PROBLEMATICS OF ONLINE LEARNING IN INDONESIA

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Abstract:

This study aims to explore the dynamics of online learning in Indonesia and reflect on the effectiveness of the teaching and learning processes. A question of interest is: How have people adapted to these changes? This was investigated via a systematic literature review (SLR), which involved 30 journal articles. Google Scholar was the source of these articles. The literature review reveals that teacher and lecturer readiness, student independence, availability of facilities, and parental support are the principal factors in determining the effectiveness of online learning across all education levels. The adaptation process is marked by deliberate attempts to enhance teaching skills (from teachers and lecturers), undergo the learning process (from students and university students), provide online learning facilities (from education providers such as schools and colleges), and offer support (from parents). Failure to adapt to any of these parties could potentially create issues that affect the effectiveness of online learning. The findings of this research can serve as a foundation for initiating programs aimed at improving the quality of online learning in Indonesia.

Abstrak:

Penelitian ini bertujuan untuk mengeksplorasi dinamika pembelajaran online di Indonesia dan merefleksikan efektivitas proses belajar mengajar. Pertanyaan yang menarik adalah: Bagaimana masyarakat beradaptasi terhadap perubahan ini? Hal ini diselidiki melalui tinjauan literatur sistematis (SLR), yang melibatkan 30 artikel jurnal. Google Cendekia adalah sumber artikel ini. Tinjauan literatur mengungkapkan bahwa kesiapan guru dan dosen, kemandirian siswa, ketersediaan fasilitas, dan dukungan orang tua merupakan faktor utama dalam menentukan efektivitas pembelajaran daring di semua jenjang pendidikan. Proses adaptasi ditandai dengan upaya yang disengaja untuk meningkatkan keterampilan mengajar (dari guru dan dosen), menjalani proses pembelajaran (dari pelajar dan mahasiswa), menyediakan fasilitas pembelajaran online (dari penyelenggara pendidikan seperti sekolah dan perguruan tinggi), dan menawarkan dukungan (dari orang tua). Kegagalan beradaptasi dengan salah satu pihak tersebut berpotensi menimbulkan permasalahan yang mempengaruhi efektivitas pembelajaran online. Temuan penelitian ini dapat menjadi landasan untuk memulai program yang bertujuan meningkatkan kualitas pembelajaran online di Indonesia.

Keywords:
Online Learning, the Readiness of Learning, Independence, Social Support

INTRODUCTION

The COVID-19 virus was first detected in Indonesia in early 2020, with the initial two cases reported on March 2, 2020 (Wikipedia.org). This virus has since spread to nearly all corners of the world, leading the World Health Organization (WHO) to declare it a pandemic on March 11, 2020. The number of reported infections continues to rise, as does the death toll attributable to this virus. Numerous strategies have been undertaken to curb the spread of the COVID-19 virus. Policies advocating for social and physical distancing, often referred to as 'social distancing' and 'physical distancing' have been implemented in many countries as measures believed to disrupt the virus's transmission chain. These strategies have also been enacted in Indonesia. For instance, DKI Jakarta, identified as the epicenter of the virus's spread in Indonesia, has enforced Large-Scale Social Restrictions (PSBB), a policy subsequently adopted by several other regions in the country. (www.covid19.go.id, 12/4/2020).

The various policies enacted in response to COVID-19 have had a profound impact on all aspects of people's lives. The pandemic has significantly impacted the health sector, with healthcare workers facing tremendous challenges. Many have become victims themselves, and there have been substantial changes in hospital healthcare delivery systems (Rosyanti & Hadi, 2020; Adiputra, 2020). The COVID-19 pandemic has also had a significant impact on the economic sector. Many businesses have shuttered, and unemployment rates have surged (Nasution, Erlina, & Muda, 2020; Thaha, 2020). The closure of schools and universities has significantly affected the education sector (Aji, 2020; Toquero, 2020; Yamamoto, 2020). Consequently, all parties have had to adapt to these extraordinary changes.

This research concentrates on discussing the impact of the COVID-19 pandemic on the education sector. This focus stems from the myriad parties affected, ranging from education managers at all levels of schools and higher education institutions to teachers and lecturers, students, and parents, who have the closest relationship as stakeholders. Based on various research results, online learning implemented during the COVID-19 pandemic resulted in numerous challenges experienced by all relevant parties across all levels of education in nearly all regions of Indonesia (Rigianti, 2020; Prawanti & Sumarni, 2020; Widodo & Nursaptini, 2020; Tasdik & Amelia, 2021; Fajrin & Wulandari, 2021; Arini & Wiguna, 2021; Choirunisa & Abidin, 2022). In addition, based on search findings, the most frequently reported subjects encountering issues during online learning are mathematics (Niani & Rahma, 2020; Fauzy & Nurfauziah, 2021; Utami & Cahyono, 2020; Husna, Roza, & Maiunah, 2021; Sulistyo & Alyani, 2021), biology (Jariyah & Tyastirin, 2020; Kurniati, Yusup, & Hermawati, 2021; Amalia, Isnaeni, & Hanafi, 2020), as well as practical subjects and courses (Hanik & Wiharti, 2021; Silaen, 2021; Khusnah, 2020).

The various challenges arising from online learning have several impacts. Numerous studies have discovered that teachers and lecturers frequently experience significant work stress (Indra, Lian, & Putri, 2021; Yanti, SYam, & Fitriani, 2020). Similarly, students encounter academic stress (Barseli, Ifdil, & Fitria, 2020; Rofiah, 2021; Andiarna & Kusumawati, 2020; Lubis, Ramadhani, & Rasyid, 2021). Parents, too, face parenting stress, especially when assisting their children with home learning (Gloria, 2021; Patonah, Afandi, & Fajriani, 2021; Husniyyah & Azwar, 2021).

The significant impact of online learning during the COVID-19 pandemic highlights the importance of understanding the underlying causes and the strategies being implemented to cope. This becomes even more crucial as online learning continues to be carried out after the pandemic has subsided, due to various considerations. A central question that arises is: What is the problem of online learning in Indonesia? This question will be the focus of exploration in this research.

RESEARCH METHOD

This study uses the Systematic Literature Review (SLR) method, which systematically identifies, reviews, evaluates, and interprets several research results published in journal articles. This method has been used by Syelitiar & Putra (2021) to explore student learning independence in online learning. The criteria for journal article used in this study are (1) research results on online learning and (2) research conducted in Indonesia at all levels of education.

Article searches were carried out on Google Scholar with the keywords online learning in elementary schools, high schools, and tertiary institutions. The review process involved up to 30 journal articles to gain an overview of online learning in Indonesia across all education levels and the strategies employed by all stakeholders. The reviewed articles are presented in Table 1.

RESULTS AND DISCUSSION

Based on research findings that examine online learning that takes place in several regions of Indonesia, several obstacles to online learning were found at all levels of education. These obstacles illustrate that the implementation of online learning has not been effective. The hindrances to online learning can come from (1) teachers or lecturers, (2) students, (3) education administrators, and (4) parents.

If viewed from the obstacles experienced, some hindrances are generally complained of by all parties at all levels of education, starting from teachers or lecturers, students, education administrators, and parents. This obstacle is online learning facilities, which include devices (computers, laptops, gadgets), networks, and data packets (Purwasih & Elshap, 2021; Praditama, Suhardi, & Hartono, 2022; Novita & Hutasuhut, 2020; Safitri & Panjaitan, 2021; Dewi & Sadjiarto, 2021; Fradisa, Primal, & Gustira, 2022).

Based on the results of the literature review, it was concluded that teachers, lecturers, and students have the same complaints regarding online teaching and learning facilities because these obstacles cause them to experience difficulties in teaching and

learning online. Specifically, for education managers, the availability of adequate servers is one facility that must be provided when online learning is carried out by implementing a Learning Management System (LMS).

Similarly, from a parent's perspective, those with children in elementary and junior high schools often face specific challenges. Most elementary school students do not possess their gadgets or devices, which can place a strain on parents' financial capabilities. In addition, some parents lend their devices to their children, which can disrupt parental activities on these devices. These circumstances have the potential to cause stress for both students and parents.

From the perspective of teachers and lecturers, the transition from face-to-face learning to virtual learning imposes new demands on their ability to adapt to online teaching activities. As educators, they must become proficient in using various online learning applications and be able to design engaging and interactive online learning experiences. Moreover, they are still required to monitor their students to ensure they can achieve their learning objectives.

Table 1. Research Results of Implementing Online Learning at Every Level of Education in Indonesia

No.	Author Name, Year, Journal/Proceedings	Title	Method
1.	Putra, dkk (2021) Gema Wiralodra, 12(2)	Analisis Kendala Guru dalam Pembelajaran Daring Mata Pelajaran IPS Pada Masa Pandemi COVID-19: Studi Kasus di Sekolah Menengah Pertama Kota Madiun	Descriptive qualitative
2.	Purwasih & Elshap (2021), AKSIOMA: Jurnal Program Studi Pendidikan Matematika, 10(2)	Belajar Bersama Covid-19:Review Impelementasi, Tantangan Dan Solusi Pembelajaran Daring Pada Guru-Guru Smp	Descriptive qualitative
3.	Prayoga, dkk (2022), *Multilateral : Jurnal Pendidikan Jasmani Dan Olahraga*, *21*(1)	Implementasi pembelajaran daring pada mata pelajaran PJOK kelas IX sekolah menengah pertama	Descriptive qualitative
4.	Praditama et al (2022), *Edukasi: Jurnal Pendidikan*, *20*(1)	Kelebihan Dan Hambatan Pembelajaran Daring Di Sekolah Menengah Pertama Pada Masa Pandemi Covid-19	Descriptive qualitative
5.	Wandini & Lubis, (2021), *Jurnal Basicedu*, *5*(4)	Pelaksanaan Evaluasi Pembelajaran secara Daring pada Belajar dari Rumah (BDR) jenjang Sekolah Menengah Pertama (SMP)	Qualitative
6.	Wardah & Farisia, (2021), *Edukatif : Jurnal Ilmu Pendidikan*, *3*(4)	Pembelajaran Daring pada Masa Pandemi Covid-19: Implementasinya pada Sekolah Menengah Pertama	Descriptive quantitative

No.		Penulis/Tahun/Jurnal	Judul	Metode
7.		(Mashuri, (2020), *Jurnal Berbasis Sosial*, *1*(2)	Strategi Pembelajaran Daring Guru Sekolah Menengah Pertama Di Era Covid-19	Case Study (Qualitative)
8.		Novita & Hutasuhut, (2020), *Unimed Medan*, *June*, 1–11	Plus Minus Penggunaan Aplikasi-Aplikasi Pembelajaran Daring Selama Pandemi Covid-19	Quantitative, survey
9.		Nabila & Sulistiyaningsih, (2020), *Edusainstech, Prosiding Seminar*	Analisis Kesulitan Belajar Matematika Dalam Pembelajaran Daring Berbantuan Microsoft Teams Kelas Xi Sma Negeri 9 Semarang	Descriptive qualitative
10.		Safitri & Panjaitan, (2021) *Jurnal Edu-Bio:Education and Biology*, *03*(02)	Analisis Pembelajaran Daring Menggunakan Media Online Selama Pandemi Covid-19 Pada Mata Pelajaran Biologi di SMA N 2 Rantau Selatan	Qualitative
11.		Rohimat, (2021), *EDUPROXIMA : Jurnal Ilmiah Pendidikan IPA*, *3*(2)	Analisis Keefektifan Pembelajaran Kimia Secara Daring Di Sma Negeri 6 Kota Serang Pada Masa Pandemi Covid-19	Qualitative with survey methods
12.		Dewi & Sadjiarto, (2021) *Jurnal Basicedu*, *5*(4)	Pelaksanaan Pembelajaran Daring Pada Masa Pandemi Covid-19	Descriptive qualitative
13.		Fradisa, L. Primal, D. Gustira,(2022), Jurnal Pendidikan Konseling	Analisis Pembelajaran daring dalam pembelajaran IPA di SMA/MA di Indonesia Pasca Pandemi Covid-19: Sebuah Literatur Reviews	Literature Study
14.		Komang Sukarini, Ida Bagus Surya Manuaba, 2021, Jurnal Edutech Undikhsa	Video Animasi Pembelajaran Daring pada Mata Pelajaran IPA Kelas VI Sekolah Dasar	Qualitative and quantitative
15.		Panut Setiono, Etika Handayani, Selvia, Wahyu Widian. A, 2020, JURDIKNAS: Jurnal Riset Pendidikan Dasar	Strategi Guru Dalam Pembelajaran Daring Pada Masa Covid-19 Di Sekolah Dasar	Qualitative
16.		Nur Khairiyah Mar'aha, Ani Rusilowatia, Woro Sumarnia, 2020, *Prosiding Seminar Nasional Pascasarjana (PROSNAMPAS)*	Perubahan Proses Pembelajaran Daring Pada Siswa Sekolah Dasar di Tengah Pandemi Covid-19	Case study
17.		Abdul Sholeh, 2021, *Jurnal Bidang Pendidikan Dasar*,	Implementasi Pendekatan Home Visit Upaya Mengatasi Problematika Pembelajaran Daring pada Siswa Sekolah Dasar Di Masa Pandemic Covid – 19	Qualitative – survey
18.		Nur Harizah Zain, Ika Camdra Sayekti, Rita Eryani, 2021,	Problematika Pembelajaran Daring pada Peserta Didik di Sekolah Dasar	Qualitative

No.			
	Jurnal Basicedu		
19.	Maulidyanawati Aqmarina Ma'ruufah, Rivan Gestiardi, Chumdari, 2021, *Jurnal Nalar Pendidikan*	Pemanfaatan Teknologi Dalam Pembelajaran Daring Era Covid19 Pada Peserta Didik Kelas V Sekolah Dasar	Qualitative
20.	Andri Anugrahana, 2020, *Jurnal Pendidikan Dan Kebudayaan*	Hambatan, Solusi dan Harapan: Pembelajaran Daring Selama Masa Pandemi Covid-19 Oleh Guru Sekolah Dasar	Descriptive qualitative - survey
21.	Medita Ayu Wuladari, Hana Sakura Putu Arga. Jajang Bayu Kelana, Deden Herdiana Altaftazani, Siti Ruqoyyah, 2020, *urnal Ilmiah P2M STKIP Siliwangi,*	Analisis Pembelajaran "Daring" Pada Guru Sekolah Dasar Di Era Covid-19	Descriptive
22.	Eko Kuntarto, Muhammad Sofwan, Nurlaili Mulyani, 2020, *Jurnal Pendidikan Dasar Nusantara*	Analisis Manfaat Penggunaan Aplikasi Zoom Dalam Pembelajaran Daring Bagi Guru Dan Siswa Di Sekolah Dasar	Qualitative
23.	Nadif Ulfia, *Prosiding Nasional Pendidikan: LPPM IKIP PGRI Bojonegoro*, *1*(1)., 2020	Pembelajaran Daring di Masa Pandemi Covid-19: Refleksi Para Siswa	Quantitative, survey
24.	Usran Masahere, Jurnal AKSARA PUBLIC, 2020	Analisis Proses Pembelajaran Dalam Jaringan (Daring) Dalam Masa Pandemi Covid-19 Pada Mahasiswa	Descriptive qualitative
25	Andyani, Elvina, 2021, *Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran*	Analisis SWOT Pembelajaran Daring Mahasiswa Kebidanan Pada Masa Pandemi Covid-19	Qualitative
26.	Syelitiar, F., & Putra, A. (2021). *Sepren*, *2*(2), 23-31.	Systematic Literatur Review: Kemandirian Belajar Siswa Pada Pembelajaran Daring.	Systematic Literature Review
27.	Firman, Sari & Firdaus, 2021, *Indonesian Journal of Educational Science (IJES)*	Aktivitas Mahasiswa dalam Pembelajaran Daring Berbasis Konferensi Video: Refleksi Pembelajaran Menggunakan Zoom and Google Meet	Mix method
28.	Hidayat, D. R., Rohaya, A., Nadine, F., & Ramadhan, H. (2020). *Perspektif Ilmu*	Kemandirian belajar peserta didik dalam pembelajaran daring pada masa pandemi COVID-19.	Quantitative, survey

| 29. | Susanty, 2020, *Jurnal Ilmiah Hospitality*, *9*(2), 157-166. | Inovasi pembelajaran daring dalam merdeka belajar. | Descriptive qualitative |
| 30 | Primandari, & Kesumawati, 2020, *Refleksi Pembelajaran Inovatif*, *2*(2). | Meningkatkan Partisipasi Peserta Didik Menggunakan Problem Based Learning dan Strategi Blended Learning. | Quantitative, survey |

However, in reality, teachers and lecturers still have many obstacles to carrying out online teaching. The COVID-19 pandemic, which came suddenly and forced teaching and learning activities to take place online, certainly caused teachers and lecturers to be unprepared. There are still many who are unable to use online learning applications, design interactive online learning methods, and have difficulty monitoring student learning completeness (Putra, Sudarmiani, & Rifai, 2021; Safitri & Panjaitan, 2021).

Not much different from teachers (teachers/lecturers), students (students/students) also reported experiencing several obstacles. Based on several pieces of literature, it was concluded that student independence in participating in online learning was the major theme (Syelitiar & Putra, 2021). The ability of students to use online learning applications used by teachers, the ability to understand the material provided, and self-awareness to engage and actively participate in online learning, even without supervision, are indications of independence in online learning.

Regarding learning independence, several studies have found that elementary school students often require substantial assistance in using online learning applications and understanding materials independently. Furthermore, students might feel bored and sometimes perceive studying from home as rest, which can negatively affect learning behaviors, particularly in terms of active discussion and independent assignment completion (Kuntarto, Sofwan, & Mulyani, 2021; Ulfia, 2020). Middle and high school students, as well as university students, are reported to be able to use learning applications and pursue lessons independently. However, they tend to lack self-awareness and motivation and often engage in other activities while studying online (Praditama, Suhardi, & Hartono, 2022; Wardah & Farisia, 2021; Novita & Hutasuhut, 2020; Nabila & Sulistiyaningsih, 2020; Firman, Sari, & Firdaus, 2021).

The constraints experienced by teachers and students are then related to the role of parents in supporting the implementation of online learning. This requires the role of parents to accompany children to learn from home, but on the other hand, parents are also busy with their work and sometimes do not have sufficient knowledge, so they cannot optimally assist (Dewi & Sadjiarto, 2021; Mar'aha, Rusilowatia, & Sumarnia, 2020; Wulandari, Arga, Kelana, & Altaftazani, 2020; Wandini & Lubis, 2021). This is also a source of stress for parents.

Based on the description above, it is concluded that every party involved in the online learning and teaching process at the beginning of the COVID-19 pandemic experienced problems due to unpreparedness. However, the dynamics experienced at each level of education tend to be different. In summary, the differences in these constraints can be seen in Table 2.

Table 2. Summary of Constrained Parties and their forms of constraints

Barriers to Online Learning	Teacher/ Lecturer	Student			Education Administrator	Parent		
		ES	JHS / SHS / VS	C		ES	JHS / SHS / VS	C
Facility								
Network	√	√	√	√	√	√	√	√
device	√	√	√	√	√	√	√	√
Quota	√	√	√	√	√	√	√	√
Readiness								
Mastery of teaching applications	√	-	-	-	-	-	-	-
teaching method	√	-	-	-	-	-	-	-
Assignment	√	-	-	-	-	-	-	-
independence		-	-	-	-	-	-	-
Using study apps	-	√	√	√	-	-	-	-
Participate in learning activities	-	√	√	√	-	-	-	-
Carry out a task	-	√	√	√	-	-	-	-
Support								
Help	√	-	-	-	√	√		
Attention	√	-	-	-	√	√	√	√

EL=elementary school; JHS=Junior High school; SHS=Senior highSchool; VC=Vocational School; C=College

The summary in Table 2 illustrates that there are obstacles experienced by all parties and certain parties, according to their role in implementing online learning. The ability to adapt to changes in the form of learning is very necessary. The various efforts to overcome the obstacles to online learning that have been carried out indicate that the adaptation process is ongoing.

Teachers tend to choose applications that are easy to use and don't require network strength or quotas. WhatsApp, YouTube, and Google-based applications (Google Classroom, Google Form) are widely used by teachers and lecturers, and for virtual face-to-face meetings, most of them use the Zoom and Google Meet applications (Firman, Sari, & Firdaus, 2021). However, teachers must also seek a variety of online learning methods to overcome boredom and the potential for students to do other activities during the online learning process. To overcome this, teachers, especially elementary and junior high school teachers, implement many home visit programs, build communication with students and their parents, and learn videos from YouTube (Purwasih & Elshap, 2021;

Sholeh, 2021; Prayoga, Fitrianto, & Habibie, 2022; Sukarini & Manuaba, 2021; Setiono, Handayani, & Selvia, 2020; Mashuri, 2020).

The application of project-based learning is a learner-centered learning model to conduct an in-depth investigation of a topic. Students constructively deepen learning with a research-based approach to problems and questions that are weighty, real, and relevant. This method is considered increasing student participation in online learning (Susanty, 2020; Primandari & Kesumawati, 2020). When the teacher has overcome his obstacles in online learning and is supported by the active participation of students, it will reduce the hindrances to other parties. Even more so, education providers continue to monitor and improve facilities that support the implementation of teaching duties and parental support.

CONCLUSION

At the beginning of the COVID-19 pandemic, the shift to online learning had to be implemented, even though many were not yet prepared. The constraints experienced by teachers, students, and parents dominate the research findings related to online learning. Involvement from all parties in overcoming these obstacles can facilitate the adaptation process, enabling more effective online learning. The use of simple learning applications that don't rely heavily on data quotas and robust networks and learning methods that are diverse, interactive, and student-focused can increase student participation in the learning process. The support of education managers and the involvement of parents highly contribute to the effectiveness of online education implementation. The presence of obstacles in online learning indicates that the adaptation process is progressing effectively.

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