



## Analysis of online learning process during the Covid-19 Pandemic in primary school teachers

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### ABSTRACT

This study aims to described the analysis of difficulties and efforts of teachers in online learning at SDN Airlangga III/200 Surabaya. This research uses qualitative descriptive method research, information collection method using online observation, interview, and documentation. The data analysis method used in this study is data reduction, data presentation and conclusion drawing. Researchers act as data collection instruments. The results showed that the difficulties that teachers felt in online learning during the Covid-19 Pandemic were insufficient facilities, material completion and assessment. The efforts that teachers try to overcome the difficulties felt is by sharing supporting internet access, various assignments, as well as cooperation with the school, teachers and parents of students. The impact obtained after efforts to improve online learning problems is a significant transformation in online learning during the Covid-19 Pandemic grade IV SDN Airlangga III/200 Surabaya.

### INTRODUCTION

The Covid-19 (*Coronavirus Disease 2019*) is a new virus that causes shortness of breath that causes mild to severe illnesses characterized by fever, shortness of breath, and cough Dewi (2020). Coronavirus itself is a very dangerous virus and is in a high alert status around the world, including Indonesia. The virus first appeared in Wuhan, China, and soon spread throughout the world. The presence of this virus has introduced new policies such as social distance, physical distance, lip lock and the use of masks, especially in Indonesia (Maulana, 2020). This policy aims to break the chain of transmission of the Covid-19 virus. The government has also published policies on working from home, working from home, and working from home. However, the existence of this policy also affects basic human activities, especially in the field of education, due to home schooling policy. This is a new problem in the world of education. Wiradimadja et al., (2019) says of course, professional teachers should be able to overcome learning problems. The learning process is an interactive activity between teachers and students in the classroom. The learning process includes learning and educational activiti-

es that determined students achievement and achieve educational goals. Learning is a change in behavior that occurs in a person who was previously impossible or incapable of becoming proficient. Marquis and Hilgard Hariyanto (2016), stated that "learning is the process of knowledge seeking that happens to people through training and learning and making a difference in us". In essence learning is the learning process described by Pane (2017) as, according to him, "relevant, interactive and hopeful. A system consisting of built-in components to be built so that they achieve optimal results, according to the specified goals". The benefit of learning Hariyanto (2016) is to acquire knowledge developed through experience developed through sharing, beneficial to others.

IPS (*social science*) learning for classes at SDN Airlangga III/200 Surabaya in grades I, II, and III is integrated into the themes studied. But for grade IV, V and VI Ips material is separated from the integrated thematic book, before the Covid 19, IPS learning is done face-to-face but after the corona virus learning is converted into distance learning or online/e-learning. According to Winarno (2013), the policy

issued for e-learning does not guarantee that everything is done successfully in all contexts, especially in schools and parents of students do not have the technical equipment to support the online learning process. According to Slameto (2014), It is possible to solve problems that hinder the implementation of e-learning, especially in IPS subjects. It goes without saying that academic goals in the humanities can best be achieved directly. From this topic, the purpose of this study is to gather information about the factors that hinder the practice of humanities subjects in elementary schools in online learning.

Online learning poses many dilemmas for teachers and students. This is especially true for real IPS that requires face-to-face interaction in the process Amalia (2020). The learning system should run smoothly, but its implementation can be fraught with challenges. Therefore, from the above problems, a solution in the form of an innovative e-learning system is required. In this way, online learning systems can achieve their learning goals better and more effectively. This article examines online learning and student assessment issues in IPS materials. The purpose of writing this journal is to know the learning process of e-learning system in achieving understanding among elementary school students, especially in IPS because of the impact of the current Covid-19 virus outbreak.

## LITERATURE REVIEW

### Application of Online Learning Grade four at SDN Airlangga III/200 Surabaya

The elementary school learning according to the 2013 program is contextual learning. At the basic level, contextual learning is effective in improving student concepts through the problems they encounter in their daily activities Ningrum (2018). Contextual learning is a learning concept that associates teaching materials with everyday life. The Covid19 pandemic could shift learning from text to the context of Caroline, Supriyatna and Puspitasari (2020). In traditional learning, when students are in the classroom, the teacher guides or directs the teacher to find learning resources with limited space and time. With online learning, students are free to find their own learning resources based on their own learning resources that are not bound by space and time.

Warkintin and Mulyadi (2019) explained that education is a system that develops a broad mission related to physical development, skills, thoughts, emotions, skills, and social problems in order to believe in beliefs and beliefs. Therefore, regardless of disability or disability, education will continue to function properly. The obstacle in this case is what teachers experience in the circumstances of Covid-19, learning is done online and cannot be done directly in the classroom. According to Astini (2020), The condition forces teachers to innovate in the learning process,

especially online learning. The solution implemented during the pandemic is to find solutions using a network learning approach. Teachers need to innovate in using e-learning models. This is in accordance with Tjandra, DS (2020), where teachers provide classroom libraries, modules, textbooks, support books, and most importantly, some computers for non-networked students who can access the Internet. The form of e-learning still exists and continues to evolve. As computer ownership grows rapidly around the world, online learning is becoming more common and accessible. The speed of internet connection increases, and with it, more and more opportunities for multimedia training methods. Hopefully online learning becomes a solution that can support learning in the midst of the COVID-19 pandemic.

Online or network e-learning (*sometimes called e-learning*) uses networking (Internet, LAN, WAN) as a method of delivery, interaction, and equipment and many other forms of learning services Brown (in Warkintin, 2019:12). E-learning is very useful for classroom instruction. That is, it looks like this: (1) Integration, an integration where students are free to choose whether to use e-learning materials or not, in which case students will access to e-learning. Educational materials. (2) If the e-learning material is designed to complement the teaching materials received by students in the classroom, it will be integrated and integrated. Online learning materials are programmed in addition to or increase student participation in traditional learning activities. (3) Alternatively, if the e-learning material is designed to replace the learning materials received by students in the classroom said Waryanto (2006).

According to Hanum (2013) e-learning or e-learning is a type of learning model that is encouraged and supported by the utilization of information and communication technology. E-learning can be defined as a form of information technology applied to education in the form of cyberspace Hanum (2013). Munir (2013:) argues that the term e-learning is best used in an effort to transform school and college learning into a digital format connected to internet technology. "Online learning is a new form of education for 21st century learning. Teachers are online education planners, interactive facilitators, and subject matter experts," said (Hanum, 2013: 93). E-learning is an open-source learning system that uses web applications that can be run and accessed using a web browser said Rahayu (2010). Online learning is an educational system that uses electronic applications to support education and learning through other computer networking means said Rahayu (2010).

In fact, during the 2021/2022 school year, the Covid-19 outbreak has shifted classroom learning into online learning. Covid19 was first detected in China in 2019 and has spread to several countries around the world Sohrabi

et al., (2020). On March 2, 2020, the Ministry of Education and Culture of the Republic of Indonesia Dewi (2020) released a Covid 19 notification letter in 2020 on the implementation of policies in times of emergency, an important learning process for these students described as being operated from home through online to provide experiences. According to Rigianti (2020), online learning is a format that allows learning from traditional formats to digital or internet formats. According to Hardiyanto (2013), online learning was first introduced by the University of Illinois. This is because it is called the influence of the development of online learning, or learning into a computerized learning system.

Online learning frees up students' learning time and allows teachers to use the app as a classroom, live chat, or Whatsapp said Dewi (2020). While some students and educators are ready with this e-learning, many are also forced to use this e-learning said Arifa (2020). Rapid and sudden changes due to the spread of Covid-19 force everyone to understand technology said Rigianti (2020). The impact of Covid-19 on education has a significant impact, especially for teachers who play an important role in online learning. Teachers play an important role in this online learning.

Nowadays, online learning takes place from kindergarten to college, including elementary school level. According to Andhini (2017) Teachers, students, and parents feel the impact of COVID 19 on the application of this form of online learning. There are pros and cons, pros include being able to utilize existing technology to evaluate the transmission of COVID 19, and cons including availability limits. Unlike face-to-face interactions with students, many media prefer face-to-face learning and may be less enthusiastic about learning and moving on to school. Online learning at home is done in collaboration with parents, in the hope that this form of online learning will allow students to learn anytime, anywhere. One of the government's efforts in the field of education is to direct all educational and learning activities outside the home. According to Tarkar (2020), student education is not only disrupted by the closure of schools, universities, and universities. The closure also affects the reputation of students around the world. Many exams and assessments have been cancelled or postponed due to school closures. For students and teachers, this is a new era of education.

Online learning is a new way of learning to teach that uses electronic devices, especially the internet, to provide learning. Online learning relies entirely on Internet access. According to Imania (2019), e-learning is a traditional form of learning delivered digitally on the Internet. Online learning is seen as the only way of delivering material between teachers and students during pandemic emergencies. For elementary school teachers with face-to-face learning, this condition widens the learning gap. The

rapid and sudden change caused by the spread of Covid-19 has forced everyone to be technologically literate. Thanks to technology, it is the only bridge that allows teachers and students to connect learning without having to meet in person. In face-to-face learning activities, learning tools can be people, environments, environments, and objects that teachers can use as a means of communicating topics. Not when studying online. The actual media and tools that teachers can present are visual media due to distance limitations. According to Nurfalah (2019) Online learning can be achieved by combining and learning different types of learning resources such as documents, images, video and audio. Materials are available for students to see and read. These learning resources are a key asset in the growth of online learning. Indeed, learning objectives can also be achieved through online activities if the teacher makes learning as interesting as possible based on the student's characteristics.

In fact, during online learning, many parents of students complained because there were some problems they faced during the students' study at home, such complaints such as the number of tasks given by the teacher, and inadequate internet facilities so that the learning experienced a slight delay. In addition, in the application of online learning there are also advantages such as the flexibility of time and place of learning that students can learn anywhere that is important still remain in the house such as studying in the living room, yard and students also do not have to go to school first to learn. With online learning can also build a new atmosphere for students so as to foster an enthusiastic attitude of learners in learning said Mirzon et al., (2020).

However, the use of the internet as an online learning medium does not necessarily have a positive impact for all students. In fact, many factors influence a student's success in online learning. Nasution (2010) stated that "teachers play an important role in the development of educational technology and we must strive to learn how to use it." And during the COVID 19 pandemic, teachers must serve as teachers. This is because teachers play a very important role overall, even if students study in different places, at home, and teachers must continue to teach. Educational efforts. Government Regulation of the Republic of Indonesia Number 7 of 2008 concerning Teachers states that teachers are professional educators and their main task is to educate, educate, teach, teach, train, evaluate, and evaluate students from an early age. school. Or formal education, primary education and secondary education.

According to Zaenal Aqib (2007), learning is a structured complex consisting of people, materials, structures, equipment, and processes that interact to achieve learning goals. A good learning system has three main characteristics, namely the existence of certain projects, the interdependence of the elements and the goals to be achieved. Learning at the primary and secondary level

is the result of simplification, adjustment, selection and revision of basic concepts of IPS organized systematically and pedagogically for the purpose of learning in basic and secondary teaching, Pancasila said Mukminan (2000).

### **Application of social education learning at SDN Airlangga III/200 Surabaya**

IPS (*Social Science*) is one of the most important subjects to study in primary schools and the scope of the scientific community can be divided into many aspects. Relationships, economic relations, psychological relationships, cultural relations, historical relationships, geographical relations and political relationships. (B) Groups may take the form of families, neighborhoods, villages, village communities, community organizations and cities. (C) From a level perspective, including local, regional and global levels. (D) In terms of an interactive environment can be a study of culture, politics and economics Tasrif (2008). IPS examines facts, events and concepts related to social issues. At the basic level, social studies cover geography, history, sociology and economics. According to Susanto (2013), "The essence of primary school ips is to provide basic knowledge and skills to students as citizens as a means of training as early as possible. Basic knowledge of local life and the environment as well as the ability to think critically to solve social problems in the community. Through ips class, students are expected to become democratic and responsible citizens.

IPS (*Social Science*) is one of the integrated thematic teaching materials that is associated with other subjects and integrated with the topic of learning. Fadlillah (2014) stated that an integrated thematic approach means that learning is carried out on a topic-by-topic basis by paying attention to the characteristics of learners, subjects with subjects and between subject matter one topic with another topic. Determine that it will be implemented in an integrated way to go to primary school. IPS learning for classes at SDN Airlangga III/200 Surabaya in grades I, II, and III is integrated into the themes studied. But for grade IV, V and VI Ips material is separated from the integrated thematic book, before the corona virus Diseases (Covid 19) ips learning is done face-to-face but after the corona virus learning is converted into distance learning or online/e-learning. According to Winarno (2013) The policy issued for e-learning does not guarantee that everything is done successfully in all contexts, especially in schools and parents of students do not have the technical equipment to support the online learning process. According to Slameto (2014), It is possible to solve problems that hinder the implementation of e-learning, especially in IPS subjects. It goes without saying that academic goals in the humanities can best be achieved directly. Online learning poses many dilemmas for teachers and students. This is especially true for real IPS that requires face-to-face interaction in the

process Amalia (2020). The learning system should run smoothly, but its implementation can be fraught with challenges. Therefore, from the above problems, a solution in the form of an innovative e-learning system is required. In this way, online learning systems can achieve their learning goals better and more effectively. This article examines online learning and student assessment issues in IPS materials. The purpose of writing this journal is to know the learning process of e-learning system in achieving understanding among elementary school students, especially in IPS because of the impact of the current Covid-19 virus.

### **METHOD**

The authors conducted this study at SDN Airlangga III/200 Surabaya as a sample of study on IPS learning in elementary schools. A qualitative descriptive study using a phenomenological approach is used in this type of study. Phenomenological studies strive to figure out what a person's life experience with a notion or symptom, such as self-concept or his own perspective on life, means (Kuswarno, 2006). This study will results in descriptive analysis data in the form of writing collected from the data source. The primary source of this study is the teachers of SDN Airlangga III/200 Surabaya, Mr. Dyan Eka Pamungkas, S.Pd., while the secondary data in this study is documentation in the form of RPP and ips sd learning materials. Data collection using observation techniques, the authors observed the phenomenon of distance learning both on social media and in school then formulated problems and conducted in-depth interviews with teachers of SDN Airlangga III/200 Surabaya, mr. Dyan Eka Pamungkas, S.Pd.. then the authors documents the results of interviews with elementary school teachers both in writing, photos and recordings, RPP, as well as learning materials IPS SD.

Data analysis techniques using data reduction techniques, which are forms of analysis that sharpen, classify, direct, discard unnecessary and organize the data in such a way that the final conclusion can be drawn. Then presentation of data or activities when a set of information is compiled, thus giving the possibility of drawing conclusions. Qualitative data presentation form in the form of narrative text (in the form of field notes), matrices, graphs, networks and charts. Then the results of the analysis can be used to take action based on data reduction and data display. In this study, a limited trial will be conducted by 10 counseling teachers which incorporated in MGBK organization. The Research development uses descriptive procedural development which is outlining the steps to be followed to produce a product. The product in this research is media book, where the book contain counseling approaches and techniques used for reducing level of burnout symptoms. Dick, & Carey, (2015) explained

there are development model that consists 10 steps such as (1) identification service purpose, (2) Analysis service, (3) Analysis contexts, (4) determine service purpose, (5) developing instruments assessment, (6) developing service strategy, (7) developing and choosing service material, (8) designing and perform formative valuations, (9) revise, (10) designing and perform evaluate summative. Nevertheless, in this research could only done in the ninth step of revising the self-help book so that, it can be used according to the needs of the readers.

## RESULTS AND DISCUSSIONS

During the current covid19 pandemic, established teaching and learning activities are considered safer to use e-learning because it does not need to be completed, so use e-learning at home. This is in accordance with what Karwati reported (Suharyanto & Mailangkan, 2016:18). In short, e-learning is an effective learning process created by combining learning support with the distribution of digital materials, including services. By carrying out online learning, teachers refer to the opinion issued by the Minister of Education 2020 on the implementation of emergency education policies related to the spread of coronavirus (covid19). This is in line with the obligations of teachers as referred to in Law No. 14 concerning Teachers and Teachers Article 20 of 2005, as well as religious and aesthetic values."

There are two e-learning passes that students receive: Teacher Homework Broadcast and Government Homework (SBOTV) on TV channels. The type of activity performed in the e-learning process is if the assignment comes from the SBOTV TV channel, students usually have to watch TV and give their work to the teacher online. However, if the student does not have a smartphone, the student or his tutor will give the results of his work directly to the teacher on the selected day. Homework can come from teachers in the form of book assignments or it can also be practice. According to Masrurroh (2015: 1), information technology in learning serves as a central point for achieving knowledge transfer without completely eliminating the original face-to-face learning model. Assignments are usually submitted online, but some students are limited by electronic devices and students receive their homework from televisions, so the schedule is flexible. This is in accordance with Circular Letter No. 4 of 2020 (covid-19) on the implementation of education policy in the face of the coronavirus outbreak, "learning activities and homework including distance considerations, depending on the interests and conditions of students, between students can vary/basic PR."

Then supported the process with media used in various e-learning learning processes, such as TVs, laptops, mobile phones, assignments, and thematic books. Teaching and learning went smoothly. Media is one way to deliver

material to students, so teachers need to really learn it. This is in accordance with Pernama's statement (2015) that media is a medium, tool, or device that has the ability to deliver messages from sources sent to the recipient or recipient of the message. Before the COVID-19 pandemic, e-learning, the learning model used at SDN Airlangga III/200 surabaya was face-to-face learning. This is a place where students and teachers gather and learn face-to-face in class. Thus, the research of Putria, Maura and Uswatun (2020), where the learning process is an interactive activity between teachers and students in the classroom. The learning process involves learning and educational activities that determine students' success and achievement of educational objectives. The existence of e-learning is caused by 19 pandemics that have spread throughout the world, including Indonesia.

The purpose of online learning during the COVID-19 pandemic is to educate students as they study safely at home, respect the educational goals set out in the program and minimize exposure to COVID-19 in order to continue. The teaching and learning process can continue. This corresponds to what Samino and Saring Marsudi reported (2012). Learning is a process that one must go through when one wants to achieve something expected. So that the curriculum objectives can continue to work towards achieving educational goals. This is in accordance with what Rusman (2009) suggests, that the curriculum is a set of plans and arrangements for the purposes, content, teaching materials, and teaching materials to be used as guidelines. Achieve certain educational goals.

The goal achieved by the implementation of e-learning is to continue learning safely without fear of contracting covid19 without students facing each other and using electronic media as a means of communication in the classroom. To learn. Students do elearning every day in two phases: TV and teachers. Online learning from TV (SBOTV) is 07.00-7.30 WIB and although teacher learning is flexible, students are also given homework from TV (SBOTV) and the collection time is long, therefore it is generally more than 10:00 am. It won't be collected soon.

The goal achieved by this e-learning application is to keep learning safely without fear of contracting covid19 without face-to-face meetings and learn how to use electronic media as a medium in the current covid19 pandemic. Here's what you can do. Students do online learning every day in two stages: TV and teachers. Online learning schedule starts from 08.00 - 09.00 WIB TV (SBOTV) and teachers are flexible in their learning, but students are also given TV homework SBOTV) and time to collect the morning after 10. Collected directly for a not too long time.

Currently, this sudden pandemic lacks information and further training received by teachers and some teachers are not ready, so their mastery of e-learning is incomplete and

not good. Thus said Ratna (2020: 810), namely with all levels of education from elementary/ibtidaiyah, junior high school/Madrasah Stanawiyah, and high school/Madrasah Aliyah, to universities under the Ministry of Education and Culture of Indonesia and under the Ministry of Religious Affairs of Indonesia affected by school closures. Not all organizations can cope with sudden changes. In some schools, some technologies can be incorporated into regular face-to-face lessons. However, they find it difficult to empower shareholders in such a short time by using the technology needed for distance learning and online education. However, most schools in Indonesia do not have such privileges in terms of online learning resources and equipment. This condition is an additional challenge for school residents. Not all students are familiar with online learning in cities and large areas. In addition, there are still many teachers and instructors who are not familiar with teaching through internet technology, especially in various regions in Indonesia.

Meanwhile, because teachers are the backbone, teachers need to be well trained to keep up with existing developments and function properly before learning forms change. This is in line with Munir's statement (2009) that "human resources are an important factor". For example, online teachers are already learning online and are familiar with the internet, so if there are obstacles that students can learn during the learning process can be overcome". Government policies followed by teachers and used as a benchmark for online course learning. In the Circular letter of the Minister of Education and Culture of the Republic of Indonesia Number 2, 2020 in the outbreak of coronavirus disease and emergencies related to Education Policy (covid19).

The effectiveness of online learning is still low because teachers cannot directly monitor and interact with students' learning processes and do not know if they understand or do not understand the teacher's online learning in the form of teaching materials due to the lack of documentation the Teacher takes the initiative and the student does not just do the work entrusted to them. This is Hadishi and Muna (2020), "The results of online learning between teachers and students, as well as students, teachers, and students themselves. This lack of interaction can delay the formation of values in the educational and learning process. Learning is now something new that teachers and students feel. On the other hand, teachers are primarily responsible for monitoring and evaluating learning outcomes. Here is article 1 of the Law of Teachers and Lecturers of the Republic of Indonesia year 2005: "In carrying out professional tasks, teachers plan lessons, carry out quality learning and evaluate results. Learning outcomes. Nowadays, applied online learning presents a variety of problems. Not only structures and infrastructure, individuals also have a variety of problems. Due to time

constraints, information and preventive training, teachers' capacity to master online learning is still lacking. The effectiveness of online learning is still lacking because teachers cannot directly track the student learning process due to the limited number of electronic documents and do not know if students understand or understand the material. During online learning, teachers may face a variety of problems with students who do not have smartphones, reporting that they can become unstable in rural areas. Students living with grandparents who do not understand studying electronic files should not be considered in electronic devices. Teacher education and electronic materials are still limited.

Schools and governments are calling for different types of solutions and problem solving to solve problems that arise when dealing with e-learning during the current pandemic. There are several solutions to solve the problems that arise with online learning. This means that teachers, schools, and governments have solutions to address the problems that arise with online learning. The problem with e-learning is that if students understand the material that corresponds to what Purwant (2020) delivers, that is, the student is a direct beneficiary of the program and therefore a living professional. Teachers should address it immediately with students online needing to understand the important characteristics needed to succeed. If the student does not have a smartphone and the accompanying grandparents do not understand e-learning, the student will be asked to provide an answer when the teacher arrives at the school. Otherwise, e-learning will require a smartphone as one of its media, deterring students from learning and disrupting the learning process.

According to Agarwal and Pandey (2012) said: "E-learning focuses on the use of technology in education and learning. E-learning is an advanced technology consisting of means. technology in the learning process. If there is a shortage of electronic materials, some teachers are forced to use electronic media and teachers will provide homework and materials in textbooks. If the teacher has difficulty reporting his homework, elearning is flexible according to the circumstances and conditions of each region according to the applicable rules, so that homework is given to students in remote areas.

If the teacher doesn't understand electronic devices, learn how to use electronic learning materials through friends and other experienced family members. Teachers need to understand how to use electronic media to learn fluently, and students can understand how teachers teach. This is because of what Agustania said (in Suranto, 2019: 7): "In order for educators to use learning media optimally and effectively, every educator must have understanding and knowledge. Sufficient educational media knowledge". To make learning more effective. In addition, the school also organized a small research group

of 5 people. students who work intensively in the classrooms of the teacher's home in accordance with the applicable rules of work support facilities and e-learning vary from: School wifi used by teachers during school picnics is strewn with assignments given to students at home. by a special Book teacher. Principals, teachers, assistants and students need to work together because they play an active role in the elearning process. If all elements work together, the desired goal will be achieved. This is H. Kusnadi (Salahuddin, 2018: 89) who states that "cooperation is two or more people who take place in an integrated manner and conduct cooperation activities towards a specific purpose or a particular experiment".

## CONCLUSIONS

The rules related to elearning are stipulated by the Minister of Education and Culture with Circular Letter No. 4 of 2020. This concerns the establishment of an emergency education policy related to the spread of coronavirus (covid19), one of the types of activities carried out online. When learning, especially homework, is done by SBOTV 07.00-07.30 WIB, students usually have to watch TV and give their online work to the teacher. However, if the student does not have a smartphone, the student or tutor will pass it on directly to the teacher. Media used in the online learning process range from television to computers. Laptops, mobile phones, standards, thematic books wifi, teaching models used in public elementary schools. Before e-learning there was Jatitur 1, face-to-face learning, the purpose of e-learning during covid19 was to achieve the educational goals already in the program. Namely television (SBOTV) and teachers. The implementation period of electronic learning from television (SBOTV) is 07.00-07.30 WIB. Online teacher learning schedules are flexible but usually around 10:00 or more as it is not possible to record live due to TV assignments (SBOTV) and long recording durations.

Teachers' ability to master e-learning is still lacking due to too short time, lack of information and pre-training. Students understand or understand the material because the teacher cannot directly supervise the student's learning process and electronic documents are limited. Teachers may face a variety of problems from students who do not have smartphones during online learning. Local signal may be unstable. Students living with grandparents should not be considered in and electronic equipment has in learning and teachers have limitations in providing the material. Teachers and schools have solutions to problems that arise during the online learning process. That is, if teachers do not understand electronics, they will learn how to use them through friends and members, other professional family members, and academic efficiency. Experience teacher-led group learning. If the student does not have a smartphone and the grandparents do not understand e-learning, the student will give an answer when the teacher comes to pick

him up from school. To make learning more efficient, the school has also organized a small research group of 5 students who work extensively in classrooms where teachers teach at home. In case of a shortage of electronic equipment, the teacher gives homework. Included in the workbook. Remote delivery was introduced as a signal to meet challenges, as flexible learning depends on the situation. In each region, the party plays an active role. The online learning process requires the cooperation of principals, teachers, parents and students. Government, e-learning support structures, and infrastructure have many forms, including school televisions, mobile phones, and Wi-Fi used at election time. Use laptops for schools, textbooks and teachers.

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## Author's Contributions

All authors discussed the results and contributed to from the start to final manuscript.

## Conflict of Interest

The authors declare that they have no competing interests.

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