ONLINE LEARNING DIFFICULTIES AS IMPACT OF COVID-19 IN INDONESIA

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ABSTRACT

This article aims to analyze student learning difficulties while online learning during the Covid-19 pandemic. The covers the characteristics of high school students learning difficulties in online learning during the Covid-19 pandemic, factors causing learning difficulties during online learning, and student efforts to overcome learning difficulties during online learning. The method is used the literature review method sourced from books on learning difficulties, and the latest research articles on learning difficulties and the impact of online learning during the pandemic. The results showed that the learning difficulties during online learning during the pandemic, namely understanding the material that was less than optimal due to limited

interaction with the teacher, the task load given to students in each subject with a short time impact on physical, emotional, cognitive, and mental fatigue. lose students' motivation to learn and made them prone to experience boredom, stress, anxiety, and worries about the future. This can be attributed to students' lack of effective learning strategies in doing teacher-assigned tasks and lack of effort to understand teacher-provided materials. The benefit of this study is to provide an overview of the learning difficulties experienced by students during online learning while the Covid-19 pandemic.

Keywords

Learning Difficulties, Online Learning, Covid-19

1. Introduction

The world is currently facing a growing pandemic. This pandemic is affecting the daily lives of individuals, work, as well as education. The rapid development of the pandemic in Indonesia has forced the government to make new policies, especially in the world of education. This policy is regulated by the Minister of Education issued a circular letter numbered 36962/MPK.A/HK/2020 concerning Online Learning and Working from Home in the Context of Preventing the Spread of Covid-19.

This online learning process of course will be finding learning difficulties for students. Learning difficulties faced by students are due to a lack of motivation, understanding of the material, decreased levels of communication between students and teachers, and feelings of alienation (Alawamleh et al., 2020). The Indonesian Child Protection Commission findings are explained in the Liputan6.com article, that 79.9 percent of respondents stated that online learning takes place without any interaction between teachers and students at all, and meetings between students and teachers only occur when assignments have been submitted. From 1,700 respondents, 77.8 percent of the difficulties experienced by students have piled up assignments because all teachers gave assignments in a tight time so many students could not submit assignments on time. In this case, students feel a heavy burden of work. Meanwhile, as many as 37.1 percent of respondents complained about the limited time to complete assignments, which made students lack rest and tired. Fatigue leads to poorer academic performance at school, and college (Aucejo et al., 2020). Other impacts of the COVID-19 pandemic show that negative feelings predominate, including anxiety, stress, fatigue, and depression (Pego et al., 2021), and students also experience boredom and frustration (Aristovnik et al., 2020).

The challenge of online learning is the availability of internet services. In addition, the obstacle to financing online learning is that students have to pay quite expensive fees to buy

internet data quota (Setiawan et al., 2019). This is also in line with research on students in China, where students outside of China spend so much money to buy internet data and internet connectivity is very slow (Demuyakor, 2020). This has also become one of the success factors in the online learning process, if the internet connection is limited or slow, the subject matter obtained by students is incomplete.

Research on learning difficulties in Indonesia and abroad is mostly done on certain subjects, especially on one exact subject and on special learning difficulties. Meanwhile, learning difficulties need to be addressed immediately because student learning difficulties predict depression symptoms (Kiuru et al., 2011) and most importantly affect student learning outcomes themselves. If learning is done face-to-face, the teacher can provide direct guidance, especially for students who have learning difficulties, but currently, online learning is difficult for teachers to provide guidance, especially for students who have learning difficulties. Learning difficulties in adulthood affect each individual in a unique way (Reiff et al., 1993).

Each student has different characteristics of learning difficulties and the characteristics of student learning difficulties, in general, have been suggested by many experts. Therefore, in this article, we will review students' learning difficulties during online learning which focuses on the characteristics of high school students learning difficulties in online learning during the Covid-19 pandemic, factors that cause learning difficulties in online learning, and students' efforts to overcome learning difficulties in online learning. This learning difficulty affects student achievement or learning outcomes, if left unchecked, students will not be able to develop optimally in their studies until the end of their school term.

2. Methodology

This article uses the literature study method. Literature study (literature review, literature research) is research that examines or critically reviews knowledge, ideas, or findings contained in the body of academic-oriented literature, and formulates theoretical and methodological contributions to certain topics, (Cooper, 2010). This research was sourced from books on learning difficulties and research articles on learning and learning difficulties during COVID-19. Articles were obtained from Google Scholar, and after collecting appropriate articles, a selection process was carried out to obtain articles that were suitable for use in the literature review process.

3. Discussion

Based on the problems of online learning difficulties that are currently being experienced, this section will explain the meaning of learning difficulties, the characteristics of students who experience learning difficulties, the factors that affect online learning difficulties, and what efforts students can make in overcoming online learning difficulties.

3.1. Definition of Learning Difficulties

According to Chan and van Kraayenoord (1998, p.21) cited by Westwood (2008), Learning difficulties are the condition of students who have difficulties in collecting, interpreting, storing, modifying, and retrieving information.

3.2. Characteristics of Students with Learning Difficulties

The most obvious feature of students with learning difficulties and learning disabilities is their failure to acquire adequate proficiency in reading and writing. Individuals with learning difficulties also appear to lack effective learning strategies to cope with the work that teachers assign to them, resulting in persistently low achievement (Westwood, 2008). Learning difficulties in students will affect the success of student learning. Alang (2015), Alhassan and Abasi (2014) explain several forms of student failure in learning, including; getting poor grades in some or all subjects, dropping out of classes, dropping out of school, and failing final exams and anti-social behavior that is a consequence of not meeting the needs of students with learning difficulties at school. Learning difficulties predict feelings of inadequacy as a student, resulting in increased depressive symptoms. Gender has a close relationship between learning difficulties and depressive symptoms, where women who have high levels of learning difficulties predict higher initial symptoms of depression (Kiuru et al., 2011).

Burton (1952: 622 – 624) quoted by Abin (2007) identifies students who have learning difficulties if the person concerned shows a certain failure in achieving his learning goals. Therefore, Burton defines learning failure, as follows:

1. A student is said to have failed, when within a certain time limit the student cannot achieve a measure of the level of success or level of mastery (mastery level), at least in certain lessons as determined by adults or teachers (criterion-referenced).

2. Students are said to fail when they cannot do or achieve the achievements they should (based on a measure of their level of ability, intelligence, and talent), students are predicted to be able to do or achieve these achievements.

3. Students are said to fail, when they are unable to realize developmental tasks, including social adjustment, according to their organismic pattern at a certain developmental phase as applies to the social group and age concerned. This cannot be observed in the

online learning process so students' adjustments to the social environment cannot be known in detail.

4. Students are said to fail when they cannot succeed in achieving the required level of mastery as a prerequisite for continuing to the next level of learning.

3.3. Factors Causing Learning Difficulties in Online Learning

The factors of background which cause to arise the problem to students come from internal factors and external factors. Internal factors include intellectual aspects such as intelligence, talent, interests, motivation, physical condition, and condition. External factors include students' social conditions such as the environment, family economy, schools, and surrounding communities (Darimi, 2016). These differences affect the learning activities of students (Alang, 2015).

Angranti (2016) explains the causes of student learning difficulties, including:

The low absorption of students towards learning and placement of students in the class or seat position,

Lack of parental support in mentoring student learning, where sometimes students often do not come to class, and lack of interest in learning,

Lack of adjustment with friends and teachers, weaknesses in certain fields of study, and lack of interest in certain subjects such as Mathematics and Indonesian, as well as the influence of the surrounding environment.

Factors causing learning difficulties during online learning are access to online learning support such as google classroom and modules/books held by students who are still less effective (Baety & Munandar, 2021). The media used by students using gadgets and the obstacles faced by students in online learning are the constraints of a limited data quota and a slow internet network (Rachmat & Krisnadi, 2020). So students feel that their understanding of the material is less than optimal and the interaction is limited (Ningsih, 2020), and some students feel that the material presented by the teacher is difficult to understand (Hidayatullah, 2020).

The impact of online learning on students, especially those who have learning difficulties, are boredom (Pawicara & Conilie, 2020), stress, boredom and laziness (Jatira & S, 2021), anxiety, and frustration and worries about their future career and professional studies (Aristovnik, et al., 2020). In addition, students experience emotional exhaustion, physical exhaustion, cognitive fatigue, and loss of motivation (Pawicara & Conilie, 2020). This case is caused every task meeting is always given, and assignments are given to each subject (Jatira & S, 2021), making students feel burdened by the high intensity of assignments and materials

provided by the teacher (Hidayatullah, 2020) while the time given is limited, so there are changes in several things in students including time spent on online classes and self-study, media used for study, sleep habits, daily fitness routines, and subsequent effects on body weight, social life and mental health (Chaturvedi et al., 2021).

3.4. Students' Efforts in Overcoming Learning Difficulties

Efforts to overcome student learning difficulties Ron Fry in Abidin (2006) has recommended various learning skills that students can apply outside the classroom (home), including:

1. Repeating lessons by memorizing, entering impressions of information, or explanations
2. Trying to summarize every subject there is
3. Learn by determining the focus of the material
4. Using three ways of reading lesson material (fast and focused reading, criticizing the material, reading with entertainment)
5. Reading study materials globally and then sneezing
6. Remembering what has been read by recognizing, recalling, and trying to recall
7. Write down the questions as well as the answers to make sure you have mastery of the material. The questions that have been made, if they cannot answer, they can be asked directly by the subject teacher
8. Learn to solve test questions and exams
9. Make a schedule of learning activities effectively according to student conditions.

4. Conclusions and Recommendations

The learning process without interaction with the teacher and only giving assignments results in students experiencing learning difficulties which are characterized by a less than an optimal understanding of the material. In addition, the task load given to students in each subject in a short time makes it difficult for students to manage time, has an impact on physical, emotional, and cognitive fatigue, and reduces students' motivation to study, so that students are prone to experiencing burnout stress, anxiety, and stress. and worries about the future. This happens to students because of the lack of effective learning strategies in carrying out assignments given by the teacher and the lack of effort to understand the material provided by the teacher. The limitation of this study is that there is still a lack of real data directly taken by researchers, so the data obtained is only based on references used by researchers, not original data taken directly by researchers. Recommendations for further research are the need to use

interview techniques and in-depth questionnaires to obtain more comprehensive data in uncovering student learning difficulties during the online learning process during the COVID-19 pandemic.

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