



The Dilemma of Online Learning during the Covid-19 Pandemic in Elementary Schools in East Java

A. Taufiq Hidayat¹, Ishomuddin², Vina Salviana Darvina³, Rinikso Kartono⁴

A. Taufiq Hidayat, Candidate, University of Muhammadiyah Malang¹,

Professor, University of Muhammadiyah Malang², Lecturer, University of Muhammadiyah Malang^{3,4}

***Corresponding Author:** A. Taufiq Hidayat, A. Taufiq Hidayat, Candidate, University of Muhammadiyah Malang, Indonesia

Abstract: Almost all countries whose territories have been affected by the COVID-19 pandemic have implemented a Social Distancing system. Social distancing also has an impact on the field of education, one of the most remarkable is the relatively fast change in terms of learning in schools, where suddenly schools must be closed and teaching and learning activities must be shifted from face-to-face to online. The intended impact is related to learning online is that students and educators want to immediately return to face-to-face teaching and learning activities as usual, but because of regulations for online learning so that this cannot be done. This research is a phenomenological research which focuses on what is experienced by a person where he feels a deep meaning with a qualitative research approach. Determination of the informants by purposive way.

Keywords: dilemma, online learning, educators, students, parents.

1. INTRODUCTION

Breaking the chain of spread of the corona virus is the main choice in dealing with the covid-19 pandemic, a form of breaking the chain of covid-19 is by imposing Social Distancing. Almost all countries whose territories have been affected by the COVID-19 pandemic have implemented a Social Distancing system. Social distancing does have a tremendous impact on all aspects of life, in addition to the focus on the economic sector, social distancing also has an impact on education, one of the most remarkable is the relatively fast change in terms of learning in schools, where suddenly schools must be closed and teaching and learning activities must be shifted from face-to-face to online (Circular Letter Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Corona Virus Disease (covid-19).

Learning in the network also turns out to be experiencing quite serious obstacles, in this case are the users of the technology itself, the first is the teacher, where the teachers are not all proficient in the use of technology, especially senior teachers who were born in 1980 and below. online learning in the Covid-19 pandemic situation is based on the teacher's ability to innovate in designing, and concocting materials, learning methods, and applications that are in accordance with the materials and methods. Creativity is the key to success for a teacher to be able to motivate students to stay enthusiastic in learning online and not be a psychological burden (Siregar, 2020).

Then the second is students, not all students are also proficient in using online supporting learning technology (laptops/smartphones), especially elementary level students (SD/MI), let alone proficient in using smartphones, the number of students who have their own smartphones is very limited. The results of the relevant study found that there were 31 students owning a smartphone and 94 students using smartphones belonging to their parents, siblings and other people in online learning. The time used for studying is between 5-6 hours. Elementary school students use smartphones in learning in the "good" category for learning, doing and collecting assignments, tools for browsing electronic and digital learning resources, able to discuss with peers and all feel satisfied using smartphones in online learning process activities (Salehudin, 2020).

In addition to students, there are also many obstacles experienced by some parents because they cannot keep up with the technological developments in this 4.0 revolution era. Facing great challenges in this era of the industrial revolution 4.0, education is required to change as well because we only have two choices, namely to change or die (Muharam, 2020).

Learning in the network (online) is referred to as a phenomenon because this is the first time this has happened in Indonesia, especially in the world of education, in Indonesia almost all schools are closed due to the pandemic, and learning is carried out online, something that is unique and has characteristics than something in general. is the hallmark of phenomenology (Creswell 2017). Some of the problems that arise as a result of the online learning phenomenon include network factors that can interfere with online learning, limited quotas, indiscipline factors from students and educators and the most fatal is the reduced emotional closeness between educators and students. The burden on parents at home is also increasing which in the pre-covid-19 period parents can focus more on taking care of household chores or work, now they are required to help take care of their children's learning at home.

Related to this, the researcher wants to examine more deeply about what is actually experienced and felt by educators, students and parents of students in the phenomenological process of learning online during the COVID-19 pandemic. Based on this, the researcher feels it is necessary and important to conduct a dissertation research with the title "The Dilemma of Online Learning During the Covid 19 Pandemic" (Phenomenological Studies among Educators, Students and Parents of Students at MI Hidayatut Tholibin Bojonegoro).

The formulation of the problem in this study is how are the dilemmas that occur in the online learning process at elementary level education during the covid 19 pandemic? Theoretically, the results of this study are expected to be able to find propositions about dilemmas that occur in the online learning process at elementary level education during the COVID-19 pandemic, practically it is hoped that the results in this research will be a reference in making practical decisions, especially for office holders in the field of education. .

According to Ogburn (1932) social change includes technological changes that result in changes in the material environment and regulates it, thereby causing changes or modifications of social habits and institutions. Furthermore Himes and Moore (1968) categorize social change in three forms or dimensions include; (a) structural dimensions, (b); the cultural dimension, and (c); international dimension. The three dimensions are explained in each dimension such as: First; structural dimensions; the dimension of structural change refers to changes in the structural form of society, involving changes in roles, the emergence of new roles, changes in the structure of social classes and changes in social institutions.

Second; cultural dimension; Changes in the cultural dimension refer to changes in culture in society, for example, discoveries in thinking (science), renewal of technological inventions, contacts with other cultures that cause cultural diffusion and borrowing. Third; interactional dimension. Social change according to the interactional dimension refers to the existence of social relations in society which are identified in several dimensions.

Teaching and learning activities remotely with the help of internet or online networks commonly referred to as online or online learning, are learning whose use is supported by digital components that can facilitate remote teaching and learning activities. (Secretary General Circular No. 15 of 2020 concerning Guidelines for the Implementation of Learning From Home During the Covid-19 Disaster Emergency in Indonesia). The Learning from Home process is carried out with the following conditions: Learning from Home through online/distance learning is carried out to provide a meaningful learning experience for students, without being burdened with the demands of completing all curriculum achievements for grade promotion and graduation; (Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Corona virusDisease

(Covid-19). The formulation of the problem in this study is how are the dilemmas that occur in the online learning process at elementary level education during the covid 19 pandemic? Theoretically, the results of this study are expected to be able to find propositions about dilemmas that occur in the online learning process at elementary level education during the COVID-19 pandemic, practically it is hoped that the results in this research will be a reference in making practical decisions, especially for office holders in the field of education. .

According to Ogburn (1932) social change includes technological changes that result in changes in the material environment and regulates it, thereby causing changes or modifications of social habits and institutions. Furthermore Himes and Moore (1968) categorize social change in three forms or dimensions include; (a) structural dimensions, (b); the cultural dimension, and (c); international dimension. The three dimensions are explained in each dimension such as: First; structural dimensions; the dimension of structural change refers to changes in the structural form of society, involving changes in roles, the emergence of new roles, changes in the structure of social classes and changes in social institutions.

Second; cultural dimension; Changes in the cultural dimension refer to changes in culture in society, for example, discoveries in thinking (science), renewal of technological inventions, contacts with other cultures that cause cultural diffusion and borrowing. Third; interactional dimension. Social change according to the interactional dimension refers to the existence of social relations in society which are identified in several dimensions.

Teaching and learning activities remotely with the help of internet or online networks commonly referred to as online or online learning, are learning whose use is supported by digital components that can facilitate remote teaching and learning activities. (Secretary General Circular No. 15 of 2020 concerning Guidelines for the Implementation of Learning From Home During the Covid-19 Disaster Emergency in Indonesia). The Learning from Home process is carried out with the following conditions: Learning from Home through online/distance learning is carried out to provide a meaningful learning experience for students, without being burdened with the demands of completing all curriculum achievements for grade promotion and graduation; (Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Corona virus Disease (Covid-19).

Dilemma can also be termed as anomie which means a certain condition as a difficult and confusing situation, a condition that puts the individual's personal interests against the common interest (Vugt, 2002). Dilemmas require a person to wisely choose between difficult choices, which one is the least bad because all choices are equally unfavorable. Or are there other possible options in dealing with problems that arise. The situation presents a person with two choices but neither of them can be considered as the right solution. (Campbell, 2004)

The dilemma referred to in relation to online learning is that students and educators want to immediately return to face-to-face teaching and learning activities as usual, but because of regulations for the network so that this cannot be done, especially in terms of impact, online learning is experiencing obstacles both in terms of implementers are teachers, students, parents, and from the media side. From the point of view of students, for example, students feel bored and bored while carrying out learning. This is because students feel uncomfortable if they do not meet face-to-face directly, moreover there is an opportunity for students to pretend to be online, meaning that students are online but the student's video is not shown even doing other activities (Al-ihwanah. 2020). Online learning conducted for elementary school-aged children is also considered less effective. Constraints that occur such as the lack of availability of student mobile phones, quotas and unstable internet networks (Azwar, 2020).

From the facts that have been explained, the dilemma in question in this study is that online learning is the best choice from a bad situation due to the covid-19 pandemic. Educators, students and guardians prefer face-to-face learning but this cannot be carried out due to government regulations related to learning during a pandemic, so learning is required online or online. This means that the current condition is that students, educators and guardians of students conduct online learning with a sense of compulsion, therefore it is necessary to study in more depth about what they think and feel related to online learning during the covid-19 pandemic from a phenomenological point of view.

2. RESEARCH METHOD

This study aims to understand the dilemmas that occur in the online learning process at elementary level education during the covid 19 pandemic. Based on the research objectives, this research includes research with a quantitative approach and is a type of phenomenological research. Quantitative research is a research that uses an approach with a qualitative model that will focus on constructive results, whether it strengthens an existing theory or actually finds something new from a theory, therefore the important point is the meaning of what is experienced by the individual. , whether it is related to knowledge, history or about values and norms in society (Creswell, 2003).

Manen (1990) states that the main purpose of phenomenological research is to reduce individual experience of phenomena to a description that is essential (understanding of the distinctive nature of things). Therefore, exploring the meaning of what is a phenomenon needs to be done to what is experienced by humans. The human experience in question can be in the form of various phenomena, for example, Dilemma, loneliness, anger, fear, adjustment, grief, or traumatic experiences. For more details, various data must be collected related to something being studied, then develop a combined understanding of the essence of the experience that contains meaning for the individual in the form of what is meaningful and how that meaning occurs in the person concerned (Moustakas, 1994).

This research was conducted at Madrasah Ibtidaiyah Hidayatut Tholibin, Bojonegoro, East Java. The research and writing of research reports is planned for implementation starting in March 2021 - July 2021. The subjects referred to in this study are subjects who are clear about their duties and functions that can provide accurate and significant information related to online and offline learning dilemmas during the COVID-19 pandemic. 19. Determination of these subjects by means of purpose sampling, which means choosing subjects that aim to meet several criteria, such as who is the right person, who is competent, who can provide reliable information, truth and accuracy (Creswell, 2008).

Based on this, some subjects who are considered to meet several criteria to be subjects in this study include the following: (a) MI student Hidayatut Thlibin I Bendo, the subject relates to what information is experienced related to learning in the network (6 subjects where the class is represented 1 student)

(b) MI teacher Hidayatut Thlibin I Bendo, the subject relates to what information is experienced in online learning (4 subjects). (c) Parents of MI Hidayatut Thlibin I Bendo students, subjects related to what information was experienced related to online learning (3 subjects). (d) Bendo village community leaders, subjects related to perceptions of learning in the network (2 subjects). Data collection techniques using observation, interviews and documentation.

According to Creswell (2013) in the study of phenomenology there have been structured and specific analytical methods developed, especially by Moustakas (1994). Moustakas reviews several approaches in his book which also sees his modification of the Stevick-Colaizzi-Keen method which offers a more effective model. This approach is a simpler version discussed by Moustakas (1994) among others:

- a. Describe individual experiences related to the phenomenon being studied. The researcher begins with a full description of his experience with the phenomenon. This is an attempt to eliminate the researcher's personal experience which cannot be fully related to the phenomenon so that the researcher can focus on the participants in the study.
- b. The researcher makes a list of important statements answered by the informants. The researcher then analyzes the statement by asking questions that are relevant to the informant's statement with the aim of getting more significant results related to the meaning, the list of important statements is called data horizontalization.
- c. After the researcher made a list of horizontalization of the data, then the researcher grouped which statements contained meaning for the informants (units of meaning).
- d. The researcher conducts a textural description, meaning that what is experienced by the informant is related to the phenomenon under study, it can be made verbatim.
- e. The researcher conducts a structural description, meaning that the researcher analyzes which statements of information explain how the meaning he experiences occurs to him related to the phenomenon under study.
- f. Write a combined description of the phenomenon by including a textural description and a structural description. This section is the "essence" of the experience and presents the pinnacle aspect of phenomenological studies. This is usually a long paragraph telling the reader "what" the participant experienced with the phenomenon and "how" they experienced it (ie, the context).

3. RESEARCH RESULTS AND DISCUSSION

The following are the research results obtained from interviews and observations with research subjects and informants who have been grouped into: 1) The Dilemma of the Use of Information Technology, 2) The Dilemma of Online Learning Materials and 3) The Dual Roles of Parents of Students, the following is the discussion:

3.1. The Dilemma of Using Information Technology

The dilemma that occurs as a result of implementing online or online learning is the use of information technology, the use of information technology itself which is ultimately a manifestation of social change, this is because the use of information technology for online learning has changed face-to-face learning habits before the pandemic. According to Ogburn (1932) social change includes technological changes that result in changes to the material environment and its regulators, thus causing changes or modifications of social habits and institutions.

The use of information technology creates obstacles in terms of technological stuttering, technology availability, signal/network and credit/quota, these obstacles create a difficult situation for the subject, especially the subjects numbered 1,2,3,7,9, and 12, where he inevitably have to do online learning with all the obstacles that exist during the covid-19 pandemic, this is in accordance with the dilemma theory that a dilemma can also be termed a certain condition as a difficult and confusing situation, a condition that puts individual personal interests against common interests (Van. Vugt: 2002).

3.2. The Dilemma of Understanding Learning Materials

The second dilemma that occurs as a result of the implementation of online or online learning in this study is the things that affect the understanding of learning materials or online learning material content such as: Transformation, parental education level, and value objectivity. The transformation is related to sending data and information from one location to another through the network, and because the majority of students who do student learning assignments during the pandemic are their parents, so the intellectuality of parents greatly influences the understanding of student learning materials. The objectivity of the value is related to the value obtained from the results of one's own efforts, in this study the objectivity of the value is questionable, this is because students often ask for help from their parents to do assignments.

Problems related to learning materials during the COVID-19 pandemic caused a dilemma for subjects, especially subjects numbered 4,5,8,10,11 and 13 which required them to still choose online learning even though the subject actually wanted to choose face-to-face learning. This is in accordance with the definition of the Dilemma that requires a person to wisely choose between difficult choices, which one is the least bad because all choices are equally unfavorable. Or are there other possible options in dealing with problems that arise. The situation confronts a person with two choices but neither of these choices can be considered the right way out (Campbell: 2004).

3.3. The Dual Role Dilemma of Parents

The third dilemma that occurs as a result of the implementation of online learning in this study is the dual role of parents, meaning that during the COVID-19 pandemic, parents structurally changed their role as teachers for their children, this was experienced by subject number 6, 10, 11, 12, 13, 14, and 15, what the subject experienced in accordance with the theory of Himes and Moore (1968) which categorizes social change in three forms or dimensions include; (a) structural dimensions, (b); the cultural dimension, and (c); international dimension. The three dimensions are explained in each dimension such as: First; structural dimensions; the dimension of structural change refers to changes in the structural form of society, involving changes in roles, the emergence of new roles and changes in the structure of social class.

The dual role of parents as teachers arises as a result of the learning atmosphere that changes drastically from being in the school environment every day and then having to study at home, meaning that students' time to meet with teachers and their peers is increasingly limited, whereas in theory the stage of child development emphasizes interaction with friends. For the sake of the success of cognitive learning, this is also evident from subjects 6, 10 and 13 who in essence really want learning to be done face-to-face like in the past because they miss meeting their peers in the learning atmosphere at school.

4. CONCLUSION

The conclusions in this study are related to the dilemma of online or online teaching and learning activities at Madrasah Ibtidaiyah Hidayatut Tholibin Bojonegoro, among others: 1) Online learning becomes a burden for parents. 2) The use of information technology for online learning has changed face-to-face learning habits before the COVID-19 pandemic, this is in accordance with the theory of

social change. According to Ogburn, social change includes changes in technology that result in changes in the material environment and its regulators, thus causing changes or modifications. social customs and institutions. 3) Problems related to learning materials during the COVID-19 pandemic pose a dilemma that requires learning to be done online, even though the subject actually wants to choose learning to be done face-to-face, this is in accordance with the definition. The dilemma requires someone to wisely choose between difficult choices, which is the most a bit of a disadvantage because all options are equally unfavorable (Campbell: 2004). (4) During the COVID-19 pandemic, parents structurally changed their role as teachers for their children, this is in accordance with Himes and Moore's theory which explains social change in terms of structural dimensions which refers to changes in the structural form of society, concerning changes in roles and the emergence of new roles

REFERENCES

- Alihwanah. "Problematika Pembelajaran Daring Di Sekolah Dasar Pada Era Pandemi Covid-19". *Jurnal of Islamic Education at Elementary School* Volume 1 No.2 Tahun 2020.
- Azwar. "Analisis Proses Pembelajaran Dalam Jaringan (DARING) Masa Pandemi COVID-19". *Jurnal Research & Learning in Elementary Education* Volume 4 No.4 Tahun 2020.
- Campbell, Bonita J. (2004) *Understanding System, Foundation of Control*. New Delhi: Prentice-hall of India.
- Clark, Moustakas. (1994). *Phenomenological Research Methods*, California: SAGE.
- Creswell, J.B. (2009). *Penelitian Kualitatif dan Desain Riset (Memilih diantara Lima Pendekatan)* Edisi Ketiga. Jakarta : Pustaka belajar.
- Muharam, S. (2020). *Dilema Pembelajaran Di Masa Pandemi*. *Osteoarthritis and Cartilage*, 28(2), 1– 43.
- S, Himes J. dan Moore. (1968). *Study of Sociology*. Atlanta: Scott Foresman, 1968.
- Salehudin, M., Marniah, & Hariati. (2020). Siswa SD Menggunakan Smartphone Dalam Pembelajaran Online. *IBTIDA': Media Komunikasi Hasil Penelitian Pendidikan Guru Madrasah Ibtidaiyah*, 01(02), 229–241.
- Siregar, H. D. P. (2020). *Dilema Pembelajaran Online: Antara Efektifitas Dan Tantangan*.
- Surat Edaran Nomor 4 Tahun 2020 Tentang Pelaksanaan Kebijakan Pendidikan Dalam Masa Darurat Penyebaran CoronaVirus Disease (covid- 19).
- Surat Edaran Sekretaris Jenderal No.15 Tahun 2020 Tentang Pedoman Pelaksanaan Belajar Dari Rumah Selama Darurat Bencana Covid-19 di Indonesia
- Van Vught, F. V. (1995). *The New Context for Academic Quality: In D.D. Dill and B. Sporn (Eds), Emerging Pattern of Social Demands and University Reform: Through a Glass Darkly*. Oxford: Pergamon.
- William F. Ogburn, (1980) *Social Change with Respect to Culture and Original Nature. Technology and Culture*, 45 (2).

AUTHOR'S BIOGRAPHY



Dr. A. Taufiq Hidayat, M.Pd., Kons., was born in Bojonegoro, East Java on April 27, 1989. Doctor of Sociology, Directorate of Graduate Programs, University of Muhammadiyah Malang, graduated in 2021. His career started in 2014 as a Lecturer at Darul Ulum University Jombang. Then Lecturer at Kanjuruhan University Malang in 2015, and Lecturer at STAI AT-Tanwir Bojonegoro in 2017

Citation: A. Taufiq Hidayat et al. "The Dilemma of Online Learning during the Covid-19 Pandemic in Elementary Schools in East Java" *International Journal of Humanities Social Sciences and Education (IJHSSE)*, vol 8, no. 11, 2021, pp. 54-59. doi: <https://doi.org/10.20431/2349-0381.0810007>.

Copyright: © 2021 Authors. This is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.