Problems of Teachers In Distance Learning on Thematic Learning the Madrasah Ibtidaiyah

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Abstract

Distance learning in thematic learning Class IV at MI Nurul Ulum. Distance learning is learning without doing face-to-face, learning through google classroom, home study, zoom, video, and more. The purpose of this study is to analyze the problems of teachers in distance learning on thematic learning in Madrasah ibtidaiyah. This research method uses a qualitative approach and type of Field Research. Data collection techniques using observation, interviews, and documentation. While data analysis using Miles, Huberman, and Saldana analysis models of data condensation, data presentation, and conclusion drawing. Then wet, the data using triangulation methods and triangulation sources. The results of this study showed: 1.) The problems of teachers in distance learning in thematic learning in Madrasah ibtidaiyah Nuru Ulum are: the absence of supporting facilities, the absence of internet quota, and the absence of an internet network. 2) efforts to overcome the problems of teachers in distance learning in thematic learning Class IV MI Nurul Ulum, namely: teachers by going directly to the homes of students and students learning in groups by utilizing wifi at-home learners.

Pembelajaran jarak jauh pada pembelajaran tematik kelas IV di MI Nurul Ulum. Pembelajaran jarak jauh adalah pembelajaran yang dilakukan tanpa melakukan tatap muka, pembelajaran melalui google classroom, rumah belajar, zoom, video dan lainnya. Tujuan dari penelitian ini untuk menganalisis problematika guru dalam pembelajaran jarak jauh Pada Pembelajaran Tematik di madrasah ibtidaiyah. Metode penelitian ini menggunakan pendekatan kualitatif dan jenis penelitian lapangan. Teknik pengumpulan data menggunakan observasi, wawancara, dan dokumentasi. Sedangkan analisis data menggunakan model analisis Miles, Huberman, dan Saldana kondensasi data, penyajian data dan penarikan kesimpulan.

Kemudian kebasahan data menggunakan triangulasi metode dan triangulasi sumber. Hasil penelitian ini menunjukkan: 1) Problematika guru dalam pembelajaran jarak jauh pada pembelajaran tematik di madrasah ibtidaiyah Nuru Ulum yaitu: ketiadaan fasilitas yang menunjang, ketiadaan kuota internet dan ketiadaan jaringan internet. 2) Upaya untuk upaya mengatasi problematika guru dalam pembelajaran jarak jauh dalam pembelajaran tematik kelas IV MI Nurul Ulum yaitu: guru dengan mendatangi langsung kerumah peserta didik dan siswa belajar berkelompok dengan memanfaatkan wifi dirumah peserta didik.

Keywords: *Teacher Problems; Online Learning; Madrasah Ibtidaiyah*

Introduction

The Covid-19 outbreak has spread in Indonesia, originally from the Chinese city of Wuhan since December 2019. WHO declared this a global pandemic on March 11, 2020, because the transmission of this virus is high-speed. Therefore, every country must implement efforts to prevent Covid-19 by social distancing (social distancing restrictions) to reduce interaction between individuals in the wider community. Corona Virus Disease (Covid-19) has deeply troubled the world community over the past few months. The most effective way to stop the spread of this outbreak is by social distancing and physical distancing.[1]

The WHO organization designated the covid-19 virus as a pandemic. Then the president of Indonesia decided to work from home, learn from home, and worship from home. Almost all sectors are affected, not least the education sector. Some local governments do their respective inisitaif schools closed and tourism closed. Social restrictions as an effort to prevent the spread of covid-19 to temporarily suspend activities that have the potential to cause crowds. The other impact on the world of education in

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[1]Cicilia Ika Rahayu Nita, Dwi Agus Setyawan, Robiq Iswanti, *"Analisis Penguatan Pendidikan Karakter Dalam Pembelajaran Daring Pada Masa Pandemi Covid-19 Siswa Kelas 5 SD Negeri Polehan 5 Malang", Prosiding Seminar Nasional PGSD* UNIKAMA, Vol 4 No 1 (2020): 1. https://conference.unikama.ac.id/artikel/index.php/pgsd/article/view/524.

learning is made by distance learning. All policies must be in accordance with the regulations that are within the corridors of the law and the PP, and the presidential decree, but the policy does not make many parties aware of the dangers of this virus.

The renewal of the Indonesian education curriculum into the 2013 curriculum is an effort made by the government to improve from the 2006 curriculum to the 2013 curriculum that is following the demands of today's millennial era.[2] As in the juridical foundation established by the government in the National Education System Act No. 20 of 2003, which states:

> "Learning is the process of interaction of learners with educators and learning resources in a learning environment. Learning is the interaction between the teacher with one or more individuals to know and plan in order to grow the knowledge, skills, and learning experience of learners".[3]

Curriculum 2013 is a learning that implements thematic learning consisting of several themes. Thematic learning is an integrated learning model that uses pieces to associate several subjects from various essential competencies of one or several topics to provide meaningful experiences for learners.[4] Thematic learning seems to emphasize more in the learning process more so that learners are actively involved in the learning process for decision-making.[5]

Thematic learning emphasizes selecting a specific theme following the subject matter to teach one or several concepts that combine various information. So that students are trained to reason and explore a learning material.

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[2] Melchano Topandra, Hamimah, *"Model Kooperatif Tipe Make A Match dalam Pembelajaran Tematik Terpadu di Sekolah Dasar" Jurnal Pendidikan Tembusai*, Vol. 4 No. 2 Agustus (2020): 1256. DOI: https://doi.org/10.31004/jptam.v4i2.592.

[3] Undang-undang RI nomor 20 tahun 2003, tentang Standar Pendidikan Nasional. Bab 1 Pasal 1 Ayat 20.

[4] Ibnu Badar Al-Tabany Trianto, *Desain Pengembangan Pembelajaran Tematik* (Jakarta : Kencana Prenada Media Group, 2011), 147.

[5] Majid Abdul, *Strategi Pembelajaran* (Bandung: PT Remaja Rosdakarya, 2016), 118.

One of the roles of teachers is to motivate and spur students to arise the desire and ability to improve performance in learning and aspire so that in the learning process should, a teacher facilitates and does not complicate. Teachers become captains for the nation's children who want to serve religion, country, and state. Competence is very influential on the quality of a teacher. Teacher competence is not enough just to master the learning materials and apply interactive learning methods in the classroom. A teacher is claimed to have emotional intelligence. However, when a teacher lacks competence during this pandemic, it will produce low-quality learners.

Distance learning is learning that is done without face-to-face learning through available platforms. All forms of subject matter are given online, and communication is done online. This distance learning system is assisted by several digital technology applications such as google classroom, learning House, zoom, video, and others.[6] These conditions force changes in the world of education from face-to-face learning or face to face into distance learning.[7]

This is in line with the Jember Portal news, which confirms that learning in even semesters is still carried out online because seeing the conditions in Jember Regency continue to experience an increase in the number of positive cases of Covid-19. Jember Regency government decided not to do face-to-face learning. Learning in Jember is done by distance learning.[8]

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[6] Rio Erwan Pratama dan Sri Mulyati, "Pembelajaran Daring dan Luring pada Masa Panddemi Covid-19", *Gagasan Pendidikan Indonesia,*1 No.2 (Desember 2020), 3. DOI: http://dx.doi.org/10.30870/gpi.v1i2.9405.

[7] Saripah Anum Harahap, Dimyati dan Edi Purwanta, "Problematika Pembelajaran Daring Dan Luring Anak Usia Dini Bagi Guru Dan Orang Tua Di Masa Pandemi Covid-19*", Jurnal Obsesi: Jurnal Pendidikan Anak Usia Di*ni, Vol 5, No 2, 2021: 1828. DOI: 10.31004/obsesi.v5i2.1013.

[8] Mochammad Sholehudin, "Batal, Sekolah Tatap Muka Tidak Disetujui Pemkab Jember, Pembelajaran Tetap Daring, Ini Alasannya." Portal Jember, diakses 06 September 2021, https://portaljember.pikiran-rakyat.com/jemberan/pr-161198876/batal-sekolah-tatap-muka-tidak-disetujui-pemkab-jember-pembelajaran-tetap-daring-ini-alasannya.

Distance learning is learning that is done using the internet network. In distance learning, students are unknowingly required to have facilities such as mobile phones and internet quotas. However, not all students have facilities because of the economic limitations of parents. Apart from these various points of view, distance learning in thematic learning has obstacles in its implementation, such as the lack of supporting learning facilities. And teachers are required to be more creative, innovative, and active to overcome these problems. There is no reason because of limited facilities. Then, the teacher is silent students do not follow the network learning activities at home without any control and controlling.

Based on the observation results, the problems faced by teachers in the process of implementing distance learning in the fourth-grade thematic education Madrasah Ibtidaiyah Nurul Ulum Jenggawah Jember, such as lack of creativity in the delivery of material by teachers because only deliver the material through WhatsApp Group. Students' independence when distance learning at home, making students understand the material presented. Not all students have supporting facilities because the background of the parents of students is different. The majority of parents work as self-employed, which causes parents not to be able to monitor and accompany students in the distance learning process.[9]

Research Methods

The research approach uses a qualitative approach. Qualitative research is used to understand the phenomenon of what is experienced by the subject of research, such as behavior, perception, motivation, and action, holistically and by way of description in the form of words and language in a particular context that is natural and by utilizing a variety of Natural Methods. While this type of research uses Field Research(Field Research), Field research is a form of research that aims to reveal the meaning given by

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[9] Dwi Ayu Nurul Elita, diwawancara Dini Urwatul Wustqo, 06 Maret 2021.

members of society to their behavior and the surrounding reality. Semple data collection is done purposively by considering things that are considered essential and related to research.

The technique of data collection is observation, interviews, and documentation. Data analysis in this study uses a qualitative descriptive analysis model with the theory of Miles, Huberman, and Saldana, namely: data conditioning, data presentation, and conclusion. While the validity of the data menggunkana triangulation model, namely the triangulation method and triangulation source.

Results and Discussion of Findings

Distance learning is an option for educational institutions. During a pandemic, the distance learning method can be a solution so that the teaching and learning process continues to run effectively. Distance learning is synonymous with learning by utilizing internet-based technology. With the availability of information technology, teachers and students can still study at home during the pandemic. The author will explain some things from the findings related to distance learning problems:

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Based on the findings in MI Nurul Ulum, in the process of implementing distance learning on thematic learning in fourth grade, of course, there are some problems faced by both teachers and students. The problems of teachers in distance learning in thematic learning Class IV thus include the absence of supporting facilities, the absence of internet quota, and the absence of the internet network.

Problems in the absence of facilities that support distance learning utilizing informatics that uses the internet and not all students have the facilities to conduct the process of distance learning. Distance learning should, in its implementation, provide a learning experience to students by learning materials actively and independently with a different distance

between teachers and students. On the other hand, in distance learning, teachers teach and facilitate students to facilitate the learning process (by utilizing e-learning), resulting in an interaction between teachers and students.[10]

Furthermore, according to Majid, the limited educational facilities and teaching aids in the learning process will indirectly hinder the implementation of learning. This distance learning is the first time it has been held at Nurul Ulum Elementary School Jember due to conditions that are not possible with the covid-19 pandemic outbreak. This certainly causes the process of implementing distance learning not to run effectively, and education is hampered by the existence of various problems that occur, ranging from limited signal and limited internet quota. Some students do not have an android. The difficulties experienced by teachers in distance learning (PJJ) in this thematic learning inhibit or even result in failure in achieving the learning objectives that have been planned by the madrasah.

During the Covid-19 pandemic, the internet became the primary need, both for students and educators. However, the current reality of the internet network is the biggest obstacle in the online learning process. The stability of the internet and the evenness of the internet in all regions in Indonesia are not the same, making online learning not optimal. The instability of the internet is a significant problem when online learning and the ability of educators who are still stuttering about mastering information technology to carry out the learning process to pursue it well.[11]

According to the author, distance learning madrasahs can provide essential facilities to support the learning process. Therefore, distance learning as a computer-based learning system that utilizes digital

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[10]Abdul Karim dan Luluk Handayani. "Pengelolaan Open and Distance Learning Di TK Muslimat NU 41 Wuluhan Jember". *GENIUS: Indonesian Journal of Early Childhood Education* Vol 1, No 1, 2020: 29. https://doi.org/10.35719/gns.v1i1.5.

[11]Sukiman, "Problematika Pembelajaran Daring di Masa Pandemi Covid-19 Ditinjau dari Sudut Pandang Mahasiswa", *Educatio: Jurnal Ilmu Kependidikan* Vol. 16, No 2 Desember 2021, 103. DOI: https://doi.org/10.29408/edc.v16i2.4071

technology, such as the internet, will significantly help the online learning process. Utilization of internet-based technology in distance learning gives a time advantage.[12] Distance learning to keep the learning atmosphere going, teachers often apply the learning method by giving assignments online to students through WhatsApp groups. This is seen as effective in emergency conditions due to the covid-19 virus as it is now happening. Many educators apply diverse ways of learning from home, from the difference in knowing that the basis remains online learning.[13]

Based on data in the field, distance learning is also constrained by unstable networks and very expensive internet quotas. The location of the classroom students ' homes also affects the internet connection. The availability of an internet network is one of the obstacles in the distance learning process. Difficulty accessing the internet network is an obstacle to delivering materials and assignments. Sometimes students experience unstable internet connections. Because of the geographical location of students who are far from the signal range.

The same is conveyed by Asmuni, that the problems of teachers in distance learning are as follows: the absence of mobile devices/ gadgets, the absence of internet quota, education is not conducive, and students are less active. Problems of teachers in the distance learning the absence of an internet quota and the absence of an internet network it is major factors that constrain teachers in the process of distance learning on thematic learning.[14]

In addition to the problem of facilities, sometimes, for students who already have mobile phone facilities and so on, the problem is a need for more understanding in terms of technology; they need to learn the world of

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[12]Media Yuliani, *"Pembelajaran Daring untuk Pendidikan*, (Yayasan Kita Peduli: 2020), 87.

[13]Rita Andri Ani, "*Evaluasi Pembelajaran Online Matematika Siswa Kelas 5 SD Negeri 5 Metro Pusat*", (Skripsi: IAIN Metro Lampung, 2020), 10.

[14]Asmuni, "Problematika Pembelajaran Daring di Masa Pandemi Covid-19 dan Solusi Pemecahannya", *Jurnal Paedagogy: Jurnal Penelitian dan Pengembangan Pendidikan*, Vol. 7. No. 4 Oktober 2020, 284. DOI: https://doi.org/10.33394/jp.v7i4.2941.

technology/applications used in online learning. This is sometimes for children in madrassas they know from mobile phones only games. Applications that they understand in learning online are only WhatsApp applications, but they are not optimal because many children need to listen..[15] In addition to the obstacles that exist in students, of course, there are many problems experienced by teachers in supervising learning that is done online. Limitations of teachers in exercising control during online learning. This is partly due to the application user needing to present a discussion forum menu to explain or ask about the material submitted to the learners.

Efforts Of Teachers in Overcoming Problems in Distance Learning On Thematic Learning in Madrasah Ibtidaiyah

With various problems in the implementation of distance learning, teachers at MI Nurul Ulum made several breakthroughs to continue learning with multiple limitations. Based on data in the field, efforts to overcome the problems of teachers in distance learning Class IV at Madrasah Ibtidaiyah Nurul Ulum is an effort to address the absence of facilities that support the learners learning at-home teachers and face-to-face meetings are safe and meaningful. And steps to the lack of internet quota and the lack of the internet network that students learn at home to read and learn the material by utilizing wifi in a group in one of the homes of students who have an internet network while paying attention to health and seating distance.

One that is done by teachers to overcome network problems is by teachers contacting parents or going directly to the homes of students who have difficulty learning online. According to Jamila et al., the strategy carried out by teachers by taking the time to go to and guide students who experience limited resources and internet networks in online learning help

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[15]Imam Musfi and Abdul Karim. "Dampak Covid 19 Terhadap Proses Pembelajaran Daring Di Sekolah Dasar NU Grenden Puger Jember". *AKSELERASI: Jurnal Pendidikan Guru MI* Vol 2, No 1, 2021:15. https://doi.org/10.35719/akselerasi.v2i1.100.

and relieves students who have difficulty doing their unresolved tasks, as well as subject administrators contact students directly and ask what causes them not to be able to do their assigned tasks.[16]

According to Sukitman, the success of students in learning is the primary purpose of the role of teachers in teaching. For students to continue to learn successfully during the pandemic, teachers must facilitate their students to continue learning comfortably and safely, not by only giving tasks that can burden students. Still, teachers must be facilitators who are in charge of providing ease of learning to students. Thus between the findings with the appropriate theory. Efforts to overcome the problems of teachers in distance learning are used as a proper alternative for teachers to overcome the difficulties of teachers in distance learning.[17]

The spearhead for the learning process to continue to run well is the need for the role of teachers who can understand the current situation and conditions. Studying at the teacher's House is an alternative to building good communication. This activity is the right choice to use. For the implementation of limited face-to-face learning, the priority of the madrasah is the safety and health of the school community; the madrasah also considers policies that should not conflict with the Distance Learning Policy.

Conclusion

Based on the results of the discussion above, it can be concluded that the analysis of teacher problems in distance learning (PJJ) on thematic learning in MI Nurul Ulum is as follows: 1.) The problems of teachers in distance learning (PJJ) in thematic learning at Madrasah ibtidaiyah Nurul

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[16] Jamila, Ahdar dan Emmy Natsir, "Problematika Guru dan Siswa dalam Proses Pembelajaran Daring pada Masa Pandemi Covid-19 di UPTD SMP Negeri 1 Parepare", *Al Ma' Arief: Jurnal Pendidikan Sosial Dan Budaya* Vol 3, No 2 2021: 108. https://doi.org/10.35905/almaarief.v3i2.2346.

[17] Tri Sukitman, Ahmad Yazid, M. Mas'odi, "Peran Guru Pada Masa Pandemi Covid-19", *Prosiding Diskusi Daring Tematik Nasional* 2020. 94. http://researchreport.umm.ac.id/index.php/psnpb/article/view/3655.

Ulum are: the absence of supporting facilities, the lack of internet quota and the absence of internet network. 2) the efforts of teachers to overcome the problems in distance learning in the fourth-grade thematic learning MI Nurul Ulum, namely: teachers by coming directly to the home of students and students learn in groups by utilizing wifi at home students.

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