PAPER NAME

861-Article Text-1738-1-10-20230920.pd
f

AUTHOR

ANDI HAMSIAH

WORD COUNT

3734 Words

CHARACTER COUNT

20798 Characters

PAGE COUNT

8 Pages

FILE SIZE

231.4KB

SUBMISSION DATE

Sep 27, 2023 3:07 PM GMT+8

REPORT DATE

Sep 27, 2023 3:08 PM GMT+8

● **24% Overall Similarity**

The combined total of all matches, including overlapping sources, for each database.

- 16% Internet database
- Crossref database
- 13% Submitted Works database

- 15% Publications database
- Crossref Posted Content database

● **Excluded from Similarity Report**

- Bibliographic material
- Cited material

- Quoted material
- Manually excluded sources

PROBLEMS OF TEACHER IN SD INPRES MACCINI SOMBALA I IN LEARNING DURING THE COVID-19 PANDEMIC.

Andi Hamsiah

Indonesian Language Education, Bosowa University, Jl. Urip Sumoharjo Km 4, Makassar 9023, Indonesia.

ABSTRACT

This study describes the problems faced by teachers and students in the learning process during the Covid-19 pandemic, and describes how to solve the problems faced by teachers and students in the online learning process during the Covid-19 pandemic. This type of research is descriptive qualitative, which was conducted in SD Inpres Maccini Sombala 1 Makassar. The data collection technique in this research is a study of literature or literature. The results are various problems faced by teachers in the online learning process during the Covid-19 pandemic. The problems faced by teachers are the limitations of teachers in controlling and assessing students in the online learning process, then the limitations of teachers in providing material that is easily understood by students. The problems faced by students are the lack of facilities that can support online learning such as students who do not have mobile phones, laptops, or computers and lack of adequate internet network access (quota), then there are students who are less active in learning and student boredom in the learning process. Teaching online, so students feel unmotivated and lazy in participating in online learning. Various problems faced by teachers and students by dealing with teachers must increase creativity and ability in mastering learning technology by looking for learning models that are suitable for learning conditions during the pandemic, and the government also takes part in overcoming learning problems. And teachers must be able to process online classes to the maximum.
Keywords: Online learning problems, teachers, students, Covid-19

INTRODUCTION

Education is knowledge, skills, attitudes and habits that are taught by a teacher to students so that students have intelligence, good morals, personality and skills that are useful for themselves, the nation and the people around them. To realize all this, teachers are needed as educators and teachers. The teacher plays a role in managing everything during the learning process, including: leading, creating situations that support, stimulate, move, and also direct the learning process to achieve goals. When the Covid-19 pandemic hit Indonesia, it was surprising and at the same time posed a special challenge for educators, because in

this situation learning had to be done online. (Ministry of Education and Culture, Circular Letter Number 15 of 2020). One form of innovation carried out by educational institutions through the Indonesian Ministry of Education and Culture is by conducting online or online learning (in networks). Online learning is learning that is carried out without face to face but through available media. The management of the online learning system is different from the face-to-face system. Online learning systems require the existence of supporting infrastructure and technology, such as computers, televisions, cellphones, laptops, etc. Online learning is a learning activity that requires an internet network, with connectivity, accessibility, flexibility, and the ability to bring up various types of learning interactions. To realize this, the readiness of educators is needed to try to adapt to educational developments, especially in the use of technology as a means of online (online) learning. The problem of self-development of educators is very crucial in advancing the education system in Indonesia. Self-development is very important, not only in the physical aspects such as increasing the level of education, the number of training certificates, or the teaching profession certificate (proof of being a professional educator).

However, self-development should also penetrate non-physical domains such as perspectives, thinking paradigms, attitudes, habits, professionalism and behavior in teaching. The problem of behavior in teaching is still a major problem and has not yet been developed for teachers/educators in Indonesia. The impact of self-development poverty is that many educators, both teachers and lecturers, are unable to organize interesting and fun learning. One of these conditions is inseparable from the lack of innovative teaching material development. Educators generally only provide teaching materials that are monotonous, the main thing is that they are available and just use, and you don't have to bother making them. In the end, the victims are students. Students will feel bored following the learning process organized by the teacher at school, and the learning process will become ineffective and inefficient. The teachers seem to lack their creativity to plan, prepare and make teaching materials that are rich in innovation so that they are attractive to their students. This is of course a serious problem, a problem that cannot only be solved at the discourse level alone, but there must be real action to overcome the problem. One of them is by means of teachers or educators need to build and foster creativity from themselves in order to be able to create and develop innovative teaching materials. Meanwhile, in improving the quality of education, education personnel are the first to realize educational goals. Teachers are the support of education for students in facing a better life. Creative teachers will always be needed in overcoming educational problems in Indonesia.

The results of a study of several literatures show that there are several elements of capacity to improve the quality of school education, namely: (1) professional teachers, (2) student motivation, (3) curriculum materials, (4) learning process supports, (5) quantity and quality interaction between school organizations, (6) material resources, and (7) organization and allocation of school resources at the institutional level. In developing students' creativity, supporting things or conditions are needed, namely creative teachers which include creative

learning (creative teaching), creative principals (creative leadership) and a creative environment. Development of creativity in the context of the nation to prepare citizens of the nation to face a highly competitive (global) life. In the context of the school world, the development of creativity is intended as an effort to improve the quality or quality of education. The problem that occurs today is that if the area does not have adequate internet access, what happens is that teachers cannot carry out online learning, in contrast to areas that have good internet access, teachers will easily provide online learning to students. on the one hand there is still limited face-to-face learning in schools which results in a less maximal learning process.

METHOD

The method used in this study is a qualitative descriptive research method, namely a method that will provide an overview of several possible answers to solve actual (up to date) problems by collecting data, compiling or classifying it, analyzing it and interpreting it. According to Kutha, as quoted by Ansori, the descriptive method of analysis is carried out by describing facts which are then followed by analysis, not merely describing, but also providing sufficient understanding and explanation. The data collection technique in this study used library research where researchers collected data by reading, studying, and analyzing existing journals, books, articles from previous researchers. relationship with research objects and other sources that support research such as photographs, images, and electronic documents that can support the writing process. Literature Study According to Sugiyono, related to theoretical studies and other references related to values, culture and norms that develop in the social situation under study, besides that library research is very important in conducting research, this is because research cannot be separated from scientific literature. . Data is obtained from data that is relevant to the problem to be examined by conducting other literature studies such as books, journals, articles, previous researchers.

FINDINGS AND DISCUSSION

Creative Teacher Creativity according to Huda (2020: 31-32) is a function of three main components: expertise, creative thinking skills, and motivation. Expertise consists of knowledge: technical, procedural, and intellectual. Simply put, creativity results in people seeing things differently. Research shows that, in contrast to the average person, creative people seem to be better able to do things like abstract, image, synthesize, recognize patterns, and empathize. They also seem to be good intuitive decision makers, know how to capitalize on good ideas, and are able to break old paradigms or ways of thinking and make decisions that sometimes seem irrational. Creativity will arise if there is interaction between individuals and their environment. That is, changes in individuals and environments can support or hinder creative endeavors. Teachers are professional educators who educate, teach, provide training, provide training, and evaluate students. The definition of a teacher is someone who has devoted himself to teaching a science, educating, directing, and training his students to understand

the science that teaches him. In this case, the teacher does not only teach formal education, but also other education and can become a role model for his students. The teacher as a driver of creativity is very important in learning. Teachers are required to demonstrate and show the process of creativity.

Creativity is something that is universal and characterizes aspects of the world of life around us. Creativity is characterized by the activity of creating something that did not exist before and was not carried out by someone or by the tendency to create something. As a creative teacher, he realizes that creativity is universal because all activities are supported, guided and generated by that awareness. The teacher is a creator and motivator who is at the center of the educational process. The teacher's creativity shows that what the teacher is doing now is better than what was done before and what the teacher is doing in the future is better than now (Arif Ikhsan, 2021). Teachers can be creative because of their effort, passion, concern, high commitment to assignments, and love for their field of work. Creative teachers do not depend on their education, but rather on their motivation and efforts to introduce something new, unique, interesting and challenging; so that children are motivated to follow the learning from the teacher. The characteristics of a creative teacher include (a) always being interested in something new to present to children; (b) likes to try, tinkering with objects to find something new and challenging for children to solve; (c) happy with new ideas/ideas; (d) having the ability to think and a creative attitude shown in the lessons presented to children, learning becomes more lively, more interesting, more challenging for children to try, explore, and do; (e) has a high commitment to his role as a teacher.

Problems faced by Teachers and Students in the Online Learning Process during the Covid-19 Pandemic

One of the schools that has implemented online learning during the Covid-19 pandemic is SD Inpres Maccini Sombala 1 Makassar. Based on the results of an interview that was conducted with one of the teachers at SD Inpres Maccini Sombala 1 Makassar, according to him, during the current pandemic, teachers had carried out online learning activities well. Teachers have used various applications such as WhatsApp, Google Meet, and Google Classroom and teachers have also provided material using various media in learning such as presenting material in the form of Powerpoint, learning videos and others. Where the material content conveyed by the teacher through the media may not be fully effective because the material has not been fully understood by students. They only understand the material from their own perspective. This is evident from experience in the field where the teacher distributed material in the form of Powerpoint and learning videos and sent it to the Whatsapp Group, where only some students saw it and some even only saw the material and did not open it or download it. In addition, there are also students who just want to immediately receive assignments and submit them. This is the problem faced by the teacher because students do not understand the content of the material provided by the teacher or it can be said that students are less active in online learning so learning is not optimal. In

addition, student independence during distance learning cannot be fully implemented properly. This online learning does not have face-to-face meetings between the teacher and students, causing students to be independent in completing assignments and understanding the material, and completing assignments given by the teacher including reporting that the student is present in online learning. This is likely to occur due to students' lack of ability to understand the material, especially since the material requires detailed explanation (Yolanda, 2020). Not only that, the problems faced by teachers are the limitations of teachers in exercising control during online learning.

This is due to the application used by the teacher which does not provide a discussion forum to explain material or ask questions about material, even if there is a forum menu but many students do not use it properly. Some students during the learning process only filled out the attendance list and didn't even pay attention to the delivery of material delivered by the teacher via WhatsApp and after filling out the attendance list they were no longer active until the learning time was over, but there were also some students who were really active in learning until that time. learning is complete (Asmuni, 2020). So the above explanation has been proven by the researchers when they were in the field. Some students are really active in online learning until the learning time is over and there are also students who are active but not fully involved in the online learning process until the time is over. The problems faced by students at SD Inpres Maccini Sombala 1 Makassar include a lack of concern for students about the importance of literacy and collecting portfolio assignments which often hinder online learning. Assignments that should be submitted within a week's timeframe often stretch into two weeks and some don't even submit at all. In addition, students who are less active and not interested in participating in learning even though they are supported by adequate facilities in terms of the availability of cellphones, computers or laptops, and internet networks (Asmuni, 2020). There are some students who do not have cellphones or laptops that are used as online learning media. If there is, it must belong to their parents. So if they have to take turns studying online with their parents, after the parents finish their work or after they get home from work, they might take lessons or complete assignments during the day, afternoon or evening, while the general schedule is online learning at school in the morning until noon. (Asmuni, 2020).

In addition, students also have difficulty participating in online learning due to a lack of adequate internet network, so they are left behind in learning material. This is because some of the parents of students have a moderate to low economy so that some of the students do not take online learning. Various educational innovations continue to be carried out by educators in the midst of this pandemic, by ensuring teaching and learning activities continue to run effectively even though they are carried out at home. Learning innovation is a solution that needs to be designed and implemented by teachers by maximizing online media. During a pandemic, the role and position of the education aspect is very crucial. In carrying out this policy which of course brings a new face to Indonesian education, of course there are still many obstacles in its

Klasikal: Journal of Education, Language Teaching and Science
Volume 5 Issue 2 August 2023
p-ISSN: 2656-9914 e-ISSN: 2656-8772

implementation, because not all schools have implemented a learning system from this, it is only natural that teachers, students and parents/guardians of students have problems facing the system. recently (Diah, et al, 2020: 1-12).

A person who works as a teacher is equipped with four main competencies in carrying out his duties. This is as stated in Law no. 14 of 2005 concerning teachers and lecturers that teachers must have competencies, including:

a) Professional competence, namely competence that leads to an increase in teacher insight and knowledge in the field of study or the subjects being taught.

b) Pedagogic competencies, namely competencies that lead to the development of skills in teaching through the mastery of several sciences such as learning strategies, learning evaluation, learning media innovation and other skills related to controlling and managing classes.

c) Social competence, namely competence that leads to the development of the teacher's ability to interact with the community including with students' parents.

d) Personality competencies, namely competencies related to the development of the teacher's personality in order to be able to become role models and role models for students. Mastery of technology and teacher adaptation in conveying material that is different from what is usually done is very important to know. To support online learning activities, teachers must be creative and innovative. Teachers can use laptops/gadgets, WhatsApp, as well as learning applications such as Quizizz, Kahoot, Google Classroom, and other online learning applications. According to Sadikin and Hamidah in Yantoro, et al (2021: 8-15), implementing online learning requires all parties involved in the learning process to have readiness such as an internet network with adequate connectivity and other facilities that can support the online learning process. can be implemented properly. Learning in the network is implemented by adjusting the readiness of the school itself. However, it cannot be denied that not all students, teachers or school officials have the ability or readiness to carry out online learning.

In the current condition, many teachers, especially elementary school teachers, experience difficulties and are not ready to carry out the learning process in the pandemic era, especially online learning. Schools are not ready with the various facilities needed in implementing online learning, on the other hand teachers are not used to it and have not even been provided with how to do online learning that utilizes several technologies as one of the requirements. Most teachers are still stuttering in technology, especially information technology. Conditions like this will clearly have a negative impact on the implementation of the learning process which will lead to a lack of achievement of the learning objectives that have been set. For this reason, during the Covid 19 pandemic, teachers are required to always innovate, especially in the implementation of learning starting from lesson planning, implementing the learning process and evaluating learning. . Through the

ministry of education and culture, on March 24 2020, the Minister of Education and Culture of the Republic of Indonesia issued Circular Number 4 of 2020 concerning Implementation of Education Policy in the Emergency Period of the Spread of Covid-19. The circular letter mandates that learning be carried out online (in the network) or from home (remote) for all students and university students due to social restrictions in an effort to reduce the spread of the corona virus.

CONCLUSIONS

Conclusion Implementation of variations and learning strategies is one of the right solutions to find the right way to actualize knowledge to students. A teacher as an educator is required to be able to work together with various related parties, where the teacher becomes a liaison between guardians/parents and the school in implementing learning strategies, besides that teachers are required to be creative and innovative in online learning during the Covid 19 pandemic, besides that the learning process that is carried out online is not easy, there are many obstacles faced because of the differences between online learning and offline learning. However, from the existing situations and conditions, teachers are required to be more skilled, creative and innovative, in developing their potential as teachers and educators so that they are able to overcome all the problems they face. Suggestion It is hoped that cooperation from various parties in overcoming learning problems during the Covid period, especially teachers and parents of students, besides that, support from the government is also very much expected so that the quality of learning is achieved optimally.

REFERENCES

Ansori, Y. Z., Budiman, I. A., & Nahdi, D. S. (2019). Islam Dan Pendidikan Multikultural. Jurnal Cakrawala Pendas, 5(2).

Ari, D. Introduction to Research, diterjemahkan oleh Arief Rahman. Pengantar Penelitian dan Pendidikan.

Cikka, H., Kahar, M. I., & Wahyuningsih, N. E. (2021). Problematika Guru dalam Pembelajaran di Masa Pandemi Covid-19. Karangan: Jurnal Bidang Kependidikan, Pembelajaran, dan Pengembangan, 3(2), 108-115.

Huda, S. A. (2020, November). Guru kreatif di masa pandemi covid-19. In Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara III (pp. 21-32).

Ismail, I. (2019). Guru kreatif; suatu tinjauan teoritis. Al-Qalam: Jurnal Kajian Islam Dan Pendidikan, 11(2), 15-30.

Khayati, N., & Sarjana, S. (2015). Efikasi diri dan kreativitas menciptakan inovasi guru. Jurnal Pendidikan dan Kebudayaan, 21(3), 243-262.

Latuconsina, Hudaya. (2014). Pendidikan Kreatif. Jakarta: PT Gramedia Pustaka Utama.

Mulyana, E. S. (2005). Menjadi Guru Profesional, Memciptakan Pembelajaran Kreatif dan Menyenangkan. PT Remeja Rosdakarya Offset. Bandung.

Pentury, H. J. (2017). Pengembangan kreativitas guru dalam pembelajaran kreatif pelajaran Bahasa Inggris. Faktor: Jurnal Ilmiah Kependidikan, 4(3), 265-272.

Sari, D. A., Misbah, H., & Ridwan, I. Q. (2021, February). Peran guru dalam membuat model pembelajaran daring yang inovatif dan kreatif terhadap motivasi belajar siswa. In Prosiding Seminar Nasional Pengabdian Masyarakat LPPM UMJ (Vol. 1, No. 1).

Sugiyono. (2016). Metode Penelitian Kuantitatif Kualitataif dan Kombinasi (Mixed Methods). Bandung: Alfabeta, 2016.

Yantoro, Y., Hariandi, A., Mawahdah, Z., & Muspawi, M. (2021). Inovasi guru dalam pembelajaran di era pandemi COVID-19. JPPI (Jurnal Penelitian Pendidikan Indonesia), 7(1), 8-15.

Zuriah, N., Sunaryo, H., & Yusuf, N. (2016). IbM guru dalam pengembangan bahan ajar kreatif inovatif berbasis potensi lokal. Jurnal Dedikasi, 13.

9 Afandi, Pandi, and Bambang Supeno. "The Influence of Competence, O... <1%
Crossref

10 Agus Hendriyanto, Tri Atmojo Kusmayadi, Laila Fitriana. "WHAT ARE T... <1%
Crossref

11 Keimyung University on 2022-04-27 <1%
Submitted works

12 Konsorsium Perguruan Tinggi Swasta Indonesia II on 2022-12-02 <1%
Submitted works

13 aasic.org <1%
Internet

14 archive.org <1%
Internet

15 digilibadmin.unismuh.ac.id <1%
Internet

16 Universitas Siliwangi on 2022-07-06 <1%
Submitted works

17 repository.unugiri.ac.id <1%
Internet

18 admin.calitatea.ro <1%
Internet

19 journal.tarbiyahiainib.ac.id <1%
Internet

20 digilib.unisayogya.ac.id <1%
Internet

21 bircu-journal.com
Internet
<1%

22 Annisa Silviani, Ainur Rahman, Hasyim Asy'ari. "The Principal's Strateg...
Crossref
<1%

23 Postgraduate Schools - Limkokwing University of Creative Technology ...
Submitted works
<1%

24 Tri Sastranegara, Djoko Suryo, Johan Setiawan. "A Study of the Use of ...
Crossref
<1%

25 Universitas Islam Negeri Antasari Banjarmasin on 2022-07-15
Submitted works
<1%

26 journal.iaincurup.ac.id
Internet
<1%

27 Higher Ed Holdings on 2019-01-27
Submitted works
<1%

28 Kharisma Eka Putri, Frans Aditia Wiguna. "Implementation of learning ...
Crossref
<1%

29 ejournal.karinosseff.org
Internet
<1%

30 researchgate.net
Internet
<1%

31 Agus Supriyadi, Mahmudi Mahmudi, Baiturrahman Baiturrahman, Muh...
Crossref
<1%

32 Tifa Sri Fanora, Murniati Murniati, Bahrun Bahrun. "The Performance of...
Crossref
<1%