Challenges And Responses To The Implementation Of Online Learning At A Private Madrasah Ibtidaiyah In East Lombok Regency

Marham Jupri Hadi[1], Lalu Abdul Muhyi Abidin[2], Siti Rahmi[3], Muhammad Thohri[4]

[1]University of Nahdlatul Wathan Mataram & Beruga' Alam Institute
[2]University of Nahdlatul Wathan Mataram
[3]Islamic Secondary School (MAN 2) Mataram
[4]Mataram Islamic State University

Article Info	ABSTRACT
	The present study aimed at exploring the challenges of online learning practice and the response of students, parents, teachers and Madrassa head during the Covid 19 outbreak. The study employed narrative method involving 2 students, 2 parents of students, 4 teachers and a madrassa head and chairman of the foundation. Data was collected using interviews and participant observation techniques and analyzed using narrative analysis techniques. The results of this study show that online learning practices cannot run optimally due to the lack of learning support facilities and infrastructure such as mobile phones and internet access followed by a lack of readiness of human resources to carry out online learning. Another factor was the lack of parental support for the online learning process caused by low levels of educational awareness and busy work as farm workers and fishermen. The study also revealed that students showed varying responses to online learning while parents, teachers and madrassa head faced many challenges in their implementation.

Corresponding Author:
Marham Jupri Hadi
University of Nahdlatul Wathan Mataram & Beruga' Alam Institute
Email : marhamhadi@gmail.com

1. INTRODUCTION

By the end of 2019 the world was stunned by the discovery of the virus in the Chinese city of Wuhan. The virus, believed to be a new variant of previous viruses (SARS, MERS, Bird Flu) is spreading massively and rapidly to all corners of the world. In response to the findings, the World Health Organization (WHO) declared the virus a non-natural disaster and recommended to all world leaders to take appropriate measures. UNESCO launched a distance learning practice and touched students potentially affected by the covid-19 virus. In response to UNESCO policy, the Indonesian government took various policies to reduce the risk of spreading the coronavirus, for example through pp. No. 21 of 2020 on PSBB (Large-Scale Social Restrictions). While in the education sector the government also issued a policy regulated in the provisions of the Ministry of Education and Culture No. 25 of 2020.

The Covid 19 pandemic has a very significant impact on the world of education, especially for schools in rural areas that have limited resources to carry out online learning. For example, the lack of readiness for teachers to integrate informatics technology, the readiness of agency management, as well as from the lack of learning support facilities such as internet access or smartphones. These limitations in turn will interfere with the learning process and learning outcomes. These problems will make the learning process not optimal and students' learning outcomes will be low.

Learning under pandemic condition does not only disrupt the educational process organized online or remotely, but also has caused changes in students' learning behavior such motivation and intensity of learning. Many teachers complained that students did not complete the tasks assigned by the teacher. These facts were revealed in research conducted by Taradisa (2020),

Rosnaeni and Prastowo (2021). On the contrary, many students argue that learning with an online model actually makes them depressed by the number of tasks that must be completed. On the other hand, various stories from parents revealed that they are overwhelmed by changes in the behavior of their children who hold too many smartphones for non-educational activities such as playing online games. They are also often overwhelmed to help students do their homework due to knowledge or time constraint. This is also revealed in several empirical findings (Wardani and Ayrza, 2020). That is the various footage of reality that emerged after the enactment of online learning. Of course, there are many more problems that have not been revealed.

An array of studies to investigate online learning practices in Indonesia have been widely carried out since the first semester of the implementation of online learning policies from the level of Early Childhood Education to higher education. Various publications or desimination of research results reveal the challenges and obstacles faced by educators, learners and guardians of students have been done both with quantitative and qualitative approaches. This research seeks to examine more in-depth the various problems that occur in a private Islamic elementary school in East Lombok Regency to get empirical perspectives from education in rural areas.

E-learning consists of two words: electronics and learning. In the context of Indonesia E-Learning is more popular with the term online learning. E-Learning or Online Learning is a learning activity that is carried out partially or thoroughly using the internet where time and place restrictions are no longer a barrier (Sun, Tsai, Finger, Chen, &Yeh, 2008). Student learning activities from home are advised to use E-learning in order to reduce crowding and break the chain of spread of Covid-19 infected cases. Nevertheless, the presence of E-learning as a learning solution is inseparable from various advantages and disadvantages and its implementation also faces many obstacles in the field.

The use of e-learning platforms can help teachers to transfer knowledge to students especially during pandemic times. However, to make this happen, we need to prepare many aspects so that the knowledge transfer process can run optimally. Some of these aspects include the readiness of human resources to prepare and operate technology-based learning; the availability of supporting facilities such as internet access, smartphones, or laptops; availability of costs for the use of technology; as well as planning on monitoring and control methods of the learning process. In line with that, Herliandi, et al (2020) emphasized the importance of evaluating the online-based learning process given the widely varied distribution of facilities and abilities of parents.

Implementation of learning from home policy with online methods must be implemented thoroughly at all levels of education without regard to the readiness of institutions, teachers, students and parents of students. So what is the form of implementation and what are the challenges and responses from teachers, institution leaders, learners and guardians of students? Several studies have been conducted to analyze the constraints of teachers in teaching with online methods such as Agustin, et al (2020), Rosnaeni and Prastowo (2021), Taradisa (2020), Purnamasri and Nugraheni (2020) and Wardani and Ayrza (2020) about the constraints of parents accompanying children to learn.

Agustin et al (2021) focused their study to identify the typical obstacles experienced by teachers of Early Childhood Education during the pandemic. Using a survey method of 645 play group teachers, revealed four problems, namely communication constraints, learning methods, materials, and the cost of using technology. Research conducted by Wardani and Ayrza (2020) by interviewing 12 parents of Early Childhood Education students reveals some of the problems they face when accompanying their children to study at home during pandemic times. These problems include their lack of understanding of learning materials, difficulty motivating students, time constraints due to having to work, lack of patience to guide their children, difficulty operating smartphones, and limited internet access.

Other findings related to online-based learning constraints were revealed by Taradisa (2020) at Madrasah Ibtidaiyah Negeri 5 Banda Aceh. By employing interview and observation methods of 8 teachers, the researcher found a crucial problem of the implementation of online learning,

namely the lack of understanding of learning materials. This is due to the absence of teacher interaction with students as well as the limitations of learning support facilities. If students' understanding of learning materials has not been fulfilled, it can be concluded that online learning has not been effective because cognitive aspects have not been achieved. Findings that are not much different are also revealed from the research conducted at state Madrasah Ibtidaiyah (MIN) 4 Bungo (Nurdin, 2021).

Another study conducted at SDN Mangkang Kulon 01 in Semarang also revealed that online learning practices led to a number of students whose learning results were unsatisfactory and did not perform the tasks given (Purnamasari and Nugraheni, 2020). This is due to several factors such as limited internet access as well as smartphone facilities and students' lack of understanding of learning materials. Furthermore, implementation of learning from home through online mode seems to have a negative impact for example the decrease in student learning interest. This is revealed from research conducted by Rosnaeni and Prastowo (2021) on parents of elementary school students. Parents also revealed that their children become lazy to learn, one of which is caused by the accumulation of tasks given by teachers. The study revealed that parents feel burdened because they can't afford to buy a smartphone especially for those with more than one child.

Based on the findings above we can draw one conclusion that government policies to implement learning from home with online methods have not been able to run effectively and optimize learning outcomes. This is due to the emergence of various obstacles in the form of lack of teacher readiness and learning support facilities. From some of the above research, we see that the data sources are parents and teachers so there is no in-depth picture of how elementary school students respond to the implementation of online learning. In addition, previous empirical findings do not reveal how online learning management practices in elementary schools. Therefore, this study seeks to fill the gap. More specifically this study aimed to uncover: 1) What were the Challenges of Implementing online learning in a Private Ibtidaiyah Madrasah in East Lombok Regency? and 2) How did students, parents, teachers and head of Private Madrasah Ibtidaiyah in East Lombok Regency respond to the implementation of Online learning policies?

2. RESEARCH METHOD

The present study aimed at exploring online learning practices applied in a Private Madrasah in East Lombok district and the response of students, parents, teachers and madrasah heads to online learning. This research was exploratory and the findings were not intended to be generalized except in contexts that have the same criteria as the research locus. Therefore, this study used a qualitative approach with narrative method. Narrative method is a set of systematic steps to uncover research findings that are constructed in the form of stories based on the facts obtained from study participants. Narrative is a story that tells the sequence of events that are important to the narrator and his audience (Moen, 2006).

This research was conducted in a private ibtidaiyah madrasah located in the southern part of East Lombok regency. Using purposive sampling techniques, researchers selected 10 study participants to be used as a data source, namely 1 madrassa head, 1 foundation chairman, 4 teachers, 2 student guardians, and 2 students. To collect data researchers used in-depth interview methods . In the interview process, researchers used recording aids, and of course, after getting approval from study participants. The interview was conducted in approximately 30 minutes per participant. Another method was direct observation to confirm data obtained from interview results.

The data analysis process was carried out in several stages. First, all information or stories presented by the informants in the transcript first. Second, the stories were reread for reconstruction. In other words, the stories of the participants are retold (Creswell, 2006). To ensure the validity of the data researchers perform a) member check, b) extend the study period, c) triangulation of data sources.

3. FINDINGS AND DISCUSSION

3.1 Online Learning Implementation Challenges

The implementation of online learning requires preparation in various aspects so that the learning process can take place optimally and learning outcomes can be in accordance with expectations. If these prerequisites cannot be met then online learning will be difficult to carry out. NomsaMndzebele (2013) identifies several challenges to implementing online learning in developing countries such as: lack of knowledge and skills, limited time and equipment, lack of cost and limitations of internet access. The results of this study revealed that the madrasah ibtidaiyah experienced all the problems mentioned by the NomsaMndzebele. These issues are likely to be the biggest challenge facing to implementation of online learning in our research locus.

Based on the interview from the head of the madrassa it was revealed that the school had tried to do its best to make learning activities run especially in the student's house despite all the limitations above. One of the policies taken was assining teachers to visit the student's home to teach. The activity took place in accordance with the health protocols which have been set by the local government regarding home learning activities. The madrasah teachers visited the students' homes to teach them every day for about two weeks. They visited from one student's house to another without being equipped with a whiteboard. They only had textbooks with them. When teachers were teaching they were ussually accompanied by the students' parents. However, often times these parents were not in place because they had to go working to the rice fields or to the sea as farm workers and fishermen. As a result, parents could not watch how the learning process happened.

The process of home learning did not last long because teachers started complaining because they could not find the students at their homes. They went playing with the fellow. It was likely that many of those students considered studying at home was not so important that eventually they preferred to go play. As a result, the school head finally decided to re-hold face-to-face learning in madrassa although there had been no official recommendation for it. In order for madrassa not to be seen organizing learning ofline, students were required to wear casual clothes when going to the madrassa. And if there was a supervisor who came to do an inspection to the madrassa then the learning activities would be returned to the original activity. That was the information conveyed by teachers and madrassa leader.

The chairman of the Foundation under which this operated was also interviewed. He claimed that that the implementation of online learning in the madrassa was difficult. All teachers participating in this study had the same voice. Based on the interviews, we found several constraints to carry out online learning at this madrasah. First, the Madrasah did not possess adequate supporting resources to carry out online learning, especially funding. The madrassa only relied on School Operational Assistance funds, which were very limited in number, to pay for all activities in madrassa. The madrassa had no other source of funds that can be used as an online learning management fee. Second, the factor of students' parents who had not been able to support the implementation of online learning. Online learning required parents to provide their children with smartphones to study from home. However, this was not feasible as these parents did not have the budget to buy those electronic devices for their children. Furthermore, the students parents did not even have the opportunity to accompany their children to study at home because they had to work for a family living. The foundation's chairman revealed that 90% of pupil guardians were coming from low and middle income families. They worked every day as farm labourers and fishermen. It is evident that there were many madrassa students who did not have shoes for school. They only wore sandals every day.

Research suggest that the success of online learning is also determined by the participation of parents in accompanying their children to study at home. The finding of this study showed wuaite a different reality. The results of the study found that most of the guardians were unable to provide guidance to their children to learn from home due to the

limitations of their knowledge and literacy skills. Most parents of students only attended elementary school and did not really care about education. In addition, the chairman of the foundation revealed that this online learning generated new problems for parents of students. Many students forced their parents to buy mobile phones. As a result of financial constraint, these parent parents had to owe loan sharks. Various challenges above hint that online education that is expected to be a solution for the world of education in pandemic situations was actually a trigger for new problems for parents of students.

This study further assess the negative impacts of online learning to the students behaviour. These were revealed from the interview results with teachers and parents. It was found that after students parents bought them a smartphone, most of students in this madrasah spend their time playing games and watching videos. They did not not use smartphones as a learning medium. They even showed defiantness at the behest of their parents. Both teachers and parents reported that the students to behave negatively. This made their parents angry and showed an angry attitude to their children. This situation was certainly not appropriate for the psychological growth of their children. As a result, many parents complained about the condition to teachers in madrassa and blamed madrasa for this problem.

3.2. Response to The Implementation of Online Learning

Student Response

There was not much information that could be revealed from the students other than a sense of pleasure and boredom. Based on the results of the interviews with two students, we found that that the policy of learning from home with online methods received various responses from participants of this study. In the early stages, the students at the madrassa showed a positive response in the sense that they welcomed learning activities from home. The joy of home and online learning did not entirely mean they felt excited with learning activities at home with online methods, rather, they were happy because studying at home meant taking a break from school activities. As a student of this study admitted that when he was asked to study from home his friend and him took advantage of the opportunity to go play kite or play marbles with his friends. A very contrasting opinion was heard from a female student who said that she was tired of studying at home because her activities were monotonous. Such a feeling occured after a few weeks of having to stay at home even though on the first few days she enjoyed the activity. This situation indicates a change in feelings in students where they tend to feel bored to do activities at home only.

Student Parent Response

Learning activities from home are not an easy thing to do where the learning process requires the active participation of parents to support students' learning activities. Parents are not only responsible for preparing supporting facilities such as laptops or smartphones, but they are also required to monitor students even to help complete learning tasks that teachers assigned to students. These conditions made the guardians of students feel not ready to support the policy of learning from home with online learning methods. Based on the results of interviews with student guardians, we found that buying smartphones for their children was quite burdensome due to their financial issue. Their earning was not only enough for damily meals only. They were burdened with the price of smartphones or laptops that were quite expensive. These findings confirmed the results of Rosnaeni and Prastowo (2021) research that revealed that online learning made parents financially burdened.

The results of interviews with one of students' parents, who also happened to be teacher at the Madrasah, revealed that her child could not concentrate on learning. Students also felt overwhelmed by the many tasks given by the teacher. She also reported that her child and the other students were not comfortable to study at home even though they were accompanied by their parents. They seemed lazy to learn and preferred to go play rather than to learn. This psychological condition generally happened to male students. This empirical fact is also confirmed by Rosnaeni and Prastowo 's research (2021) which revealed a decrease in students' learning interest after the implementation of online learning.

Madrasah Head's Response

We also conducted an interview with the madrasa principal. Our interview revealed that the students felt happy with the activities of learning from home because by learning from home they would have more time playing. It was very likely that students enjoyed more of playing activities than studying. Probably this was due to the psychological needs of children at the age of Madrasah ibtidaiyah who are in need of playing. He added that the learning process at home could not be optimal because of the lack of support from parents to their children to learn. The low support was caused by the low level of education of parents and their busyness to work as farm workers or fishermen. The Madrasa Head also stated that parents' concern for their children's education was also low. This was due to a lack of awareness of the importance of education for their children. For example, most parents of students did not really care whether or not their children had a homework from their teachers. What mattered to them was how to earn money for their daily consumption costs.

In relation to online learning, the head of madrasah concluded that it was difficult to apply online learning due to several reasons. First, most parents could not afford a smartphone to support the learning process. The head also reported that many parents complained to the madrassa because their children forced them to buy smartphones especially after the distribution of vouchers to access the internet. Second, the knowledge and ability of parents to accompany children to study were very poor due to the lack of parental education and their working activities outdoors.

Another finding revealed from the results of interviews with madrassa heads was that face-to-face learning took precedence because interaction between teachers and students was needed to ensure the learning process. In addition, the head of Madrasah also informed that there was guidance from madrasah supervisors for teachers pertaining to the technical implementation of learning in the pandemic period. However, support in the form of procurement of learning resources or doubling of teaching materials could not be done because of budget constraints owned by schools. This means that the cost of preparing the teaching materials must be prepared by the teacher himself.

Teacher's Response

Kaisara and Bwalya (2020) assert that there are many challenges faced in rural areas for online learning to be successful. One of the vital aspects is the preparation from the teacher's side. For example teachers need to have the knowledge and skills of how to design online learning. They must know how to operate various applications that are commonly used for online learning such as Zoom Meeting, Google Classroom, or other applications. Even teachers are required to be creative and innocate in conveying learning materials for example through video. Certainly, designing video-based learning is not an easy thing to do for every teacher who suffer from ITC illiteracy as teachers must be skilful to record and edit the video in order to be attractive to students and contain aesthetic value.

Furthermore. based on the interviews and field observations, we found that teachers only received very minimal debriefing to manage online learning. It was also carried out by madrassa supervisors in the form of theoretical explanations without any direct practice. Teachers thought that debriefing was not enough to make them better equipped to utilize technology in learning. Another finding is that teachers felt overwhelmed to carry out online learning because there were only a few students who possessed smartphones or laptops to access the teaching materials that had been distributed by the teachers. Often times, teachers also became the target of questions in the community, especially over students' bad behavior in the community as a result of excessive smartphone use. An interview with a teacher revealed that some parents complained about the condition of their children who did not want to listen to their parents' advice as a result of being addicted to using smarpthone for non-educative purposes. They had been addicted to playing online games and did not care about the advice of their parents. Many parents complained about their children of behaving "defiantly" after using too much mobile phones to play, not to learn. It seemed that parents

beleived that madrasah teachers were more heard by the students than them especially to give advice to their children.

4. CONCLUSION

The Covid-19 pandemic, which was first discovered in Wuhan, China, has had a profound impact on all sectors of human life including Indonesia's education sector. To address this, the Indonesian government through the Ministry of Education and Culture issued regulations on learning policies from home with an online mode. All levels of education from urban to rural areas must carry out the policy in order to break the chain of spread of Covid-19. However, the implementation of this policy encountered a number of challenges. The research sought to uncover how online learning policies were implemented in a private ibtidaiyah madrassa in East Lombok district and how students, parents of students, teachers and madrassa head responded to the implementation of the policy. This study revealed that the madrasah ibtidaiyah had not been able to carry out online learning as expected because it clashed with various problems such as parental support, teacher readiness, and the direction of supporting facilities such as smartphones, internet access and financing. Therefore, goverment should reconsider this policy by deploying for instance hybrid learning. Goverment should also equip schools with necessary facilities to run online learning especially for thos in rural areas. Also, teachers should be trained to operate electronic device as learning tools. Finally, we are aware of the limitations of this study, especially from the small number of participants involved. Therefore, further study is necessary which covers all madrasa ibtidaiyah in East Lombok regency. We also recommend that further research focus on comparing online learning practices at various levels of education.

5. ACKNOWLEDGEMENT

6. REFERENCES

Agustin, M., Puspita, R.D., Nurinten, D., dan Hafiqoh, D. 2020. Tipikal Kendala Guru PAUD dalam mengajar Pada Masa Pandemi Covid-19 dan Implikasinya. *Jurnal Obsesi, Vol 5 No. 1, 2021*

Creswell, J.W. 2006: Qualitative Inquiry and Research Design: Choosing among Five Approaches. Sage Publications, Thousand Oaks

Herliandry, .L.D., Nurhasanah, N.,Suban, M.E., dan Kusanto, H. 2020. Pembelajaran Pada Masa Pandemi Covid 2020. *Jurnal Teknologi Pendidikan, Vol. 22 No. 1 April 2020*

Kaisara, G., & Bwalya, K. J. 2020. Investigating the E-Learning Challenges Faced by Students during Covid-19 in Namibia. International Journal of Higher Education Vol. 10, No. 1; 2021

Moen, T. 2006. Reflections on the narrative research approach. International Journal of Qualitative Methodology 5(4), article 5

NomsaMndzebele (2013) Challenges Faced by Schools when Introducing ICT in Developing Countries. International Journal of Humanities and Social Science Invention, Volume 2 Issue 9‖ September. 2013‖ PP.01-04

Nurdin. 2021. Kendala Pandemi covid-19 Terhadap Proses Pembelajaran Online di MIN 4 bungo. *JIPTI, vol. 2 No. 1 (2021)*

Punch, K.F. 1988. *Introduction to Social Research: Quantitative and Qualitative Approaches*. London: Sage

Purnamasari, D., dan Nugraheni, N. 2020. Analisis Permasalahan Siswa Pada Proses Pembelajaran Daring Kelas 2, 3 dan 4 di SDN Mangkang Kulon 01. *Prosiding Seminar Nasional Institut Agama Hindu Negeri Tampung Penyang Palangka Raya. No 1 (2020): Pendidikan Guru Sekolah DAsar Menyongsong Society 5.0.*

Rosnaeni dan Prastowo, A. 2021. Kendala Implementasi Pembelajaran Daring di Sekolah Dasar pada Masa Pandemi Covid-19: Kasus di SDN 24 Macanang Kabupaten Bone. *Jurnal Basicedu, Vol. 5 No. 4 Hal. 2241-2246*

Sun, P. C., Tsai, R. J., Finger, G., Chen, Y. Y., & Yeh, D. 2008. What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. *Computers & Education, 50(4), 1183–1202. doi:10.1016/j.compedu.2006.11.007*

Taradisa, N., Jarmita., N., dan Emalfida, E. 2020. Kendala yang Dihadapi Guru Mengajar Daring Pada Masa Pandemi Covid-19 di MIN 5 Banda Aceh. *Primary, Vol. 12 No. 2 (Juli-Desember) 2020*

Wardani, A., Ayriza, Y., 2020. Analisis Kendala Orang Tua dalam Mendampingi Anak Belajar di Rumah Pada Masa Pandemi Covid-19. *Jurnal Obsesi, Vol 5 No 1, 2020.*