

THE ANALYSIS OF COVID-19 ON IMPLEMENTATION OF ONLINE LEARNING IN ELEMENTARY SCHOOL

An Undergraduate Thesis

(Submitted as a partial fulfillment the Requirements for S-1 Degree)

By: Rina Yuli Agelia
NPM : 1611040391

Advisor : Prof. Dr.H. Sulthan Syahril, M.Ag
Co-Advisor : Dian Reftyawati, M.Pd



**TARBIYAH AND TEACHER TRAINING FACULTY
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THE ANALYSIS OF COVID-19 ON IMPLEMENTATION OF ONLINE LEARNING IN ELEMENTARY SCHOOL AT THE FIFTH GRADE OF SDN 02 MULYA KENCANA

ABSTRACT

The objectives of this research were to know and analyze the process of teaching learning during Covid-19, to know and analyze the teacher's problem in teaching during Covid-19 and to know and analyze the students' problem in learning during Covid-19. The writer analyzed the data at the V grade which consisted of 26 students in 1 class. The population of research were in 6 classes with 150 students. The writer used purposive sampling. Based on the data analysis, it was found that the process of teaching learning English during Covid-19 was not running well because of some factors such as internet connection, new experience in teaching for teacher, the material delivered was not maximal, and the cost of internet data. The teacher's problem in teaching English during Covid-19 were the connection of internet, lack of delivering material, the limitation of time to describe material, the difficulties in making the students understand material fully, and the teacher cannot make sure that the students repeat or practice the material after the meeting. Meanwhile, the students' problem in learning English during Covid-19 were experiencing issues with despair, anxiety, inadequate internet connectivity, and an uncomfortable learning environment at home during the Covid-19, the students did not understand the material fully, the students felt happy to learn but they almost get nothing about the material given, the students felt lazy to practice their skill at home, some of students had no smartphone, and some of students had no money to buy internet data.

Keywords: Covid-19, Problem in Teaching-Learning, Qualitative Study.

DECLARATION

I hereby declare that this thesis entitled, “The Analysis of Covid-19 on Implementation of Online Learning in Elementary School at SDN 02 Mulya Kencana in Academic Year of 2021/2022” is completely my own work. I’m fully aware that I have quoted some statements and ideas from various sources and they are properly acknowledged in this thesis.

Bandar Lampung, December 2022

Declared by,



Rina Yuli Agelia





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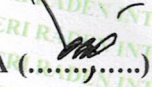
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MOTTO

عَزَمْتَافَاذًا فَتَوَوَّ كَلَّ عَلَى اللّٰهِ ۚ إِنَّ اللّٰهَ يُحِبُّ الْمُتَوَكِّلِينَ

Then when you taken a decision, put your trust in Allah, Allah loves those who put their trust in him.

(Ali Imran: 159)¹



¹ Departemen Agama RI. Al- Quran Tajwid Dan Terjemahnya. PT Syamil Cipta Media. 2006 P.71

DEDICATION

1. My beloved Parents, Mr. Ngadirin and Mrs. Parinah, who always pray to me, give the support and motivation to me.
2. My beloved sister, Apriliani and Tuti Cahyani, who also gives support to me.
3. My beloved partner, Danang Satrianto, who always support and pray for me.
4. My beloved almamater, State Islamic University of Raden Intan Lampung.
5. My beloved friend in English Education thanks for always support me.



CURRICULUM VITAE

The researcher's name is Rina Yuli Agelia. Her nickname is Rina. She was born in Mulya Kencana, July 1th, 1998. She is the third child of Mr. Ngadirin and Mrs. Parinah. She began her study at SDN 02 Mulya Kencana, Kecamatan Tulang Bawang Tengah Kabupaten Tulang Bawang Barat and graduated in 2010. After that, she continued her study at SMP Negeri 03 Tulang bawang Tengah and graduated in 2013. After she finished from junior high school, continued her study at MAN 1 Tulang Bawang Barat and graduated in 2016. Then, she continued her study at State Islamic University of Raden Intan Lampung as a student of English Education Study Program of Tarbiyah and teacher Training Faculty.



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In the name of Allah, the Almighty, the most beneficent and the most merciful, for blessing the researcher with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, as well as his family and followers.

This thesis is presented to the English Education Study Program of State Islamic University Raden Intan Lampung in order to submitted as compulsory fulfillment of the requirements for S1 degree.

The researcher would like sincerely thank to the following people for their ideas, times, guidances, and support for this thesis:

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Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis.

Bandar Lampung, December 2022
The Researcher,

Rina Yuli Agelia
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CHAPTER I

INTRODUCTION

A. Title Affirmation

Before explaining further and describing this thesis, the researcher first explained the terms contained in the title of this thesis entitled “The Analysis of Covid-19 on Implementation of Online Learning in Elementary School”. In order to achieve the same perception between researcher and reader, it is necessary for researcher to briefly explain some terms related to the title as follow:

a. Covid-19 Pandemic

Pandemics are for the most part disease outbreaks that become widespread as a result of the spread of human to human infection. Pandemic is a disease outbreaks that has occurred widely in the world. In other world this disease is a problem for all people in the world since the end of 2019, the world is worried about the emergence of the covid pandemic 19.

b. Online Learning

According to Thome, “online learning is learning that uses technology, multimedia, virtual classes, animated online videos, voice messages, online streaming videos”. Its means that online learning is a program for organizing learning classes to reach a board study group through the internet network”. So, online learning is a form of distance training learning that is utilized by telecommunication and information technology, such as internet CD-ROOM (directly or indirectly).

c. Elementary School

Education is all activities planned and carried out regularly and directed in school education institutions. According to Suharjo “elementary schools are basically educational institutions that organize six-year educational programs for children aged 6-12 years.

The aimed of this research entitled “The Impact of

Covid-19 on Implementation of Online Learning in Elementary School” was to know how were the impacts experienced by elementary students by implementing online learning.

B. Background of the Problem

The world has been stirred up by an infectious disease known as covid-19. We face this infectious disease today in Indonesia as well as other countries. According to the WHO “corona viruses are a large family of viruses that can cause disease in animals or humans”.¹ It means the corona virus is a virus that can be transmitted through intermediaries or liaisons and transmission of the virus can be transmitted directly.

Coronavirus, also known as Covid-19, is a contagious and deadly disease. In Indonesia and even around the world have implemented a study from home system to avoid transmission of the corona virus. According to Thome “online learning is learning that uses technology, multimedia, virtual classes, animated online videos, voice messages, online streaming videos”.² It means that online learning is a program for organizing learning classes to reach a board study group through the internet network.

Online learning is developed as a learning medium that can connect online between teachers and students in a virtual classroom without having to be in the same room physically. Therefore, various platforms are needed that are used to support online learning system such as WhatsApp group, zoom, google classroom, and google form. Especially in elementary school, teachers do not use many applications to support online learning activities. Usually, teachers only use the WhatsApp group application in giving assignments to students that is accompanied by their parents. Sometimes parents find some

¹ Diah Handayani, Dwi Rendra Hadi, “*Penyakit Virus Corona 2019*”, Vol.40 No.02 (2020)

² Minanti Tirta Yanti, Eko Kuntarto, Agung Rimba Kurniawan, “*Pemanfaatan Portal Rumah Belajar Kemendikbud Sebagai Model Pembelajaran Daring di Sekolah Dasar*”, Jurnal Pendidikan Dasar, Vol.5 No.1(2020)

difficulties to operate android and understand the tasks that was given by the teacher. The teacher gives assignments that are sent via WhatsApp group and done by students accompanied by their parents. It will make students less enthusiastic about learning because they are only given online assignments via WhatsApp group and it is very rare for teachers in elementary schools to use applications such as zoom, google classroom, google form, and others.

Online education is the delivery of learning materials using internet for student-student and student-teacher interaction and for distributing educational materials. Over the last decade, with advancement of technology assisted learning, teachers have started using online learning platforms to promote self-directed learning and assessment in students.

Engaging with a curriculum that has been transitioned from in person to online is likely to impact how students learn and how they can contextualize that learning into clinical practice.³ Understanding the impact of these initiatives on student engagement, learning and behavior (both positive and negative), will provide important information for teaching and learning practice into the future in particular the influence of online education on the development of practical skills and graduate readiness to practice. In this paper, a protocol developed in order to study the process and impact of student and teacher adaptation to the learning as a result of the pandemic. The primary aim of this protocol is to analyze the impact of the change to teaching and learning approaches. This includes evaluation of the online education and changes to work-integrated learning, during the COVID-19 pandemic and its impact on students and teachers, both in the short and long term.

The learning and teaching situation in schools during Covid tends to be less effective since students cannot learn

³ Al-Balas M, Al-Balas HI, Jaber HM, Obeidat K, Al-Balas H, Aborajooch EA, et al. "Distance Learning in Clinical Medical Education Amid COVID-19 Pandemic in Jordan: Current Situation, Challenges, and Perspectives". *BMC Med Educ.*2020;20(1):341

directly and because learning online is ambiguous in terms of both the content and the teaching techniques, such as using Zoom, WhatsApp, Google Meet, and others. The aims of education are thought to be less effectively met by online/online learning. So, that the standard of education likewise declines.⁴ In addition, the Covid-19 pandemic has diminished students' motivation to study, which has been followed by the numerous school assignments that need to be completed.

Teachers and students must use systems that facilitate online learning activities in situations like this. Ability discrepancies among students naturally lead to variations in the states of the students participating in this online learning. Unexpected changes in circumstances mean that not all teachers are proficient in using online tools that can assist online learning activities. Everyone participating in education, whether in the rural or the city, will feel the short-term effects of the COVID-19 pandemic on sustainability. Families in Indonesia are still relatively unfamiliar with studying from home online.⁵ Learning at home is a novel concept for Indonesian families, especially for parents of students who must work outside the home. Students who typically learn in-person will also struggle psychologically. Activity it is unheard of for people to effectively learn from home. This online education has not been evaluated or tested. Online learning is difficult in rural areas because the infrastructure and technology for information are inadequate.

Based on preliminary research at grade V SDN 02 Mulya Kencana, the researcher found that the students' felt bored to follow the material during Covid-19. This information was obtained from the interview with teacher at grade V. Furthermore, the teacher said that the material was not understand fully by the students because they were hard to get

⁴ Prawanti, Lia Titi dan Woro Sumarni, “*Kendala Pembelajaran Daring Selama Pandemi Covid-19*”. Prosiding Seminar Nasional Pascaarjana UNNES, 2020

⁵ Aji, Rizqon Halal Syah, “*Dampak Covid-19 pada Pendidikan di Indonesia: Sekolah, Keterampilan, dan Proses Pembelajaran*”. SALAM; Jurnal Sosial & Budaya Syar’I, 2020.7(5):#95-402.E-ISSN:2654-9050

interaction with teacher for the case of asking material.

Recently, there were relevance studies that relating to this research. The first research comes from Wahyu Aji with the title “The Effect of Covid 19 on the Implementation of Online Learning in Elementary School”. While in this research, researcher focused on identifying the implementation of online learning at home in elementary school students due to the existence of covid-19 pandemic in English subject.⁶

The second research was done by Ria Puspita sari with the title “ The Impact of Online Learning for Elementary School Students During Covid-19”. This research focused on knowing the impact of online learning experienced by teachers and students during the elevate covid-19 pandemic.⁷

The third research was done by Slamet Utomo with the title “The Impact of Online Learning in Primary School During Covid 19 Pandemic”. The study aimed to describe the online learning approaches used at SDN Cabean Demak during covid-19 pandemic and to describe the impact of online learning on teachers, students, and parents.⁸

There were some differences and similarities between these relevance studies with this research. The first study discussed about implementation of online learning at home while this research discussed about problems both for teacher and students during Covid-19. The second study focused on impact of online learning for teacher and students, actually this research also discussed about this but it was specified on media that used by teacher on online learning that was WhatsApp group. This last study focused on 3 objects namely teacher, students and parent while this research focused on 2 objects namely teacher and student.

Based on that previous research, there were some something in common, namely both researches talk about

⁶Wahyu Aji, “*The effect of Covid-19 on the Implementation of Online Learning in Elementary School*”, (Semarang: Kristen Satya Wacana Universitas, 2020)

⁷ Ria Puspita Sari, “*The Impact of Online Learning for Elementary School Students During Covid-19*,” (Sukoharjo; Veteran Bangun Nusantara University), 2020

⁸ Slamet Utomo, “*The Impact of Online Learning Process I Primary School During the Covid-19 Pandemic*”(Kudus: Muria Kudus University”, 2021

online learning that occurred during covid-19 pandemic. But, the difference between both previous research and this present research is the researcher focuses on the inhibiting factors and the impacts of implementing online learning during Covid-19 pandemic for students at elementary school. Therefore, the researcher interested to conduct a study entitled: “The Analysis of Covid-19 on Implementation of Online Learning in Elementary School”.

C. Identification of the Problem

Based on the background of the research above, the researcher identified the inhibiting factors and the impact caused by Covid-19 regarding the implementation of online learning in elementary schools:

1. Students are less enthusiastic in online learning.
2. Students have difficulty understanding the material given by the teacher.
3. The material is not fully understood by the students

D. Limitation of the problem

In this study, the researcher limited the problem in English subject for grade V SDN 02 Mulya Kencana. The researcher chose this school because the process of teaching learning online must be difficult to be applied, especially for elementary level. The students at elementary school level tend to confuse to follow the online instruction such as from Google, Zoom or WhatsApp. Some of them might do not have smartphone or did not understand how smartphone works. Therefore, the researcher interested to analyze the process of teaching learning online at this school and this grade. She also analyzed the teacher’s problem and students’ problems in teaching learning online.

E. Formulation of the Problem

The researcher formulated the problem as follows:

1. How is the process of teaching learning during Covid-19?
2. What is the teacher's problem in teaching during Covid-19?
3. What is the students' problem in learning during Covid-19?

F. Objective of the problem

The objectives of this research as follows:

1. To know and analyze the process of teaching learning during Covid-19
2. To know and analyze the teacher's problem in teaching during Covid-19
3. To know and analyze the students' problem in learning during Covid-19

F. Scope of the Research

1. Subject of the Research

The subject of the research was analyzed about the inhibiting factors and the impact of implementing online learning during covid-19 Pandemi at SDN 02 Mulya Kencana.

2. Place of the Research

The research was conducted at SDN 02 Mulya Kencana.

3. Time of the Research

The time of research was conducted in the academic year 2021/2022.

G. Relevance Studies

Recently, there were three relevance studies that have relevance it this research study. In order to make originality of the idea in this research:

1. The first research comes from Wahyu Aji with the title "The Effect of Covid 19 on the Implementation of Online Learning in Elementary School" this study aims to identify the implementation of online learning at home in elementary school students due to the existence of COVID 19 pandemic. This research uses a library research to

collect data by looking for data about relevant things from various kinds in the library such as documents, books, magazine and news. The results of study showed that the impact of COVID-19 on the implementation of online learning in elementary school can be implemented quite well.⁹ Both of researcher to analyze the implementation of online learning in elementary school students. While, the difference of research is in the previous research uses a library research and the researcher used descriptive qualitative research.

2. The second research is done by Ria Puspita sari with the title “ the impact of online learning for Elementary School Students During COVID 19.This study aims to know the impact of online learning experienced by teachers and students during the elevate COVID 19 pandemic. The results of this study is that learning process during the pandemic changed by using a long distance network.¹⁰ The difference of this previous research is to analyze the experienced by teachers and students. While, researcher want to analyze experienced by students on implementation online learning.
3. The third research is done by Slamet Utomo with the title “the impact of online learning in Primary School during covid 19 pandemic. The study aims to describe the online learning approaches used at SDN Cabean Demak during Covid -19 pandemic and to describe the impact of online learning on teachers, students and parents. The results of study showed that the positive impact included that teachers, students and parents obtained new learning experiences, develop technology skills and can benefit from the flexible timing of the online environment. The negative impacts were having to deal with internet credits, issues with internet signal, lack of technology skill and in complete materials based on curriculum achievements. The

⁹ *Ibid*, 8

¹⁰ Ria Puspita Sari, “*The Impact of Online Learning for Elementary School Students Daring Covid-19*”, (Sukoharjo:Veteran Bangun Nusantara University),2020

difference of research is in the previous research is to know the impact of online learning on teachers, students, and parents, but in this research, researcher only focuses on the impacts experienced by elementary students on implementing online learning.¹¹

From third previous research there are some similarities and differences between the research that has been done and the research that is being carried out. Both researches are to know the impact of implementation online learning. In the previous research that has been done by Wahyu Aji uses library research, while the researcher used a descriptive research. And both of researches focuses on the analyze on students, teachers or parents, but the researcher only focused on knowing the impacts experienced of students.

I. Research Methodology

1. Research Design

There researcher used descriptive qualitative research method to describe the impacts of covid-19 on implementation of online in elementary school at SDN 02 Mulya Kencana. Data collected in form of words and pictures, rather than numbers processing the data taken from various sources. It means that qualitative focused on analysis the words pictures and another media through the method of describing of it. It doesn't use to measure the data by nomic. Following the explanation above the researcher used qualitative data and analysis to describe the impact of covid-19 on implementation of online learning in elementary school.

Bogdan and Biklen mention the characteristics of qualitative research as follows:

1. Qualitative research has natural setting as the direct source of data and the researcher is the key instrument.
2. Qualitative research is descriptive
3. Qualitative researches are concern with process rather than

¹¹ Slamet Utomo, "The Impact of Online Learning Process in Primary School During the Covid-19 Pandemic"(Kudus:Muria Kudus University",2021)

simply with outcomes or products.

4. Qualitative researches tend to analyze their data inductively
5. Meaning is of essential concern to the qualitative approach.¹²

Moreover qualitative research tends to investigate “the quality of relationship, activities, situations, or materials” where those four elements should be described in detail instead of comparing the effects of certain treatment as what another type of research is doing. Qualitative research does not mean describing population characteristics or drawing generalizations to conclusions that apply to population but rather focused on the representation of phenomena. In other words, because researcher did not judge the result or products of the research subjects but tend to see the process of describing an activity, so the design of this study was definitely appropriate for this research.

2. Research Subject

The subject of the research was the students of fifth grade at SDN 02 Mulya Kencana Tulang Bawang Barat. There were six classes of the fifth grades' students. The population of this research were 148 students. It consisted of class I, class II, class III, class IV, class V, class VI. The following table was the number of the students of six classes:

¹² Sugiono. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung:Alfabeta),2014

TABLE I
The Population of SDN 02 Mulya Kencana Tulang Bawang Barat
in Academic Years 2021/2022

No.	Class	Gender		Total
		Male	female	
1.	I	14	11	25
2.	II	19	6	25
3.	III	17	7	23
4.	IV	18	7	25
5.	V	7	19	26
6.	VI	16	9	25
				150

Source: The data from Teacher of SDN 02 Mulya Kencana

From the data, it can be seen that the number of the student six classes of SDN 02 Mulya Kencana. Each class has different number of the students. Researcher choses V grade as the subject of the research.

3. Sampling Technique

According to Arikunto, sample is apart or representative of there search population.¹³ Then, Sugiyono also defines sample as the part of the number and characteristic possessed by population.¹⁴ Then, he also defines sampling as the technique to take the sample.¹⁵ It means that sampling is the way to select the sample of research. This research used purposive sampling technique to collect the data of the subject. According to Marguerite et.al, purposive sampling technique is a common procedure used in qualitative research that identifies key informants or person who has specific knowledge about the topic being studied. The type of purposive sampling that a

¹³ Suharsimi Arikunto, "Prosedure Penelitian Suatu Pendekatan Praktik" (Jakarta:PT.Rineka Cipta,2006),p.131

¹⁴ Sugiono, "Metode Peneliti Pendidikan: Pendekatan Kuantitatif, Kualitatif, and R&D" (Bandung:Alfabeta,2013),p.118

¹⁵ Marguerite, et.al, "Methods in Educational Research: From Theory to Practice" (SanFrancisco:Jassey-Bass,2006),p.152

researcher may decide to use depends on the purpose of the study. Palinkas states purposive sampling is a technique widely used in qualitative research for the identification and selection of information cases for the most effective use of limited resources. This research used five grade because based on the preliminary research and information from the teacher. Fifth grade was one class that study English and they had difficulties to understand materials that present by their teacher using online learning during COVID 19 Pandemic.

4. Data Collecting Technique and Instrument

In this research, the researcher used some methods in collecting data. Those were interview, observation, and documentation. Then the instrument used by the researcher to collect the data. The instrument in this research as follows:

a. Interview

The list of question sthatused to gatherin formation need edfor there search. Inthisre search, re search erdid some interview with English teachers at SDN 02 Mulya Kencana.

Table II
Teachers Interview

No	Questions	Answer
1	Sistem pembelajaran apa yang di terapkan sekolah pada masa pandemic Covid-19?	
2	Aplikasi apa saja yang guru gunakan dalam pelaksanaan pembelajaran pada masa pandemic Covid-19?	
3	Media pembelajaran apa saja yang guru digunakan dalam	

	pembelajaran masa covid-19?	
4	Apakah pembelajaran online efektif diterapkan padamasa pandemi Covid-19?	
5	Apakah rancangan pembelajaran yang gunakan pada saat pembelajaran online?	
6	Apasaja factor penghambat dalam pelaksanaan pembelajaran online padamasa pandemic Covid-19?	
7	Apasaja factor pendukung dalam pelaksanaan pembelajaran online pada masa pandemic Covid-19?	
8	Bagaimana solusi untuk mengatasi kendala atau hambatan tersebut?	
9	Apasaja dampak positif dari pembelajaranonline?	
10	Apasaja dampak negatif dari pembelajaranonline?	

Table III
The Blue print of Teacher's Interview

No.	Aspect	Item number	references
1.	Online learning	1,2,3	Browndan Feasey(2012)
2.	Online learning process	4,5,6,7,8	Thome(2017)
3.	Impacts of online learning	9,10	Slamet Utomo(2021)

b. Observation

In descriptive research, observation was one of the main methods that used to collect data. Observation is a method of data collection in which researchers observe within a specific research field. It is sometimes referred to as an unobtrusive method.¹⁶ So, researcher looked at what researcher want to know requires in formation. Researcher observed fifth grade students in online classes through the WhatsApp group they used to study online. So, the researcher only observed their learning activities while in the WhatsApp group. Observation can be used to help researcher the actual conditions of the implementation of online learning at SDN 02 Mulya Kencana. This was supported data in conducting this research.

In this case, the researcher observed the process of teaching learning online by asking some questions and some data to the English teacher at the fifth grade of SDN 02 Mulya Kencana, especially when the teacher used WhatsApp group for teaching the English subject.

¹⁶ Jones, S., Torres, V. & Arminio, J, Negotiating the complexities of qualitative research in higher education: Fundamental elements and issues, (New York: Routledge, 2006)

c. Questionnaire

A questionnaire, according to Creswell is a form used in a survey. Design that participants in a study complete and return to the researcher.¹⁷ The reason of selecting questionnaire as data collection technique in this research. since it can generalize the data. The researcher gave the students 5 short questions to analyze the students' excitement in learning during Covid-19.

d. Documentation

In case of documentation Bogdan states that in most tradition of qualitative research, the phrase personal document is used broadly to refer to any first person narrative produced by an individual who describes his or her scoring students' task but for collecting the error they made one actions, experience and belief.

e. Data Analysis

The steps proposal by Miles and Huberman, data analysis is the process to understand how to make the sense of the text and the images it can be the answer of research question. Bogdan describes data analysis is the process of sistematically searching and arranging the interview transcript, field notes, and other materials that the researcher accumulated to increase her own understanding of them and to enable her to present what she has discover to other. To analyze the data the researcher used descriptive qualitative.

According to Miles and Huberman the analysis can be defined as consisting as three current flows of activity that is data reduction, data display, and conclusion drawing/verification¹⁸. It means that in analyzing the data in the type of qualitative research, there were some activities to get the data of research, they are data reduction, data display and conclusion drawing. The researcher followed some steps of data analysis which stated by Miles and Huberman as follows:

¹⁷ Creswell, J.W., "Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research" (4th ed.), Boston, MA Pearson, 2012), p.382

¹⁸ *Ibid*, 14

1) Data reduction

Data reduction was about the process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field note or transcript.

2) Data display

Data display was about an organized, compressed assembly of information that permits conclusion drawing and action.

3) Conclusion drawing

4) Conclusion drawing was the final activity of research that the researcher needs to conclude the research finding related to the research question.

Based on those statements, there searcher steps activity analyzed data into three activities; they are condensation, data display, and drawing and verifying conclusions.

Data condensation means the process of selecting, identifying, classifying, and coding the data that are considered important. In conducting research, the researcher will get much data. According to Hence, researcher must select data that will give valuable information research. Thus, at first the researcher analyzed the data, because the researcher was only analyzed the analysis of online learning at SDN 02 Mulya Kencana.

Data display means the process to be simply the data in the form of sentence, narrative, or table. Data display refers to show data that have been reduced in the form of patterns; it benefits to help the researcher in understanding the data. In displaying data, the researcher described data that have been reduced into sentence form.

For the last process were conclusion and verification. There searcher should make a conclusion about the result. In qualitative research, the characteristic of conclusion is temporary that it is verified before check it. The researcher concluded the data based on what the researcher obtained.

Inshort,the steps in analyzing the data as follows:

1. The researcher collected the data through interview, observation, and documentation. Then, the researcher selected, identified, and focused on the data by referring to

formulation of the research problem.

2. After selecting data, there searcher displayed those data into good sentences.
3. After displaying data, the conclusion is drawn. Moreover, to get validity of data, the interview supported by observation, and documentation.

f. Trustworthiness of data

Every research needs a standard to measure the belief or truth about research results. Trustworthiness is one of the steps to reduce errors in the research data collection process which will definitely affect the final results of this research. Trustworthiness is carried out by researcher aims to produce data and learning scientifically, trustworthy, consistent with high responsibility. Sugiyono state that in data collection techniques, triangulation is defined as a data collection technique that combines various data collection techniques and existing data sources.¹⁹ According to Miles and Huberman tringualation divided into several types as follow: Triangulation of data source, investigator triangulation, theory triangulation, and methodological triangulation.²⁰ Triangulation technique used in this research is triangulation of data source. triangulation in this research was conducted by finding the truth of information through observation, interviews and documentation.

g. Systematic Discussion

Chapter I contained the affirmation of the title, the background of the problem, the focused and sub-focus of the research, the formulation of the problem, objective of the research, the used of there search, relevance of the studies, research methodology and the systematic discussion.

¹⁹ Sugiono. *“Metode Penelitian Kuantitatif Kualitatif dan R&D”*. Bandung:Alfabeta.(2012).p.241

²⁰ Miles, B.Mathew and A.Micheal Hubarman. *“An Expanded Sourcebook : Qualitative Data Analysis”*. (London: Sage Publication,1994)p.267

Chapter II contained theories related to the topic in this research.

Chapter III contained general description of research object and presentation of data and fact.

Chapter IV contained general finding and discussion.

Chapter V contained conclusion and suggestion of the research.



CHAPTER II LITERATURE REVIEW

A. Pandemic Covid-19

1. Understanding of Covid-19 Pandemic

The corona virus that causes illness Covid-19 is a type of virus that commonly attacks the respiratory tract. But COVID-19 strains have high morbidity and mortality due to genetic mutations and possible inter-species transmission. This virus, like its predecessors, MERS and SARS, is deadly because it attacks the lungs and causes Acute Respiratory Distress Syndrome which endangers the lives of sufferers, so they need a ventilator to survive.

The corona virus has also plagued Indonesia since early March until now. The impact of the COVID-19 pandemic has changed various aspects of human life. The Covid-19 outbreak has urged testing of distance education, which has never been done simultaneously before for all elements of education, namely students, teachers and parents.²¹

Based on those explanation, it could be concluded that Covid-19 is a dangerous viruses. Various policies have been implemented to break the chain of the spread of Covid-19 in Indonesia. One of efforts that makes by the government in Indonesia is to appeal to the public to practice physical distancing, such as an appeal to maintain distance between people, stay away from activities in all forms of crowds, associations, and avoid gatherings that involve many people. As a result, many sectors are obstructed, one of them in education sector. Many schools and campuses are closed due this pandemic. One of them is elementary school, all students should study at their own home. Considering this situation a online learning becomes a solution for students.

²¹ Luh Devi Harliandi, Nurhasanah, Maria Enjelina, Heru Kuswanto. "Pembelajaran Masa Pandemi Covid-19" Vol.22, No.1(2020)

B. Online Learning

1. Understanding of Online Learning

Online learning implies a learning process that uses electronics as a learning medium. Online learning is a form of information technology that is applied in the field of education in the form of virtual schools.²² Online learning is a program for organizing learning classes to reach aboard study group through the internet network. Online learning was developed as a learning medium that can connect online between teachers and students in a virtual classroom without having to be in the same room physically. According to Isman, “online learning is the use of the internet network in the learning process”.²³ Its means that with online learning students have the flexibility of learning time, can study anytime and anywhere, students can interact with teachers by using several applications such as classroom, video conference, telephone or live chat, zoom or via whatsapp group. This learning is an educational innovation to answer the challenge of the availability of varied learning resources. All the literature in e-learning in dicates that not all students will be successful in online learning”, this is duet on the factor soft helearning environment and the characteristics of students.

According to Moore “Dickson-Deane, and Galyen online learning is learning that uses the internet network with accessibility, connectivity, flexibility, and the ability to bring up various types of learning interactions”. Online learning is learning that uses technology, multimedia, virtual classes, animated online videos, voice messages, online streaming videos”. Its means that online learning is a program for organizing learning classes to reach a board study group through the internet network”. So, Online learning is a form of distance training learning that is utilized by telecommunications and information technology, such as internet CD-ROOM (directly or indirectly).

²² Sri Hariyati, “ *An Analysis of Online English Learning in the COVID-19 Pandemic at Senior High School*”(North Sumatera,2020).p.18

²³ *Ibid*,2

Based on the explanation, it can be concluded that online learning is the learning process is the learning is carried out by using internet network that will connect between both teachers and students in a virtual classroom without having to be in the same room physically. In online learning process, the students will study by using online application that could help them to increase their independences while studying.

2. Online Learning During Covid-19

A big concern amid COVID-19 pandemic and the ensuing lockdown is education, which is at standstill affecting learning of millions of students worldwide. In the absence of any medical treatment and vaccine, social distancing emerged as a potent mitigating factor. Schools and higher education institutions across the globe have been shut, impacting the learning of over 90% of world's student population.²⁴ The public places across nations have been shut to prevent the spread of this deadly disease and amid all, institutionalized education becomes the biggest casualty.

The pandemic-induced lockdown forced colleges and schools to shut down their campuses and amid this a new reality; online teaching has emerged as a potent tool to support students' learning remotely. To continue the wheels of learning, institutions, worldwide, are switching to online mode of teaching and learning. The practical usage of video conferencing platforms such as WebEx, ZOOM, Google Meet, Say Namaste, as well as learning management systems like Moodle, Blackboard etc. have been encouraged to support students' learning in all possible manner during lockdown.

The biggest challenge confronting us is to make learning accessible and worthy to students of all ages and stages in this moment of crisis. Understanding students' practicalities and their preferred ways of learning online helps us align

²⁴ UNESCO [United Nation Education, Scientific and Cultural Organization] (2020). COVID-19 Impact on education. Retrieved on 5 May, 2020 from: <https://en.unesco.org/covid19/educationresponse>

technology and pedagogy in tune with students' interest and learning preferences. The idea that technology users have clearly defined preferences towards the use of technology, and so adoption of technology is an undoubtedly rational decision.²⁵ Some people may have strong preference for technology, but this is not the absolute fact. Enthusiastic but uncritical use of technology is not a rarity; use of technology is also regarded as following the trends.²⁶ Some people may be indifferent or may resist technology adoption.²⁷ In online learning environment, the traditional classroom lectures are replaced by web-based learning material and resources.

As a learning tool, web-based technologies provide students with flexibility to learn at their own pace and at the time most suited to them. Online learning environment also provides students with opportunities to learn the skills of creative thinking and problem solving. The online learning designs also encouraged students to be responsible for their own learning and develop competencies and confidence to deal with difficult situations. Teacher's accessibility, prompt feedback and clear instructions in terms of performance and learning expectations from students are found to be the key elements of learners' progress in online teaching and learning.

C. Elementary School

Education is all activities planned and carried out regularly and directed in school educational institutions. Elementary schools are basically educational institutions that organize six-year educational programs for children aged 6-12 years. Elementary school statement put forward by Harmon and Jones "elementary schools usually serve children between ages of five and eleven

²⁵ Schoonenboom, J, *the use of technology as one of the possible means of performing instructor tasks: Putting technology acceptance in context*. *Computers & Education*, 59(4), 1309–1316, 2012

²⁶ Wang, P, *Chasing the hottest IT: Effects of information technology fashion on organizations*. *MIS Quarterly*, 34(1), 63–85, 2010

²⁷ Sanford, C., & Oh, H, *The role of user resistance in the adoption of a mobile data service*. *Cyberpsychology, Behavior, and Social Networking*, 13(6), 663–672. <https://doi.org/10.1089/cyber.2009.0377>, 2010

years, or kindergarten through fourth grade and are called primary school. These schools are usually followed by a middle school, which includes fifth through eighth grades, elementary schools also range from kindergarten to eighth grade". So, elementary school is a level of education that lasts for six years.

Based on the explanation, it can be concluded that elementary school is the place to learn for the students who have passed from kindergarten. It becomes one of the education levels that carries out for six years which will help to shape the students' character in the future.

D. Kind of Online Learning

There are some kinds of online learning, for example Zoom, Google Classroom and WhatsApp group. They can be described as follows:

1. Zoom

Zoom is a video conferencing platform that can be used through a computer desktop or mobile app, and allows users to connect online for video conference meetings, webinars and live chat. During the Covid19 crisis, Zoom has seen a surge in popularity, with millions of people using it to stay in touch with others.²⁸

The use of the Zoom Meet application in learning could assist students and educators in developing and expanding their knowledge, resulting in a more engaging and successful learning experience.²⁹ Encouraging students to use the Zoom Meet application will have a beneficial impact because it is a medium for collaboration that can include students, particularly in giving group assignments, regardless of location or time.

²⁸ Mandy, et al, Using Zoom Videoconferencing for Qualitative Data Collection: Perceptions and Experiences of Researchers and Participants, International Journal of Qualitative Methods Volume 18: 1–8 ^a The Author(s) 2019 Article reuse guidelines: sagepub.com/journals-permissions DOI: 10.1177/1609406919874596 journals.sagepub.com/home/ijq

²⁹ *Ibid*

To start a Zoom meeting isn't hard and can be done fast. The first step is registration such as opening the browser application then, installed on your laptop after that open the web page “<https://zoom.us/>”. Afterward, select the Sign Up Its Free button then, enter your date of birth – each and then click continue. Enter your email and click sign up. Next, check the email sign-in from the zoom app meeting and then click the link activation available. Then you must enter a name and password after, it is filled in click continue. Registration of the zoom meeting account has been active.

2. Google classroom

Google Classroom is considered as one of the best platforms out there for enhancing teachers' workflow. It provides a set of powerful features that make it an ideal tool to use with students. Google Classroom helps teachers save time, keep classes organized, and improve communication with students. Google Classroom is a tool which facilitates students and teacher collaboration; also teacher can create and distribute assignments for students in an online classroom.³⁰ It makes teachers simply build groups to share assignments and announcements. Google Classroom can be a tool that makes learners become active participants.

Google Classroom is helpful to all of learner categories and including adult learners. It also has some benefits such as paperless, can be accessed anywhere and everywhere as long as there is internet connection and from any devices, to communicate between teachers and students, to give feedback to students, and personalized learning. It has a learning feature that makes teachers create and handle assignments actively and also provide feedback to students. Google Classroom makes it easier for teachers to handle students work. It is really beneficial for both teachers and students, because it is easy and simple to use.

³⁰ Heggart, Getting the Most from Google Classroom: A Pedagogical Framework for Tertiary Educators, *Australian Journal of Teacher's Education*, Volume 43, 2018

Google Classroom offers a tool to help them doing their work paperless and efficient. It is a free application that can be operated using smartphone or computer. According to EnglishTina the steps to start using Google Classroom for the teacher or admin are as follows:

1. Step 1 : Installed the application Google Classroom can be installed from Play Store found in smartphone for free.
2. Step 2 : Create a class Find the plus (+) sign on the right top side. Click it and then choose „create class“. Complete the information about the class such as the class name, the section, the room, and the subject. Then click „create“ on the right top of the screen.
3. Step 3 : Add the students The students can be added by either inform the code that is provided by the application or invite the students by email. On the other hand, the students should do the following steps to join in the class.
4. Step 1 : Install the application The student can find and install the Google Classroom application from Play Store without any charge.
5. Step 2 : Join the class Different from the steps for the educator, the students have to choose „join class“ then enter the class code and click „join“ on the right top of the screen. Once all done, the application is ready to use.³¹

Based on the step of teaching by using Google Classroom, it can be seen that the first step is to install the application on playstore. Then, creating class, adding the code, inviting participant, after that the teaching and learning process by using Google Classroom can be started.

Those steps show how easy it is to use Google Classroom in teaching and learning process. The other thing the teacher and the students need to have to be able to access Google Classroom is that they have to possess a Google account. The Google account will integrate with Google Classroom and also with other Google's product such as Google Drive, Google sheet, Google Doc and many others.

³¹ *Ibid*

1. WhatsApp Group

WhatsApp Group Discussion is a WhatsApp application feature to form a group that adds a particular topic. This step was done because the communication media used by students today is the WhatsApp application. Almost all students already have the WhatsApp application installed on their smartphone.³² WhatsApp is the most commonly used application because it makes it easy for users and shortens the time to get information. Therefore, this application is no stranger to users.

The use of WhatsApp as a discussion group can increase the knowledge and skills of nursing students in practice in the clinic. The group provides information that assists students in integrating theory and practice. The trial of the use of WhatsApp and Google Drive in lectures that lasted for thirteen meetings showed results that were in line with the researchers' plan to develop internet based blended learning.³³ WhatsApp is a social media application that is often accessed by students. Students get extensive information through WhatsApp because information from the application is often used as a reference by students.

Based on the kinds of online learning media above, the researcher assumes that WhatsApp group is the most used by the teacher, especially at Elementary School because the students at this level would be difficult to understand Zoom and Google Classroom. Therefore, WhatsApp group tends to be used for teaching learning and all of the students must have WhatsApp application on their phone.

³² Temirlan, WhatsApp Groups in Social Research: New Opportunities for Fieldwork Communication and Management, *Bulletin de Methodologie Sociologique* '2021, Vol. 149 60–82

³³ *Ibid*

E. Advantages of Online Learning

Online learning has become popular because of the perceived potential to provide more flexible access and content. According to Suhery, Online Learning has advantages including:

- a. Teachers and students can communicate easily using the internet at anytime without being limited by distance, place and time
- b. Teachers and students can use a regular and schedule teaching materials by using internet.
- c. Students will find materials at anytime and anywhere if needed.
- d. Students will find materials easier to get addition all information related to the teaching materials they learn by accessing from internet.
- e. Teachers and students can conduct discussions by using internet which can be followed by a large number of students
- f. Students who are passive can be more active
- g. Learning becomes more efficient because it can be done anytime and anywhere, especially for those who live farther away.³⁴

F. Disadvantages of Online Learning

Suhery said that advantages of online learning are so inseparable from various disadvantages, namely as follows:

- a. There is no face-to-face interaction that occurs between teachers and students
- b. The learning carried out tends to be more on the tasks given by the teachers through the books provided.
- c. Teachers are required to be better master learning techniques by using ICT (Information Communication Technology)

³⁴ Kasimova, *E-Learning and Its Benefits for Students*, Abai Kazakh National Pedagogical University (Almaty, Kazakhstan), p.3

- d. Online learning has more to do with business than social and academic aspects.
- e. Students who lack the motivation to learn will tend to fail. The internet facilities are not evenly distributed in places where there are problems with electricity, telephones and computers.³⁵

Online learning sometimes has advantages and disadvantages experienced by students. The most notable drawback is that teachers and students are not familiar with online learning. Especially in online learning using applications through smart phones or laptops. It is because both of teachers and students are not familiar and can use it, especially for elementary school level children who are still lack knowledge of using electronic media.

G. Teacher's Problem in Online Learning

Teachers who are teaching for the first time generally find some difficulties in interacting optimally. Hogan and Rabinowitz show that trainee teachers tend to experience critical challenges during the first year of teaching. Another problem is a teacher who is new to practice in teaching but has to deal directly with the concept of online classes. Some teachers are not ready for learning transactions without face to face.

The main challenges are the “disconnect between the way teachers were taught to teach”, and how the course content must be delivered in an effective online classroom. Another challenge outlined by Anderson et al. is that there is almost no institutional expectation for their online course. These also include the expectations of the teachers, students, and staff. Without clear guidelines and expectations to follow, there is no way to assess the effectiveness of these online learning. Online Learning problems include unequal access to internet networks, inadequate devices, high internet data cost, unequal mastery of technology among educators or teachers, unpreparedness for implementing the teaching and learning process using distance

³⁵ *Ibid*

learning methods, and difficulties for parents in supporting their children. . The students who participate in teaching and learning activities online find many obstacles during the distance learning process.³⁶

H. Students' Problem in Online Learning

During the covid-19 pandemic, Students face problems related to depression anxiety, poor internet connectivity, and unfavorable study environment at home. Online learning process takes place in one direction that make it difficult for students to consult with material needs more explanation. The students lost enthusiasm for learning due to obstacles they experience. The students are not ready for the distance education process and there is a lack of application of technology to support distance education training.

Moreover, the students do not possess sufficient knowledge and experience about distance education. By referring to the problems faced during teaching and learning in the Covid-19 pandemic, rural learners are critical stakeholders in education and in the fight against COVID-19. They cannot be left behind in efforts to fight the pandemic.³⁷ Students are hoped to attain an ability to converse and interact with another person where most of the students face with the conventional method of teaching. They are also expected to adapt with the new assessment strategy as proposed by the module leader which is for their own beneficial.

³⁶ Gul, *Problems faced in distance education during Covid-19 Pandemic*, Participatory Educational Research (PER) Vol. 8(4), pp. 321-333, December 2021 Available online at <http://www.perjournal.com> ISSN: 2148-6123 <http://dx.doi.org/10.17275/per.21.92.8.4>

³⁷ *Ibid*



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