LEARNING INNOVATION IN THE MIDDLE OF A PANDEMIC: WHAT ARE THE PERCEPTIONS OF STUDENTS, TEACHERS AND PARENTS?

Hizza Sara Annisa¹, Arif Widodo²
¹Prodi PGSD, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Mataram  
email: hizzasaraannisa@gmail.com  
²Prodi PGSD, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Mataram  
email: arifwidodo@unram.ac.id.

Diterima: 12 Oktober 2021, Direvisi: 6 Januari 2022, Diterbitkan: 25 April 2022

Abstract: Online learning is one of the biggest innovations in the world of education in the pandemic era. All levels of education have implemented online learning, including in this case elementary school. One of the goals of learning innovation is to increase the effectiveness and efficiency of learning during a pandemic. This study aims to determine the perceptions of students, teachers, and parents on the application of online learning in elementary schools. The type of research used is descriptive qualitative. Data collection through questionnaires and interviews. The informants in this study were thirty-five elementary school students, five teachers, and four parents. The research was conducted at one of the elementary schools in the East Lombok district. The results of the study indicate that most students do not like online learning, many students have difficulty in online learning, lack focus in learning, cannot understand the subject matter well, and find it difficult to do assignments. In the perspective of online learning teachers, it is considered to have many obstacles, one of the most severe obstacles is the use of technology and difficulties in explaining the subject matter to students properly. Parents' perceptions of online learning include online learning that costs more and adds to the burden on parents, especially when they have to help students do schoolwork at home. Student learning activities in online learning are less than optimal, students spend more time playing than studying. Based on the perception of stakeholders, it can be concluded that online learning as one of the learning innovations is still lacking in terms of effectiveness and efficiency. Learning innovations provided by the government have not been able to answer the challenges of learning in the pandemic era, one of the reasons is the unpreparedness of stakeholders in accepting these learning innovations.

Keywords: learning activities, learning innovations, online learning, the pandemic era

Abstrak: Pembelajaran online merupakan salah satu inovasi terbesar dalam dunia pendidikan di era pandemi. Semua jenjang pendidikan telah menerapkan pembelajaran online, termasuk dalam hal ini adalah sekolah dasar. Salah satu tujuan dari adanya inovasi pembelajaran adalah untuk meningkatkan efektivitas dan efisiensi pembelajaran selama pandemi. Penelitian ini bertujuan untuk mengetahui persepsi siswa, guru dan orang tua terhadap penerapan pembelajaran online di sekolah dasar. Jenis penelitian yang digunakan adalah deskriptif kualitatif. Pengumpulan data melalui angket dan wawancara. Informan dalam penelitian ini adalah tiga puluh lima siswa sekolah dasar, lima guru dan empat orang tua. Penelitian dilakukan pada salah satu sekolah dasar di kabupaten Lombok Timur. Adapun hasil penelitian menunjukkan bahwa sebagian besar siswa tidak menyukai belajar online, banyak siswa yang mengalami kesulitan dalam belajar online, kurang focus dalam belajar, tidak dapat memahami materi pelajaran dengan baik, dan merasa kesulitan dalam mengerjakan tugas. Dalam perspektif guru pembelajaran online dianggap memiliki banyak hambatan, salah satu hambatan yang paling berat adalah terkendala penggunaan teknologi dan kesulitan dalam menjelaskan materi pelajaran kepada siswa dengan baik. Perspektif orang tua terhadap pembelajaran online antara lain pembelajaran online lebih banyak menghabiskan waktu untuk bermain dibanding dengan belajar. Berdasarkan persepsi para stakeholder dapat disimpulkan bahwa pembelajaran online sebagai salah satu inovasi pembelajaran masih...
kurang dari segi efektivitas dan efisiensinya. Inovasi pembelajaran yang diberikan oleh pemerintah belum mampu menjawab tantangan pembelajaran di era pandemi, salah satu penyebabnya adalah ketidaksipan stakeholder dalam menerima inovasi pembelajaran tersebut.

**Kata Kunci:** aktivitas belajar, inovasi pembelajaran, pembelajaran online, era pandemi

**INTRODUCTION**

The Covid-19 virus has had many global impacts, including changes in lifestyle in the social, cultural, and educational fields. So, there must be an effort to prevent the spread of the Covid-19 virus, namely by the government issuing regulations related to preventing the transmission of the Covid-19 virus, especially those related to education. There is a circular issued by the Ministry of Education and Culture regarding the prevention of the spread of COVID-19 in the world of education. The letter contains that the government urges to conduct distance learning and advises students to study at home. Since the Covid-19 pandemic, the learning process has been carried out at home online (Pawicara and Conilie, 2020).

As for now, it is the policy of the Ministry of Education and Culture that issues a circular letter in the form of directives to study from home and carry out the online learning process (Wiguna, Sutisnawati, and Lyesmaya, 2020). The policy has been implemented in educational institutions ranging from elementary school, junior high school, high school to university level. The learning system is still being implemented by educational institutions to prevent the transmission of Covid-19 that hit the community. Online learning is learning that uses the internet network as a liaison to carry out distance learning, with online learning students can learn anywhere and anytime under the supervision of parents. Online learning also makes it easier for students to communicate with their teachers even though they have long distances, students can take advantage of network-based media such as google classroom, video conference, telephone, or WhatsApp group. Learning like this is an innovation that is currently being carried out with the excuse of preventing the spread of the Covid-19 virus. In addition to preventing the spread of the Covid-19 virus, online learning has also answered the challenge of the availability of varied learning resources. The purpose of this study was to obtain information related to the effect of online learning on student learning activities in elementary schools. Has online learning in elementary schools been carried out properly and effectively without disturbing student learning activities?

The development of science and technology is currently growing rapidly, to get information and news from anywhere and it is very easy because of the technology. Technology now exists in various fields, including the field of education. Technology is an ingredient in creating innovations in learning. During the Covid-19 pandemic, innovations were created, namely related to learning systems that utilize technology, namely online learning or distance learning. Online learning is learning that uses an internet-based interactive model or the so-called Learning Management System/LMS (Asmuni, 2020). There is also that in elementary schools, online learning has been done not face to face, but using technological intermediaries that can help the teaching and learning process that is carried out even though it is far away.

This online learning has its challenges for the world of education to date (Anggrawan, 2019). Online learning itself is learning that is carried out remotely with the help of the internet (Maskar et al., 2020). In carrying out online learning, facilities and infrastructure are needed, such as laptops, computers, smartphones, and of course internet network assistance. There is a previous study on Online Learning as a Study From Home (SFH) Effort During the Covid-19 Pandemic. In his research, it was found that the Study From Home effort was a solution to prevent the spread of Covid-19. The learning is carried out from home using adequate facilities and infrastructure such as laptops, cellphones and long-distance communication tools (Handarini&Wulandari, 2020). So by knowing this, the researcher wants to research to identify the effect of online learning on the learning activities of elementary school students.

**RESEARCH METHODS**

In this research, the type of research used is descriptive qualitative research. Data collection through questionnaires and interviews. Informants in this study were students, teachers, and parents. In this study, the researcher used a
closed questionnaire. Closed questionnaires are presented in various forms so that respondents simply put a mark on the column or place that has been adjusted (Arikunto, 2013). Apart from the closed questionnaire technique, the researcher also conducted interviews with other respondents, namely four parents of students and five teachers who teach at SDN 3 Puncak Jeringo, East Lombok. The research instrument was designed in the form of a Google Form and then distributed through the class WhatsApp group. Overall the number of respondents in this study amounted to 44 respondents with the criteria of 35 students, 4 parents of students, and 5 teachers. The data collected is presented in the form of a graph and explained in the form of a sentence description. The data analysis stage begins by sending questions in the form of a google form and via WhatsApp then the tabulation stage is carried out. Furthermore, the presentation of the data in the form of graphs and descriptions makes it easier to analyze the data. The last step is data interpretation which analyzes the data is only limited to the research sample.

RESULTS AND DISCUSSION

In this section, the results of questionnaires and interviews with research respondents at SDN 3 Puncak Jeringo, East Lombok will be presented. This section will also describe the process of data analysis to find out, understand, sort, detail, break down to describe the data obtained from a method carried out in research. In conducting this research, there are several stages used by researchers to obtain data or research results. Researchers in analyzing data from the results of the questionnaire and the results of the interviews are as follows.

Description of questionnaire data

In the following, the results of the questionnaire on the six indicators were presented to students.

Figure 1. Tabulation of questionnaire results

The first question is, do you like online learning or learning from home (remote)? Respondents' answers indicate that 10 students like online learning and 25 students don't like online learning. The percentage of students who like to study online is 28.57% of 35 respondents and students who do not like to study online are 71.43% of 35 respondents. The second question is, are you having trouble learning online? Respondents' answers indicate that students who find it difficult to learn online are 30 respondents, while those who do not find it difficult to learn online are only 5 respondents. The percentage of 35 respondents who find it difficult to learn online is 85.71% while those who do not find it difficult are 14.29%. The third question is, do you pay attention to the explanation of the material delivered by the teacher remotely? Respondents' answers showed that 11 respondents paid attention to the teacher's explanation online and 24 respondents did not pay attention to the teacher's explanation. If the percentage is done, respondents who pay attention to the teacher's explanation are 31.43% and those who do not pay attention are 68.57%. The fourth question is, can you understand the material taught by the teacher online? Respondents' answers showed that 9 students stated that they could understand the material taught by the teacher while 26 other students still could not understand the material taught by the teacher. The percentage is 25.71% who can understand and 74.28% who cannot understand the material taught by the teacher. The fifth question is, did you have difficulty doing your schoolwork while studying online? Respondents' answers indicate that 25 respondents find it difficult to do the task, while 10 respondents do not find it difficult to do their job. If the percentage is that there are 71.43% of students who find it difficult to do assignments and only 28.57% who do not find it difficult. The sixth question is, are you doing your homework on your own without the help of someone from home? Respondents' answers showed that there were only 11 respondents who did their homework without the help of a home person while studying online and there were 24 respondents who were assisted by a house person when doing the task. If it is a percentage of 35 respondents, there is 31.43% who do the task without the help of the householder and 68.57% of the students who do the task with the help of the householder. This data shows that students' learning independence is still low because most
students still rely on other people in doing their schoolwork.

Description of interview data

The first question, what do you think is the difference between learning online and studying at school? "In my opinion, online learning is difficult because it costs a lot to fill the quota while studying at school is more economical." The second question is, are children's learning activities online increasing? learning activities, in addition, if there are games on smartphones. The third question is, do children study from home every day regularly? No, children play more than study. The fourth question is, are children assisted in doing their homework? Yes, if there is an unknown subject matter. The sixth question is, do you think online learning is effective for elementary school students? No, because children's learning is not monitored so that children do not understand the material presented.

The results of the interviews above are one or a sample of the results of interviews with respondents or parents of students. As for the statement of one teacher who teaches at SDN 3 Puncak Jeringo, East Lombok, he said that online learning is not effective because it is difficult to explain the material to students via cellphones, especially if children do not master technology, sometimes we teach children but instead we teach parents because parents who hold cellphones and not students. There are even parents who write student assignments so it is difficult for us to judge objectively. So that related to student learning activities, it will certainly have an effect and what they learn is not as much as when learning face to face. As for student assignments that must be done, sometimes parents do the work and also parents guide their children, but parents direct children to find answers to their assignments, but parents immediately give answers to their assignments without telling how the process is to find them. The difference between online learning and studying at school is indeed very different online, it is not facing to face when the teacher explains the material the child understands differently, sometimes the level of understanding of the child to the material explained online is quite slow. In contrast to face-to-face learning or at school when there are many students, children can be satisfied asking the teacher. Teachers can also explain, give notes while guiding students and of course it will make it easier for students.

Based on the statements of parents and elementary school teachers, it can be concluded that online learning has a different effect on student learning activities. At the time of face-to-face learning in schools, teachers are easier to give control to students. The weakness in online learning is that the teacher cannot directly observe student learning activities. On the parents' side, because they are busy at work, parents have difficulty in supervising. According to the teacher at SDN 3 Puncak Jeringo, East Lombok, who was interviewed by the researcher, online learning was not effective because when the teacher explained the material, the students sometimes did not understand what was being explained and there was a lack of time to make the students understand the subject matter. In addition, learning online makes student learning activities not controlled by the teacher so that the teacher does not know whether the students are studying seriously or not or just running online learning using cellphones, but students open game applications on cellphones so that teachers cannot monitor the process directly. live. Teachers can only accept products. This causes the essence of learning that puts forward the process cannot be observed by the teacher. The product is the only thing the teacher can monitor (Anugrahana, 2020). There are so many complaints about this online learning either from teachers, parents, or students themselves. Teachers as teachers also find it difficult to assess their students objectively, which is the task of the teacher no longer being carried out effectively by the teacher because learning is done from home.

Online learning influences student learning activities carried out at home. One of the benefits of online learning is to shape the character of student learning independence (Sanjaya, 2021). However, based on the findings obtained during the study, there are not many benefits that can be felt by students. In addition, the teacher feels that this learning is not effective because the assessment of student learning activities is not objective because students may when learning online it opens up other things that make their learning concentration disturbed and no one knows them because they are not supervised by someone else. parents or teachers. In addition, students in doing their assignments find it difficult because they do not understand the material explained by the teacher online. This makes student learning activities not optimal because student learning activities to do their
schoolwork they have to know step by step to find the right answer but that is not done because of this online learning. The implication is that parents must play an active role in guiding children while studying at home (Ainun, Husni, and Lestarini, 2021).

Online learning carried out during this pandemic is an innovation in the field of education that utilizes technology. The transition of student learning activities from initially studying at school to studying at home influences their learning activities (Widodo et al., 2020). When online learning has been applied to elementary schools, student learning activities become ineffective because many students do not understand and understand online learning. Because we know that online learning is internet-based learning and requires facilities and infrastructure such as cellphones, laptops, and so on. These facilities are used to facilitate online learning activities by utilizing media such as Google Classroom, video conferences, or WhatsApp groups, all of which use the internet network. With this online learning system, students can learn wherever and whenever they are.

Online learning also has its challenges, namely, it is not easy to get internet network availability in each area, especially in remote areas which we know is quite difficult to get internet signal and network. The results of the study state that many students find it difficult to learn online because several factors cause it such as requiring advice and infrastructure such as cellphones, laptops and all of that require quota fees and also the different abilities of students in mastering how to use technology because students find it difficult to learn online. Some students feel that online learning is a bit difficult to carry out learning because not all regions have internet networks with smooth access (Hasanah et al., 2020).

In addition to the challenges of internet network availability, in previous research, students also revealed that in participating in online learning, they spent quite a lot of money to buy internet quota (Sadikin and Hamidah, 2019). Online learning that must provide technological devices that are used such as gadgets is a problem for economically disadvantaged families. So, of course, online learning will be very burdensome (Novita and Hutusuhut, 2020). Because it makes students' enthusiasm decreases in carrying out learning activities from home.

The analysis from various sources about the influence of online learning on student learning activities. First, online learning carried out in this network makes students no longer carry out learning activities at school so that control and supervision are minimal. The results of previous studies also stated that respondents preferred to study at school because studying at school was more effective than studying from home (Meganti, Megawati, and Nurkhafifah, 2020). Second, students in carrying out this online learning some students ignore because of their ignorance of what media is used so that it is possible for students to fall behind in their subject matter. Third, student learning activities during online learning make the focus of students divided because they are not in a class that is supervised by the teacher. Fourth, student learning activities are not optimal because in this online learning the teacher only gives a lot of assignments and then they are collected, and previously they were not explained in advance about the teaching material. Fifth, student learning activities also have an effect because something happens suddenly, such as a lost signal, a power outage, making online learning unable to make student learning activities run smoothly.

In a previous study related to the effect of online learning, the results of his research showed that online learning was very influential for students during the COVID-19 pandemic they were forced to study at home and not meet their friends (Nurhikmawati and Lestari, 2019). Teachers are more likely to ask for help from colleagues who are easier to help in providing material so that learning runs smoothly, but there are still obstacles that occur, namely the internet connection which is sometimes unstable which makes it difficult for the teacher to teach (Rahmasari, Setiawan and Faradita, 2020).

CONCLUSION

Based on the description in the results and discussion section, it can be concluded that the purpose of learning innovation to increase the effectiveness and efficiency of learning in the pandemic era has not been successful. The perspectives of teachers, students, and parents show that online learning still has many weaknesses. From the student aspect, many students are uncomfortable with online learning, have difficulty understanding subject matter, lack focus in the following learning, and have
difficulty doing assignments. In the perspective of online learning teachers, it is seen as making it difficult for teachers to convey material to students and difficulties in observing student learning activities. Online learning from a parent's perspective is considered an additional job. Parents are forced to provide tutoring to students, but on the other hand, parents have limitations in supervising their children, as a result, tutoring for their children cannot be maximized. The emergence of these difficulties indicates that the learning innovations programmed by the government need to be evaluated. Stakeholder readiness in accepting learning innovations is still lacking. The government needs to socialize and make practical guidelines so that learning innovations are in line with expectations.

REFERENCES


Arikunto, S. Manajemen Penelitian. PT Rineka Cipta.


