

**(An Analysis of Teachers' Obstacles in Implementing Distance Learning at
SMP Negeri 8 Banda Aceh)**

Aan Iswandi¹, Maulizan², dan Syarfuni³
^{1,2,3}Universitas Bina Bangsa Getsempena

Abstrak

Penelitian ini bertujuan untuk mengetahui kendala-kendala yang dihadapi guru ketika belajar jarak jauh di SMPN 8 Banda Aceh. Penelitian ini menggunakan metode deskriptif kualitatif. Partisipan penelitian adalah tiga guru bahasa Inggris di SMPN 8 Banda Aceh. Instrumen pengumpulan data yang digunakan dalam penelitian ini adalah wawancara. Tujuan dari penelitian ini adalah untuk mengetahui kesiapan dari guru ketika belajar jarak jauh dan untuk mengetahui kendala-kendala yang dihadapi guru ketika pembelajaran jarak jauh. Hasil penelitian menunjukkan bahwa kesiapan dari tiga guru bahasa Inggris adalah bagus karena persiapan mereka ketika belajar jarak jauh masih bagus. Guru secara aktif membagikan pelajaran/bahan ajar dalam sebuah grup di WhatsApp, memastikan siswa mengerti dan guru sangat terbuka untuk siswa-siswa jika siswa tidak mengerti maka guru ada di sekolah untuk menjumpai mereka masing-masing. Kendala-kendala dari ketiga guru bahasa Inggris pada dasarnya berasal dari siswa karena kadang-kadang siswa tidak punya telepon seluler untuk belajar atau mereka tidak punya kuota internet, siswa sering melupakan kelas mereka jadi mereka ketinggalan pembelajaran dan guru sering menanyakan pada diri mereka sendiri apakah pembelajaran diterima baik oleh siswa atau tidak. Guru-guru sudah mencoba yang terbaik untuk memastikan proses belajar mengajar berjalan dengan baik.

Kata Kunci: Kendala guru, Belajar jarak jauh

Abstract

This study aimed to know the obstacles that faced by the teachers while distance learning at SMP Negeri 8 Banda Aceh. This research employed a descriptive qualitative method. The participants of research was the three English teacher in SMP Negeri 8 Banda Aceh. The instruments of collecting the data used in this study was interview. The objectives of this research were to know the readiness of the teachers when distance learning and to know the obstacles that faced by the teachers while distance learning. The result revealed that the readiness of three English teachers are good because their preparation when distance learning is still well. The teachers actively shared the lesson on a grup in WhatsApp, ensure students understand and the teachers are really open to the students if the students do not understand the teachers available at school to meet them one by one. The obstacles of three English teachers basically are coming up from the student because the students sometimes do not have mobile phone to study or there is no kuota, the students often forget their class so they missed the lesson and the teachers are questions themselves whether the the lesson is accepted well of the students or not. The teachers tried their best to ensure the process of teaching and learning is run well.

Keywords : Teachers' Obstacles, Distance Learning

1. INTRODUCTION

1.1 Background

The activities that are limited during the COVID-19 pandemic are the temporary cessation of religious activities, activities in public facilities, social and cultural activities, cessation of public transportation operations, and also cessation of school and work activities where all activities are temporarily suspended and limit the access to do the activities at home until the COVID-19 virus stops (Retnasary, 2020; Buana, 2020; Engzell, 2020).

Learning will be better if the subject experiences and does it (Efendi, 2011; Imania, 2019, Puspitarini;2019). Online learning in its implementation requires the support of mobile phone devices such as smartphones, tablets and laptops that could bbe used to access infromation anywhere (Gikas & Grant, 2013; Retnasary, 2020; So, 2016;; Baalwi, 2020). Basically distance education is a type of education where students are far from the teachers, so that the education cannot carried out face-to-face and delivery of messages from educators to students must be done through the media (Setijadi, 2005).

The obstacle that often occurs is also an environmental situation that is not as expected, a lot of noise disturbing the learning process so that when presenting the material it is less effective for students to accept (Retnasary, 2020). Teacher obstacles in teaching are the obstacles that felt by teachers during the teaching and learning process in schools that occurred online during the Covid-19 pandemic, a number of teachers experienced problems when implementing online learning such as learning applications, internet networks, learning management, assessment and supervision (Rigianti, 2020; Budiaman, 2010).

The researcher only focused on analyzing the Teachers' Obstacles in Implementing Distance Learning to students during covid-19 which used the interviewas the instrument to find out the result of the research questions. In this study, the focus is the obstacles and the readiness of the teachers in implementation of distance learning at SMP Negeri 8 Banda Aceh.

1.2 Research Problem

Based on the explanation above. There are some problem that will be analyze in this study, they are :

1. How is the readiness of the teachers in teaching when distance learning at SMP Banda Aceh?
2. What obstacles are faced by the teachers while distance learning at SMP 8 Banda Aceh?

1.3 Research Objectives

Base on the problem of the study above, the objectives of the study are as follows:

1. Knowing how is the readiness of the teachers when in learning distance learning at SMP 8 Banda Aceh.
2. Knowing the obstacles that faced by the teachers while distance learning at SMP 8 Banda Aceh.

2. RESEARCH METHODOLOGY

2.1 Research Design

The researcher uses descriptive qualitative method to obtain his purpose. In this case, descriptive qualitative method uses to describe the readiness of the teachers in distance learning and the obstacles that faced by the teachers while distance learning at SMPN 8 Banda Aceh. The participants of this research is three English teachers at SMPN 8 Banda Aceh. In this research, the writer uses interview in collecting the data.

2.2 Data Collection

2.2.1 Research instrument: Interview

In conducting the interview, the researcher prepares an interview instrument that called as an interview guideline. The three teachers called as teacher A, teacher B and teacher C. The researcher provided 14 questions or statements to ask the respondents to answer or respond to the questions that already prepared by the researcher. The questions that asked to the teachers is about the readiness/preparation and the obstacles of the teachers while distance learning.

In this part, the researcher uses the audio record during the process of interviewing between the researcher and the teachers. The researcher records the interviewing as the reason to know the result of the research problem that the researcher wants to know. The researcher asked 14 questions to each teacher one by one. The result of the interviewing took as the proof of researcher in his research.

2.3 Data Analysis

2.3.1 Data Analysis for the Interview

The data analysis for the interview is based on the answer of three English teacher that taught at SMPN 8 Banda Aceh about the the readiness and the obstacles of the teachers in implementing distance learning. The researcher analyzed the data by giving the teachers some questions about her perception towards the distance learning. During the process of interview, the researcher uses the audio record. After the researcher finished the interviewing, the researcher transcribe the result of interviewing.

3. RESULT & DISCUSSION

3.1 RESULT

3.1.1 *The result of the interview (Teacher A)*

The readiness of teacher A is really good. Because the teacher is still well prepare to teach the students even in distance learning. The teacher tried to give the same treatment to the students like in the class at school. The teacher share the lessons by using Whatsaap, link and tried to explained well and give the students exercise to ensure their understanding. The teacher is really free to allow the students to ask if they do not understand.

Beside, the teacher A have some obstacles in teaching and learning process. Basically, this osbacles are not coming up from the teacher but it coming up from the students. This obstacles of course also impact to the teaching while teaching process. Those obstacles are : the students do not have mobile phone to study when distance learning, the students often do not have any kouta to learn and the students do not really pay attention to the distance learning because they often forget to check their group class so that they miss the information about the materials that the teacher gave.

Similarly, the teacher also cannot apply the curriculum 2013 well during distance learning. So, the teacher cannot focus on students center anymore. The teacher also cannot apply the method well when distance learning, the teacher only can give them the task and explanation during the process of teaching and learning as long the students understand. The teacher also quite difficult to evaluate the students during distance learning even if there is the exercise because the teacher does not know wthether the students is really understand or not.

However, the solution of teacher A if there are the students which do not have the mobile phone, so that the teacher have th materials which printted. The teacher asked the studnets to take the exercise or the topics that has been printted by the teacher at school. After the stduents done to fo the exercise, they need to give it back to the teacher.

3.1.2 *The result of interview (Teacher B)*

The readiness of teacher B is the same as teacher A. Teacher B also do his best in teaching and learning process during distance learning. Because the teacher teaches the students same as like in normal class. There are the matrials that she prepared, explanation even the teacher sent the students pdf file so that the students is easier to study. The students only need to open the pdf and the study. It shown the teacher organized the teaching process really well. The teacher share the lessons by using Whatsaap, and tried to explained well and give the students exercise to ensure their understanding.

Beside, the teacher B have some obstacles in teaching and learning process. Basically, this obstacle is when the teacher sent pdf file to the students but it cannot open. The obstacles are not only coming up from the teacher but it coming up from the students. Those obstacles are : the students do not have mobile phone to study when distance learning, the students often do not have any kouta to learn, the students often play mobile game and forget their task at school, the parents of the students often complain if the teacher does not give their children task.

Similarly, the teacher also cannot apply the curriculum 2013 well during distance learning. The teacher teaches the students as long as this students understand about the lesson. The teacher also cannot apply the method well when distance learning, the teacher said if the teacher mix the methods during the distance learning, The teacher evaluate the students by giving them exercise and then the teacher check their answer one by one. But the etacher said that if it is also quite difficult to evaluate the students during distance learning. The teacher cannot build and evaluate the students' characters because the teacher cannot see the students face to face .

However, The solution of the teacher if there are the students which do not have the mobile phone, the teacher give the students the topics that they need to learn at home. The teacher asked them to take it at school. However, the teacher also give them the list of question like exercise and they also should take it at school. After they finished, they need to give it back to the teacher.

3.1.3 The result of interview (Teacher C)

The readiness of teacher C is the same as teacher A and B. Teacher C does her best in teaching and learning process during distance learning. Because the teacher said that she taught the students like in a normal claass even if it was distance learning but she tried to give the same threatment as in a class at school. There are the maetrials that she prepared and the explanation about the lesoson as well. The teacher shared the lessons by using Whatsaap, and tried to explained well and give the students exercise to ensure their understanding.

Beside, the teacher C have some obstacles in teaching and learning process. Basically the obstacle that she faced is when the teacher cannot trust to the studnets whether the students do their task personally or helped by others arround them. Because the teacher found that it was different reaction when the distance learning and face to face learning. Another obstacles are : the students do not have mobile phone to study when distance learning, the students often miss the information about the task and lesson and the students often forget their responsibility as the students.

Similarly, the teacher thought she could not apply the curriculum 2013 well during distance learning. The teacher also does not know what method that she need to apply during distance learnign because it is quite difficult, the media that she used is only mobile phone. The teacher evaluate the students by giving them exercise and then the teacher check their answer one by one. But the teacher said that if it is also quite difficult to evaluate the students during distance learning.

However, The solution of the teacher if there are the students that do not understand about the lesson and then the stduents do not say why they do not udnerstand, the teacher will invite them to the school. The teacher also said that she will wait the students at school if the students do not udnerstand about the lesson. The students can show which part they do not understand towards the tecaher. But in fact, there is not one of the students meet the teacher. The teacher said maybe they afraid to meet.

3.2 DISCUSSION

3.2.1 Interview

Based on the result of the interview with the English teachers, the researcher found that all of them prepare the materials or the lesson that they want to teach to the students. All of them answered that it was like face to face class at school in preparing the materials. It means there is no differences to the teachers in preparing the materials before they are ready to teach the students in online classroom. As we know, the preparation is really need to all of the students in teaching. But, in this case, the preparation of the students exactly the same like they teach the students in the class. They just prepare the materials then it was done. The researcher concludes that there is no problem in teachers preparation.

It shown on how the teachers still do the preparation like in normal class. As we know, it was not easy to teach the students in distance classroom. But the teacher still aware and prepare it well without nothing different. However, the teacher C feels difficult in preparation because the students do not on time in joining the class. It was what make the process on teaching and learning do not run well. Actually, the students also should be ready in learning and can manage their time because it was distance learning (Efendi, 2011). So, it is hard if the students do not on time in the class. It can make them lose focus towards the lesson that given by the teacher.

The researcher discuss about the way of three English teachers in delivering the lesson. The teacher A said that in delivering the lesson she sent link to the students by Whatsaap. The teacher sent Google form in order to give the students exercise. Teacher A already gave her best effort in order to ensure the students understand in learning. Because the teacher sent the studnets link. It means the students easily can open the link and learn without need to search the materials by their ownelves. Even the teacher sent the exercise by google form. It is a way to the students to do the task on time because google form can set the time.

Beside, the teacher B said that if the process of teaching and learning in distance learning is the same as usual. There is a material that given by the teacher to the students while online class. The teacher also use Whatsaap platform as a media to teach and communicate with the students. The teacher understands because of the pandemic the process of teaching and learning should be more different.

Similarly, the teacher C almost the same with teacher A and teacher B. The way of the teacher in delivering the lesson is by sending the students material, and then explain after that give the students some questions to answer. In this case, the teacher also explained if the students do not have mobile phone and they do not understand about the lesson, the teacher is ready to go to students' house. It shown that the teacher is really care about the students. The teacher wants to ensure the students understand avout the lesson even if the teacher explained the lesson well during distance learning. However, the teacher understands if not all of the students have mobile phone to study and to accept the materials like another students have.

The process of teaching and learning, all of the teachers did like they were in the class. The teachers teach the students like in a normal classroom or face to face. Teacher A said if she prepared

the materials and teach the students even she questioning the students understand or not about what she gave. The teacher B said that if the students can learn at home with their family, but the teacher gave the students the example of the lesson. The students can ask the teacher freely if they do not understand. Teacher C said that if she taught the students like in a normal class.

The curriculum that the teachers used is curriculum 2013. It was the same before distance learning. Even if the condition right now does not really support them can apply curriculum 2013 perfectly while the process of teaching and learning. The teachers tried their best to make the students understand while they are in the classroom even if distance learning. The use of the curriculum is not really matter during distance learning because the purpose of teacher is only to ensure the students understand what they teacher explained.

Beside, the teacher A and B said that if the curriculum is not too bad while distance learning. Because the topics that the teacher should give to the students is only about two topics. It was different in a normal class that the students should learn until five to six topics in a semester. So, the teacher think that there is no obstacle in applying the curriculum. the lowest errors number that produced by the students is in singular/plural. On the other hand, teacher C feels that the curriculum is cannot apply well during distance learning. But she understands because of pandemic.

The media that the teachers used during distance learning is mobile phone. This media is a primary tool towards the teachers in order to teach the students during the pandemic. If there is no mobile phone of course it would be hard for teachers to teach. The teachers also use Whatsapp as a social media to teach the students or the media to share the lesson towards their students. Everything is shared by Whatsapp. Mostly the teachers do not use the media like Zoom which can see their students face to face or they can see them while in the process of teaching and learning. But no one of the teachers use such that media.

The biggest obstacle that the teacher faced is when the students do not have mobile phone to learn. It is the problem for teacher because the teacher cannot teach the students perfectly. Sometimes the students do not have any kouta to learn. It is one of the obstacle to the teachers because the teacher confuse how to make them understand and how to ensure they understand well. Actually, the students all of them should have mobile phone because it was an important tool to them to accept the learning process by the teachers.

The method that used by these three teachers are really different. The teachers do not use varieties methods because of distance learning limit their movement to apply the methods. The teacher only prioritize the students. As long as the students understand the lesson it is enough for the teacher. Because the teachers cannot deny that process of teaching and learning really disturb while distance learning. It was a good way of the teacher in prioritizing the students first.

4. CONCLUSION AND SUGGESTION

4.1 Conclusion

The readiness of teacher A is really good. Because the teacher is still well prepare to teach the students even in distance learning. The teacher tried to give the same threatment to the students like in the class at school. The teacher share the lessons by using Whatsaap, link and tried to explained well and give the students exercise to ensure their understanding. The teacher is really free to allow the students to ask if they do not understand.

Beside, the teacher A have some obstacles in teaching and learning process. Basically, this osbacles are not coming up from the teacher but it coming up from the students. This obstacles of course also impact to the teaching while teaching process. Those obstacles are : the students do not have mobile phone to study when distance learning, the students often do not have any kouta to learn and the students do not really pay attention to the distance learning because they often forget to check their group class so that they miss the information about the materials that the teacher gave.

The readiness of teacher B is the same as teacher A. Teacher B also do his best in teaching and learning process during distance learning. Because the teacher teaches the students same as like in normal class. There are the matrials that she prepared, explanation even the teacher sent the students pdf file so that the students is easier to study. The students only need to open the pdf and the study. It shown the teacher organized the teaching process really well. The teacher share the lessons by using Whatsaap, and tried to explained well and give the students exercise to ensure their understanding.

Beside, the teacher B have some obstacles in teaching and learning process. Basically, this obstacle is when the teacher sent pdf file to the students but it cannot open. The obstacles are not only coming up from the teacher but it coming up from the students. Those obstacles are : the students do not have mobile phone to study when distance learning, the students often do not have any kouta to learn, the students often play mobile game and forget their task at school, the parents of the students often complain if the teacher does not give their children task.

However, the readiness of teacher C is the same as teacher A and B. Teacher C does her best in teaching and learning process during distance learning. Because the teacher said that she taught the students like in a normal claass even if it was distance learning but she tried to give the same threatment as in a class at school. There are the maetrials that she prepared and the explanation about the lesoson as well. The teacher shared the lessons by using Whatsaap, and tried to explained well and give the students exercise to ensure their understanding.

Beside, the teacher C have some obstacles in teaching and learning process. Basically the obstacle that she faced is when the teacher cannot trust to the students whether the students do their task personally or helped by others arround them. Because the teacher found that it was different reaction when the distance learning and face to face learning. Another obstacles are : the students do not have mobile phone to study when distance learning, the students often miss the information about the task and lesson and the students often forget their responsibility as the students.

4.2 Suggestion

For the teachers, hopefully in the future can use another tools like Zoom or when giving the task or exercise to the students the teachers should often use Google form which can set the time. So, the students can do their homework or exercise without cheating on others because the only focus on time so they would study their best.

For the future researcher who want to analyze about teachers' obstacles, it is suggested that he/she can do the research more varieties than this. Maybe you can do the research based on students perspectives not the teachers anymore. Because this research is only focus on the teachers not the students. So, it could be better to analyze another object of research Beside, it can be a reference for the teachers in the future.

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