Conference Paper

The Impact of Online Learning Processes in Primary School During the COVID-19 Pandemic

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Abstract

The aim of the study was to describe the online learning approaches used at SDN Cabean 3 Demak during the COVID-19 pandemic, and to describe the impact of this online learning on the teachers, students and parents. This research was a qualitative case study. The participants were teachers, students and parents of the first through fifth grade at SDN Cabean 3 Demak. Data were collected through open questionnaires, interviews, and documentations. The data were analyzed by using data reduction, data display, and conclusion. The results of the study showed that: 1) The application of distance learning technologies at SDN Cabean 3 Demak consisted of a preparation step, process-specific planning, and learning assessment phases via WhatsApp groups; and 2) The impact of this online learning on the teachers, students and parents could be seen by creating WhatsApp groups for each class. The positive impacts included that teachers, students and parents obtained new learning experiences, developed technology skills and could benefit from the flexible timing of the online environment. The negative impacts were having to deal with internet credits, issues with internet signal, lack of technology skills and incomplete materials based on curriculum achievements.

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1. Introduction

Coronaviruses are a wide family of viruses capable of inducing disease in organisms or humans. In people, many coronaviruses are reported to cause respiratory illnesses ranging from the common cold to more serious illnesses. The newly identified coronavirus COVID-19 induces the coronavirus disease. COVID-19 is an infectious virus that is currently found and in the press. [1] a novel corona virus was found in December of this year, and was soon classified as a new species.

People may acquire the virus from other people, and thus become infected themselves. The disease travels from person to person by tiny droplets which are released with the contact of exhaled or coughed-out breath. These droplets glide over the items and structures in the person's surroundings. Other people then capture COVID-19 through their skin and then they put their eyes, nose or mouth on the floor. People may also come into touch with COVID-19 if a person with COVID-19 coughs. This is why protective protocols demand that citizens remain at least three feet apart from others who are ill.

The Covid-19 pandemic has caused governments in various parts of the world to implement a number of new policies related to breaking the chain of transmission of the virus, including the government of the Republic of Indonesia. It has necessitated a transition in ways that students are taught, from typical face-to-face teaching to online learning. Many schools do not yet have online learning infrastructure, but are still forced to carry out this online learning. They feel that they are not ready for the implementation of online learning, both from teachers, students, and parents. Online learning is based upon technology such as smartphones and the Internet and good communication is needed to access it [2]. In addition, [3] stated that in recent years, ICT has played an especially important role in the field of education, and e-learning has become a common trend among educators.

The pandemic has prompted educational institutions to switch online, something they are not used to [4]. [5] stated that online learning relates to an online learning system where there are no actual peers, and students are willing to take courses in a time and place where they want. The activity of learning is intended to allow students to access a defined material, such that the curriculum goals themselves and the curricular aims can be accomplished. In addition successful educational education involves online teaching and learning, boosting of numerous academic works, values, prototypes, hypotheses, ethics, and evaluation of benchmark concentrations on performing online course designing, education and learning [6].

There are various variables that affect learning. The following would address the two most significant ones. 1) External influences. Internal influences are representative of the cognitive style of individuals. The internal causes are physical, psychological and exhaustion factors. External influences that affect learning are distinct from internal factors. External influences are external factors that influence the student. External considerations include family circumstance, school social climate, and culture, etc.

Online schooling is distinguished from other modes of instruction. Online learning puts a heavy focus on students' abilities to acquire, store, and maintain content. Furthermore, he education system is well notified of the value of emerging technology and how it has affected learning [7].

There are benefits of online learning (e-learning), namely: 1) the existence of e-moderating facilities where teachers and students can interact conveniently via internet facilities 2) Teachers and students can use organized and planned teaching materials or research directions through the internet. 3) Students should use some free time to research or revise lesson plans that are saved on the screen. 4) Students have more access to the internet as they can access it from school machines. 5) All teachers and students will hold debates over the internet, and this can be accompanied by a wide number of participants; 6) Shifts in the position of students from typically passive to responsive and more autonomous. 7) Much more effective.

On the other hand, various criticisms of e-learning include: 1) Lack of communication between teachers and students, or 2) Often leaving psychomotor or social influences out of the learning process, and 3) an emphasis on teaching rather than instruction. 4) Enhancing the awareness of the instructors in computational learning approaches Students that are not inspired to learn would almost definitely struggle. 6) Not every location has internet connectivity, 7) Not everyone one understands how to run internet. 8) The lack of trained staff in programming languages.

2. Methodology

This research uses a qualitative method. It belongs to exploratory case study. This research is intended to identify and describe clearly and in detail the impact of online learning during pandemic situation at SDN Cabean 3 Demak.

The data of this research is the implementation of online learning, while the data source is teacher, students and parents. The participants of the study are teachers, students, and parents of the first until the fifth grade of SDN Cabean 3 Demak. For student respondents and parents, they were taken randomly in each class from class I to class V. There are 93 participants involved in this study. The data collection techniques in this study used questionnaires, interviews, and documents. The data analysis technique that the researcher uses in this research is data reduction, and data display to answer the questions formulated above, in which the analysis process is carried out simultaneously.

3. Result

The result of the study is described as follow:

3.1. Implementation of Online Learning

3.1.1. Preparation for learning.

Online learning planning, it can be concluded that even though it seems suddenly, online learning is still being implemented. The preparation made by the teacher is to provide information to the parents of students before online learning is carried out. Then, the next step is creating a WA group in each class. The teacher also arranges a special online learning schedule that is distributed to students in the WA group

3.1.2. Learning Process

All teachers carry out online learning through the group WhatsApp application. Meanwhile, regarding the tools and facilities used by teachers in online learning. all teachers use tools in the form of laptops, mobile phones, and internet quotas as the main tools in online learning. In addition, the teacher also prepares teaching materials using existing textbooks. There are teachers who only distribute assignments, especially for the lower classes. And for high classes, the process of delivering material is more varied in order to attract students to be more active in participating in online learning

3.1.3. Learning Evaluation

For assessment, there are 3 aspects of the three aspects, namely for attitude, usually based on student activity that can be seen from the attendance of students in the WA group when learning hours start and the timeliness of collecting assignments. For the assessment of knowledge, I took it from the assignment according to the subject matter. For skills, taken from practical tasks, for example drawing

2. Impact of Online Learning

3.1.4. Positive Impact

For Teachers

1) Gain new experiences and become technology literate.

2) New experiences with learning to use mobile phones. Laptop

3) Teachers' skills regarding mastery of technology also improve.

4) Online learning, can be done anywhere and any sauce, and is more energy efficient

For student

1) Students can set their own study hours, especially in doing assignments given by the teacher

2) Students are more independent

3) Parents of students are more concerned with their children

b) Negative Impact

For Teachers

1) Limited internet data, disrupted internet network.

2) The interaction between teachers and students is reduced

3) Teachers' ability about technology is still low

4) Lack of technology-based teaching materials,

5) The lack of student attention

6) Students feel bored and bored because they are too long at home

7) Students do not understand the subject matter

8) There are 4% of parents who do not have mobile phones as a tool to support their children's online learning.

9) Parents must be able to divide their time apart from work, household chores, and must also spend time accompanying their children's studies

For student

1) Students can set their own study hours, especially in doing assignments given by the teacher

2) Students are more independent

3) Parents of students are more concerned with their children.

4. Result and Discussion

4.1. Implementation of Online Learning

SDN Cabean 3 Demak has implemented online learning during pandemic situation. The teacher has carried out the planning before online learning begins. The planning stages

include: 1) The principal provides a circular to the teacher regarding the implementation of online learning. 2) Each class teacher creates a WA group as a place to carry out online learning. 3) The classroom teacher provides information to parents regarding the implementation of online learning. 4) Each teacher prepares a special online learning schedule that is delivered to students and parents through the WA group that has been created.

Based on the theory above, online learning carried out at SDN Cabean 3 Demak is in accordance with this theory. This can be seen from the findings that: 1) Students in the online learning process will learn independently and independently. Students can create their own learning atmosphere that is comfortable and according to their wishes in their respective homes. 2) Online learning is carried out in a structured manner according to the schedule given by the teacher. 3) The teacher designs online learning that can activate students, such as through games through the WA group. 4) Even though they are not face to face with each other, there is still interaction between students and teachers, as well as between students and each other.

Students' ability to operate mobile phones is still weak; this of course can hinder the course of the online learning process itself. However, the teacher has overcome this by providing home visits to students who have not been able to operate mobile phones, especially for low grade students.

The second factor in the learning process is the teacher. The teacher is the initial initiative maker and the director and guide, while the students are those who experience and are actively involved in obtaining self-change in learning. Teachers must have professional competence (mastery of subjects), pedagogy, personality and social.

Teachers at SDN Cabean 3 Demak as a whole are at least able to operate cell phones. However, there are still some who are not yet proficient in utilizing mobile phone facilities related to the internet. For example, downloading videos from YouTube and sharing them as a learning resource. Even so, online learning continues even though there are still obstacles. To overcome these obstacles, teachers who are not proficient in operating laptops or mobile phone was given assistance by a teacher friend who was proficient in IT.

In addition to student and teacher factors, facilities and infrastructure are the factors in the implementation of online learning. The facilities and infrastructure needed include laptops, mobile phone, and internet quotas. Based on the research results, there were still some students who did not have mobile phone. Meanwhile, almost all online learning implementers have complained about the internet quota, both teachers and students.

SDN Cabean 3 Demak has carried out evaluation activities in online learning. The results of the study found that the evaluation activities carried out by teachers at SDN Cabean 3 Demak included: 1) Attitude assessment: carried out by observing the activeness of students in online learning. Besides that, it is also seen from the punctuality of collecting assignments. 2) Knowledge assessment: carried out by assessing the results of the assignment given. Values are not always assigned numbers. 3) Skills assessment: is done by assessing practical tasks related to life skills, for example the task of helping parents cook.

4.2. Impact of Online Learning

The study found that several impacts experienced by the teacher, both positive and negative. The positive impact experienced by the teacher, namely that the teacher inevitably had to carry out online learning. By implementing online learning, this provided new experiences for teachers. as well as demanding teachers to learn more about technology that has not been mastered, so that indirectly it can improve teacher skills.

Meanwhile, the negative impact is related to the constraints experienced by teachers during the online learning process. These obstacles include problems in the operation of internet technology. There are still some teachers who are not proficient in operating the internet.

Besides that, another obstacle is the problem of limited internet quota. Even though in online learning, internet quota is the most important thing in supporting the smoothness of learning. To overcome this, schools provide wifi which teachers can use for the implementation of online learning.

Another obstacle faced by teachers is the lack of student attention in online learning. To overcome this, the teacher tries to design interesting learning so that students are more enthusiastic in participating in online learning, for example by playing games or guessing funny pictures. This is in accordance with the opinion of [8] that the learning environment is an important part of helping students have a high enthusiasm for learning, therefore the learning environment must be able to create calm and motivate teaching and learning activities.

This is also one of the causes of the lack of good interaction between teachers and students as well as students and other students. From the research results it was found that in the learning process, the teacher only distributed assignments sent through the WA group. To minimize the contact between teachers and students, and thus discourage students from learning with other students. Another impact experienced by teachers

is regarding curriculum achievement. Many of the materials that were missed did not match the curriculum achievements. Learning becomes less effective.

Online learning carried out during this pandemic is new to students. This study has two impacts, namely positive and negative. The positive impact experienced by students during the implementation of online learning was that students who had not previously mastered internet technology began to use technology, even though only through the WhatsApp application. In addition, another positive impact was that students could study independently and manage study time.

Apart from positive impacts, negative impacts were also found. The researcher found that several obstacles were experienced by students during online learning. The factor of ownership of online learning support tools in this case is mobile phone. There are still students who don't have mobile phones. To overcome this, the teacher asks students to study with friends whose houses are close together, while still implementing the health protocol recommended by the government.

The next impact experienced by students is that they do not have personal mobile phone s so they have to take turns with their parents. In addition, the limitation of internet quota is still an obstacle experienced by most students. To overcome this, the teacher requested assistance from the school to provide free quotas for students which were taken from BOS funds.

Another impact experienced by students is that students feel bored for too long being at home and learning from home. Students want to return to school immediately, meet with teachers and other students. Another impact experienced by students is the lack of interaction between students and teachers and students and other students.

Online learning that was carried out during this pandemic is new to parents. It certainly has a positive and negative impact on parents. The positive impacts experienced by parents during the implementation of online learning include parents who previously did not master internet technology starting to learn to use technology, even though only through the WhatsApp application so that they can help their children learn online So parents also need to increase their knowledge about the use of internet-based technology.

In addition to positive impacts, negative impacts were also found. Based on the results of the study, there were several obstacles experienced by parents during online learning. The factor of ownership of online learning support tools in this case is mobile phone s. There are still parents who do not have mobile phone s. So that parents feel inconvenient with the assignment given by the teacher for their child. Because they do not have a mobile phone, the child's task becomes pile up. The next impact experienced

by parents is that parents must be able to divide their time between work routines and spend time accompanying their children to study at home.

5. Conclusion

The conclusions of the study are:

1. The application of distance learning technologies at SDN Cabean 3 Demak consists of a preparation step, process-specific planning, and learning assessment phases via WhatsApp Group.

2. The positive influence of online learning is acquiring new experiences from technology, growing capacity to engage with the technology, and more flexible time. While the negative effect is dealing with internet credits, internet signal, lack of technology skills and the incomplete materials based on curriculum achievements. The reasons online learning has had a significant influence on students, teachers, and parents is that online learning is a modern and necessary component of education.

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Conflict of Interests

The author declares that he has no conflict of interests.

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