



Analysis of e-learning processes during the covid-19 pandemic on teachers of smkn 3 purwakarta

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ARTICLE INFO

Keywords:

E-Learning;
COVID-19;
Teacher

Article history:

Received Sep 15, 2022;
Revised Sep 22, 2022;
Accepted Okt 13, 2022;
Online Okt 30, 2022.

ABSTRACT

This study aims to analyze the e-learning process, supporting factors and inhibiting factors for teachers in implementing e-learning during the COVID-19 pandemic. This research was conducted at SMAN 3 Purwakarta from April to July. This research used a qualitative descriptive research method. The subjects used in this study were elementary school teachers at SMAN 3 Purwakarta. Data collection techniques used in this study were open questionnaires, semi-structured interviews, documentation and field notes. The result of this study is that the COVID-19 pandemic has had a major impact on the learning process, learning that is usually done face-to-face has now shifted to online learning. Students are tired of studying, tired of studying. Online learning for elementary school age children is considered less effective. Several factors support teachers in the online learning process, such as the availability of mobile phones, quotas and stable internet. In addition to supporting factors for online learning, teachers also have several inhibiting factors in online learning. Limiting factors include not all students have cellphones and many parents are still busy with work.

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Introduction

The learning process is an interactive activity between teachers and students in the classroom (Tabroni, 2019). In the learning process, there are teaching and learning activities that can determine the success and achievement of a student's educational goals. Learning is a change in behavior that occurs in individuals who were previously unable or competent (Tabroni & Purnamasari, 2022). Marquis and Hilgard (in Hariyanto, 2016) states that "learning is a process of seeking knowledge that occurs in a person through training, learning and others so that changes occur in him". Basically learning is a learning process as described by Pane & Dasopang (2017) From the learning process, according to him the learning process is "a system consisting of system components that are most interdependent and interact with each other. others to achieve optimal results in accordance with the objectives that have been set. The benefits that can be obtained from follow-up are the acquisition of knowledge developed through experience developed through sharing, to benefit others. These activities require planning and materials to support the learning process that will be applied by the teacher in the classroom. RPP includes procedures for implementing learning activities from the beginning to learning activities in accordance with the learning that has been determined. indicators and goals, with the aim of making

the teaching and learning process easier and smoother and able to improve the results of the teaching and learning process. As a rule, teaching and learning activities are carried out in schools under the guidance of teachers (Tabroni, 2019).

A teacher is a person whose job is to train quality human resources so that they can compete internationally. Kusnandar (in Alawiyah, 2013) said: Teachers are at the forefront of education in Indonesia. The success of education lies in the hands of the teacher. Teachers are those who deal directly with students in the classroom as part of the learning process. Teachers have an important role in returning students to academic, professional, emotional, moral and spiritual maturity. To support all of this, qualified, competent and dedicated teachers are needed in carrying out their duties. Teachers as the front line in education are responsible for teaching, educating, directing and guiding, training, evaluating, and providing spiritual and moral support to students.

The teaching and learning process led by teachers and students usually takes place in schools or through direct interaction without intermediaries (Slameto, 2010). However, in recent months, the previously mentioned teacher duties have undergone a change in the learning process, which occurred due to the epidemic that swept across the world, where there is Indonesia. As a result of this pandemic, schools were forced to close, this was done in an effort to prevent the spread of COVID-19. Even though schools are closed, teaching and learning activities or teaching and learning processes do not stop, based on an official letter from the Minister of Education and Culture that all teaching and learning activities are carried out using an online learning system at home.

E-learning is learning that is carried out remotely through media in the form of the internet and other supporting tools such as mobile phones, computers. Online learning is very different from conventional learning, according to Riyana (2019). Online learning emphasizes more on the accuracy and thinking of students in receiving and processing information presented online. The concept of learning E-learning has the same concept as e-learning. During online learning, many parents complain of a number of problems when students study at home, including too many assignments and teachers not optimizing technology. In addition to the many complaints from parents about online learning, it turns out that learning also has a number of advantages. As for some of the advantages of e-learning, namely the flexibility of time and place to study, for example learning can be done in the bedroom, living room, etc. and the time is adjusted, for example morning, afternoon, evening or night. The distance problem can be solved, for example, students do not have to go to school first to study. There are no restrictions and can cover a large area. In addition to the advantages of e-learning, e-learning also has disadvantages. E-learning is learning that takes place remotely through media in the form of the internet and other supporting tools such as mobile phones and computers. Online learning is very different from conventional learning. E-Learning learning emphasizes more on the accuracy and thinking of students in receiving and processing information presented online. The concept of learning E-learning has the same concept as e-learning. During online learning, many parents complain of a number of problems when students study at home, including too many assignments and teachers not optimizing technology. In addition to the many complaints from parents about online learning, it turns out that learning also has a number of advantages. As for some of the advantages of e-learning, namely the flexibility of time and place to study, for example learning can be done in the bedroom, living room, etc. and the time is adjusted, for example morning, afternoon, evening or night. Distance problems can be overcome, for example students do not have to go to school first to study. There are no restrictions and can cover a large area. In addition to the advantages of e-learning, e-learning also has disadvantages. for example morning, afternoon, evening or night. Distance problems can be overcome, for example students do not have to go to school first to study. There are no restrictions and can cover a large area. In addition to the advantages of e-learning, e-learning also has disadvantages.

According to Hadith & Muna (2015), online learning leads to a lack of interaction between teachers and students, even between students themselves. This lack of interaction can slow down the process of value formation in the teaching and learning process. The form of online learning that is currently being implemented is a new thing that is felt by both teachers and students. Technology-based learning methods have many mentions, such as online, E-Learning. All of them have the same meaning, it's just that the context of the placement of the words is often exchanged. E-Learning is a learning system that uses electronic media. E-Learning is a learning activity through computer electronic devices connected to the internet, where students seek to obtain learning materials that suit their needs.

E-Learning is a new innovation that has a very big contribution to changing the learning process, where the learning process is no longer just listening to the teacher's material descriptions directly, but students also carry out other activities such as observing, doing, demonstrating and others. Teaching materials are visualized in various formats and forms that are more dynamic and interactive so that students will be motivated to be further involved in the learning process. Rosenberg further emphasized that e-learning refers to the use of internet technology to deliver a series of solutions that can improve knowledge and skills. There are also those who interpret e-learning as a form of distance education carried out through internet media (Budiarti et al., 2021).

Therefore, based on the presentation of several figures regarding the understanding of online learning methods or e-learning, the authors conclude that the learning method is an electronic-based method, carried out remotely and can make it easier for students to find various information needed to support their learning. In addition, this method also makes it easier for educators or teachers to find materials that are as complete as possible and packaged in an interesting way.

Method

The type of research used in this study is a qualitative descriptive method. Creswell (2012) defines it as an approach or search to explore and understand a central phenomenon. The results of qualitative research in the realm of education are descriptive. The purpose of qualitative research is to understand individual views, find and explain processes, and explore in-depth information about the subject or limited research setting (Son, 2015). The research subjects used in this study were all elementary school teachers at SMAN 3 Purwakarta. In selecting research subjects, researchers used purposive sampling technique. Purposive sampling is a "sampling technique with certain considerations" (Sugiyono, 2015: 124). The subject was chosen because the purpose of this research is how the E-learning learning process is and what factors are supporting and inhibiting teachers in the E-learning learning process for elementary school teachers. Good instruments will produce good data as well. The instruments used in this study were interview guidelines, questionnaires, and documentation given to elementary school teachers.

Data collection techniques used in this study were in the form of interviews, questionnaires or questionnaires, and documentation. The type of interview used in this study is a semi-structured interview. The type of questionnaire used in this study is an open questionnaire. An open questionnaire is a questionnaire that contains questions or statements that can be filled out freely by the respondent. Documents are records of events that have passed. Documents can be in the form of writing, pictures, or monumental works of someone (Sugiyono, 2017). The data analysis technique used by the researcher is the Miles and Huberman analysis technique. Miles & Huberman (2007) argues that the activities in qualitative data analysis are carried out interactively and take place continuously until complete, so that the data is saturated. There are three activities in data analysis, namely, data reduction, data display, and conclusion drawing/verification. At the data reduction stage, the data obtained in the field is quite a lot, for that it needs to be recorded carefully and in detail. Reducing data means summarizing, choosing the main things, focusing on the things that are important, looking for themes and patterns and removing unnecessary ones. The data that has been reduced will provide a clearer picture, and make it easier for researchers to collect further data, and look for it when needed (Sugiyono, 2015: 338).

The data display stage aims to make it easier for researchers to understand what is happening, and can plan next steps based on what has been understood. The last stage, conclusion drawing/verification in qualitative research, may or may not be able to answer the problem formulation formulated at the beginning. This happens because qualitative research is still temporary and will develop after the research is in the field. The research procedure used in this study is divided into three stages, namely the pre-field stage, the field work stage, and the data analysis stage. The pre-field stage, at this stage the researcher prepares a research design in the form of an understanding of the methods and techniques in research. Choose a research field, exploring and assessing the field in the form of field orientation with the intent and purpose that researchers try to recognize all elements of the social, physical, and natural environment as well as field introductions are also intended to assess the state, situation, setting, and context whether there is conformity with the problem, prepare research equipment in the form of equipment needed or used in research such as research permits, stationery and other equipment to support research. Field work stage, at this stage the researcher understands the research background first. Researchers need to prepare themselves to start conducting research in order to obtain data or information needed in research.

Researchers made an analysis to get more in-depth results regarding the E-learning learning process carried out by elementary school teachers during the COVID-19 pandemic and what are the supporting factors and factors that make up the 866 Analysis of the Learning Process In E-learning For Elementary School Teachers During the COVID-19 Pandemic At SMAN 3 Purwakarta. barriers to teachers in implementing E-learning during the COVID-19 pandemic. After the data was obtained, the researcher compiled the data descriptively and in depth so that the data that had been obtained could be studied properly. Data analysis stage, in qualitative research the data obtained comes from various sources of data collected through various data collection techniques, and is carried out continuously until the data is saturated.

Results and Discussion

Based on the research results obtained from open questionnaires and semi-structured interviews conducted online. Questionnaires were distributed online through Google Forms, while interviews were conducted using WhatsApp. The research results obtained in this study are as follows.

1. Questionnaire

Questionnaires were distributed to all teachers at SMKN 3 Purwakarta. The questionnaire used in this study is an open questionnaire type, where the open questionnaire is a questionnaire whose answers are filled out by respondents. The use of this questionnaire aims to obtain information in the form of the implementation of the E-learning learning process during the COVID-19 pandemic as well as the supporting and inhibiting factors for teachers in carrying out the E-learning learning process during the COVID-19 pandemic at SMKN 3 Purwakarta. The following are the answers given by the respondents.

- 1) Did you implement the E-learning or online learning process during the COVID-19 pandemic? If so, what is the process for implementing the E-learning learning process that has been carried out by you during the COVID-19 pandemic?
 "Yes, I did E-learning. In the implementation, students are directed to watch TVRI according to the direction of the Minister of Education and Culture, then students fill in the questions given by the TVRI broadcast and then report it to the homeroom teacher." (US Teacher Class X)
 "Held every day according to schedule" (PP Teacher Class X) 2) A
- 2) is there factors who support teachers in teaching and learning activities during COVID-19? Mention the supporting factors!
 "There are computers, cellphones, quotas, television." (US Teacher Class X)
 "Android cellphone and quota" (PP Teacher Class X)

- 3) Are there any factors that hinder teachers from teaching and learning activities during the COVID-19 pandemic? Mention the inhibiting factors!
Students do not have cellphones at all 2. Parents are busy at work 3. Limited quota" (AS Teacher Class X)

2. Interview

The interview used in this study was a semi-structured interview with two main respondents, namely class X teachers and class X teachers at SMKN 3 Purwakarta. Interviews were conducted with the aim of deepening the data obtained from the questionnaire. The results of interviews that have been conducted to two respondents are as follows.

- 1) Did you implement the E-learning or online learning process during the COVID-19 pandemic? If so, what is the procedure for implementing the E-learning learning process that has been carried out by you during the COVID-19 pandemic?
"Yes, during the pandemic, implementing E-learning. The procedure is carried out through face-to-face via video calls or voice notes in some learning materials that require this, for example in learning mathematics. This is done because the teacher cannot only write the learning material in notes or through writing. The use of whatsapp as a liaison between teachers and students. Via the whatsapp group to assign assignments and collect assignments. The assignment is also sometimes not in accordance with the important learning material, there are assignments given to students. The giving is also not structured, sometimes repeating material that has been given. When learning E-learning, students only repeat so they don't provide much explaining material. Incidentally, when the next day there was an order to study E-learning the learning material delivered had been completed, it had become a habit when two months before the exam the material had to be completed so that the next two months the teacher and students just had to repeat and strengthen the material for the final exam so that no chasing learning material. During the E-learning learning process, all tasks that are done must be written in the same book. Learning is also carried out according to the lesson schedule. There is no difference in the use of lesson plans in the E-learning process and as usual, everything is the same." (PP Teacher Class X) There is no difference in the use of lesson plans in the E-learning process and as usual, everything is the same." (PP Teacher Class X) There is no difference in the use of lesson plans in the E-learning process and as usual, everything is the same." (PP Teacher Class X)
- 2) Are there factors that support teachers in learning activities during the COVID-19 pandemic? Mention the supporting factors! "The supporting factor must be credit, the quota must be full. Have an android phone and sufficient internet quota. Because if you are constrained by quotas, it makes you dizzy. Because the learning uses an internet connection." (PP Teacher Class X)
- 3) Are there any factors that hinder teachers from teaching and learning activities during the COVID-19 pandemic? Mention the inhibiting factors! "The inhibiting factor in the E-learning learning process is that firstly, not all students have personal cellphones, from 39 students in the class, about 35 students who only have personal cellphones, the rest do not have their own cellphones. The second factor is students who are lazy even though the students have their own cellphones or do not comply with the established rules, for example the teacher gives an assignment from 08.30 suddenly the student sends or collects the assignment, they don't know what time it is sometimes until night or over the limit. assigned time for submission. The third factor is the material that is not completed when the E-learning is carried out. Unlike the case with direct learning, for example, giving assignments during E-learning learning, students only dwell on one task and do not move to the next task, this makes it difficult for teachers to move to the next learning material because everything has not been completed." (PP Teacher Class X)

Based on the results of research using descriptive qualitative methods through data collection techniques in the form of questionnaires and interviews that have been conducted on teachers at SMKN 3 Purwakarta, about the E-learning learning process as well as the supporting factors and inhibiting factors of teachers during implementing E-learning learning during the pandemic. It can be concluded that the COVID-19 pandemic has had a major impact on the world of education. This pandemic resulted in the learning process being very disrupted, the learning process which was usually carried out face-to-face between teachers and students in the classroom during a learning pandemic turned into E-learning. The teacher revealed that there are still many obstacles for elementary school children in E-learning. The participation of students in learning also does not reach 100% in E-learning learning. There are some students who do not even take part in the learning at all from beginning to end, so the teacher feels confused in the process of assessing these students. E-learning learning is carried out according to the previously determined learning hours. E-learning learning carried out by the teacher uses whatsapp which is used as a teacher's media in delivering material or sending assignments to students. Dewi (2020: 4) also revealed that learning E-learning can use digital technology, but what must be done is to give assignments through monitoring mentoring by teachers through whatsapp groups so that children really learn. Teachers must also coordinate with parents, either through video calls or photos of children's learning activities at home to ensure there is interaction between teachers and parents. The teacher also makes video calls for some learning materials that require direct explanation. In addition, in terms of giving the assignments given sometimes do not match the material that should be, this is because E-learning makes it difficult for teachers to move from one material to the next, but the teacher tries to give assignments tailored to the student handbook. and teacher. The teacher also makes video calls for some learning materials that require direct explanation. In addition, in terms of giving the assignments given sometimes do not match the material that should be, this is because E-learning makes it difficult for teachers to move from one material to the next, but the teacher tries to give assignments tailored to the student handbook. and teacher. The teacher also makes video calls for some learning materials that require direct explanation. In addition, in terms of giving the assignments given sometimes do not match the material that should be, this is because E-learning makes it difficult for teachers to move from one material to the next, but the teacher tries to give assignments tailored to the student handbook. and teacher.

E-learning learning has an impact on students, the impact experienced by students is that they feel very bored and bored with learning. The enthusiasm and enthusiasm shown by the students is decreasing day by day. This condition is different from the condition when students study in class with their friends. According to Purwanto et al. (2020: 6) Another impact of the COVID-19 pandemic on students is that schools are closed for too long making children bored, children are getting bored at home and want to go to school to play with their friends, students are accustomed to being at school to interact with friends his friends, playing and joking with his friends and face to face with his teachers.

The teacher also assesses the student's sense of responsibility if he is able to follow the lesson and fill out the attendance list for E-learning. Students often complain because they are only given continuously, even though in reality the teacher feels uncomfortable because they cannot provide learning materials directly to students and only give assignments. The way to overcome this boredom, the teacher took the initiative to provide interesting learning media such as videos, but mostly in E-learning learning teachers also experienced obstacles or limitations in using learning media. The assessment process carried out by the teacher also has the same system as the usual learning assessment system.

The assessment given by the teacher in E-learning learning is also given directly when students collect their assignments and all subjects also have the same assessment. E-learning conducted for elementary school children is considered less effective, if the percentage of effectiveness is only about 70%. E-learning learning can be carried out because there are several supporting factors, these supporting factors include mobile phones, credit, quotas and a stable and good internet network. Mobile

phones are the main supporting factor in E-learning learning because without mobile phones E-learning learning will not be carried out. Purwanto et al. (2020: 7) also revealed that these facilities are very important for the smooth teaching and learning process, such as laptops, computer or mobile phone that will make it easier for teachers to provide online teaching and learning materials. The teacher's way of utilizing supporting factors in E-learning learning is to maximize its use by looking for learning media in the form of videos and continuing to follow the development or progress of students in participating in E-learning learning reported by parents through WhatsApp groups. In addition, the teacher provides information or things that are asked by students in learning. The teacher's way of utilizing supporting factors in E-learning learning is to maximize its use by looking for learning media in the form of videos and continuing to follow the development or progress of students in participating in E-learning learning reported by parents through WhatsApp groups. In addition, the teacher provides information or things that are asked by students in learning. The teacher's way of utilizing supporting factors in E-learning learning is to maximize its use by looking for learning media in the form of videos and continuing to follow the development or progress of students in participating in E-learning learning reported by parents through WhatsApp groups. In addition, the teacher provides information or things that are asked by students in learning.

In addition to the supporting factors in the implementation of E-learning learning, there are also several inhibiting factors that exist in E-learning learning. This happens because E-learning is something new for teachers. With the distance learning method, teachers need time to adapt and they face new changes that will indirectly affect the quality of learning outcomes (Purwanto et al., 2020: 7). The inhibiting factors include not all students have cellphones.

The next factor is a sense of laziness in students when doing assignments, even though it has been supported by facilities that support learning. The next factor is that there are still many parents who work so they cannot fully guide students in learning. There are several ways to overcome these obstacles, including providing information at the beginning before learning is carried out so that at the time of learning everything is ready to take part in learning. Next is to collaborate with the class committee regarding students who do not have cellphones to be able to ask friends who are close to their homes so that they can take part in learning together. In addition, for parents who are busy working, the teacher provides relaxation in collecting assignments. E-learning learning also cannot be separated from the role of parents of students, because considering the age of elementary school children who still need guidance and supervision in learning. Parents always provide new information about their children's development in E-learning. In E-learning learning, the motivation of the teacher is needed by students to keep the spirit of participating in learning. The teacher's way of providing motivation is to give interesting and fun assignments and all teachers make a video to encourage students even though they have to carry out learning from home. Parents always provide new information about their children's development in E-learning. In E-learning learning, the motivation of the teacher is needed by students to keep the spirit of participating in learning. The teacher's way of providing motivation is to give interesting and fun assignments and all teachers make a video to encourage students even though they have to carry out learning from home. Parents always provide new information about their children's development in E-learning. In E-learning learning, the motivation of the teacher is needed by students to keep the spirit of participating in learning. The teacher's way of providing motivation is to give interesting and fun assignments and all teachers make a video to encourage students even though they have to carry out learning from home.

Conclusion

Based on the results of research that has been done with qualitative methods through data collection techniques in the form of questionnaires and interviews that have been conducted on teachers at SMKN 3 Purwakarta. The COVID-19 pandemic has had a significant impact on the world of education, especially in the learning process carried out by teachers. The learning process carried out by the teacher

has changed, which is usually learning carried out directly into E-learning learning. E-learning learning is considered less effective for teachers, especially for elementary school-aged children, because learning is carried out using E-learning, the teacher also does not feel optimal in providing learning materials so that the material is incomplete and the use of learning media in E-learning learning is also felt to be inadequate. maximum. Students also feel bored with E-learning, they are bored with giving assignments every day. Students also become lazy in doing assignments, this makes the collection of assignments very late, making it difficult for teachers to make assessments. The assessment process provided by the teacher has the same system as usual learning.

There are several supporting factors in E-learning including mobile phones, quotas and a stable internet network. The supporting factors are utilized by the teacher as much as possible in monitoring the progress of students implementing E-learning learning. In addition to the supporting factors, there are also obstacles felt by the teacher in learning, these obstacles include not all students having cellphones and there are still many parents who are busy working. Parents become someone who is very important in the implementation of E-learning learning, because parents are directly involved in guiding and supervising students in learning. Giving motivation becomes very meaningful for students,

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