

Description Learning Difficulties of Students in Online Learning on ICT-Based IPS Research Courses

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ABSTRACT

Online learning causes learning difficulties experienced by PGSD FIP UNY students in ICT-based Social Studies Research courses. There is still very little literature from reputable national journals that discuss the analysis of learning difficulties in basic education as the background for this literature review. The purpose of this review is to analyze the learning difficulties experienced by students. The method uses descriptive qualitative research. Data collection techniques by observation and interviews in UNY. Testing the validity of the data used by triangulation of sources. The results of this study explain the learning difficulties experienced by students in online learning, namely: 1) there are technical signal problems and inability in online learning 2) there are obstacles to interacting in online learning 3) there are supporting obstacles to Stakeholders in learning on line. Learning difficulties experienced by students need to be resolved with cooperation between the government, parents, and students themselves so that education continues to run effectively and efficiently.

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1. INTRODUCTION

The dynamics of education today due to the COVID-19 pandemic, online learning is needed as an innovation in the world of education that involves elements of information technology in learning (Wulandari & Agustika, 2020) The use of technology is expected to make interactions between students and lecturers effective and efficient, even though they are in different places but can still interact like face-to-face learning (Alchamdani, A., Fatmasari, F., Anugrah, E. R., Sari, N. P., Putri, F., & Astina, 2020) Utilizing networks such as the internet as a method of delivery, interaction and facilities supported by other learning facilities (Anugrahana, 2020). Online learning is the answer to the dynamics of COVID 19 without having to meet face-to-face with online learning ((Purwanti, E., & Krisnadi, 2020).

In the implementation of online learning, according to (Sadikin & Hamidah, 2020) there are difficulties including the availability of internet services and instructions and instructions from lecturers that are difficult to understand. In addition to infrastructure and facilities, further attention is needed, especially the material load that needs to be adjusted to the time and material due to the implementation of online learning (Gusty, S., Nurmiati, N., Muliana, M., Sulaiman, O. K., Ginantra, N. L. W. S. R., Manuhutu, M. A., ... & Warella, n.d.)

Learning difficulties can affect student achievement (Sabri, 2016) When learning difficulties have dragged on, the majority of students experience despair. Learning difficulties experienced by students are obstacles or symptoms of obstacles in the learning process (Ismail, 2016:37). This learning difficulty is important to pay attention to by being identified and evaluated to be resolved as quickly as (Hanik Mujiati, 2013).

Learning difficulties can arise from the students themselves or other more complex causes (Ahmadi, A. dan Supriyono, 2004). Another possibility is due to neurological dysfunction (Abdurrahman, 2012). In order to know more about learning difficulties, several indicators can be used including: 1) Technical constraints in online learning 2) Interaction barriers that affect online learning, 3) Stakeholder support constraints that assist in online learning (Utami, Y. P., & Cahyono, 2020).

There are several relevant research results such as research conducted by (Nabila, H., & Sulistiyaningsih, 2020) showing that students face several difficulties including technical obstacles that affect signaling, inability in online learning, interactions during the learning process, and assignments and teaching materials in online learning . Another study conducted by (Seno, 2020)) showed that students faced some signal technical difficulties and inability to learn online.

Based on the results of preliminary observations made by researchers at Yogyakarta State of University, it was found that students who take online lectures in ICT-based social studies research courses have indicators of learning difficulties or experience learning difficulties. The obstacle to online learning is the availability and stability of the internet network. Students find it difficult to understand lecture material given by lecturers through group messages so that it has a bad impact on students' cognitive, affective, and psychomotor development. students also find it difficult to interact with lecturers online and lack of concentration when learning online using whatsapp and is influenced by environmental factors. Another problem obtained by researchers is that lecturers have not optimally utilized media and learning tools related to the theme so that students can easily understand the material presented online.

Based on the problems above, the researchers conducted a study to find out more about the learning difficulties experienced by PGSD FIP UNY students in online learning. Currently, all universities, including UNY, make adjustments to both lecturers and students in online learning. These adjustments include students who are studying at UNY who experience internet network problems, can use UNY's eduroam wifi facility while still following health protocols. So for those who have difficulty attending online lectures at UNY, they can take advantage of the facilities provided by UNY.

Based on previous research, it is known that the lack of research on learning difficulties in online learning. PGSD FIP UNY students who are taking ICT-based social studies courses have different learning patterns, the adaptation process with various online learning methods, diverse ICT abilities, network availability and stability. Based on this, it shows that there are still many learning difficulties in implementing online learning. Therefore, the authors are encouraged to conduct research with the title "Analysis of Learning Difficulties of PGSD FIP UNY Students in Online Learning for ICT-Based Social Studies Research Courses". The purpose of this study was to determine student learning difficulties during online learning. The results of this study are expected to contribute to educators in improving the quality of online learning so that student difficulties can be overcome.

2. METHODS

This research is a descriptive qualitative research that focuses on students' learning difficulties in online learning. This research was conducted at Yogyakarta State University in the Primary School Teacher Education study program. The research population is 6th semester PGSD students with a total of 55 people. Sampling using purposive sampling technique taken from 2 classes namely class A and B with a total of 30 students reinforced by 1 lecturer. Data was collected by filling in observations and interviews. The interview contains 15 questions for students and 12 for lecturers regarding the difficulties of learning online learning which are distributed via google form. As for the observation

method in the form of an instrument of student learning difficulties during the learning process through virtual meetings. With a research duration of one semester from January 2021-July 2021.

Table 1. Student question grid

No	Aspect	Indicator
1.	Technical constraints that affect signaling and inability in online learning	<p>Students have a stable internet network</p> <p>Students have laptops/computers/PCs and supporting tools such as (micfone and headsheet)</p> <p>Students have software for online learning (zoom, google meet)</p> <p>Students cannot follow online learning smoothly</p> <p>Students have course materials</p>
2.	Conduct learning, share it through interaction, share assignments and teaching materials in online learning	<p>The material delivered by the lecturer online is easy to understand</p> <p>The duration of online learning time according to student needs</p> <p>Interaction between students is effective during online learning</p> <p>Students are able to adapt to online learning</p> <p>Lecturers provide feedback in online discussions</p>
3.	Stakeholders who help the government, schools, and parents in online learning	<p>Students get internet quota assistance from the government</p> <p>Students get online learning facilities from their parents</p> <p>The living environment supports the online learning process</p> <p>Ease of claiming assistance to the government in online learning</p> <p>UNY provides convenience in accessing eduroam wifi</p>

This research also uses a review conducted by searching for relevant research in the indexing institution of the National Sinta Indonesia journal. The following keywords and keyword combinations were used: Learning difficulties, online learning. The search was limited to categories 1 to syntax 4. A relevant study was selected if the abstract was assessed according to the research context. The criteria used for the research review are as follows:

Table 2. Criteria for relevant articles

Type	Indicator
Theme	Articles related to learning difficulties and online learning
Novelty	Articles published between 2020-2021
Context	Articles related to learning difficulties and online learning
Language	Article written in Indonesian
Basic Research	Articles based on empirical research

Based on the criteria above, the next author will present several selected article titles that discuss learning difficulties in online learning as follows:

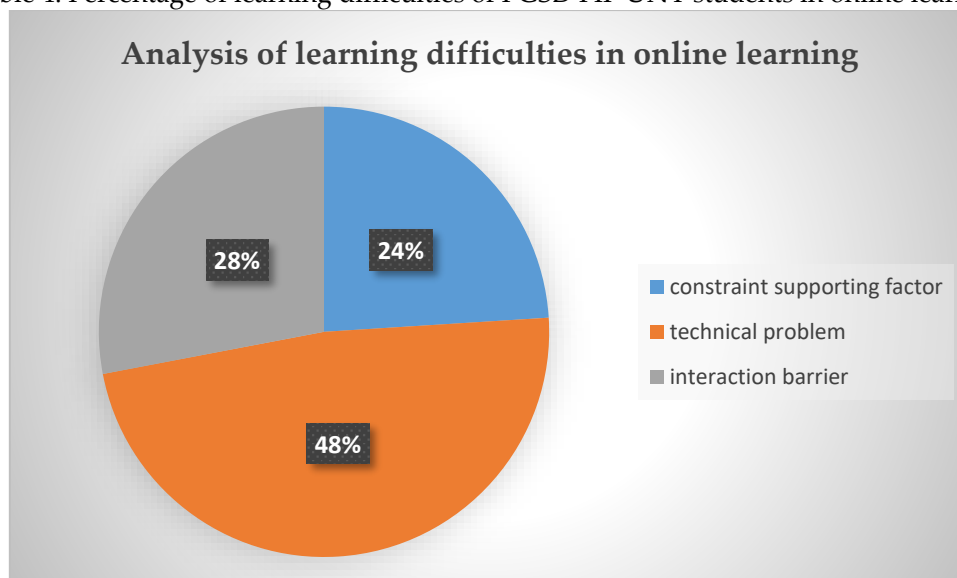
Table 3. Selected relevant articles

Author	Title	Journal	Sinta's Ranking
Puji Winarti (2021)	Analysis of Student Learning Difficulties in Lectures on Basic Science Physics Concepts Online during the Covid-19 Pandemic	Jurnal Komunikasi Pendidikan	Sinta 4
Wachid Palguna Bayu Seno (2020)	Analysis of Student Difficulties in Online Learning for Mathematics Subjects at State MTS in Grobogan	Auladuna: Jurnal Pendidikan Dasar Islam	Sinta 3
Melisa Putri , Eko Kuntarto , Alirmansyah (2021)	Analysis of Students' Learning Difficulties in Online Learning in the Era of a Pandemic (Case Study on Grade III Elementary School Students)	Auladuna: Jurnal Pendidikan Dasar Islam	Sinta 3

3. FINDINGS AND DISCUSSION

The results of observations and interviews are supported by relevant research articles regarding learning difficulties of PGSD FIP UNY students in online learning for ICT-Based Social Studies Research courses. In general, students experience technical signal problems, interaction problems, and supporting factors.

Table 4. Percentage of learning difficulties of PGSD FIP UNY students in online learning



In order to find out more clearly about the main results of existing research, the following table summarizes the review of relevant articles

Table 5. Summary of selected relevant articles

Author	Metode	Result
Puji Winarti (2021)	Qualitative descriptive method (observation, interview)	The factors that cause difficulties in learning the basic concepts of IPA Physics experienced by PGSD Undaris students are internal factors in the form of motivational factors from within students and external factors, namely the unsupportive home atmosphere, family economic factors, lecture presentation factors by lecturers, availability of facilities and infrastructure. supporting infrastructure and the characteristics of the lecture material.
Wachid Palguna Bayu Seno (2020)	Quantitative Methods (interviews, questionnaires, documentation, validity test, reliability)	students face some signaling technical difficulties and inability to learn online
Melisa Putri , Eko Kuntarto , Alirmansyah (2021)	Qualitative descriptive method (observation, interview)	Students have learning difficulties: understanding the subject matter, there is no accompanying teacher, and it is about learning concentration. Factors causing learning difficulties: learning tools or facilities, lazy and bored, and low support from parents. How to overcome learning difficulties creating interesting online learning methods and strategies, the need for parental assistance during the child's learning process, and finding locations or areas full of wifi

Obstacles in online learning studied were technical constraints related to networks according to (Seno, 2020) by getting research indicators of learning difficulties in online learning reaching 67%. This proves that the network is not evenly distributed. Furthermore, students who experience technical problems in online learning will have difficulty in the online learning process. The strength of the network will affect the learning. When students find it difficult to join certain video conferences, it results in students not being able to learn optimally in the online learning process.

In the online learning process, complete facilities and infrastructure are needed (Suryabrata., 2012) However, compared to the fact that was found due to the diverse backgrounds of parents and an uneven economy, some students still did not have the appropriate and complete facilities and infrastructure. As a result, some students still have difficulty with technological advances. However, because of more curiosity and because they help each other, gradually some of these students are able to attend lectures as usual.

These technical constraints are compounded by the dynamics of the various housing situations. Online learning sometimes makes students feel less concentrated because of the crowded conditions in their homes or other problems. In line with the opinion of (Puji Winarti, 2021) 11 out of 16 students stated that their home atmosphere was less supportive. The house is in a busy place on the side of the main road, there are many family members so that the atmosphere of the house is crowded or there are

even students who live at home while opening a shop so that it is crowded with customers so that the atmosphere of the house does not support the online lecture process.

Students also experience difficulties in interacting in online learning. In line with (Seno, 2020) the learning difficulty research indicator reached 69%. This explains that the low interaction between students and lecturers. This causes students to lack understanding of the material presented because the method used by the lecturer is only by providing material without explaining the material. (Husein, 2020) in teaching the teacher to directly interact with students, the teacher must ensure that students understand the material because it affects the learning objectives. The understanding of the material also affects the acquisition of the next student's material. If students find difficulties in understanding the material presented, many students do not achieve the learning objectives that have been determined (Lestari, 2020) Furthermore, (Putri, M., Kuntarto, E., & Alirmansyah, 2021) added that the material presented was coupled with a lot of assignments that caused students to feel lazy and bored when learning online. Plus, students play too many gadgets so they feel reluctant to not take part in online learning.

The problem of limited quota is experienced by students, the government as a supporting factor for stake holders has provided quota subsidies, but students still have to pay quite a lot of money to just buy internet data quotas when doing online learning (Yazdi, 2012) In line with (Seno, 2020) that the highest indicator of learning difficulties is the indicator of stakeholders, both the government, schools, and parents in supporting the online learning process, which is 71%. Whereas facilities and infrastructure including internet data quotas in online learning are needed so that online learning remains effective and efficient. (Putri, M., Kuntarto, E., & Alirmansyah, 2021)

Parental support is needed in online learning. In order to motivate students (Suryabrata., 2012) Mentoring done by parents in online learning must be done periodically in order to foster consistency with hard work and patience. Student motivation is needed and maintained so that student learning interest does not decrease (Jailani, 2014). Parents should continue to supervise students in independent study because the majority of student results and assignments have not been maximized (Putri, M., Kuntarto, E., & Alirmansyah, 2021).

In online learning, lecturers' strategies and methods have an effect on students in online learning. Online learning must be fun so that students have the motivation and interest in learning to understand the material. Lecturers can shift the focus from a passive model centered on lecturers to an active model, becoming student centered by providing a stronger learning stimulus (Yulianti & Hayun, 2020). So that during the discussion, lecturers can use more creative methods so that students are more interested. (Putri, M., Kuntarto, E., & Alirmansyah, 2021)

The role of parents in also influencing students in online learning. Motivation and interest still need to be given to students periodically. Parents in the mentoring also participate in understanding the material presented by the lecturer so that together there are no mistakes in delivering the material. Furthermore, the role of parents can be replaced by relatives who understand more about the student's learning material. So that collaboration between students and families is very useful in online learning (Putri, M., Kuntarto, E., & Alirmansyah, 2021)

Students themselves must also have a disciplined and responsible attitude, meaning that they are consciously able to try to complete tasks by doing various ways. The limitations of facilities and infrastructure, especially the economic factors of parents and the lack of stability in the signal should not be used as reasons for not participating in online learning. This is an effort to manage students themselves so that they can systematically and measurably carry out online learning easily (Nadziroh, 2017)

4. CONCLUSION

Based on the results of research on learning difficulties experienced by PGSD FIP UNY students in online learning for ICT-Based Social Studies Research courses, namely 1) there are technical obstacles including unstable signals. 2) there are obstacles to interacting in conducting online learning, 3) there

are obstacles to supporting factors in Stakeholders in the government, parents, and students. Online learning methods must be made more interesting by involving students more actively in being creative in order to express their creative ideas. The role of parents periodically and continuously is needed to motivate and maintain student interest in learning. Students must also have an awareness of responsibility and discipline in online learning. Collaboration between the government, parents, and students themselves is very much needed so that the quality of effective and efficient education is not much different from the face-to-face system.

Recommendations for further research are the application of the results of the analysis of learning difficulties in online learning for ICT-based social studies courses at Yogyakarta State University. The application starts from more interesting online learning methods, supporting factors from the government, parents and students themselves must collaborate with each other.

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