



Initial Ability in Online Learning Process of Elementary School Teachers; Case Studies in Riau Province

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Abstract

This study describes the initial ability of teachers in carrying out online learning activities. This research was conducted through survey research involving 154 elementary school teachers in Pelalawan and Rengat Regencies, Riau Provinces as the research samples were taken by purposive sampling. Research data were obtained through a survey using google forms and distributed via WhatsApp. Data analysis was carried out descriptively and inferentially using SPSS version 26. Based on the data analysis, it was identified that 97 teachers (63%) choose a combination learning model between offline and online as the most frequently learning model used during the covid-19 pandemic. In carrying out the learning process, 93 teachers (60.4%) chose schools as teaching locations. Regarding the quality of the internet in schools, 110 teachers (71.4%) assessed that the quality of the internet in schools was good and could support learning activities. Furthermore, teachers also apply various ways of teaching online learning, for example, 50 teachers (32.5%) choose to provide interactive material through online media and 45 teachers (29.2%) ask students to

learn to use textbooks and give assignments to students in the form of assignments on worksheets, projects, books, etc. The main obstacle for teachers during online learning is that they find it difficult to observe student progress and have difficulty communicating with parents. The efforts made by teachers to adapt online learning is by providing materials/tasks and establishing basic competencies according to student needs.

Keywords: *teacher ability, online learning, covid-19 pandemic.*

Abstrak

Penelitian ini mendeskripsikan kemampuan awal guru dalam melaksanakan kegiatan pembelajaran online. Penelitian ini dilakukan melalui penelitian survei yang melibatkan 154 guru SD di Kabupaten Pelalawan dan Rengat, Provinsi Riau sebagai sampel penelitian yang diambil secara purposive sampling. Data penelitian diperoleh melalui survei menggunakan google form dan disebarluaskan melalui WhatsApp. Analisis data dilakukan secara deskriptif dan inferensial menggunakan SPSS versi 26. Berdasarkan analisis data diketahui bahwa 97 guru (63%) memilih model pembelajaran kombinasi antara offline dan online sebagai model pembelajaran yang paling sering digunakan selama masa pandemi covid-19. Dalam melaksanakan proses pembelajaran, 93 guru (60,4%) memilih sekolah sebagai lokasi mengajar. Terkait dengan kualitas internet yang ada di sekolah, 110 guru (71,4%) menilai bahwa kualitas internet yang ada di sekolah sudah baik dan dapat mendukung kegiatan pembelajaran. Selanjutnya, guru juga menerapkan berbagai cara dalam mengajar pembelajaran online, misalnya 50 guru (32,5%) memilih memberikan materi interaktif melalui media online dan 45 guru (29,2%) meminta siswa belajar menggunakan buku teks dan memberikan tugas kepada siswa berupa tugas pada LKS, proyek, buku, dan lain-lain. Kendala utama guru selama pembelajaran online adalah mereka menemukan kesulitan dalam mengamati perkembangan siswa dan kesulitan dalam berkomunikasi dengan orang tua. Adapun upaya yang dilakukan guru untuk menyesuaikan pembelajaran online adalah dengan menyediakan materi/tugas dan menetapkan kompetensi dasar sesuai kebutuhan siswa.

Kata kunci: *kemampuan guru, pembelajaran online, pandemic covid-19.*

INTRODUCTION

Covid-19 pandemic is a disaster that occurred in many countries, including Indonesia. Some of these countries have also implemented relevant policies such as establishing a lockdown so that no foreigners enter their country. In the case of Indonesia, the government established PSBB (large-scale social restrictions) policy, which was carried out in several big cities in Indonesia. The government also invites the community to always stay at home so that Covid-19 spread can decrease, thus this social restriction significantly affects life (Ivanov, 2020; Rizky et al., 2020). In terms of education, all institutions were required to not implement conventional educational activities, instead, they should perform the learning activities from home to minimize the spread of Covid-19 disease. This has been stated in the Circular Letter of the Ministry of Education and Culture of the Republic of Indonesia No. 4 of

2020 that the principle applied in the policy during the Covid-19 pandemic is the health and safety of students, educators, education staff, families and communities is a top priority in setting learning policies (Yustina, Syafii & Vebrianto, 2020; Anugrahana, 2020). Indonesia has required the schools to carry out learning at home, so schools have begun to change their learning strategies from face-to-face (offline learning) to online learning, and also distance learning (Jusuf et al., 2020).

Elementary school is one of the educational levels affected by this pandemic (Erni et al., 2021), so elementary schools in Indonesia also carry out the online learning process. Online learning implements a learning system that can be done even without a face-to-face meeting, instead, it uses a platform that can assist the continuity of the teaching and learning process (Yustina, Syafii & Vebrianto, 2020). Online learning is an effective alternative learning process that allows all students in Indonesia to continue to receive education during the Covid-19 pandemic (Azhari & Fajri, 2021; Erni et al., 2021).

The established online learning is aimed at all levels of education in Indonesia. The choice of this alternative is due to the development of industrial revolution 4.0 as an era of digital information which is always related to the use of the latest technology which strongly supports online learning (Wardani & Ayriza, 2020). Technology in learning is not a new topic in the world of education, various digital-based learning innovations have been developed including e-learning, virtual classes, game-based learning, etc. (Jannah et al., 2020). Based on the teacher's perspective, technology plays a role in helping them as a means for transferring scientific information to students, as well as a visual support tool for learning. Meanwhile, based on the student's perspective, technology acts as a medium to help students understand the abstract concepts and materials, by turning them into more visual ones, thereby helping students to understand and apply learning concepts (Ramadhani & Fitri, 2021).

The most significant matters in the learning process are the teachers and learning media, especially during this pandemic which has become a big challenge in the world of education (Yustina, Syafii & Vebrianto, 2020). Teachers are central figures in the field of education and learning in schools, where teachers are facilitators and mediators for students to be able to learn effectively and efficiently, so teachers are expected to be able to encourage students to study hard (Amin, 2017). The teachers' expertise in selecting and using appropriate learning models and media during the current pandemic will have a major effect on the process and success of the learning. In the implementation of learning during the Covid-19 pandemic, teachers are required to reorganize learning plans with effective learning models following the

current pandemic situation, so that the teaching process can be implemented well and knowledge can be well-conveyed (Mastura & Santaria, 2020).

Concerning the importance of the teacher's role in choosing the right learning model during the current pandemic, there are several considerations for the teachers in preparing for the online learning and teaching process, where schools continue to pay attention to the readiness conditions of teachers, parents, and students. Students will need to adapt to changes in learning established by the government and schools. Since the learning model is implemented from home, it becomes more free and flexible so the purpose of students sent home is not to play but to study at home online accompanied and guided by the family so that they will not miss the lesson (Jandrić et al., 2020).

To be a success in implementing online learning during the Covid-19 pandemic, a correct strategy is needed and must involve relevant parties. This includes schools that can determine and manage time, prepare the technology needed, students learn seriously, and teachers' ability in delivering learning materials, assignments, and feedback to the students' online learning outcomes during the current Covid-19 pandemic condition. This requires the teachers always be alert to various conditions regarding learning and students so that teachers develop new responsibilities for the success of student learning outcomes during the Covid-19 pandemic (Linda & Ngazizah, 2021). The purpose of this research is a more in-depth review is needed regarding the description of the initial online learning abilities of elementary school teachers in Pelalawan and Rengat Regencies during the Covid-19 pandemic. Although the implementation of online learning has a wide reach and can create challenges for the world of education, especially for educators and students (Putra et al., 2021), it will also analyze the main obstacles found by elementary school teachers during the implementation of online learning in Pelalawan and Rengat Regencies.

METHODS

This research was conducted through survey research using a quantitative approach. The quantitative approach allows researchers to collect numerical data through statistical analysis of samples using predefined instruments (Creswell, 2012). The research was carried out in 2021 involving 154 elementary school teachers in Pelalawan and Rengat Regencies, Riau Provinces as the research samples selected by purposive sampling. The survey was carried out to see how far the initial online learning abilities of elementary school teachers were during the Covid-19 pandemic. This survey is related to the initial ability of teachers in the online learning process which consists of aspects: learning models, place of implementation, internet

connection, economic conditions of students' families, how teachers teach online, the form of assignments given, means of communication and media used, adjustments made by teachers, the evaluation process and the main barriers to online learning.

Data collection techniques using a survey were carried out by giving several questions via Google Form which is distributed via WhatsApp. The data obtained from the survey results were then analyzed descriptively and inferentially using SPSS version 26 application. The results of the data analysis were used as the basis for producing recommendations for mentoring and assistance that needed to be carried out by stakeholders and educational institutions.

RESULTS AND DISCUSSION

The data have been collected to determine the initial ability of teachers' online learning. Researchers reviewed several aspects that affect the initial online learning abilities of elementary school teachers in Pelalawan and Rengat Regencies. Table 1-10 describes each aspect of the initial online learning abilities.

Table 1. Learning Model

	Learning Model	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<i>Online Learning</i>	45	29.2	29.2	29.2
	<i>Offline Learning</i>	12	7.8	7.8	37.0
	Combination of Online and Offline Learning	97	63.0	63.0	100.0
	Total	154	100.0	100.0	

Based on table 1, most of the teachers, particularly 97 teachers (63%) applied a combination of online and offline learning models during this pandemic. In carrying out this combination learning, the teacher certainly has his own choice of the location for teaching. Details are presented in Table 2.

Table 2. Learning Location

	Learning Location	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	At home	53	34.4	34.4	34.4
	At school	93	60.4	60.4	94.8
	Looking for particular location outside the house/school	8	5.2	5.2	100.0
	Total	154	100.0	100.0	

Table 2 informs that most of the teachers performed online and offline learning at schools, this is proven by 93 teachers (60.4%) who chose the teaching process to be continuously performed at schools. The reason is due to the established rules, in addition to

the facilities provided for the teachers in the form of internet connections by the school. Therefore, to see the implementation of learning, particularly how far the quality of the internet connections provided for the teachers is presented in table 3.

Table 3. Quality of Internet Connection

	Quality of Internet	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	30	19.5	19.5	19.5
	Good	110	71.4	71.4	90.9
	Very good	14	9.1	9.1	100.0
Total		154	100.0	100.0	

Table 3 describes that most of the teachers categorized the internet connection provided for them as good by 110 teachers (71.4%). This will certainly be very helpful for teachers to do online learning because the internet is one of the important elements in the implementation of online learning. In addition to the internet connection factor, another thing that needs to be considered is the economic condition of the students' families concerning online learning. Details are presented in table 4.

Table 4. Economic Condition of Students related to Online Learning

	Economic Condition	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	There are many people whose economically weak and are greatly affected by online learning	26	16.9	16.9	16.9
	The economy of the people is weak, some students find it difficult to buy internet packages.	73	47.4	47.4	63.3
	The economy of students is relatively good, it has little effect on online learning.	50	32.5	32.5	96.8
	The economic condition of the students is very good, it does not harm online learning.	5	3.2	3.2	100.0
Total		154	100.0	100.0	

Based on table 4, the economic condition of the students' families are quite weak, this is obtained from the results of data analysis which showed that 73 people (47.4%) of students are in a weak community economy, so some students found it difficult to buy internet packages. This indicates that the learning process will have obstacles. Due to the weak economic conditions of the students' families, teachers through school policies have carried out learning in various ways. The following Table 5 presents several ways that teachers have done during the online learning process.

Table 5. Teachers' Method in Implementing Online Learning

	Teachers Methods	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Providing students with assignments in the form of questions for the students	13	8.4	8.4	8.4
	Requiring the students to use various electronic learning resources	13	8.4	8.4	16.9
	Providing material interactively through online media	50	32.5	32.5	49.4
	Asking students to study using textbooks	45	29.2	29.2	78.6
	Asking the students to read other books (outside textbooks)	16	10.4	10.4	89.0
	Asking the students to make a simple research project or creativity	13	8.4	8.4	97.4
	Asking students to copy the subject material	2	1.3	1.3	98.7
	Others	2	1.3	1.3	100.0
	Total	154	100.0	100.0	

Based on table 5, there are 2 methods frequently applied by teachers during online learning, including 1) 50 teachers (32.5%) chose to provide interactive material through online media, and 2) 45 teachers (29.2%) chose to ask students to study using textbooks. In addition to these two methods, the teacher also provided assignments to students to retrain students understanding. The following table presents the form of assignments given by the teacher during online learning.

Table 6. Students' Tasks during Online Learning

	Students' Tasks	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Worksheet	23	14.9	14.9	14.9
	Project	25	16.2	16.2	31.2
	Book task	67	43.5	43.5	74.7
	Students Independent Task	28	18.2	18.2	92.9
	Questions from teacher	11	7.1	7.1	100.0
	Total	154	100.0	100.0	

Based on the information provided in Table 6, there were 67 teachers (43.5%) who frequently provided assignments from books to students during online learning. Teachers also

used several means of communication to support assignments to students, some of these communication facilities are presented in table 7.

Table 7. Communication Means during Online Learning

	Communication Means	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Social Media (Wa Group/ <i>Google Hangout/ Facebook/ Messenger</i>).	68	44.2	44.2	44.2
	Phone/Message	28	18.2	18.2	62.3
	<i>Platform learning management system</i> .	26	16.9	16.9	79.2
	Video Conference (Zoom,Skype/Google Meet/ dsb).	24	15.6	15.6	94.8
	Email.	7	4.5	4.5	99.4
	Teachers visited students' houses or vice versa.	1	0.6	0.6	100.0
	Total		154	100.0	100.0

Based on table 7, most of the teachers, particularly 68 teachers (44.2%), chose social media (*WA group/ Google Hangout/ Facebook/ Messenger*) as the most frequent communication means used. To carry out effective learning, teachers need to make efforts to adjust online learning, the data are presented in Table 8.

Table 8. Efforts in Adjusting Online Learning

	Efforts in Adjusting Online Learning	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Simplify learning activities	25	16.2	16.2	16.2
	Providing/ integrating material/ asisgnment related to covid-19.	51	33.1	33.1	49.4
	Decreasing material scope	34	22.1	22.1	71.4
	Determining students' basic competencies according to the students' needs (more practice of life skills than subject material).	42	27.3	27.3	98.7
	No changes (adjusting to curriculum)	2	1.3	1.3	100.0
Total		154	100.0	100.0	

Based on table 8, it can be seen that there are two efforts made by teachers in adjusting online learning, those are 1) 51 teachers (33.1%) chose to provide/integrate materials/assignments related to Covid-19, and 2) 42 teachers (27.3%) chose to establish basic

competencies according to students' needs (more practice of life skills than subject materials). In giving assignments, teachers also provide opinions on how to correct students' scores, which are presented in Table 9.

Table 9. Correction towards Online Learning Task

	Correction	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Score Correction	99	64.3	64.3	64.3
	Qualitative Correction	55	35.7	35.7	100.0
	Total	154	100.0	100.0	

Table 9 presents that there were 99 teachers (64.3%) who chose to give score corrections in evaluating the students' assignments. This indicates that teachers should be more objective and fair in making assessments and precise in giving assessment scores. Another opinion given by the teacher is regarding the obstacles experienced by teachers during online learning as presented in Table 10.

Table 10. Major Obstacles of the Teacher during Online Learning

	Teachers' Obstacles	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Internet Connection/ Quota	14	9.1	9.1	9.1
	Difficulties in observing the students' development	63	40.9	40.9	50.0
	Communication with the students' parents	40	26.0	26.0	76.0
	Information and communication technology skills	16	10.4	10.4	86.4
	Lack of concentration	21	13.6	13.6	100.0
	Total	154	100.0	100.0	

Based on table 10, most of the major obstacles encountered by the teachers are that 63 teachers (40.9%) stated that they found difficulties in observing student development, while 40 teachers (26%) feel there are barriers to communication with parents. This indicates that online learning will prevent teachers from knowing the development of children and the lack of communication between teachers and parents.

Based on the description above, researchers have obtained information regarding 154 elementary school teachers who taught in Pelalawan and Rengat Regencies during the Covid-19 pandemic. So that, the online learning process during the Covid-19 pandemic can be implemented well, it is necessary to choose the right learning model so that students can still

learn and teachers can complete the material that has been set in the curriculum (Novianti, 2020). Therefore, 97 teachers (63%) chose to teach students by applying a combination of online and offline learning. This is one of the appropriate learning models to be applied during the pandemic because this combination learning mode aims to avoid crowds of people and become an alternative to prevent the spread of the Covid-19 disease outbreak (Kasidi et al., 2020). The world of education sets out for schools to carry out combined learning so that the teaching and learning process can be continuously implemented even though students are in their own houses. Online learning is a form of learning carried out by using the internet connection as a place to gain knowledge (Hermanto et al., 2021). Offline learning is learning that is carried out outside face to face by teachers and students, but is carried out offline which means the teacher provides material in the form of hardcopy assignments to students and then carried out outside school (Pratama & Mulyati, 2020).

Furthermore, regarding the online and offline teaching and learning process, most of the teachers, which is 93 teachers (60.4%) chose to teach at school. This is due to the school stipulation so that teachers can continue to carry out their duties in teaching, training, and encouraging student creativity even without having to meet face-to-face with students, thus teachers need to prepare optimally for the entire learning process so that it runs optimally (Winarsieh & Rizqiyah, 2020).

In addition, internet connection is an important element in online learning so teachers also need internet facilities as support during online learning (Mauliyda et al., 2021). Based on the survey that has been done, 110 teachers (71.4%) had good internet quality during their teaching process, where the internet is a facility that has been provided by the school to assist teachers in conducting online learning.

In addition to the internet connection factor, another consideration is the economic condition of the student's family related to online learning. Based on the survey results, 73 students (47.4%) had a fairly weak economic condition, so some students find it difficult to buy internet packages. This shows that the learning process will encounter challenges in its implementation. Internet access is a key success factor in the implementation of online learning, therefore it requires the expertise of teachers in finding the right solution to anticipate it so that students continue to learn and fulfill their educational rights, namely all parties develop various creative learning strategies through online (Jandrić et al., 2020; Mutaqinah & Hidayatullah, 2020).

Therefore, teachers have implemented various strategies through school policies so that learning materials can be implemented properly for students, in which 50 teachers (32.5%)

chose to provide interactive material to students through online media, while 45 people (29.2%) chose to ask the students to learn using a textbook. In addition to teaching-learning materials, teachers also provided students with online assignments, in which 67 teachers (43.5%) provided the assignment from books (Zhang, et al., 2020).

Online learning during the Covid-19 pandemic is very closely related to the use of information technology media (Teräs et al., 2020; Winarsieh & Rizqiyah, 2020), so to support the provision of subject materials and assignments by teachers to students during online learning, teachers use several means of constant communication for teachings, such as the use of social media, telephone/SMS, learning management system platforms, video conference, and visit that was conducted by the teachers to students' homes or vice versa. Based on the survey results, 68 teachers (44.2%) chose social media as the most frequently used means of communication to teach students during Covid-19 pandemic. This is because social media is a familiar thing and is most often used among teachers and students today. The examples of social media often used are *WA groups, Google Hangouts, Facebook, and Messenger*. The use of social media can be used by teachers as an alternative to planning such as sending learning materials and assignments designed offline that can be easily accessed by students. This is supported by Mutaqinah and Hidayatullah (2020) that social media is an effective means of communication to be used by teachers and also students to carry out learning online during this Covid-19 pandemic.

Online learning during this pandemic is a challenge for teachers to build effective and fun learning activities, so efforts are needed to solve problems related to the delivery of learning (Dhawan, 2020; Khadijah, 2021). Based on this, the survey results showed that elementary school teachers in Pelalawan and Rengat Regencies chose two efforts that could be made during online learning, in which 1) As many as 51 teachers (33.1%) chose to provide/integrate materials/assignments related to Covid-19 to students, while 2) 42 teachers (27.3%) chose to determine basic competencies according to the needs of students, in which teachers teach more practical life skills than subject matter to students. According to Prasetyaningtyas (2021) in addition to the assignment provided by the teachers related to learning materials, teachers can innovate by giving students the task of emphasizing life skills regarding the Covid-19 pandemic. This aims so that students can understand the learning more broadly regarding what they are currently facing, and make students more insightful. The teacher also has a role as a motivator for students so that although the learning process is carried out from home and it is not easy for students in its implementation, the teacher should

provide materials and assignments by motivating the students to stay interested and active in learning (Agusriani & Fauziddin, 2021).

Online learning is still provided by assignments that have been designed by the teacher as a form of assessing the students learning level in certain Basic Competencies (Thahir et al., 2020; Suardinata, 2021). In giving assignments, teachers also provided opinions regarding the form of assessment for online learning assignments. Based on the survey results, 99 teachers (64.3%) preferred score correction to assess the students' assignments, compared to the correction form of qualitative correction. This indicates that teachers still have to be objective and fair in conducting assessments by giving the right score for the assignment done by students (Lee et al., 2019).

In addition, elementary school teachers in Pelalawan and Rengat Regencies also stated their opinions regarding the obstacles they experienced during the implementation of online learning. One of these obstacles is that 63 teachers (40.9%) experienced major obstacles in the form of difficulties in observing the students' development, while 40 teachers (26 %) have difficulty in communicating with parents. These two obstacles become obstacles to the implementation of online learning where the teacher has a significant role in continuously observing and knowing the development of their students well. This is because learning is a behavioral change process in the interaction of the teaching and learning process between educators and students to build and develop students' thinking (Wajdi, 2021).

CONCLUSION

Based on the results and discussion that have been presented it can conclude that most of the teachers applied a combination of online and offline learning. They carried out the teaching process at schools with good internet connections. Teachers provided interactive material through online media and assignments taken from books. Social media is the most frequent communication means used, including WA group/ Google Hangout/ Facebook/ Messenger. And the main obstacle encountered by the teachers during online learning is difficulty in observing students' development and difficulties in communicating with parents. The recommendation in this research needs support and attention from stakeholders to be able to conduct coaching and mentoring of online learning processes that are more effective and efficient.

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