

## Challenges and Opportunities Implementation of Online Learning in the Pandemic Era

Na'imah, Nurfaizah\*, Diqqi Alvin Hasan, Fina Umu Rif Athi & Muhammad Sabiq Abqori

Faculty of Tarbiyah and Teacher Training,  
Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Indonesia

Submitted: 23 July 2022; Reviewed: 24 July 2022; Accepted: 22 September 2022

\* Corresponding Email: [naimah@uin-suka.ac.id](mailto:naimah@uin-suka.ac.id)

### Abstract

The World Health Organization (WHO) stated that COVID-19 was a pandemic that has spread worldwide. It has been on limited interaction activities and social group meetings. The policy of limiting community physical interaction directly affects the education sector so that the learning process is fully transformed into the form of online learning. The purpose of this research is to find out the challenges and opportunities in the online learning process that has been implemented during the covid-19 pandemic. This study uses a descriptive qualitative research method by describing the online learning process that has been implemented. The subjects in the study were students and teachers of Junior High School 01 Plantungan Kendal. Analysis of the data used in this study is to triangulate data consisting of data from observations, interviews, and field observations. The study's results showed that the online learning process had challenges regarding the availability of qualified technology such as electronic devices in the learning process, internet networks, and students' and teachers' readiness to face online learning. While the opportunities from the online learning process that have been implemented are directly familiarizing students to practice independently in the learning process, and from the teacher's side, encouraging teachers to master technology and innovate in the learning process so that it would be more varied and effective

**Keywords:** Online Learning; Covid-19; Technology.

**How to Cite:** Na'imah, Nurfaizah, Hasan, D A., Rifathi, F U., & Abqori, M S. (2022). Challenges and Opportunities Implementation of Online Learning in the Pandemic Era. *Journal of Education, Humanities and Social Sciences (JEHSS)*. 5(2): 1173-1180.



## INTRODUCTION

Challenges and opportunities to implement online learning in the era of the covid-19 pandemic are very important to study. Breakthrough new for sector education is an innovation for collaborating technology in education (Kayembe & Nel, 2019; Miranda et al., 2019). Source varied and innovative learning naturally expected could be applied with good for participant education. Education will succeed determined by the learning model and learning media, which need to be customized by character students in each area (Simamora, 2020; Williamson et al., 2020). The teacher who became spear success to results study students is needed his role. Learning online is formal learning held to remember the presence of covid-19 that can threaten life (Khalili, 2020; Salleh et al., 2020). because of that, teachers, students, and parents need to agree that with the existing learning distance far, you're welcome to play a role active for results study child by hope.

Online learning was first carried out in stages, starting with the outbreak of the coronavirus disease, what we call it (Covid-19), in early 2020 and has become an epidemic throughout the continent. Starting from areas being closed to causing schools also to be locked/shut ( *lockdown* ), the teaching and learning activities that teachers and students usually carry out are carried out using online/virtual media (Ningsih, 2020). The use of technology which was originally more as a support for the learning process in its function or secondary material or even recreation has turned into the most important facility in doing everything, one of which is in the field of education. Online learning is the most appropriate method when there are restrictions, and face-to-face learning is impossible (Gherheş et al., 2021; Paul & Jefferson, 2019). Learning *online* has a challenge alone for the educator. Knowing virtually makes it difficult for teachers to monitor the development of study child moment at home (Efriana, 2021; Suryaman et al., 2020). Distance between teacher and students Becomes a challenge separately needed observed. Not there is a guarantee that students learn and complete Duty school with reasonable or possible otherwise. because of that, Khan explained that learning distance is far no conducted with such a long time because concentration student no will maximum moment To do study at home (Salman, 2014).

This online learning encounters many difficulties experienced by educators, students, and even parents or guardians of students in carrying out online learning during the Covid 19 outbreak. Educators unfamiliar with using digital devices such as gadgets or smartphones will face difficulties learning during the Covid 19 period, especially in facilitating online learning to online students (Anugrahana, 2020; Tawai et al., 2021; Suharyanto et al., 2021). Then the internet network/connection that has not been evenly distributed to all places to remote villages creates additional difficulties faced by students in carrying out online learning. Furthermore, the condition of parents of students who have not all been able to provide digital equipment or devices in the form of gadgets or smartphones or laptops to students creates a series of problems in learning during this Covid 19 pandemic.

At this time, the online or online learning process uses applications on gadgets such as Google Meet or the like. Teachers as educators and students or students utilizing this application are expected to be able to conduct virtual discussions using direct discussion features in the form of video phone calls or chats related to learning material problems and the course of interactive learning between teachers and students. This background then becomes the basis for writing this article to know the challenges or obstacles in implementing online learning in Indonesia. Learning carried out in language subjects, especially English, requires learning activities/processes in practice and not only using theory. Such as the practice of dialogue, habituation in spelling words, etc. This practical lesson is not enough with just video viewing or virtual viewing of material (Zhang et al., 2020) because it takes guidance or an example from the teacher so that when there is a student error during practice, it can be directly corrected or justified.

The regulations that have become policy government to learning distance far are very surprising (Plümper & Neumayer, 2022). The presence of covid-19, which suddenly presents naturally, makes realm education not ready and not have thorough preparation. This is what causes obstacles faced by educators. That is, the difficulty moment used increasingly technologically



sophisticated. Other problems are also related with internet access still not yet equally to some areas so that troublesome learning *on line* to be carried out. Based on the teacher's problems, the study's results participant education at the end of evaluation school. In the book (Gunawan & Yulita, 2020), the continuity plague of the covid-19 pandemic has been going on for a long time in Indonesia. The resulting impact on education will feel locked down for a long time because that sector of education needs to go out of its comfort zone to start crawling for want to be adaptable and able to collaborative learning with the technology used as an opportunity to pass challenges in the pandemic era.

Based on the above points, researchers are interested in analyzing the challenges faced in online learning in the pandemic era. The implication of this study is to describe the problems of teachers and students in improving the competence of using technology.

## RESEARCH METHODS

This descriptive qualitative study describes the online learning process at State Junior High School 01 Plantungan Kendal. The subject research used in this study is three students from each class, namely 10, 11, and 12, and teachers from three teachers with different subjects. The sampling technique used was the purposive sampling technique taking into account the different issues, locations, and the availability of telecommunication access.

The research instrument used was an interview guide and an observation guide. Analysis of the data used in this study is a triangulation of data from interviews and observations. Analyses in qualitative research include data reduction, data display, and conclusion drawing/verification (Milles & Huberman, 1992). The qualitative research steps used in this study are problem identification, literature review, determination of research intentions and statements or hypotheses, quantitative data collection, analysis and interpretation of quantitative data, qualitative data collection, analysis and interpretation of qualitative data, research reports, and evaluations. (Cresswell, 2015).

The research questions in this study are: 1) How are the obstacles of the online learning process from aspect planning, implementation, and evaluation ?; 2) How does the plan act carry on from constraint in the online learning process from aspect planning, implementation, and evaluation?

## RESULTS AND DISCUSSION

### RESULTS

It happened during the COVID-19 pandemic that hit Indonesia. That thing impacts the sector of education, especially learning. As a result, there are challenges and opportunities to learn in the pandemic era. Usual learning stares advanced and changed, Becomes learning online.

The table 1, shows the research results conducted by researchers moment in the field. The effect explains differences in the learning process during the pandemic and the era before the pandemic. Based on the results study, the learning process needs to notice every development of his generation. Progress increasingly technology fast need Becomes attention to school as executor educator. Teachers' ability to compete with progress technology needs control so as not to be left behind by time.

**Table 1. Learning process**

No	Aspect	Learning Online	Learning Offline
1.	Planning	delivery Theory learning use application <i>google classroom, WhatsApp, and youtube</i> Learning interactive use <i>zoom</i> and <i>google meet</i> Limited to time	Delivery material in front class Learning in the classroom can be in the form of discussion group Time adjusted with a timetable
2.	Implementation	The process of self-learning and virtual world learning	Learning process in the form of group and stare face in class.



		An Internet connection that is not stable to access	No need to use Internet Access
3.	Evaluation	Learning results no can be collected appropriate time	Study results direct can be evaluated with teacher observations in class.

Furthermore, researchers conducted research on online learning based on the perspectives of teachers and students. So that could is known that there are Implemented challenges and opportunities moment teaching *online* in the era of the pandemic. As for the discussion, it is as follows:

**Table 2. Learning *on line* corner teacher and student view**

No	Point of View	Challenge	Opportunity
1	Teacher	Weak in using technology Difficulty communicating with the student The role of parents and teachers	The teacher must dominate technology Teachers more sensitive to student Teachers and parents together review the results study child
2	Student	Don't have a facility <i>cell phone</i> alone Students aren't ready in online learning Not have good internet access	Push students for digital literacy Invite students to act in the use of increasing advanced technology Become evaluation government for expanding internet network up to remote area village
		The role lies with students and parents	Parents have proximity with their children

Based on the results research above, some challenges and opportunities apply to learning *online* in the era of the covid-19 pandemic. Research results explain the challenges and opportunities different teachers accept with those received by students. Research results show that the online learning process has challenges in the availability of qualified technology like electronic devices in the learning process, internet network, and readiness for students and teachers to face online learning. Whereas opportunity from the online learning process that has been held is by direct practice independently. Then, it can be encouraging teachers to dominate technology and innovate in the learning process so that more varied and effective.

## DISCUSSION

**Online Learning Process.** Activity learning Virtually held at State Junior High School 01 Plantungan Kendal using learning media that are online applications *such as google classroom, google meet, or zoom meeting*. Besides, in the process of monitoring helped create a WhatsApp group in every class. Because partly significant students at State Junior High School 01 Plantungan Kendal have computers, laptops, and mobile phones, implementation of online learning from side device learning is already fulfilled. Assignment and giving given material to students are systematic and not excessive so that there is no burdensome student in the online learning process. Following is the description of the learning process, including the planning, implementation, and evaluation processes.

**Planning.** The learning planning carried out includes the preparation of designing a curriculum and online learning system. Based on the Guidelines for Organizing Learning from The house issued by the Ministry of Education and Culture in 2020 regulates the maintenance of learning distance far away. Vital aspects prepared school included the scope material, length of the learning process in online evaluation process. Learning during the COVID-19 pandemic is focused on students' skills in dealing with the COVID -19 pandemic, including the 3M Movement application that is washing hands, wearing a mask, and taking care distance. From online learning, State Junior High School 01 Plantungan Kendal prepares accessible material studied by students at home, combined with modules, learning videos, and exercises. Inside delivery Theory learning use application *google classroom, WhatsApp, and youtube*. Learning interactive use *zoom* and *google*



meet. In this process, expected students ask and discuss related material that has been studied before so that more add experience student study no only explain Theory from early.

Constraint in the process of preparation learning is compiling materials and preparing ingredients for interactive learning and learning theory. So that there are not too congested moments in the online learning process. Another challenge in online learning is preparing teachers to adapt to an online learning system. The adaptation in question is mastery of technology used in online learning. That becomes a challenge because the learning process during the covid-19 pandemic is impossible. To advance the activity, mentoring and training were conducted via webmeeting and materials study from videos.

The solution from constraint prepare theory conducted with to do sorting the most important material for taught, apart from that in every the material being taught to students given practice questions and appropriate examples to make it easier for students to learn. In compiling learning videos, it is impossible to do it entirely for schools and teachers, so teachers can take advantage of teaching videos that already exist on the internet to support student learning.

**Implementation.** Implementing online learning at State junior high school 01 Plantungan Kendal is carried out with an independent learning process and virtual or virtual world learning. Self-learning is carried out by giving materials and materials study in google classroom. Then students are granted access to analysis more formerly from the given material. Virtual learning is a student process that asks for independence from trouble in the learning process. So that In the process, the teacher is more give deepening material so as not there is a misconception from student related learned material.

However, the learning process self - is given to students no could walk by practical because no conducted whole students. Then the virtual face-to-face learning process between teachers and students tends to repeat the learning process from early, so it needs extended time. On the other side, internet access from each user is suitable for teachers and students. It Becomes a constraint main at the moment of learning. Internet access is not stable caused no all students can follow wisdom via zoom or google meet.

Action steps to follow schools so that the online learning process is carried out effectively is to periodically monitor the material being taught and to what process students study. That thing was conducted using the WhatsApp media group. Enough obstacles are challenging to overcome in terms of internet network quality. This causes the virtual face-to-face learning process not to run smoothly. In response to this, the teacher provides a discussion column through WhatsApp groups so that students who do not understand can ask directly to the teacher, and the teacher answers student questions. The results of the discussion can also be used as learning materials for other students in the group. This step is quite effective in overcoming the signal problems experienced.

**Evaluation.** The learning evaluation process in online learning assesses students' learning achievement during study online. Instrument evaluation learning experience, some adjustments, including the evaluation process, tend to be based on assignment context and project from the material taught by the teacher. So that assigned assignment produces learning videos, portfolios, and summaries packaged online. However, some material given tests are performed online with the use of google forms. Obstacles experienced in the process are that some projects couldn't collect appropriate time. The teacher's role here is to motivate students to do well and appropriately with agreed terms between teachers and students. That thing is done so that the task/project does not put pressure on the side of students, so students are comfortable and happy to do the task.

**Online Learning from the Teacher's Perspective.** Teachers are the spearhead of the online learning process during the COVID-19 pandemic. Teachers are responsible for managing the class so that learning outcomes can be achieved even though it is done online. Based on the results of interviews with several teachers, it was stated that online learning was a new experience for some teachers. As a result, preparing and organizing material to be delivered online requires more effort from the teacher because the online learning process is not only changing learning materials from books into digital form but also designing the learning process and syntax used. Another challenge



is that teachers must be able to master the learning technology used in online learning (Al Hakim & Azis, 2021). This is vital because learning technology is the leading media for conveying material to students (Audie, 2019). Through online learning, the innovation and creativity of teachers in designing learning increases and, in general, increases the experience of educating in crisis situations such as the COVID-19 pandemic.

**Online Learning from the Student's Perspective.** Students' views regarding online learning affect student motivation in the online learning process. This is in line with research conducted by (Alifah et al., 2021) that online learning can give students a motivational effect on the learning received. The results of interviews with several students stated that online learning has two sides, namely advantages and disadvantages. The plus side is a learning process at home, so students feel safe in danger of contracting the covid-19 virus. The downside is the student does not enough understand a number of the topic given by the teacher, so that not capable of working or finishing. The student still needs accompaniment directly in class. Although there is accompaniment through a web meeting, not enough can direct arrested meaning by students, other than that constraint signal Becomes inhibitor that causes teacher explanation unclear and not understood.

Learning during the COVID-19 pandemic is a challenge for all aspects of education (Heng & Sol, 2021; Pokhrel & Chhetri, 2021), so required action adaptive so that the learning process teaching at school permanent can be conducted although restricted access and not possible conducted activity study stare face. Prepare device learning and materials to ensure content Theory is suitable and easily understood inside online learning (Bozarth et al., 2004). Stages preparations were made and designed by state students and environment study. Research results showing preparation conducted by systematic from school and coordinated to every teacher.

Implementation of the learning process conducted with apply planning that has been arranged before. Because online learning is not the same as learning stare face, the study student requires independence. Independence study student Becomes determinant success online learning is implemented (Dhawan, 2020). Online learning challenges are Internet access and mastery technology that has not evenly, hindering the learning process. The opportunity of the online learning process is getting used to the student to train independent learning with study materials that have been prepared. In addition to teaching students to learn independently, this habit encourages students to desire to learn without needing instructions and orders from the teacher (Aulia et al., 2019). Meanwhile, teachers have become more innovative in providing students with fun and not boring learning through online learning. In addition, the ability of teachers to organize knowledge has increased and adjusted to online learning.

## CONCLUSION

Online learning is a solution to the maintenance process of education during the COVID-19 pandemic. Research results show that the online learning process has a challenge from the availability of qualified technology like electronic devices in the learning process, internet network, and readiness from students and teachers in online learning. Whereas opportunity from the online learning process that has been held is by direct practice independently. Then, it can be encouraging teachers to dominate technology and innovate in the learning process so that more varied and effective.

## REFERENCES

- Al Hakim, MF, & Azis, A. (2021). The Role of Teachers and Parents: Challenges and Solutions in Online Learning during the COVID-19 Pandemic. *History: Educational Journal of History and Humanities*, 4 (1).
- Alifah, M., Adha, MM, Perdana, DR, Hartino, AT, & Rifai, A. (2021). Efforts to Improve the Disciplined Character of Students in Online Learning during the Covid-19 Pandemic.
- Anugrahana, A. (2020). Barriers, Solutions and Hopes: Online Learning During the Covid-19 Pandemic By Elementary School Teachers. *Scholaria: Journal of Education and Culture*, 10 (3), 282–289. <https://doi.org/10.24246/j.js.2020.v10.i3.p282-289>



- Audie, N. (2019). The role of learning media in improving student learning outcomes. Proceedings of the FKIP National Education Seminar, 2 (1), 586–595.
- Aulia, LN, Susilo, S., & Subali, B. (2019). Efforts to increase student learning independence with problem-based learning models assisted by Edmodo media. Journal of Science Education Innovation, 5 (1).
- Bozarth, J., Chapman, DD, & LaMonica, L. (2004). Preparing for distance learning: Designing an online student orientation course. Educational Technology and Society, 7 (1).
- Cresswell, JW (2015). Qualitative Research & Research Design. Student Library.
- Dhawan, S. (2020). Online Learning: A Panacea in the Time of COVID-19 Crisis. Journal of Educational Technology Systems, 49 (1).
- Efriana, L. (2021). Problems of online learning during the COVID-19 pandemic in EFL classroom and the solution. JELITA, 38–47.
- Gherheș, V., Stoian, CE, Fărcașiu, MA, & Stanici, M. (2021). E-learning vs. face-to-face learning: Analyzing students' preferences and behaviors. Sustainability, 13 (8), 4381.
- Gunawan, CI, & Yulita, SE (2020). Covid-19 Anomaly: Positive Impact of Corona Virus for the World. IRDH Book Publisher.
- Heng, K., & Sol, K. (2021). Online learning during COVID-19: Key challenges and suggestions to enhance effectiveness. Cambodian Journal of Educational Research, 1 (1), 3–16.
- Kayembe, C., & Nel, D. (2019). Challenges and opportunities for education in the Fourth Industrial Revolution. African Journal of Public Affairs, 11 (3), 79–94.
- Khalili, H. (2020). Online interprofessional education during and post the COVID-19 pandemic: a commentary. Journal of Interprofessional Care, 34 (5), 687–690.
- Milles, & Huberman. (1992). Qualitative Data Analysis. University of Indonesia Press.
- Miranda, J., López, CS, Navarro, S., Bustamante, MR, Molina, JM, & Molina, A. (2019). Open innovation laboratories as enabling resources to reach the vision of education 4.0. 2019 IEEE International Conference on Engineering, Technology and Innovation (ICE/ITMC), 1–7.
- Ningsih, S. (2020). Students' Perceptions Of Online Learning During The Covid-19 Pandemic, *JINOTEP (Journal of Learning Technology Innovation) Studies and Research in Technology*, 7 (2).
- Paul, J., & Jefferson, F. (2019). A comparative analysis of student performance in an online vs. face-to-face environmental science course from 2009 to 2016. Frontiers in Computer Science, 7.
- Plümper, T., & Neumayer, E. (2022). Lockdown policies and the dynamics of the first wave of the Sars-CoV-2 pandemic in Europe. Journal of European Public Policy, 29 (3), 321–341.
- Pokhrel, S., & Chhetri, R. (2021). A literature review on the impact of the COVID-19 pandemic on teaching and learning. Higher Education for the Future, 8 (1), 133–141.
- Saifulloh, AM, & Darwis, M. (2020). Learning Management in Improving the Effectiveness of the Teaching and Learning Process in the Covid-19 Pandemic Period. Bidayatuna Journal of Teacher Education Mandrasah Ibtidaiyah, 3 (2), 285–312.
- Salleh, FIM, Ghazali, JM, Ismail, WNH, Alias, M., & Rahim, NSA (2020). The impacts of COVID-19 through online learning usage for tertiary education in Malaysia. Journal of Critical Reviews. <https://doi.org/10.31838/jcr.07.08.30>
- Salman, K. (2014). The One World Schoolhouse: Education Reimagined. Educational Theory, 64 (4), 418–424. <https://doi.org/https://doi.org/10.1111/edth.12072>
- Simamora, RM (2020). The Challenges of online learning during the COVID-19 pandemic: An essay analysis of performing arts education students. Studies in Learning and Teaching, 1 (2), 86–103.
- Suharyanto, A., Fernanda, F., Jamaludin, J., Hodriani, H., Wiflihani, W., Muhajir, A., & Lubis, Y.A., (2021), School Readiness in the New Normal Era of Online Teaching and Learning at Junior High School, Proceedings of the International Conference on Industrial Engineering and Operations Management Sao Paulo, Brazil, April 5 - 8, 2021.
- Suryaman, M., Cahyono, Y., Muliansyah, D., Bustani, O., Suryani, P., Fahlevi, M., & Munthe, AP (2020). COVID-19 pandemic and home online learning system: Does it affect the quality of pharmacy school learning. Systematic Reviews in Pharmacy, 11 (8), 524–530.
- Tawai, A., Suharyanto, A., Putranto, T. D., de Guzman, B. M., & Prastowo, A. A. (2021). Indonesian covid-19 issue on media: review on spiral of silence application theory. Jurnal Studi Komunikasi, 5(2), 286-301.
- Williamson, B., Eynon, R., & Potter, J. (2020). Pandemic politics, pedagogies and practices: digital technologies and distance education during the coronavirus emergency. In Learning, *Media and Technology*, 45(2), 107–114.



Zhang, W., Wang, Y., Yang, L., & Wang, C. (2020). Suspending classes without stopping learning: China's education emergency management policy in the COVID-19 outbreak. *Journal of Risk and financial management*, 3(3), 55.

