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## 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

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#### \*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

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(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 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, Zusmelia, & 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

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