positively correlated with the cognitive aspects of students. The lack of students' understanding of the material is directly proportional to the teacher's lack of creativity in delivering the material and mastery of the applications used for distance learning. In addition, the assignments given by the teacher also cannot deepen students' understanding. Teachers tend to give a lot of assignments to students without first seeing the extent to which students understand the material. So that the task becomes an aspect that is more inhibiting for students (60%) than the aspect of delivering material by the teacher (55%).

The second obstacle indicator is seen from the facilities owned by students such as quotas and internet access, devices used and reference books. The highest obstacle is the limited internet quota with a percentage of 70%. This is in accordance with the results of research [12] the biggest obstacle in online learning in the midst of this covid-19 pandemic is the limited quota. Based on the interviews that have been conducted, most of the students said that quotas and internet access were obstacles to the distance learning process. This is because the economic sector of the student's family is less supportive. Second, the lack of internet access hinders distance learning with a percentage of 60%. Based on the interviews conducted, most of the students are in remote/mountainous and rural areas that are less able to get internet access smoothly. Third, the lack of book references carried out in distance learning which hinders students by a percentage of 50%. This is due to the lack of access to books owned by students. In the last order, the aspect of the device used does not hinder students in distance learning, which is only 15%. Based on the results of interviews, students are used to using electronic devices such as cellphones and PCs in everyday life.

The above results are the same as Mastuti's [13] research, which is one of the factors that makes students lose concentration when facing signals or internet networks that are not optimal. Hariyanti [2] also emphasized that the geographical location of each region is different so that the signal capture power is not the same. There are students whose houses are located in villages that are difficult to get internet signal support, what are students whose homes are located in cities that have good internet access. As a result, the distance learning process becomes less than optimal.

The third indicator is family. Based on Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Corona Virus Disease (Covid-19) that the Learning Process is carried out from home through online/distance learning. Based on this, online learning is carried out from home, therefore it is also necessary to observe the obstacles/constraints experienced by students from the family. In this study, it was taken from the response of parents and siblings (brother/sister) to online learning, whether they supported it or not. Based on interviews that have been conducted that parents and siblings support distance learning. Most parents support and understand the learning process. The percentage of parental barriers is 40% which is included in the low category. Then followed by sub-indicators from relatives with a percentage of 35% which is also included in the low category.

The last indicator is other activities which include activities inside and outside the school. In this indicator, the most inhibiting aspect is activities outside of school with

a percentage of 60% which is included in the sufficient category. Based on interviews conducted, this is because some students playing time with friends quite hinder distance learning because students play at night with friends and sleep late so students in the morning do not wake up and do not take distance learning. This is followed by sub-indicators of activities in schools. Activities within the school do not really hinder students in distance learning with a percentage of 30%. This is because the school does not hold face-to-face meetings, so there are almost no activities within the school.

4 Conclusion

Barriers to students implementing distance learning during the pandemic are grouped into several aspects, namely internal and external aspects. For internal factors with indicators of physical and psychological barriers, while for external factors, namely with indicators of educators (teachers), facilities, families, and other activities. In general, the most inhibiting factor for students in distance learning is the affective aspect where students are less motivated to learn because there are no face-to-face activities between teachers and students. The lack of student motivation in distance learning causes students' laziness that arises during learning from home. The second highest obstacle that is most felt in distance learning is the limited internet quota of students. Furthermore, in general, the most perceived obstacles to students are understanding the material that is lacking in understanding the material and how to deliver the material, too many assignments, internet access that is not supportive, books/references that are lacking, and playing activities with friends that hinder students in distance learning. Other aspects of the barriers do not really hinder students in distance learning.

Based on the results of the research, the researcher provides several suggestions that can be implemented, namely, (1) the school should provide more motivation to students such as assisting students in distance learning, (2) the school and government should provide internet quota facilities for students during distance learning takes place, (3) teachers should be more interactive and creative in providing material, and not too many assignments, (4) for students, in order to better understand the material and increase learning motivation and avoid feeling lazy.

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