

# INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2023, Vol. 4, No. 7, 2363 – 2368

<http://dx.doi.org/10.11594/ijmaber.04.07.18>

## Research Article

### An Impact of Distance Learning for Elementary School Students in SDN 11 Teluk Betung Pesisir Selatan

Erna Juita<sup>1\*</sup>, Dasrizal<sup>1</sup>, Suryadi<sup>2</sup>, Rahma Wira Nita<sup>2</sup>, Heru Kartika Sandra<sup>3</sup>

<sup>1</sup>Magister Program Environmental Study, PGRI University West Sumatera, Padang, Indonesia

<sup>2</sup>Guidance and Counseling Study Program, PGRI University West Sumatera, Padang, Indonesia

<sup>3</sup>Geography Education Study Program, Padang State University, Padang, Indonesia

#### Article history:

Submission May 2023

Revised July 2023

Accepted July 2023

#### \*Corresponding author:

E-mail:

[erna.pgri@gmail.com](mailto:erna.pgri@gmail.com)

#### ABSTRACT

This study aims to determine how the impact of distance learning experienced by teachers and students during the COVID-19 pandemic. This study uses qualitative research methods, where in collecting information data with interview techniques, in order to find data on relevant matters. The subjects of this study were students of SDN 11 Teluk Betung Pesisir Selatan. The results showed that the distance learning process did not run optimally and there were several obstacles for teachers and students in distance learning.

**Keywords:** Covid-19, Distance Learning

#### Introduction

The world is being shocked by the corona virus pandemic or commonly referred to as Covid-19, and Indonesia is no exception (Nugraha et al., 2020), (Egi Yulianda, Irwan Irwan, 2023), (Zusmelia, Ansofino, et al., 2022). The deadly virus is said to have originated from China, precisely in the city of Wuhan at the end of December 2019. President Joko Widodo and Minister of Health Terawan Agus Putranto, Monday, March 2, 2020, confirmed that 2 Indonesian citizens were infected. tested positive for Covid-19. This has caused several countries affected by COVID-19 to implement policies to impose lockdowns to prevent the spread of COVID-19 (El Said, 2021). Indonesia is one of the countries that participate in enacting a policy called PSSB which stands for "Large-Scale

Social Restrictions" (Fredy et al., 2020), (Irwan, 2023), (Irwan, Zusmelia, Siska, Mazya, et al., 2022). It did not stop there, after the PSSB was enforced, Indonesia again issued a policy called PPKM (Enforcement of Restrictions on Community Activities) which consisted of various levels (Widikasih et al., 2021). This is done so that the entire community can reduce their involvement and is expected to be able to break the chain of the spread of Covid-19 (Andhini & Sakti, 2021), (Irwan, Zusmelia, Siska, Elvawati, et al., 2022).

With the emergence of COVID-19, this has become a big obstacle for all circles of the world and it is also a threat to human health. In the world of education this is a very extraordinary impact and is felt by various parties, especially for teachers, principals, students and parents

#### How to cite:

Juita, E., Dasrizal, Suryadi, Nita, R. W., Sandra, H. K. (2023). An Impact of Distance Learning for Elementary School Students in SDN 11 Teluk Betung Pesisir Selatan. *International Journal of Multidisciplinary: Applied Business and Education Research*. 4(7), 2363 – 2368. doi: 10.11594/ijmaber.04.07.18

(Fauzi & Sastra Khusuma, 2020). Due to Covid-19, education is closed, this also applies to the elementary level (Sujarwo et al., 2020), (Irwan, Mesra, Hamsah, Kuswanti, et al., 2022).

With the action of closing schools, the government takes steps for the teaching and learning process to be carried out remotely, this is so that the learning process is not left behind and students continue to receive the right to gain knowledge even though learning cannot be carried out face-to-face, with the enactment of this regulation teachers must be able to carry out the learning process write effectively even if it is done remotely at home. Basically, here teachers are required to be able to make learning innovations and be able to use the required information technology (Garbe et al., 2020), (Irwan, Siska, Zuzmelia, & Meldawati, 2022).

In addition to having an impact on teachers, students will also feel the impact of this, such as learning which is usually carried out in class face to face with an atmosphere where you can meet friends, now it must be inversely proportional to conditions that require students to study at home (Lase et al., 2021). home with parental guidance (Joosten & Cusatis, 2020). Especially if you look at the diverse abilities of students, as well as the absorption and memory of students which are certainly different. This will have an impact on achievement as well as student motivation and interest in learning (Masonbrink & Hurley, 2020).

On March 24, 2020 the Minister of Education and Culture of the Republic of Indonesia issued Circular Letter Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period of the Spread of Covid, in the circular it was explained that the teaching and learning process was carried out at home through online/distance learning in order to provide a learning experience. meaningful to students. Studying at home can be focused on life skills education, including regarding the Covid-19 pandemic (Kaden, 2020).

This distance learning requires teachers to prepare learning tools that allow students to study at home, so teachers must create learning strategies that are able to help students in the teaching and learning process (Simonson et al., 2019).

Following up on a circular from the Ministry of Education and Culture, SDN 11 Teluk Betung Pesisir Selatan conducts learning from home by giving students assignments. At this school, students are asked to be present on Mondays to pick up assignments that have been prepared by each teacher, and these assignments are given to work on for a week (Purwanto, 2020). On Saturday students are asked to return to school to collect the assignments that have been done previously (Stout et al., 2018). This is done because there are still many students and parents who do not have mobile phones to study online, so the teacher takes the initiative to ask students to come to school to pick up assignments that will be done at home later (Clark et al., 2021).

Based on this, many students complain about the tasks given, many students do assignments out of compulsion, even many students do not understand what they are doing (Makgato & Mudzanani, 2019). In addition, parents are also unable to accompany their children while studying and doing assignments because of the limited knowledge they have (Karakose et al., 2021).

The purpose of this study was to determine the impact of distance learning for elementary school students (Abao & Gaffar, 2022). Can distance learning for elementary school students be carried out properly and effectively?

## Methods

The form of research used in this study is a qualitative research method. Qualitative research is descriptive research, usually this qualitative research is carried out in natural conditions, directly to the data source (Damşa et al., 2021), (Irwan, 2018). Researchers present data in the form of words or pictures. This qualitative research is not manipulated by the researcher, because this research is based on the facts found in the field (Agustini et al., 2020), (Irwan, 2015a), (Irwan et al., 2019).

This research was carried out at SDN 11 Teluk Betung with the source of data taken by the researcher, namely the results of interviews with several teachers at SDN 11 Teluk Betung. The subjects of this study were elementary school students who took PJJ during the Covid-

19 pandemic and teachers. Data collection techniques using interviews, observation.

## Results and Discussion

The Indonesian government has urged its people to reduce face-to-face activities to break the chain of the spread of Covid-19. Including in the field of education. During this pandemic, learning at school is diverted by learning from home or what is called distance learning (Sihombing et al., 2021). Distance learning is actually not a foreign thing in the concept of online education (e-learning). The government encourages all students to study at home, with parental supervision (Churiyah et al., 2020). Students carry out teaching and learning activities using methods that have been made by their respective schools (Yudhawasthi & Christiani, 2022), (Zusmelia, Ansofino, et al., 2022).

Based on the results of observations, SDN 11 Teluk Betung implements distance learning using the Whatsapp platform, but due to the limitations of students in having smartphones so that the learning process is carried out by giving a series of tasks to students to study at home with parental supervision, then each week the assignments are given. handed over by students to school in turn by complying with health protocols (Yusuf, 2021). This runs during the pandemic and distance learning is enforced (Wei & Chou, 2020).

Teachers feel that distance learning is not optimal, due to limited student facilities. In addition, the school's readiness in implementing this activity is also not so mature, so the teacher overcomes this by visiting each student door to door (Chiu, 2022). can not be separated from low-grade students such as grades 1 and 2 SD who need teacher assistance in learning, so that the implementation of door to door is considered quite appropriate to be applied by schools (Robinson & Gray, 2019), (Irwan, 2015b), (Rahma et al., 2023), (Zusmelia, Irwan, et al., 2022).

Not only students and teachers feel the impact of the implementation of distance learning during the pandemic, parents also feel the impact of this because parents must be able to supervise students in studying at home, with the

limited ability of parents to teach students, resulting in students feeling lazy and interested. learning decreases (Chaker & Jarraya, 2021), (Irwan et al., 2018).

From the results of the study, there were many obstacles faced by the school, especially the teachers of SDN 11 Teluk Betung in implementing distance learning, including:

1. Some parents cannot accompany their children during PJJ. And not a few of them do not have the means to carry out PJJ.
2. Lack of cooperation between parents and students. Some parents think that PJJ is just a school formality for the government, therefore the tasks of their children are carried out by the parents themselves without involving their children. This is an obstacle because it can hinder the development of their children's abilities.
3. The delay in the delivery of materials and assignments, as well as the delay in collecting assignments, even though the time allotted was very much. Many students consider trivial things in collecting assignments. Therefore, students often reason when asked about assignments that are not submitted.
4. Different levels of students' understanding. Some students at SDN 11 Teluk Betung still have not fully mastered calistung (reading, writing and arithmetic). Finally, the teacher was overwhelmed in carrying out the PJJ, explaining the material online and giving assignments.

## Conclusion

Distance learning at SDN 11 Teluk Betung has not been optimally implemented due to several obstacles, ranging from the limitations of distance learning facilities, and the ability of students to use smartphones. In addition, distance learning also has an impact on students' interest in learning and cognitive abilities

## Acknowledgment

This research can be carried out smoothly, because of the help and cooperation of various parties. Therefore, the authors would like to thank the head of STKIP PGRI Sumatera Barat and principal of SDN 11 Teluk Betung who have

provided the opportunity and time to hone our academic skills.

## References

- Abao, A. S., & Gaffar, Z. H. (2022). THE IMPLEMENTATION OF SCHOOL OPERATIONAL ASSISTANCE AT THE BORDER. *Jurnal Sosial Humaniora*, 13(1), 56–70.  
<https://doi.org/10.30997/jsh.v13i1.4251>
- Agustini, D., Lian, B., & Sari, A. P. (2020). SCHOOL'S STRATEGY FOR TEACHER'S PROFESSIONALISM THROUGH DIGITAL LITERACY IN THE INDUSTRIAL REVOLUTION 4.0. *INTERNATIONAL JOURNAL OF EDUCATIONAL REVIEW*, 2(2), 160–173.  
<https://doi.org/10.33369/ijer.v2i2.10967>
- Andhini, A. B., & Sakti, A. W. (2021). Impact of distance learning on reading and writing ability in elementary school students. *Indonesian Journal of Multidiciplinary Research*, 1(2), 393–398.  
<https://doi.org/10.23887/jere.v5i3.34254>
- Chaker, H., & Jarraya, H. (2021). Combining teaching “about” and “through” entrepreneurship: A practice to develop students' entrepreneurial competencies. *Industry and Higher Education*, 35(4), 432–442.  
<https://doi.org/10.1177/0950422221991005>
- Chiu, T. K. F. (2022). Applying the self-determination theory (SDT) to explain student engagement in online learning during the COVID-19 pandemic. *Journal of Research on Technology in Education*, 54(sup1), S14–S30.  
<https://doi.org/10.1080/15391523.2021.1891998>
- Churiyah, M., Sholikhah, S., Filianti, F., & Sakdiyyah, D. A. (2020). Indonesia education readiness conducting distance learning in Covid-19 pandemic situation. *International Journal of Multicultural and Multireligious Understanding*, 7(6), 491–507.  
<https://doi.org/http://dx.doi.org/10.18415/ijmmu.v7i6.1833>
- Clark, A. E., Nong, H., Zhu, H., & Zhu, R. (2021). Compensating for academic loss: Online learning and student performance during the COVID-19 pandemic. *China Economic Review*, 68, 101629.  
<https://doi.org/10.1016/j.chieco.2021.101629>
- Damşa, C., Langford, M., Uehara, D., & Scherer, R. (2021). Teachers' agency and online education in times of crisis. *Computers in Human Behavior*, 121, 106793.  
<https://doi.org/10.1016/j.chb.2021.106793>
- Egi Yulianda, Irwan Irwan, E. E. (2023). Livelihood Strategies of Fishing Labor Households in Air Bangis Village , West Sumatra Strategi Mata Pencaharian Rumah Tangga Buruh Nelayan di Desa Air Bangis Sumatera Barat. *Pendidikan Sosiologi Dan Humaniora*, 14(01), 42–51.  
<https://doi.org/10.26418/j-psh.v14i1.61035>
- El Said, G. R. (2021). How Did the COVID-19 Pandemic Affect Higher Education Learning Experience? An Empirical Investigation of Learners' Academic Performance at a University in a Developing Country. *Advances in Human-Computer Interaction*, 2021, 1–10.  
<https://doi.org/10.1155/2021/6649524>
- Fauzi, I., & Sastra Khusuma, I. H. (2020). Teachers' Elementary School in Online Learning of COVID-19 Pandemic Conditions. *Jurnal Iqra': Kajian Ilmu Pendidikan*, 5(1), 58–70.  
<https://doi.org/10.25217/ji.v5i1.914>
- Fredy, F., Prihandoko, L. A., & Anggawirya, A. M. (2020). The Effect of Learning Experience on the Information Literacy of Students in the Ri-Png Border During Covid-19 Period. *International Journal of Multicultural and Multireligious Understanding*, 7(10), 171.  
<https://doi.org/10.18415/ijmmu.v7i10.2067>
- Garbe, A., Ogurlu, U., Logan, N., & Cook, P. (2020). Parents' Experiences with Remote Education during COVID-19 School Closures. *American Journal of Qualitative Research*, 4(3), 45–65.

- <https://doi.org/10.29333/ajqr/8471>
- Irwan. (2015a). STRATEGI BERTAHAN HIDUP PEREMPUAN PENJUAL BUAH-BUAHAN (Studi Perempuan di Pasar Raya Padang Kecamatan Padang Barat Kota Padang Propinsi Sumatera Barat). *Humanus*, 13(3), 1576–1580.
- Irwan. (2015b). *Strategi Mencari Nafkah pada Masyarakat Melayu di Desa Putri Puyu sebagai Akibat Perubahan Mata Pencarian Hidup*. 8(November), 253–266.
- Irwan. (2018). Relevansi Paradigma Positivistik dalam Penelitian Sosiologi Pedesaan. *Jurnal Ilmu Sosial*, 17(1), 21–38.
- Irwan, I. (2023). Sosiologi Kebencanaan: Modal Sosial, Media Sosial dan Resiliensi. In *SOSPEDA* (Vol. 1, Issue 1). SOSPEDIA.
- Irwan, I., Afrizal, A., Zusmelia, Z., & Maihasni, M. (2018). Conflicts of Land Confiscation in Sogo Village: Community Versus PT. Bukit Bintang Sawit (WILLMAR). *Komunitas: International Journal of Indonesian Society and Culture*, 10(2), 263–272. <https://doi.org/10.15294/komunitas.v10i2.14050>
- Irwan, I., Mesra, R., Hamsah, H., Kuswanti, A., Febriani, E. A., Zusmelia, Z., & Siska, F. (2022). Life Survival, Social Network, and Social Capital Matrilineal of Minangkabau Women Street Vendors during Covid-19 Pandemic in West Sumatera. *Jurnal Ilmu Sosial Dan Humaniora*, 11(1), 126–135. <https://doi.org/10.23887/jish.v11i1.40238>
- Irwan, I., Siska, F., Zusmelia, Z., & Meldawati, M. (2022). Analisis perubahan peran dan fungsi keluarga pada masyarakat Minangkabau dalam teori feminisme dan teori kritis. *Satwika : Kajian Ilmu Budaya Dan Perubahan Sosial*, 6(1), 191–205. <https://doi.org/10.22219/satwika.v6i1.19383>
- Irwan, I., Zusmelia, Z., Siska, F., Elvawati, E., & Melia, Y. (2022). Collaborative Governance and Strengthening Household Resilience in Facing Disaster at Ciliwung Riverbank, Jakarta City. *Humanus*, 237–248. <https://doi.org/10.24036/humanus.v21i2.115709>
- Irwan, I., Zusmelia, Z., Siska, F., Mazya, T. M., Elvawati, E., & Siahaan, K. W. A. (2022). Analysis of Relationship Between Conversational Media Applications and Social Media with Social Capital in Disaster Mitigation at the area of Bogor Regency, Indonesia. *International Journal of Multidisciplinary: Applied Business and Education Research*, 3(7), 1434–1442. <https://doi.org/10.11594/ijmaber.03.07.22>
- Irwan, M, L. K., Muljono, P., & Yonvitner. (2019). Strengthening the Solidarity Through Social Media Networks in Communities at The Ciliwung Riverbank. *Komunitas: International Journal of Indonesian Society and Culture*, 11(2), 188–194. <https://doi.org/10.15294/komunitas.v11i2.20606>
- Joosten, T., & Cusatis, R. (2020). Online Learning Readiness. *American Journal of Distance Education*, 34(3), 180–193. <https://doi.org/10.1080/08923647.2020.1726167>
- Kaden, U. (2020). COVID-19 School Closure-Related Changes to the Professional Life of a K–12 Teacher. *Education Sciences*, 10(6), 165. <https://doi.org/10.3390/educsci10060165>
- Karakose, T., Polat, H., & Papadakis, S. (2021). Examining Teachers' Perspectives on School Principals' Digital Leadership Roles and Technology Capabilities during the COVID-19 Pandemic. *Sustainability*, 13(23), 13448. <https://doi.org/10.3390/su132313448>
- Lase, D., Zega, T. G. C., & Daeli, D. O. (2021). Parents' Perceptions of Distance Learning during COVID-19 Pandemic in Rural Indonesia. *SSRN Electronic Journal*, 16(1), 103–113. <https://doi.org/10.2139/ssrn.3890610>
- Makgato, M., & Mudzanani, N. N. (2019). Exploring School Principals' Leadership Styles and Learners' Educational Performance: A Perspective from High- and Low-Performing Schools. *Africa Education Review*, 16(2), 90–108. <https://doi.org/10.1080/18146627.2017.1411201>

- Masonbrink, A. R., & Hurley, E. (2020). Advocating for Children During the COVID-19 School Closures. *Pediatrics*, 146(3).  
<https://doi.org/10.1542/peds.2020-1440>
- Nugraha, S. A., Sudiatmi, T., & Suswandari, M. (2020). STUDI PENGARUH DARING LEARNING TERHADAP HASIL BELAJAR MATEMATIKA KELAS IV. *Jurnal Inovasi Penelitian*, 1(3), 265–276.  
<https://doi.org/10.47492/jip.v1i3.74>
- Purwanto, A. (2020). COVID-19 pandemic and home online learning system: Does it affect the quality of pharmacy school learning? *Sys Rev Pharm*, 11(8), 524–530.
- Rahma, F., Irwan, P., & Putra, I. M. (2023). *Rationality Actions of KJA ( Floating Net Cage ) Workers After the Tubo Sulfur Disaster in Nagari Koto Malintang , Tanjung Raya District , Agam Regency*. 2(1), 471–482.
- Robinson, V., & Gray, E. (2019). What difference does school leadership make to student outcomes? *Journal of the Royal Society of New Zealand*, 49(2), 171–187.  
<https://doi.org/10.1080/03036758.2019.1582075>
- Sihombing, A. A., Anugrahsari, S., Parlina, N., & Kusumastuti, Y. S. (2021). “ Merdeka Belajar” in an Online Learning during the COVID-19 Outbreak: Concept and Implementation. *Asian Journal of University Education*, 17(4), 35–45.
- Simonson, M., Zvacek, S. M., & Smaldino, S. (2019). *Teaching and learning at a distance: Foundations of distance education 7th edition*.
- Stout, R., Archie, C., Cross, D., & Carman, C. A. (2018). The relationship between faculty diversity and graduation rates in higher education. *Intercultural Education*, 29(3), 399–417.  
<https://doi.org/10.1080/14675986.2018.1437997>
- Sujarwo, S., Sukmawati, S., Akhiruddin, A., Ridwan, R., & Suharti Siradjuddin, S. S. (2020). An Analysis of University Students’ Perspective On Online Learning in The Midst of Covid-19 Pandemic. *Jurnal Pendidikan Dan Pengajaran*, 53(2), 125.  
<https://doi.org/10.23887/jpp.v53i2.24964>
- Wei, H.-C., & Chou, C. (2020). Online learning performance and satisfaction: do perceptions and readiness matter? *Distance Education*, 41(1), 48–69.  
<https://doi.org/10.1080/01587919.2020.1724768>
- Widikasih, P. A., Widiani, I. W., & Margunayasa, I. G. (2021). Online learning problems for elementary school students. *Journal of Education Research and Evaluation*, 5(3), 489–497.
- Yudhawasthi, C. M., & Christiani, L. (2022). Challenges of Higher Educational Documentary Institutions in Supporting Merdeka Belajar Kampus Merdeka Program. *Khazanah Al-Hikmah: Jurnal Ilmu Perpustakaan, Informasi, Dan Kearsipan*, 9(2), 193.  
<https://doi.org/10.24252/kah.v9cf2>
- Yusuf, F. (2021). The independent campus program for higher education in Indonesia: The role of government support and the readiness of institutions, lecturers, and students. *Journal of Social Studies Education Research*, 12(2), 280–304.
- Zusmelia, Z., Ansofino, A., Irwan, I., & Rinald, J. (2022). *Social Capital Analysis for Creative Economy Actors in West Sumatra Tourist Destinations*. VI(Xi), 303–308.
- Zusmelia, Z., Irwan, I., Amelia, A., & Virginia, D. (2022). Strategies for strengthening social capital in rubber farming communities in facing disaster in Lake Village, Nalo Tantan District. *International Journal of Educational Research & Social Sciences*, 2078–2082.