

**An Analysis of Difficulties in Online Learning  
during the Covid-19 Pandemic in Class VII  
Students of MTs Al Hikmah Bandar Lampung**

**A Thesis**

Submitted as a Partial Fulfillment of the Requirement for S-1  
Degree

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## ABSTRACT

### **An Analysis of Difficulties in Online Learning during the Covid-19 Pandemic in Class VII Students of MTs Al Hikmah Bandar Lampung**

**By  
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The main problem in this study is how difficult it is for grade 7 students to learn online at MTs Al-Hikmah Bandar Lampung. This study aims to determine the learning difficulties of grade 7 students towards online learning at MTs Al-Hikmah Bandar Lampung.

This type of research is qualitative research. The subjects in this study consisted of 7th grade students. In this study the instrument for collecting data was by using the methods of interview, observation, and documentation. Data analysis uses data reduction, data presentation, and verification or conclusions. Checking the validity of the data is done by using triangulation.

The results of the study indicate that the learning difficulties experienced by the 7th grade students of MTs Al-Hikmah Bandar Lampung towards online learning are. Limited internet network, difficulty focusing when online learning takes place, limited data credit or internet quota, and complicated learning applications.

The conclusion of the study is that students' learning difficulties with online learning are that some students do not have mobile phones to access online learning, the internet network is sometimes less stable because it is in an area that does not support the network, it is difficult to focus on online learning, limitations in buying internet quota, and some students do not understand about online learning applications.

**Keywords:** *Learning difficulties. Online learning.*

## DECLARATION

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I hereby declare that this thesis is completely my own work. I am completely responsible for the contents of this thesis. Other researchers' opinion or research findings included in the thesis are quoted or cited in accordance with ethical standards.

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## MOTTO

إِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

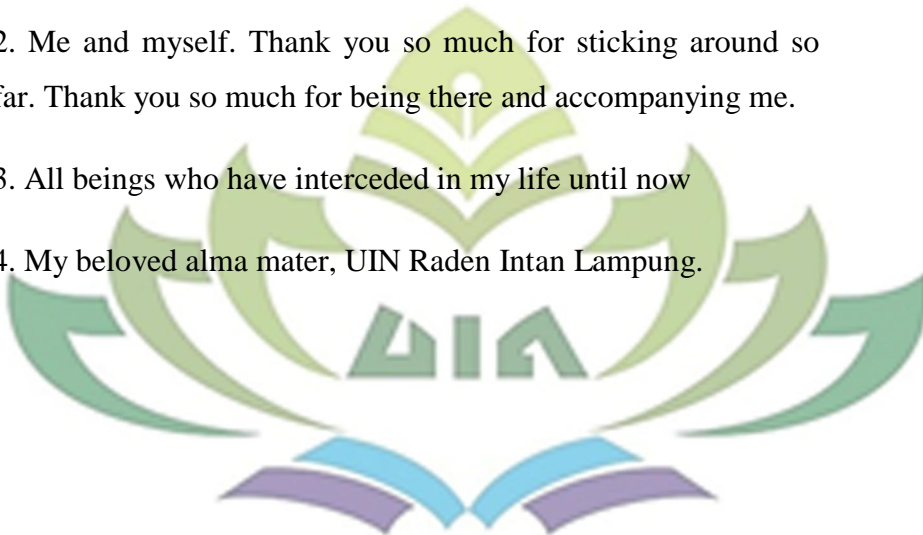
*Read, "O Prophet," in the Name of your Lord Who created ( Al-'Alaq : 1 )*



## DEDICATION

Praise and gratitude to Allah SWT who has bestowed His grace on me, so from the heart and great love, this thesis is proudly dedicated to:

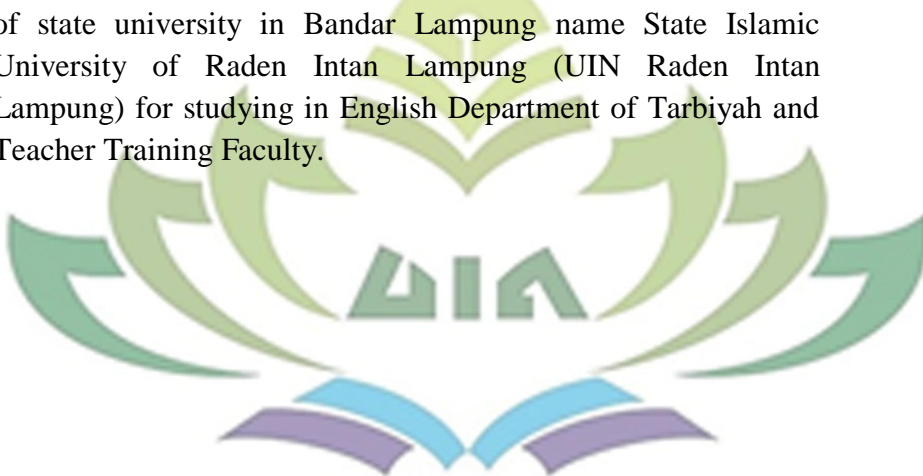
1. My beloved father and beloved mother, Mr. Kasmin (alm) and Mrs. Murtiningsih who have always been there for me and supported me
2. Me and myself. Thank you so much for sticking around so far. Thank you so much for being there and accompanying me.
3. All beings who have interceded in my life until now
4. My beloved alma mater, UIN Raden Intan Lampung.



## **CURICULUM VITAE**

The name of the researcher is Dandy Arya Sema. He was born in Bandar Lampung on September 7<sup>th</sup> 1998. He is the only child of Mrs Murtiningsih and Mr Kasmin.

In his academic background, he studied at the age of seven in Elementary school of SD Dwi Warna Panjang and graduated on 2009. Then he continued to Junior High School of SMP Dwi Warna Panjang Bandar Lampung and finished on 2012. On the same year, he was accepted to the nearby Senior High School which was SMAN 8 Bandar Lampung and graduated on 2015. Stepping to higher education, on 2015, he was accepted to one of state university in Bandar Lampung name State Islamic University of Raden Intan Lampung (UIN Raden Intan Lampung) for studying in English Department of Tarbiyah and Teacher Training Faculty.





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In the name of Allah the Almighty God, the Most Merciful, and the Most Beneficent for blessing the writer with His mercy and guidance to finish this thesis. Peace and salutation always be given to our Prophet Muhammad peace be upon him, with his family and followers. This thesis entitled “An Analysis of Difficulties in Online Learning during the Covid-19 Pandemic in Class VII Students of MTs Al Hikmah Bandar Lampung.” is submitted as compulsory fulfillment of the requirements for S1-degree of English Education Study Program at Tarbiyah and Teacher Training Faculty at UIN Raden Intan Lampung.

When finishing the thesis, the writer has obtained so many helps, supports, assistances, and many valuable things from various sides. Therefore, the writer would sincerely express her gratitude:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University Lampung with all staffs, who give the researcher opportunity to study until the end of this thesis composition.
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Finally, nothing is perfect and neither is the final project. The writer realizes this thesis still far from perfect, so the writer expects constructive criticisms and suggestions. Any correction, comments, and criticisms for this final protect are always welcome.

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# CHAPTER I

## INTRODUCTION

### A. Title Affirmation

The title of thesis "Analysis of Online Learning Difficulties During the Covid-19 Pandemic in Class VII Students of MTs Al Hikmah Bandar Lampung" presents a clear picture to avoid ambiguity in understanding this thesis. Before going far enough with this thesis, the writer would like to inform about what will be conveyed in this thesis.

This title investigates the problems of online learning during the covid-19 in Seventh Grade Mts Al Hikmah Bandar Lampung, with the goal of determining what obstacles students have when studying online during this pandemic.

The writer chooses the title to determine the effect of covid 19 on student learning activities at MTs Al Hikmah Bandar Lampung. This study will investigate the difficulties experienced by students so that teachers or schools can take better action in the teaching process in handling online learning activities.

### B. Background of the Problem

Education is a place where anyone can attain one's goals and desires in the actual world; it helps us to learn what we don't know, and it also allows us to alter ourselves. In order to be beneficial to both individuals and society as a whole. Improving the quality of education necessitates concerted and sustained efforts to achieve the desired outcomes.

Online learning can be defined as learning via internet and includes features such as accessibility, connectivity, flexibility, and the opportunity to engage in a variety of learning interactions<sup>1</sup>. Zhang et.al suggests that the usage of the internet and multimedia technologies can change the way knowledge is provided and can be a

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<sup>1</sup> Amirul Bakhri, *Pendidikan Online di Sekolah di Masa Covid 19*, (Jurnal Edisi X),( Januari 2018 ISSN 2086-3462, 2018), p. 72



viable alternative to traditional classroom learning.<sup>2</sup> Online learning is defined as learning that uses the internet to bring students and teachers together to conduct learning exchanges.

Online learning demands the use of mobile devices such as smartphones, tablets, and computers to access knowledge from anywhere and at any time. The use of mobile technology in education has made a significant contribution, including the achievement of distance learning goals. The application of online learning can also be aided by the usage of various media. Virtual classrooms, for example, employ Google Classroom, Edmodo, and Schoology, as well as instant messaging apps like WhatsApp.

Online learning can even be done through social media such as Facebook and Instagram<sup>3</sup>. The increasing number of internet users in Indonesia is strongly influenced by the rapid development of Information and Communication Technology (ICT). In 2018, 62.41% of the Indonesian population owned a cellular phone and 20.05% of households owned a computer at home.<sup>4</sup> This data is relevant to the results of research which explains that although there are students who do not have laptops, almost all students already have smartphones.

Students' learning can be improved by using smartphones and computers in online learning. One of the many advantages of using information and communication technology in the application of online learning, According to Pangondian, Nugroho, E., is that it is not constrained by space or time<sup>5</sup>. Many studies have looked into the use of technologies like smartphones and computers in the classroom. Students can participate in online learning thanks to the capabilities of smartphones and computers to connect to the internet. The usage of online learning via Zoom cloud meetings and WhatsApp groups has the benefit of allowing students and teachers to communicate directly

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<sup>2</sup> <https://online-journal.unja.ac.id/biodik/article/download/9759/5665/24717>

<sup>3</sup> Firman, *Pembelajaran Online di Tengah Covid-19*, (Vol 02, No.02 Tahun 2020)

<sup>4</sup> <https://www.bps.go.id/publication/2019/12/02/6799f23db22e9bdcf52c8e03/statistik-telekomunikasi-indonesia-2018.html>

<sup>5</sup> Adib Aulia Herlambang, *Perubahan Pembelajaran Dimasa Pandemic*, (Jakarta, Artikel Republika Press, 2020),

but has the disadvantage of wasteful quota and less effective if more than 20 students.

Based on the description above, the researchers are interested in conducting a study entitled "**Analysis of Online Learning Difficulties during the Covid-19 Pandemic in Class VII Students of MTs Al Hikmah Bandar Lampung**".

### **C. Focus and Sub Focus of the Research**

#### 1. Focus of the Research

Based on the background of the problem above, the writer will be focus in this research, that is an Analysis of Online Learning Difficulties during the Covid-19 Pandemic in Class VII Students of MTs Al Hikmah Bandar Lampung.

#### 2. Sub-Focus of the Research

From the focus of the research above, in this study, the writer sub focus is online learning, forms of online learning difficulties during the Covid-19 pandemic in grade VII MTs Al Hikmah students. Bandar Lampung.

### **D. Formulation of the problem**

Based on the focus and sub-focus of the research, the problems that the authors formulate are as follows: What are the forms of online learning difficulties during the Covid-19 Pandemic in Class VII students of MTs Al Hikmah Bandar Lampung?

### **E. Objectives of the Research**

The purpose of this study is to identify and analyze Forms of online learning difficulties during the Covid-19 Pandemic in Class VII students of MTs Al Hikmah Bandar Lampung.

### **F. Use of Research**

#### 1. Theoretically

This research will contribute as an additional knowledge to the other researcher who will analyze Forms of online learning difficulties during the Covid-19 Pandemic. This research also used to complete

the previous research theories analyze online learning difficulties during the Covid-19 Pandemic.

## 2. Practically

According to the formulation of the problem and research objectives that have been described, the benefits expected by researchers are:

### a) For Schools

After the implementation of this research, it is hoped that it can help schools to carry out the online teaching and learning process more precisely.

### b) For Researchers

As insight scientific research for writers in the field of research methods about analyzing online learning difficulties during the covid-19 pandemic. So that this research is expected to help related parties, especially school principals, teachers, and students regarding the analysis of online learning difficulties during the covid-19 pandemic.

## **G. Relevant Study**

Based on Hapsari Catur Hanandya (2016), in his research suggests that the use of online media in language learning such as schoology is proven to be more efficient to get students' motivation. The equation of this research with the writer's thesis is the implementation of a learning model using online media, namely Schoology to improve student motivation outcomes. Hapsari Catur Hanandya's research measured the level of motivation of students meanwhile, the researchers analyzed the effects of online learning and its difficulties.<sup>6</sup>

Research conducted by Sobron, et al in 2019 with the title "The Effect of Online Learning on Science Learning Outcomes of Elementary School Students" with the sample being students of SD Negeri 03 Karanglo Tawangmangu class VI totaling 26 students

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<sup>6</sup> <http://eprints.ums.ac.id/60770/4/BAB%20II.pdf>

divided into 2 classes, namely class VI A totaling 13 students became the experimental class while class VI B, which consisted of 13 students, became the control class, which showed the mean value in the experimental group was 89.62 while in the control group was 80.77, with a difference of 8.85. The results of the analysis with mann whitney have a p value of  $0.000 < 0.05$  which means that there is an influence of online learning on the learning outcomes of science subjects, meanwhile, the researchers analyzed the effects of online learning and its difficulties.<sup>7</sup>

Mohammad Yazdi (2016), suggests that e-learning is a learning model that is made in digital format through electronic equipment with The goal is to expand access to public education, so that learning modules can be accessed easily without space and time being limited, interactive and effective. The difference between this research and scientific journals is the development of modules based on the application of information technology to students. Mohammad Yazdi's research measured the development of modules based on information technology applications, meanwhile, the researchers analyzed the effects of online learning and its difficulties.<sup>8</sup>

From some of the studies elaborated, the researcher wants to know what are difficulties of online learning on seventh grade students MTs Al-Hikmah.

## **H. Research Method**

### **1. Research Design**

This research uses descriptive qualitative research. Bogdan and Tylor define qualitative research as a procedure research that produces descriptive data in the form of written words or verbal statements from people or observed behavior<sup>9</sup>. Descriptive qualitative method adjusts opinions between researchers with informants. This method was chosen because the analysis did not can be in the form of

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<sup>7</sup> <http://conference.upgris.ac.id/index.php/snse/article/view/204>

<sup>8</sup> <http://eprints.ums.ac.id/60770/4/BAB%20II.pdf>

<sup>9</sup> Lexy J. Moleong, *Metode Penelitian Kualitatif*, Edisi Revisi, (Bandung: Remaja Rosdakarya, 2007), p. 4

numbers and researchers describe all phenomena better clearly exist in society.

This research will be carried out in stages according to a predetermined schedule has been stated above, namely to obtain complete data. Data What has been obtained from the interview and observation process will be presented in the form of a description using easy words understandable.

In addition, there is also supporting data, namely location plans and observational photos. Therefore, researchers will try to describe, and analyze any difficulties during online learning in class VII MTs Al-Hikmah with this method.

## **2. Data Sources**

Arikunto says "what is meant by data sources in research are subjects from which data can be obtained". Based on this definition<sup>10</sup>, the data sources in this study is students of MTs AL-Hikmah Bandar Lampung. And the data needed in this study can be grouped into:

### **1. Primary Data**

Primary data is data taken directly from the researcher to the source, without any intermediaries, namely data obtained directly through interviews and observations through filling out questionnaires on the reality of the implementation of online learning activities. This data was obtained through the results of filling out questionnaires and interviews with student and teacher as informants at MTs Al-Hikmah Bandar Lampung The primary data are:

- a) Observation
- b) Questionnaire
- c) Interview

### **2. Secondary Data**

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<sup>10</sup> Arikunto, S. 2013. *Prosedur Penelitian Suatu Pendekatan Praktik*. Edisi Revisi. P.172  
Jakarta: PT. Rineka Cipta



Secondary data is data obtained from other parties, not directly obtained by researchers from the research subject. This data is in the form of documentation data or report data that is already available, for example from documentation or other publications. The secondary data that the researcher intends in this study is data that has been documented at MTs AL-Hikmah Bandar Lampung. The secondary data are:

- 1) Historical and Geographical
- 2) School conditions
- 3) Student data

### **3. Data Collecting technique**

According to Sugiono data collection techniques are the most important indicators in research, because the main purpose of research is to obtain data<sup>11</sup>. Without knowing the data collection method, researchers will not get data that meets the data standards set. Data used in this study include:

#### **1. Observation**

Observation is a data collection technique that is not limited to people, but also other natural objects.<sup>12</sup> During the observation the data were presented in the form of field notes which were collected systematically. The type of observation in this study is direct observation, where the author states frankly to the data source that he will conduct research. The author uses the observation method to see data in the field which can be the main instrument of data collection to get informants about the difficulties experienced by students in online learning.

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<sup>11</sup> Sugiyono. (2012). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

<sup>12</sup> Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung : Alfabeta, CV.

## 2. Questionnaire Method

Questionnaire is a data collection technique carried out by giving a set of questions or written statements to respondents to answer<sup>13</sup>. The technique of using this questionnaire is used to measure and determine the factors that cause students' difficulties in online learning.

## 3. Interview Method

Interviews are used as a data collection technique if researchers want to conduct studies to find problems that must be investigated, and also if researchers want to know things from 25 respondents who are more in-depth and the number of respondents is small. The interview that the researcher uses is a semi-structured interview. According to Sugiyono this type of interview is included in the in-depth interview category, which in its implementation is more free when compared to structured interviews<sup>14</sup>. The interview used in this study aims to obtain information about learning difficulties through an online learning system. This interview was used to collect data about how the implementation of online learning that took place at MTs Al-Hikmah Bandar Lampung and what difficulties students experienced when online learning took place at MTs Al-Hikmah Bandar Lampung. The resource persons in this study were grade 7 students

## 4. Data Analysis

In this research, the writer starts by looking for information by collecting the necessary documents, for example looking at student grade data, and other documents that can support this research. After that, the researcher take an interviews with the student and teacher. Then the authors observed how the influence of online learning on student learning outcomes.

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<sup>13</sup> Sugiyono. (2015). *Metode Penelitian Kuantitatif Kualitatif dan R&D*, Bandung : Alfabeta. CV

<sup>14</sup> Sugiyono. (2015). *Metode Penelitian Kuantitatif Kualitatif dan R&D*, Bandung : Alfabeta.CV

Miles and Huberman see analysis as three concurrent flows of activity: (1) data reduction, (2) data display, and (3) conclusion drawing/verification. Finally, the researcher find out the answer.

a) Data Reduction

Data reduction is the process of sorting, focusing, simplifying, abstracting, and transforming of the raw data. In this process, the researcher focuses on topic of the research. To strengthen focus of the analysis, the researcher should determine important data. Since the data will be simplified and structured well. So that, the data will be chosen and categorized according to its types. Then, the data reduction is done by reduce non-essential data.

b) Data Display

Display data by arranging it in order to give meaningful meaning. so that, it will help making conclusion easily. In qualitative research, the data can be displayed in the form of table, graphic, pie chart, pictogram and other equivalent of them.

c) Conclusion Drawing/Verification

After finishing steps of data reduction and data display, the last process is making conclusion or verification. The conclusion is made to answer the research questions in this research.<sup>15</sup>

d) Trustworthiness of the Data.

The trustworthiness of the result of the data analysis is necessary to be checked in order to reduce the researcher's biases and prejudices. In this study, the technique uses triangulation to check the trustworthiness of the data analysis. Triangulation is the process of strengthening the findings by cross-checking information. Potter states that a researcher

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<sup>15</sup> Matthew B miles, A michael Huberman, Jhonny Saldana, *Qualitative Data Analysis* (third edition) (Phoenix: Arizona State University, 2014), P. 31

who argues that his or her findings are derived from many different kinds of people across many different situations will be more convincing than another researcher whose conclusions are based observations of one person in one setting. With the convergence of information from different sources (documents, interviews and questioner), settings and investigators, the researcher can make a powerful argument that the interpretation is more credible.

Miles and Huberman explain that triangulation identifies several types includes: (1) triangulation of data source (2) investigator triangulation (3) theory triangulation and (4) methodological triangulation. 26 In this research, the researcher uses investigator triangulation. The investigator in this research is the researcher herself. And the data triangulation for the research will be done to analysis in online learning difficulties during the Covid-19 Pandemic.

### **I. Systematic of Discussion**

In this systematic discussion the author will provide a systematic description of this thesis so that the reader can more easily understand its contents. In this thesis, there are several chapters that the writer will present as follows:

CHAPTER I contains an introduction that describes the main issues including: confirmation of the title, background of the problem, the focus of the research sub-focus, problem formulation, research objectives, research uses, relevant previous research studies and systematic discussion.

CHAPTER II In this chapter the author will also explain the concept of preparing materials that discuss online learning and learning.

CHAPTER III Discuss about research methodh.

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Concept of Learning

##### 1. Concept of Learning

Learning is a process of interaction between students and teachers and learning resources in a learning environment. Learning is assistance provided by educators so that the process of acquiring knowledge and knowledge, mastering skills and character, and forming student attitudes and beliefs can occur. In other words, learning is a process to help students learn well.

According to Oemar Hamalik, learning is a combination consisting of human components, materials, offices, equipment, and strategies that can affect learning targets. The driving framework consists of students, instructors and other workforce, including: books, whiteboards and others.<sup>16</sup>

In accordance with the Law of the Republic of Indonesia Number 20 of 2003 concerning the Framework for Public Schools, learning is defined as a cycle of collaboration between students and teachers as well as learning assets that occur in a learning climate. Public learning is seen as a collaborative cycle that includes the primary segment, being a special student, instructor, and demonstrating assets in the learning climate.

According to Agus Suprijono, learning means: as the teacher's effort to organize the environment and provide learning facilities for students to learn<sup>17</sup>. Whereas learning according to Martinis Yamin and Bansu I. Ansari, namely the ability to manage operationally and efficiently to the components related to learning, these components include teachers, students, school administrators, infrastructure and learning processes.<sup>18</sup>

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<sup>16</sup> M. khalilullah, *Media Pembelajaran Bahasa Inggris*, (Yogyakarta: Aswaja Presindo, (TT)). p.3-4

<sup>17</sup> Muh. Sain Hanafy, *Konsep Belajar dan Pembelajaran*, Pendidikan, (Vol 17 No 1. 1 juni 2014.) p.74

<sup>18</sup> Hamruni. *Strategi Pembelajaran*. (Yogyakarta: Insan Madani,2017), p.31



## **2. Kinds of Learning**

### **a. Online and Offline Learning**

Online and offline learning has been carried out in the world of Indonesian education. In fact, online learning is becoming more relevant and feasible to implement than offline.<sup>19</sup> Online learning is a learning system without face to face directly by utilizing communication and internet technology and is carried out online. For offline learning, it means a form of learning that is carried out with physical meetings directly without the help of internet technology for communication. Everything takes place offline.

## **3. Online Learning**

### **a. Definition of Online Learning**

Learning Web-based learning is basically distance learning (PJJ). The distance learning framework is a framework that has been around since the mid-eighteenth century. Since its inception, distance learning has consistently taken advantage of innovations for its implementation, ranging from the simplest to the latest innovations. In short, the historical background of the progress of distance learning can be drawn up depending on the prevailing innovations it employs. Taylor, for example, classifies distance learning ages into five ages, namely: (1) correspondence model, (2) multi-media model, (3) teele learning model, (4) adaptable learning model, and (5) adaptable learning model more brilliant (The Keen Adaptable Learning Model).<sup>20</sup>

Internet learning is often interpreted as open learning. In fact, not all web-based learning is open. In the paper, it is stated that the quality of open learning must, however, contain components of adaptability in terms of age (no age limit), breadth (can come from anywhere), cost (simple or even free), length of study (no time limit for investigation),

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<sup>19</sup> <https://gig.id/stories/lifestyle/pembelajaran-daring-dan-luring>

<sup>20</sup> Tian Belawati, *Pembelajaran Online*, (Banten: Universitas Terbuka, 2019). p. 6

multi-section and multi-exit (can enter and stop on different elective occasions / at any time).<sup>21</sup>

Furthermore, internet learning is a program to complete web-based learning classes to arrive at a large and broad meeting of goals. Through system administration, learning can be carried out optimally with an unlimited number of members. Internet lessons can be held and used free of charge or for an additional fee<sup>22</sup>. This can make online learning an interesting, memorable, interactive, and attractive learning model for students.

## **b. Types of Online Learning**

Online learning is a comprehensive term that includes a number of instructional environments and approaches.<sup>23</sup>

### **1. Synchronous Learning**

Synchronous online learning as mentioned above is online learning designed with interaction patterns in real time. That is, the interaction between the learner and teachers/lecturers and between learners themselves at the same time by using communication media direct. Because the communication and interaction is running in real time, teachers and students must be 'present' at the same time, even in different places and separate.<sup>24</sup>

There are many communication media that can be used for direct interaction, including telephone, video-conferencing, webcasts, instant-messaging, chat, and etc. In synchronous learning, the provision of material Learning is usually given through direct lectures broadcast via video streaming or broadcast technology live-broadcast

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<sup>21</sup> Tian Belawati, *Pembelajaran Online*, (Banten: Universitas Terbuka, 2019). p. 15-16

<sup>22</sup> Yusuf Bilfaqih dan M. Nur Qomarudin, *Esensi Pengembangan Pembelajaran Daring*, (Yogyakarta: Budi Utama, 2015).p. 1

<sup>23</sup> <https://www.fordham.edu/info/24884/online-learning/7897/types-of-online-learning>  
(Fordham University Library)

<sup>24</sup> Tian Belawati, *Pembelajaran Online*, (Banten: Universitas Terbuka, 2019). p. 55-56

which is then followed by discussion or question and answer directly through the communication media mentioned above.

## 2. Asynchronous Learning

Asynchronous learning is the opposite of synchronous learning where the learning process is not carried out at the same time between the 'teacher' and the learner. Asynchronous learning usually provides learning materials through certain sites (websites/webpages) or through certain platforms (such as Learning Management Systems or LMS), and interactions are carried out using indirect communication media such as e-mail, discussion boards, message boards, or online forums. others, including through social media.<sup>25</sup>

### c. Difficulties in Online Learning

#### 1. Problems of Online Learning

Mustakin stated that the obstacles faced by students during online learning were as follows, (1) unstable internet network, (2) too many assignments, (3) difficulty focusing, (4) limited credit quota, (5) complicated applications, and (6) more happy with face-to-face learning.<sup>26</sup>

In this research conducted by Mustakin, it was found that during this quarantine period, many students cannot stop themselves from playing with cellphones because they use cellphones in doing their assignments. Mustakin suggests that the use of cellphones with too long a duration and too often intensity because they are used to do tasks and open social media cause them to experience physical complaints the most in the form of eye fatigue, headaches, often sleepy, difficult to rest , and other complaints. In this study, Mustakin also explained that it was not only physical complaints experienced by students but also psychological complaints such as feeling that

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<sup>25</sup> Tian Belawati, *Pembelajaran Online*, (Banten: Universitas Terbuka, 2019). p.56

<sup>26</sup> Mustakin. (2020). *The effectiveness of online learning using online media during the covid-19 pandemic on mathematics subjects*. (Al Asma: Journal of Islamic Education, Vol 2 No.1.)

everything would end quickly, they also felt deep boredom, dizziness, worry, and restlessness.

## **2. Obstacle Factor in the Implementation of Online Learning**

Several obstacle factors in the implementation of online learning, namely:

1. Not all students have smartphones.
2. It is difficult for students to concentrate on studying because the family atmosphere is not conducive to students.
3. Limited internet quota or internet or wifi software package
4. Students will feel lazy when completing assignments, even if it is supported by facilities that support learning.
5. There are still a lot of working parents so they don't can fully guide students in their learning.<sup>27</sup>

## **3. The Effect of Online Learning in The Pandemic Period**

The impact of online learning that occurred during the COVID-19 pandemic was the change in teaching and learning activities between students and teachers to be online. There are several impacts of online learning during the covid-19 pandemic:

Impact of Online Learning<sup>28</sup>

a) Positive Impact

For Teachers

- 1) Teachers get new experiences and become technology literate.

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<sup>27</sup> Dyan Eka Pamungkas & Sukarman “ *Transformasi Dunia Pendidikan di Sekolah Dasar Dalam Masa Pandemi covid-19* ”, (Jurnal Review Kajian Dasar ), Vol 6, No3

<sup>28</sup> Kurnia Wegasari, Slamet Utomo and Sri Surachmi “*Dampak Pandemi Covid-19 Terhadap Proses Pembelajaran Online Di Sdn Cabean 3 Demak* “ ( Jurnal IAIN Kudus ), Vol 16, No 1

- 2) New experience by learning to use Smartphone and Laptop
- 3) Teachers' skills in mastering technology are also improving
- 4) Online learning, can be done anywhere and with any sauce, and is more energy efficient

For student

- 1) Students can set their own study hours, especially in doing the assignments given by the teacher
- 2) Students are more independent
- 3) Parents of students become more concerned with their children

b) Negative Impact

For Teachers

- 1) Limited quota, disrupted internet network.
- 2) The interaction between teachers and students is reduced
- 3) The ability of teachers about technology is still low
- 4) Lack of technology-based teaching materials,
- 5) The lack of student attention in learning online.

For student

- 1) Students feel bored and bored because they are at home too long
- 2) Students do not understand the subject matter
- 3) There are 4% of parents who do not have a cellphone as a tool for

help their child's online learning.

- 4) Parents must be able to divide their time apart from work, housework, also have to be careful time assist their children in their studies.

#### **4. Teachers' Efforts in Overcoming Learning Difficulties Through Online**

In the learning process, it is never free from learning difficulties. The low interest in learning can hinder the learning process. As a professional teacher, he must be able to overcome the problems experienced by his students. As a teacher as well as a parent at school, the teacher must always provide motivational encouragement, in addition to motivating students there are many ways to overcome students' learning difficulties. The problem of learning difficulties experienced by students at school is not an easy problem. This is due to the many factors that cause difficulties in learning, so that efforts to overcome them are different. There are several ways that can be used by teachers in overcoming students' learning difficulties as follows:

##### **a. Data collection**

To find the source of the causes of learning difficulties, a lot of information is needed. To obtain this information, it is necessary to hold a direct observation called data collection. According to Sam Isbani and R. Isbani as quoted by Ahmadi, various methods can be used in data collection, including<sup>29</sup>:

- 1) Observation
- 2) Home visit
- 3) Case study
- 4) Curriculum Vitae
- 5) Private list

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<sup>29</sup> Abu Ahmadi dan Widodo Supriyono, *Psikologi Belajar (Edisi Revisi)*



- 6) Researching children's work
- 7) Doing tests (IQ or achievement)

In practice, these methods do not have to be all used together, but depending on the problem, complex or not.

#### b. Data processing

The data that has been collected from the first phase of the activity is then processed carefully. All data must be processed and studied to find out for sure the causes of learning difficulties experienced by children.

In data processing, the steps taken include:

- 1) Case identification
- 2) Comparing between cases
- 3) Compare with test results, and
- 4) Draw conclusions

#### c. Diagnosis

Diagnosis is (determination) regarding the results of data collection. This diagnosis can be in the form of the following:

1. Decisions regarding the type of child's learning difficulties (severe and mild)
2. Decisions regarding the factors that contribute to the cause of learning difficulties
3. Decisions regarding the main factors causing learning difficulties and so on.

#### d. Prognosis

Prognosis means "forecast". What has been determined in the diagnosis stage, will be the main basis in compiling and setting predictions about what assistance should be given to students to help overcome the problem. In other words, prognosis is planning/programming activities that are expected to help overcome students' learning difficulties. In this case it can be:

- 1) The form of treatment that must be given
- 2) Materials/materials needed
- 3) Method to be used
- 4) Learning aids needed
- 5) Time

#### e. Treatment

Treatment here means the provision of assistance or guidance to the child in question (who has learning difficulties) in accordance with the program that has been prepared at the prognostic stage. The forms of guidance that can be given are:

- 1) Through group tutoring
- 2) Through individual tutoring
- 3) Through remedial teaching in certain fields of study.<sup>30</sup>

#### f. Evaluation

Evaluation here is intended to find out whether the guidance that has been given was successful, meaning that there was progress,

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<sup>30</sup> Abu Ahmadi dan Widodo Supriyono, *Psikologi Belajar Edisi Revisi*.

or even failed at all. The tool used for this evaluation can be in the form of a learning achievement test.

#### 4. Disadvantages and Advantages of Online Learning

##### 1. Advantages

- a. There is an e-moderating facility where a teacher and student carry out communication activities without any space and time limits.
- b. Teachers and students can use well-organized and scheduled teaching materials.
- c. Students can view teaching materials at anytime and anywhere if they need it in order to increase students' understanding, because the material that has been delivered is still stored on each student's smartphone.
- d. The change of passive students into active students in learning activities<sup>31</sup>.

##### 2. Disadvantages

- a. Lack of interaction between teachers and students, this can slow down learning activities.
- b. The learning process is more inclined towards training than education.
- c. Lack of personnel to know and have internet skills.
- d. Students do not have high motivation in learning *online*, sometimes students are lazy or bored in the learning process *online*.<sup>32</sup>

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<sup>31</sup> Ananda Hadi Elyas, "Penggunaan Model Pembelajaran E-learning dalam Meningkatkan Kualitas Pembelajaran", ( *Jurnal Warta* ) , ( Edisi 56 April ), (Medan : Universitas Darmawangsa 2018), p. 8-9

<sup>32</sup> Ananda Hadi Elyas, "Penggunaan Model Pembelajaran E-learning dalam Meningkatkan Kualitas Pembelajaran", ( *Jurnal Pendidikan* ) , ( Edisi 56 April ), (Medan : Universitas Darmawangsa 2018), p. 8-9

This learning model *online* is a new thing that has emerged in the field of teaching and learning, with this learning students can take advantage of the internet network properly in order to improve the quality of education.

## **B. Concept of Covid-19**

Coronavirus disease (COVID-19) is an infectious disease caused by the SARS-CoV-2 virus. Most people infected with the virus will experience mild to moderate respiratory illness and recover without requiring special treatment. However, some will become seriously ill and require medical attention. Older people and those with underlying medical conditions like cardiovascular disease, diabetes, chronic respiratory disease, or cancer are more likely to develop serious illness. Anyone can get sick with COVID-19 and become seriously ill or die at any age.

The best way to prevent and slow down transmission is to be well informed about the disease and how the virus spreads. Protect yourself and others from infection by staying at least 1 metre apart from others, wearing a properly fitted mask, and washing your hands or using an alcohol-based rub frequently. Get vaccinated when it's your turn and follow local guidance.

The virus can spread from an infected person's mouth or nose in small liquid particles when they cough, sneeze, speak, sing or breathe. These particles range from larger respiratory droplets to smaller aerosols. It is important to practice respiratory etiquette, for example by coughing into a flexed elbow, and to stay home and self-isolate until you recover if you feel unwell.<sup>33</sup>

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<sup>33</sup> [https://www.who.int/health-topics/coronavirus#tab=tab\\_1](https://www.who.int/health-topics/coronavirus#tab=tab_1) (WHO)

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