



Daily Teaching Experiences During Covid19: A Phenomenological Study in Primary Teachers

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Info Article

| **Submitted:** 27 May 2025 | **Revised:** 23 June 2025 | **Accepted:** 12 July 2025

How to Cite : Yunita Miftahul Jannah, etc., "Daily Teaching Experiences During Covid19: A Phenomenological Study in Primary Teachers", *EduGrows: Education and Learning Review*, Vol. 1, No. 1, 2025, P. 77-89.

ABSTRACT

This study aims to explore the experiences of elementary school teachers in delivering online instruction during the Covid-19 pandemic in Indonesia. Since March 2020, the pandemic has necessitated the implementation of health protocols and social restrictions, compelling teachers to shift abruptly to online teaching. Due to the sudden transition and lack of adequate preparation among teachers, students, and parents, numerous challenges emerged throughout the implementation process. This study uses a qualitative approach with phenomenological data analysis. The number of participants in this study were 4 elementary school teachers who work in SD or MI in East Java. Each participant came from a different school and was selected using a purposive sampling technique. Data were collected through interviews using interview guidelines. The data collected through interviews were then analyzed using interpretive phenomenology. This study uses 4 main themes. The first theme is online teaching experience. The second theme is the barriers to teaching online. The third theme is psychological impact. The fourth theme is addressing the barriers to online learning. The results showed that although teachers encountered many obstacles such as signal factors, quotas, full memory easily, parents who were not technology-savvy, could not do evaluation, felt that they were not optimal in educating.

Keywords: teacher, primary education, online learning, pandemic.

ABSTRAK

Pandemi Covid19 melanda Indonesia semenjak bulan Maret 2020. Protokol kesehatan yang menganjurkan masyarakat untuk melakukan pembatasan sosial mengharuskan guru untuk mengajar siswa secara daring. Dikarenakan pembelajaran daring dilaksanakan secara mendadak dan tanpa persiapan bagi guru, siswa maupun orang tua. Beberapa permasalahan muncul dalam proses pelaksanaannya. Penelitian ini menggunakan pendekatan kualitatif dengan analisis data fenomenologis. Jumlah partisipan dalam penelitian ini adalah 4 guru sekolah dasar yang bekerja di SD atau MI di Jawa Timur. Setiap partisipan berasal dari sekolah yang berbeda dan dipilih menggunakan teknik purposive sampling. Data dikumpulkan melalui wawancara dengan menggunakan pedoman wawancara. Data yang terkumpul melalui wawancara kemudian dianalisis menggunakan fenomenologis interpretatif. Penelitian ini menggunakan 4 tema utama. Tema pertama adalah pengalaman mengajar daring. Tema kedua adalah hambatan mengajar daring. Tema ketiga adalah dampak psikologis. Tema keempat adalah menyikapi hambatan pembelajaran daring. Hasil penelitian menunjukkan bahwa meskipun guru banyak menemui hambatan seperti faktor sinyal, kuota, memori mudah penuh, orang tua yang gagap teknologi, tidak bisa melakukan evaluasi, merasa tidak maksimal dalam mendidik

Keywords: guru, sekolah dasar, pembelajaran daring, pandemi.

INTRODUCTION

Corona Virus Disease (Covid19) is an infectious disease caused by the recently discovered corona virus. This disease has transformed into a pandemic because it has hit more than 200 countries in the world, including Indonesia. Covid19 first appeared in China in November 2019. President Joko Widodo officially announced the first case of Covid19 in Indonesia on March 2, 2020. The increase in cases led to the issuance of a regulation to close schools for 2 weeks to avoid greater transmission. Because after a 2 week holiday, the number of cases has



actually increased due to a lack of public awareness about how dangerous this disease is. This is evidenced by the busy tourist spots when we should have isolated ourselves in our homes for 2 weeks.

In the end, the Ministry of Education and Culture Decree No. 2020 on the Implementation of Education in an Emergency for Coronavirus Disease (COVID-19) was issued. This circular contains, among other things, the Minister of Education and Culture's policy of eliminating the implementation of the special National Examination for 2020 due to the spread of the Corona virus in Indonesia and the world. This is reinforced by the issuance of SE Secretary General number 15 of 2020 concerning BDR Implementation Guidelines during the Covid-19 emergency which contains, among others: (a) learning from home during the emergency spread of Corona Virus Disease (COVID-19) which is carried out by still paying attention to the COVID-19 handling protocol -19, and (b) learning from home through online and / or offline distance learning is carried out in accordance with the guidelines for organizing learning from home as listed in the Attachment to the Circular Letter. The Circular on BDR (Learning From Home) requires teachers to teach students through online learning. The online learning system (in a network) is a learning system without face-to-face learning between teachers and students but is done online using the internet network. Teachers must ensure teaching and learning activities continue, even though students are at home. The solution is that teachers are required to be able to design learning media as an innovation by utilizing online media (Kementrian Agama Republik Indonesia, 2020).

The online learning system has actually been implemented since a few years ago, known as blended learning. Garrison and Vaughan (2008) define blended learning as a mixed face-to-face learning process online, so that it becomes a unique learning experience. According to Bersin (2004) blended learning is traditional learning which is equipped with electronic media / technology media. Meanwhile, according to Tucker (2020) blended learning is a cohesive unit (combined / attached), which means combining or combining face-to-face traditional learning with online components. Through the definition of the three experts, it can be concluded that blended learning is a learning activity that combines face-to-face learning with online (using technology).

Rosnaeni, & Prastowo, (2021) The implementation of blended learning is not an easy thing because it requires a fairly expensive facility allowance, namely students and teachers must have cellphones or laptops with certain specifications. Therefore, not all schools have tried to use the blended learning system even though this learning has been gaining popularity in Indonesia in the last few years. Not to forget, this learning also requires a qualified quota because it requires teachers and students to go online almost every day in order to know the material provided on that day as a substitute for activities at school (Chairiyah, Nadziroh, & Pratomo, 2021).

The implementation of blended learning requires expensive tools, namely laptops or cellphones with specifications. On the other hand, it also requires skills in the use of a technology in order to operate it properly. Skills come from the word "skilled" which means competent, capable, and agile. According to Iverson (2001) skills require training and basic abilities possessed by every human being which

functions to help produce something more valuable more quickly. Iverson (2001: 133) states that skill means the ability to operate a job easily. Higgins (1982: 58) argues that skill is the ability to act and fulfill a task. Through the three expert definitions above, it can be concluded that skills are abilities or actions to easily fulfill tasks that can only be obtained through training.

Through the expert understanding above, to have skills, training is needed. Included in this is to have skills in operating online learning support applications. This skill is not something that can be learned in a short period of time. As we know from the above understanding, training is needed in order to have the expected skills. In addition, the skills that must be possessed also vary because there are many, varied and different ways of using communication tools.

There are many factors that influence a person's skills. According to Alza & Kurniawati (2025) through a systematic literature review of 14 articles, it was found that the effectiveness of elementary school teachers is influenced by internal factors such as self-efficacy, self-esteem, teaching experience, and teacher work attitudes; as well as external factors such as training, peer support, and leadership style. Regression analysis shows that length of service (teaching experience) greatly contributes to the quality of teaching and self-esteem of elementary school teachers, as well as the influence of participation in professional development (Armidor et al., 2023).

Mastery of technology is not only needed by teachers as providers of learning materials. However, also students and even parents of students. For high-grade students, namely grades 4, 5, and 6, there is indeed a high probability that they have mastered technology, especially cellphones. However, for low-grade students such as grades 1, 2, and 3. Not necessarily students can operate cell phones. In cases like this, the role of parents is very necessary for the smooth learning process online for children.

Based on the facts previously described regarding the COVID-19 pandemic which gave birth to online learning, the skills of teachers, students and parents in technology and other problems, the researchers wanted to conduct research which aims to study or analyze more deeply about all things related to online learning, especially at the primary school level from the perspective of elementary school teachers.

This study aims to examine the experiences of primary school teachers in delivering instruction during the Covid-19 pandemic? The level chosen is elementary school because the junior and senior high school students are considered to be very competent in technology. So, skills in operating the application will not be a problem at this level. Parents will also not play an important role in the online learning process because children are able to control it independently very well.

It is different from the primary school level where children have not been able to master technology so that they really need the help of parents in supporting online learning. Although students rely on their parents for support, it is important to note that not all parents are familiar with technology. If a parent as the closest person to the child is not technology-savvy, then who will guide the child during the online learning process. Who will teach parents to understand technology

better? This is where the role of classroom teachers becomes crucial – they are not only responsible for guiding students but also for assisting parents in navigating the online learning process, which remains relatively unfamiliar in Indonesia, especially in rural areas.

On the other hand, the junior / senior high school level is considered more elite than SD, so it is likely that students already have the necessary communication tools, namely laptops and cellphones with high specifications.

There is one study that is similar to this research. Research with the title *Analysis of Learning Processes in Networks (Daring) during the Covid-19 Pandemic in Elementary School Teachers* compiled by Hilna Putra, Luthfi Hamdani Maula, Din Azwar Uswatun in 2020. What is similar is that the two studies both examined online learning in primary schools during the pandemic. The difference is, participants or sources or data sources in the study were elementary school teachers at SDN Baros Kencana CBM Sukabumi. Whereas in this study, participants or resource persons or data sources were 4 elementary school teachers from 4 different districts in East Java.

This research is very important to do immediately because the results of this study are very important to find out how the online learning system has been in elementary schools from the perspective of the teacher. Through this research, it will be known the difficulties or obstacles of the teacher during the learning process. The results of this research can also be used, especially the government, in making innovations on how to solve them so that the online learning system becomes more effective. Even though it is not as effective as face-to-face learning in schools, at least the innovation is able to make online learning better than what has happened before.

RESEARCH METHOD

This study uses a qualitative phenomenological method, namely understanding events through the people involved in these conditions. Phenomenological research according to Creswell (2013) is a study that describes experiences or phenomena experienced by a person. This is in line with what is expressed by Kuswarno (2009) who describes a person's experience so that researchers must focus on something that appears and comes out of what is believed to be truth is a characteristic of phenomenology.

The steps in this research are: (1) determining phenomena, (2) data collection, (3) data treatment and analysis, (4) literature study, (5) maintaining the correctness of research results, (6) ethical considerations.

The determination of the phenomenon was carried out in early October, namely October 1 - 3, 2020 which was immediately followed by the making of research proposals and instruments. Then, data collection was carried out on elementary school teachers in East Java to determine participants on the 4th. On October 5-10, 2020, online interviews was conducted with 4 participants.

The first participant was Mrs. Siti Nur Rohmah, a teacher from SDN Nglingsis, representing Trenggalek Regency. The second participant was Mrs. Yeni Dwi Retnosari from SDN 1 Rejosari (Tulungagung Regency). The third participant was Mrs. Syafira Isna Damayanti from SDN Gondang (Blitar Regency). The fourth

and final participant was Mrs. Nur Ika Amalia from SDN Plus An Nur (Kediri Regency). Each participant was selected to represent their respective regency. In this study, the selected regencies were Trenggalek, Tulungagung, Blitar, and Kediri.

The way this is done is that researchers contact participants via the WhatsApp application then send the interview sheet in word form. What causes the second step takes a long time is the different activities between the participants. After all data were collected, data analysis was carried out, literature studies and maintained the correctness of the research results from 11-25 October 2020. On 26 October 2020, researchers contacted each participant to ask permission regarding the inclusion of names in the study.

RESULTS

This study examines four major themes used in the interview guide and is used as the main discussion.

1.1 First Theme: Online Teaching Experience

The unexpected transition to online teaching introduced many new challenges and experiences for teachers. This study reveals the experiences experienced by teachers, both positive and negative experiences.

Sub-Theme: Positive Experiences

The positive experiences experienced by the participants were different. According to Mrs. S, the experience enhanced her motivation to either produce or explore various learning resources. Meanwhile, the other three participants expressed the same answer, namely having a positive experience in the form of learning about applications that can be used for online learning.

Sub-Theme: Negative Experiences

The negative experiences experienced by teachers during online teaching varied. According to Mrs. S, one of the main challenges she faced was determining which students had grasped the content and which were still struggling. This is because during online learning the grades obtained by students are good (whether it's their own work or done by someone else). The second opinion expressed by Mrs. Y was not much different. She expressed her disappointment that the assignments given to students were completed by their parents.

Mrs. I actually told about the number of students who did not collect assignments during online learning. Finally, Mrs. F complained about online learning which caused her cellphone memory to be full because all assignments were collected via cellphones and only some of them used the quiz application. Correcting student work results is complicated because they have to look one by one via cellphone, whereas not all parents can take clear photos of their children's work. Not all student guardians are technology literate, so teachers receive a lot of protests when using applications that have never been found

1.2 Second Theme: Barriers To Online Teaching

Teaching online, of course, has several obstacles, both due to teachers, students and parents. Research reveals the obstacles experienced by teachers, both in terms of external and internal factors. Muhibbin Syah (2008) states that internal factors are factors from within a person, namely in the form of physical and spiritual states or conditions.

Sub-Themes: External Factors

Mrs. I revealed that a significant external barrier to online learning was the lack of access to mobile phones among some parents. Meanwhile, the other three participants expressed the same reason, namely that the signal became the main inhibiting external factor. Mrs. F said that the signal in the village was indeed erratic. School Wi-Fi connectivity is sometimes disrupted, and limited data allowances hinder students from downloading or uploading assignments

Sub-Theme: Internal Factors

Mrs. S said that one of the inhibiting factors in online learning is the time factor. Because he has other activities outside of school hours, he sometimes feels less motivated to make online learning materials as a source of student learning. So that sometimes the learning materials given to students are existing learning materials (students are asked to read the material in the worksheets and then are asked to work on the questions). Mrs. Y stated that the primary obstacle was her own limited understanding of which applications should be used for online learning and how to operate them effectively.

Furthermore, Mrs. I explained that she found that it was difficult to convey the material. Frequently creating learning videos can lead to boredom and a shortage of ideas regarding the content to produce. The last answer was given by Mrs. F who said that she was not satisfied with the material she delivered if she did not see the students directly. Because she could not control how students learn and how they progress. Most likely, tasks completed at home were done by someone else, which made it difficult for him to accurately determine students' grades.

1.3 Third Theme: Psychological Impact

The psychological impact in question is about the impact of online learning on teachers. The psychological impact is divided into three, namely emotional cognition, negative self-concept and positive self-concept.

Baron and Byrne (in Giyanti, & Anam, 2023) social cognition is a way we interpret, analyze, remember and use information about the social world. Meanwhile, Taylor et al (in Crusius, Corcoran, & Mussweiler, 2022) suggest that social cognition is the study of how people draw conclusions and provide judgments from social information.

The definition of emotion was revealed by Ma (2021) emotion is a mental state that includes judgments (cognitions), feelings, physiological responses, and behavior.

Sub-Themes: Emotional Cognition

All participants explained almost the same answer, namely regarding the feeling of burden on the students' parents. He acknowledged that the online learning environment limited his ability to deliver content effectively and to assess which students were genuinely attentive and understood the material. It is probable that the assignment is done by parents or tutors. There is a fear of not being able to carry out the mandate to educate children optimally.

Sub-Theme: Positive Self-Concept

The three participants, namely Mrs. S, Mrs. Y and Mrs. F mentioned the same answer, namely that she felt that it was her responsibility to educate children as best as possible under any circumstances so that she had to continue to develop herself

by continuing to learn how to deliver effective learning and not bore students. study online.

Sub-Theme: Negative Self-Concept

Mrs. I felt that she could not convey the material optimally and made a valid assessment.

1.4 Fourth Theme: Addressing Barriers To Online Learning

Mrs. S, Mrs. I, and Mrs. Y revealed that she tried to do their best by continuing to learn related to online learning support technologies that had not been mastered so that learning would not be monotonous. A slightly different answer was conveyed by Mrs. F, who tried to introduce technology or quiz applications or to deliver material to student guardians as student companions because they were still in the lower class so holding a cellphone still had to be with parental guidance.

DISCUSSION

Online learning raises several obstacles and difficulties experienced by classroom teachers at the basic education level. This research reveals or examines four main themes regarding online learning that are examined from the point of view of the teacher.

1.1 The First Theme is Online Teaching Experience

In the implementation of online learning, of course, there are many new experiences obtained by teachers, students and parents. Singgih and Barowo (2010) experience is the skill and knowledge that a person acquires after doing something. Yendrawati & Mukti (2015). Experience is the whole lesson learned by a person from the events experienced in the course of his life. Through the two experts above, it is known that experience is a lesson that someone gets after doing something.

The positive experience experienced by participants is that it increasingly encourages participants to be more enthusiastic about creating or looking for learning materials to be used in online learning. Almunawaroh & Steklács (2024) a systematic review of 16 studies found that the development of English Language Teaching materials based on learning theory is crucial to support effective learning and meet teacher needs.

This condition is of course very positive because the more often the teacher looks for learning materials, the more diverse and varied the material will be. Thus, the material provided to students is increasing and also varies. As students are exposed to more diverse and extensive learning materials, their potential to grasp the instructional content is significantly improved,

The positive experiences of the other three participants were the same, namely the class teacher trying to learn about applications that can be used to support online learning. There are several applications that can be used for online learning, including google meet, whatsapp, zoom, microsoft kaizala, learning house, teacher room, quipper, zenius, seTARA Online, smart class, ciaco webex, our table, kipin school (Manha, 2020). The demand for teachers to master the applications used in online learning is the positive side of online learning itself. This condition makes teachers have additional skills and experience that previously only taught conventionally (face to face) only.

Like two currency blades. Apart from having positive experiences, teachers also experienced negative experiences. Mrs. S's negative experience is regarding her difficulty in assessing students' abilities.

The second opinion expressed by Mrs. Y is not much different. He expressed his disappointment because the assignments given to students were done by parents or tutors. Through the statements of Mrs. Sand Mrs. Y, it can be concluded that the teacher has difficulty in carrying out the evaluation process.

Arikunto (2003) evaluation is a series of activities aimed at measuring the success of an educational program. Tayibnapis (2000) defines program evaluation in the context of objectives, namely as a process of assessing the extent to which educational goals can be achieved. Based on the perspectives of the two experts, evaluation can be defined as the process of measuring the achievement of educational objectives. This process, however, poses a significant challenge for teachers in the context of online learning.

The next participant, Mrs. I, actually told about the many students who did not collect homework during online learning. Homework is a structured independent assignment that teachers give to do at home as an additional exercises (Butty, 2010).

Finally, Mrs. f complained about online learning which caused her cellphone memory to be full because all assignments were collected through the cellphone and only some of them used the quiz application. Quiz applications are seldom utilized due to limited digital literacy among both students and parents.

Correcting student work results is complicated because they have to look one by one via cellphone, whereas not all parents can take clear photos of their children's work. So that not all assignments collected by students can be read properly by the teacher. This is because not all student guardians are technology literate, so sometimes teachers receive a lot of protests when using applications that have never been encountered by students or parents. Of course, this condition experienced by Mrs. F is also experienced by almost all teachers. Actually, this condition is not a problem if the teacher has a cellphone with good specifications and memory. The problem that occurs in Indonesia is that not all teachers have cell phones with the appropriate specifications and memory. On the other hand, not all parents have cell phones with the appropriate camera specifications. Therefore, this problem must be a major problem for teachers in some places.

1.2 The Second Theme is The Barriers to Teaching Online

Numerous obstacles have emerged throughout the implementation of online learning. To facilitate the discussion, in this study the barriers to online learning are divided into two, namely barriers originating from external factors and barriers originating from internal factors.

A key external barrier to online learning is that some parents lack access to mobile phones. In fact, cell phones are the main tools needed in online learning. Without cell phones or electronic devices, online learning could never take place.

Meanwhile, the other three participants expressed their reasons for the signal being the main inhibiting external factor. Beyond mobile device ownership, stable internet connectivity is essential for effective online learning; without a reliable signal, access to educational content becomes severely limited. Because still the

material presented will not be conveyed clearly or will not be well received by students due to signal constraints. Suppose the teacher is explaining, suddenly a signal from one of the students disappears and only gets a signal back after the teacher has finished his explanation. Then the student will not fully understand because he has not listened to the explanation until the end.

In addition to signal problems, pulses (quota) that are used up to download or download assignments are also a problem for teachers and students. The teacher must download all assignments sent by students in one class while students must download the material sent by the teacher every day. Indeed, online learning requires many components which are quite expensive. It's no wonder that online learning has created a variety of problems in various places.

Apart from external factors, there are also internal factors. Many internal factors influence. For Mrs. S, she revealed that the existence of work other than teaching was time-consuming, making her only assign tasks to work on worksheets on certain pages without making learning materials through videos. Because making a video also requires a long time, both in the recording process and in the editing process. Not to mention that it takes time to learn about how to use a video editing application.

A different internal factor was expressed by Mrs. Y that she still could not operate several applications that could be used for online learning. Mrs. Y's reasoning makes perfect sense and is believed to be the problem of almost all teachers. This is because online learning is carried out without training or guidance for teachers, especially those who are at the forefront of implementing online learning. If the teacher alone is the source of the material, it is difficult to operate tools that support online learning. Then how do you make the material conveyed to students properly. Not to mention if students and parents cannot operate electronic devices used for online learning. Then the teacher's burden will increase. Because there really is no other party who can respond to this problem except the class teacher.

Another internal factor is that Mrs. Ika feels bored because she makes a learning video in the same form or format. It is undeniable that there are not many ways to make learning videos that are easy and fast. So that making learning videos does have the potential to use the same method or application on different materials. The similarity of making learning videos by the teacher certainly makes the teacher feel bored because they have to do the same thing and also makes students bored because they have to watch the same thing every day even though every day the material taught is different. Shah (2009: 180) states that saturation is solid or full so that it is no longer able to contain anything. Besides that, saturation can also mean boredom or boredom.

In this case, of course the teacher also cannot be blamed because the teacher has to do everything himself. On the other hand, making learning materials online and having to be done every day is not easy. As discussed earlier, besides requiring skills, it also requires more time. Whereas in face-to-face learning, teachers only need to come to school and do not need to prepare other things besides that which take enough time off the teacher.

The internal factor experienced by the last participant or Mrs. F was the inability to carry out evaluations in the learning process. The difficulty in evaluating this is because the teacher does not directly supervise the process of working on the questions so that it is not known about the honesty of students in doing it. But if it is viewed from the students' grades who are always good even though in the previous lessons that were conducted face-to-face, many students even got grades under the KKM. Of course this is very difficult for teachers. How to rank students if almost all students in one class get perfect scores. Even though the requirements in filling out the final assessment on the report card are the accumulation of daily tests and final tests of the semester. Meanwhile, students always get almost perfect scores on every test.

Mrs. F added that the difficulties experienced by the teacher increased when she became a grade 1 teacher. All students are new students. Every time they are given an assignment, they always get good grades. On the other hand, the teacher has never seen students directly. The teacher has never seen the abilities of students in the class among their peers. The teacher also does not know whether students are among the students who pay attention to the learning or material presented by the teacher or not. Of course, these things are not easy to find out if only through online learning.

1.3 The Third Theme is Psychological Impact

In this study, the psychological impact is divided into three, namely emotional cognition, negative self-concept and positive self-concept.

Regarding emotional cognition, all participants explained almost the same answer, namely regarding feelings of burden on students' parents. Because during online learning the teacher feels less optimal in delivering learning material. The teacher also does not know which students really pay attention or understand and which do not. Due to the possibility that the task is done by parents or tutors. This can be seen from the students' scores which are always almost perfect.

In the deepest depths of the classroom teacher, fear arises because they feel unable to carry out the mandate to educate children optimally. Even though parents have entrusted their children to class teachers as parents in schools whose function is to educate their children, teachers have not been able to carry out these main tasks properly. Although the implementation of learning is no longer carried out at school but at home with parents or family. But, it is still the duty of the teacher regardless.

All participants mentioned almost the same answer, namely regarding the feeling of having a responsibility to educate children as best as possible under any circumstances so that they must continue to develop themselves by continuing to learn about how to deliver effective learning and not bore students learning during online learning. During online learning, it is possible that students do not watch videos or teaching materials sent by the teacher. Because the conditions at home cause it is not certain that there are families or parents who supervise them. The limited supervision during online learning is often due to parents or family members working while children are assigned tasks, unlike in face-to-face settings where teachers can provide immediate and precise oversight.

1.4 The Fourth Theme is Addressing The Barriers To Online Learning

The three participants, namely Mrs. S, Mrs. I, and Mrs. Y revealed that she tried to do her best by continuing to learn related to online learning support technologies that had not been mastered so that learning was not monotonous. This action is very appropriate considering that online learning is not yet known how long it will be due to the increasing number of Covid19 cases and the absence of a vaccine that is truly effective and ready to be given to the wider community. Student saturation is certainly not something that can be underestimated. Because student saturation in learning will affect student achievement (Sari, 2015).

Regarding how to address obstacles, Mrs. F's answer is to try to introduce technology to parents. As low grade teachers, of course not all students are able to operate cell phones properly. Therefore, the teacher's target is to teach parents in supporting the smooth running of children's online learning. Meanwhile, not all parents are able to accept teacher directions in using online learning applications appropriately. There are many factors that influence understanding such as parental education level, age and other factors. Therefore, teachers really have to be patient in teaching parents. Not to mention, there is not only one parent who must be taught. Because the majority of parents in one class are not tech savvy.

CONCLUSION

Through the research that has been done, it is known that teachers experience new experiences that they have never done before, especially regarding the applications used in online learning.

Apart from the positive side, online learning also has a negative side. There are many obstacles that teachers experience in online learning. These obstacles are such as not all students have mobile phones or laptops that are capable of supporting online learning, students or parents who do not understand technology, have difficulty with signals, require a lot of quotas to download assignments and most importantly the difficulty of teachers in evaluating students because all students receive the perfect score. The teacher believes that the task is done by a parent or tutor. If assignments are always not done independently, then how do teachers know whether students have understood the material or not.

Through these various obstacles, researchers hope that the government will help underprivileged students, one example is by providing cellphones. In addition, it is also hoped that the government will build free wifi points so that students can carry out online learning smoothly. Because if only the quota subsidies, there are some students who live in areas that have difficulty getting signals. So, it's useless even if you have a quota. Providing guidance on how to use certain applications for students and parents can also be done through television.

Some of these suggestions are expected to be implemented by the government. At least, online learning has become more innovative than ever. During the test, teachers can use the zoom application and be tested directly without any reason the signal is lost or hesitate to parents because the zoom application consumes too much quota.

ACKNOWLEDGEMENTS

Big thanks to the 4 teachers who were willing to participate in this research, namely Mrs. Siti Nur Rohmah from SDN Nglinggis (Trenggalek district), Ms. Yeni Dwi Retnosari from SDN 1 Rejosari (Tulungagung district), Mrs. Syafira Isna

Damayanti from SDN Gondang (district Blitar), and Ms. Nur Ika Amalia from SDN Plus An Nur (Kediri district). I sincerely appreciate it because without your help this research would not have gone well. I am deeply grateful for your willingness to be a participant and take the time to conduct interviews with researchers in the middle of busy teaching. Thanks a bunch to my mom who always supported the author. Without you, writers are nothing and could never get to this point. Finally, our deepest gratitude goes to our beloved campus, Primary Education, Faculty of Education, Parahyangan Catholic University.

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