

## Teacher's Difficulties in Implementing the Economic Lessons in the Teaching-Learning Process through *Daring* (Online), Post-Covid-19 Pandemic (Case Study at Sma Negeri 5 Kendari, The Province of Southeast Sulawesi, Indonesia)



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**ABSTRACT:** This study aimed to describe and analyze the difficulties of teachers in carrying out the teaching and learning process of economics subjects through *daring* (online)). The focus of the problems in the teachers' difficulties is on delivering material and evaluating through *daring* (online)). The location of this research was carried out at SMA Negeri 5 Kendari, the Province of Southeast Sulawesi, Indonesia. This study is a descriptive qualitative study. The technique for determining informants in this study was done by purposive sampling with the number of informants being 4 teachers. Data collection techniques were carried out through observation, in-depth interviews, and documentation study. Data analysis techniques were carried out through data reduction, data presentation, and concluding/verification. The results of this study showed that teachers experienced some problems in carrying out the teaching-learning process through *daring* (online)). In addition to experiencing problems in the *daring* (online)) teaching and learning process, teachers also found difficulties in delivering material to students, limited knowledge of teachers in the field of technology (IT) so that it was difficult to monitor students when delivering material, difficulty evaluating students, especially when giving assignments and midterm exams, and final exams through *daring* (online)).

**KEYWORDS:** Teacher difficulties, Economics learning, *daring* (online)), Covid-19

### INTRODUCTION

The teaching and learning process is very important because, during the COVID-19 pandemic, the teaching and learning process can be carried out at home using the distance learning system (PJJ). Both students and teachers are separated, their learning uses various learning resources through communication technology and other media information. In the implementation of distance learning, there are two approaches that can be used, namely distance learning in the network *daring* (online)) and distance learning outside the network (offline).

The COVID-19 pandemic is still engulfing parts of the world since it was first discovered in Wuhan City, China at the end of December 2019, in Indonesia, COVID-19 March 2020 has harmed several sectors of human life, such as health, economy, and education.

Educational activities in the teachers teaching-learning process have changed to teaching independent learning from home with internet facilities, for example through the google classroom, google meet, zoom, WhatsApp, and others. Various government policies have been taken through the Ministry of Education, Culture, and Research Technology issued a circular letter no. 2 of 2020 concerning prevention and handling within the Ministry of Education and Culture, then number 3 of 2020 concerning the prevention of covid-19 in education units. Furthermore, circular letter number 4 of 2020 concerning the implementation of education policies in the emergency period of the spread of covid-19 was issued, followed by steps in the process of teaching teachers and learning from home with the provisions of (a). learning from home through during (online) learning is carried out to provide a meaningful learning experience for students, without being burdened with the demands of completing all curriculum achievements for grade promotion and graduation (b) Studying from home can be focused on life skills education, including regarding the covid-19 pandemic. (c) . Learning from home learning activities and tasks may vary between students, according to their interests and

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conditions, including considering access to learning facilities at home. (d). Evidence and productivity of learning from home are given qualitative and useful feedback from the teacher, without being required to give scores or quantitative scores.

Of the various government policies that have been implemented based on the reality in the field, there are various difficulties faced by teachers in carrying out teaching tasks using media, especially through during (online) such as classroom, zoom, WhatsApp by using the internet network, teachers still encounter difficulties in the teaching-learning process through the daring (online). As in Banda Aceh, for example, the results of research conducted by Nindia Taradisa et al.,(2020) show that the obstacles experienced by teachers *daring* (online) learning are the lack of understanding of the daring the (online) learning process, the lack of learning facilities such as the internet, computer mobile phones. Furthermore, in East Lombok, the results of Asmuni's research (2020) concluded that the implementation of during (online) learning which is distance learning during the COVID-19 pandemic has various difficulties/problems experienced by teachers in the form of weak IT mastery, and limited access to student supervision, as experienced by teachers. in the Bandung area, the results of research by Dindin Jamaluddin at. all, (2020) said that teacher barriers in the *during* (during (online)) learning process such as an unstable internet network existed (23%) of respondents, then there was a limited quota (21%,) these obstacles affect the condition of the psychological respondents (90%). In line with the research findings, Ridhatul Husna from the University of Riau (2021) concluded that mathematics teachers had difficulty especially in carrying out their role as demonstrators such as presenting material, unilateral interactions occurred, difficulties in motivating students such as some students lacked willpower, lacked curiosity, lacked enthusiasm. The teacher as an evaluation has difficulties such as not monitoring the results of student work, the assignments given are difficult to monitor that they are the results of their work. Likewise, the results of a study conducted by Rizky Setyawati (2021) in Konawe Regency area that there are several difficulties accounting teachers have in teaching after the COVID-19 pandemic. That is, for us as teachers teaching during (online) now, this is something new, although there are some difficulties, especially mastery. Technology related to IT. Then the internet network coverage is cut off, especially. The implementation of learning is less interactive, the tasks given to students accumulate are difficult for students to do, the character of students is difficult to monitor during the daring (online) learning process, the absorption of learning materials is very low.

It's the same in Kendari town, especially at SMA Negeri 5 Kendari the Province of Southeast Sulawesi, Indonesia during the covid-19 pandemic, which is now having an impact on the learning process carried out by the teachers, especially teachers of economics subjects, even though efforts are being made to continue trying to improve the quality of teaching through *daring* (online), such as difficulties in the field of education. learning technology, either through zoom, classroom, or WhatsApp is also the source or related to students. Then the delivery of material is difficult to convey learning material. which has something to do with the teacher, when giving material through the *daring* (online). Then the difficulty in evaluating, especially giving assignments and testing, also the interaction of some students does not go well. The results of interviews with teachers of economics subjects then compared when teaching through the *daring* (online) teaching and face-to-face communication are very different and even less fun. The material we provide is important, even if we lack interactive communication, we have difficulty sometimes only in one direction. Then it is difficult to monitor student behavior, student motivation does not go well, the evaluation does not go well. Normally, IT mastery needs to be studied continuously to keep up with current technological developments, especially for teachers.

### RESEARCH METHOD

This research is a descriptive study using a qualitative method, namely to explain the difficulties experienced by economics subject teachers at SMA Negeri 5 Kendari who are civil servants, and also honorary teachers in carrying out teachers' duties through the *daring* (online)). Informants of this study were 4 civil servant teachers and honorary teachers. The technique of determining informants in this study was carried out by purposive sampling (Maleong 2020). Teachers were considered to be the most knowledgeable about the difficulties of teaching economics subjects through *daring* (online)), while the number was determined intentionally based on data on field developments.

Data collection techniques in this study were carried out through a) observations or observations with the involvement of researchers directly observing the teaching and learning process of teachers through the *daring* (online). The role of the researchers in this technique is as a subject as well as an object of research. Observations were made on teacher performance and the overall process of implementing *daring* (online) teaching and learning b). In-depth interviews were conducted continuously and repeatedly with informants, in this case, the economics subject teacher who carried out the *daring* (online)) teaching and learning process. Interview materials are difficulties in *daring* (online) learning materials, *daring* (online) evaluations, and demonstrative presentation of material. Conduct direct interviews with various civil servants and honorary teacher informants to confirm teacher activities in carrying out *daring* (online)) learning activities c). The documentation referred to in this study is notes from interviews, interview transcripts, moments of events in the process of learning economics subjects through *during* (online), namely via zoom, What Sapp, classroom, this is done to confirm one data with another to enrich and expand the data. study.

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The data analysis technique was obtained through reduction, namely by explaining, sorting, summarizing, categorizing, making abstractions from field notes, and then presenting the data in the form of interviews. Documents are coded and then analyzed in the form of reflection and made into text. Next, concluding is the last step to provide conclusions based on field data and then compiled with a thought from theory.

### **RESEARCH RESULTS AND DISCUSSION**

Since the emergence of the Covid-19 pandemic outbreak in Indonesia, in March 2020 it has had an impact on several sectors, especially the education sector such as the teaching and learning process, teacher duties must be carried out *daring* (online) (zoom, classroom, WhatsApp). important for teachers to do. Learning during (online) is a program for organizing classes in a network to reach massive and broad groups (Bilfakh Cornaruddin, 2015) the difficulties of teachers teaching economic subjects in the post-covid-19 pandemic at SMA Negeri 5 Kendari, the Province of Southeast Sulawesi, Indonesia are as follows:

#### **1. The Problems of Teachers Teaching through *Daring* (Online)**

Based on the results of interviews with several teachers of economics subjects at SMA Negeri 5 Kendari, it is recognized that the process of learning teaching through *daring* (online) is very different from the teaching-learning process through face-to-face, which is considered less effective because the teachers consider this as something new so that teachers have not fully control for its utilization (interview on 16 November 2021 with a teacher La Ode Basri). Furthermore, another problem in implementing the teaching-learning process through the *daring* (online) is the mastery of technology information still needs to be addressed by the teachers, then the internet network is usually intermittent, this usually happens at home (The results of interview with a teacher Armiani on November 17, 2021). The habit of the teaching-learning process from face-to-face to during (online) has become a new thing for teachers. *Daring* (online) learning is a new model that is not easy, especially since most teachers still do not understand technology information according to the results of Rezky Setyawati's research (2021).

The problem of teachers in the teaching-learning process through *daring* (online) is different from the face-to-face teaching-learning process. This depends on the teacher's ability to learn it because *daring* (online) is a new medium that we cannot avoid and teachers must always try to keep up with technological developments. In the short term, teachers must utilize technological media according to their abilities while trying to learn the learning technology. Husaini (2014) explained that the development of technology has become potential in various fields, especially in the field of education. The existence of technology for the world of education is the right means to be known by every teacher to assist the learning process.

#### **2. Teachers Deliver Material through *Daring* (Online)**

Teachers must be able to discuss and analyze every material presented to their students through the *daring* (online). Based on the results of an interview with a teacher, La Ode Basri on November 16, 2021, it was stated that teachers had difficulty in mastering economics subject matter through the *daring* (online). These difficulties are in conveying the material due to the lack of response of students so it has an impact on the teachers. This is under the results of an interview with a teacher, Wa Ode Isnaini on October 30, 2021, who stated that, the implementation of *daring* (online) learning-teaching process, as a teacher has difficulties in delivering material but the material is still delivered to students even though sometimes only a small number of students respond. and in the end, a teacher must accept these difficulties when delivering material to students. This fact is in accordance with the results Radhatul Husna's research (2021) stated that in the implementation of *daring* (online) learning-teaching process, the teachers have difficulties in delivering lessons, especially giving examples. If there are students who do not understand the material, the teacher's material cannot be explained directly to students. This is under information from a teacher Armiani, interviewed on November 18, 2021. He said that the material presented to students is only the important things, minus the material, because *daring* (online) teaching-learning hours are limited, so the teacher can select the existing material.

Another difficulty faced by teachers of economics subjects is material mapping. This is done on the core material and additional material during the covid-19 pandemic. The mapping of the material is reduced. Likewise, the teacher shows that learning resources that can be studied by students through *daring* (online) such as modules, student worksheets have difficulty because they cannot monitor directly the students' assignments, especially in completing the worksheet. The point is that it is difficult to believe the truth based on the answer sheet because they usually work together both during daily tests, mid-semester tests, semester exams, and other assignments.

Some of the economics subject teachers at SMA Negeri 5 Kendari the Province of Southeast Sulawesi, Indonesia teach economics subjects through *daring* (online), the process of delivering subject matter, mapping materials, and *daring* sources of materials take place. Teachers who can be expected are teachers who can deliver the material well, but in the process of delivering the material, students must respond to the subject matter given by the teachers. The teachers as a learning resource must be able to show learning resources that can be taught to students such as modules, student worksheets, books, and so on. The teacher must do reciprocal interactions. With the interaction of teachers and students in the implementation of *daring* (online) in the teaching-

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learning process, the teachers experience difficulties in the implementation process of delivering material, namely the lack of teacher and student interaction. The results of Nindia Taridasa's research (2021) showed that the lack of teaching-learning process through the *daring* (online), namely teachers find it difficult to monitor student learning progress, lack of interaction between teachers and students, and not all teachers and students have *daring* (online) learning facilities. The researchers conducted an interview with the economics teacher Armiani at SM Negeri 5 Kendari the Province of Southeast Sulawesi, Indonesia on 17 November 2021. The conclusion of the interview with Armiani showed that the implementation of teaching-learning process through *daring* (online) is mainly conveying economics material to students, there is only one-way communication, so the teacher has difficulties, especially in reciprocal interactions with students, only images and sounds can be heard from the teacher when delivering the material. These difficulties occur in reciprocal interactions. Likewise, based on the results of interviews with the teacher, La Ode Basri on November 16, 2021, stated that economics subject teachers had difficulties when delivering material through *daring* (online) in the teaching-learning process, namely the difficulty of interacting with students, what happened was one-sided or only one-way interaction either via zoom, classroom, Google meet and What Sapp means just teaching students to listen, there are rarely many directions and the impression that most of the students are playing around, this is a fact that the teacher in providing learning material has a difficulty. Based on the results of Rizky Setyawati's research in 2021 that in the process of providing accounting subject matter after the covid-19 pandemic at SMK Negeri 1 Unaaha there are still many teachers having difficulty interacting. Between teachers and students there is no interactive interaction, many students choose to be silent during the teaching-learning process or do it in a question-and-answer way or discussion, meaning that during the student's discussion process chose silence and did not introduce themselves on the zoom screen. This proves that it is difficult for teachers to apply good interactions so that the learning process in delivering economics subject matter occurs only in one direction, namely the dominant from active teachers, students are silent and do not want to ask questions.

Normatively, the most important thing in the teaching-learning process is that the teacher is expected to interact in many directions reciprocally, for example, the teacher asks, the student answers, or vice versa, the student asks the teacher answers, other students answered the question properly, continuously doing something. the dialogue of the teacher and other students arrived at the level of acceptance of the material well.

### **3. The Teachers Evaluate the Teaching-Learning Process through *Daring* (Online)**

Every teacher in the teaching-learning process must evaluate it to find out to what extent the results are achieved by students. There are several difficulties faced by the economics subject teacher at SMA Negeri 5 Kendari the Province of Southeast Sulawesi, Indonesia based on the results of interviews with 4 teachers, including Armiani was interviewed on November 17, 2021. Armiani stated that the implementation of evaluations, both homework for students, midterm exams, and final exams continue to be carried out as usual although the implementation has difficulties encountered, especially because *daring* (online) is a new thing for teachers so that the difficulty lies in the lack of mastery of technology. Usually, students are prohibited from cooperating, in fact when depositing the results of assignments and exam results in the middle of the semester the answers are almost all the same, so there are allegations that students cooperate during exams. In line with the results of the interview with La Ode Basri on November 16, 2021, he stated that when the test could not be controlled, it was proven after the test answer sheets were sent to the teacher, it turned out that most of the answers were similar or almost the same. This happens because it is difficult to monitor the *daring* (online) exams.

In line with the teacher, Wa Ode Isnaini in an interview on November 15, 2021, stated that teachers have difficulty administering exams through *daring* (online) because *daring* (online) is still a new thing. At the time of the exam, it is difficult to monitor directly, so that students can cooperate in the exam. This is under the direction of the circular letter of the Ministry of Education, Culture, Research, and Technology. Circular number 4 of 2020 concerning policies in the field of education, the most important thing is that students must be included in the exam, instead, they are required to without giving scores or quantitative values in carrying out assignments to students. It is also supported by research by Ridhatul Husna et. al (2021) which states that in the implementation of during (online) learning, teachers have difficulty in assessing students' abilities because teachers do not know whether what students are doing is not their work.

The objectives of carrying out evaluations in the teaching-learning process is to assess the students' success through the *daring* (online) in the implementation of the teaching-learning process. In carrying out the evaluation is difficult because teachers cannot directly monitor students' work, teachers find it difficult to know the tasks carried out by students themselves or obtained from the results of their friends. This is in accordance with the results of Rezky Setyaawati's research (2021) showed that the evaluation is carried out by the teacher through the *daring* (online) is unable to achieve adequate results due to the difficulty of the teacher controlling the evaluation during the midterm and semester exams, the assessment is not objective, the important thing is that the exam must have value, the difficulty of the teacher controlling students during the exam is suspected to be the teacher's limitations in controlling when the exam is carried out. Besides that it has a relationship with the difficulty of teachers using

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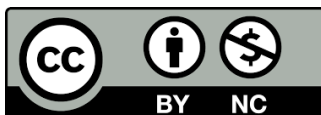
technology in the teaching-learning process to support activities through *daring* (online) in the teaching-learning process. Evaluations carried out by teachers is aimed to assess the students' success of the implementation of the teaching-learning process through the *daring* (online). In the teaching-learning process, some teachers found some difficulties because of the lack of adequate skills owned by the teacher, especially in mastering of information technology, so that it has an impact on being difficult to monitor the exam directly so the students' answers are almost the same with their friends' answers, either in the midterm exam or in the final semester exams.

### CONCLUSION

Based on the results and discussion of this research, it can be concluded as follows: Teachers of economics subjects at SMA Negeri 5 Kendari, the Province of Southeast Sulawesi, Indonesia especially in implementing the teaching-learning process through *daring* (online) experienced several difficulties, namely: (1) Teachers have not fully mastered the technology information, (2) Difficulties in conveying material, that is, there is no direct interaction between the teacher and students, there is only a one-way interaction happen, (3) the material taught is only partially or only important material, (4) Difficulty in evaluating the teaching-learning process, namely the difficulty in giving assignments to students. Facts in the field show that some students sometimes do not submit assignments given by the teacher, and there are even some students who experience delays in submitting assignments, and (5) Difficulties in carrying out the mid-semester and final semester exams, namely the teacher does not supervise directly at the time of the semester exam. Students' test results found almost all of the answers were almost the same.

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