

# TEACHER OBSTACLES IN ENGLISH E-LEARNING DURING COVID-19 AT SMKN 1 JOMBANG

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## Abstract

COVID-19 Pandemic appears and destroys all of teaching and learning activities in school. The best solution to teach in the middle of COVID-19 Pandemic is e-learning. However, implementation of e-learning bring up obstacles during learning process. Even so, to dispel much of obstacles, teacher have to make best decision during e-learning. It means that teachers are supposed to have a high degree of decision-making autonomy while planning the teaching activities as well as during teaching situations. This research focused on the teacher decision in facing obstacles to achieve English e-learning quality during COVID-19. This study aimed at answering the following research questions: (1) what is the teacher obstacles and teacher do to achieve English e-learning quality during COVID-19 at SMKN 1 Jombang. This type of research was field research with case study. The results of the study show that; (1)There are 4 categories of obstacles to achieve English e-learning quality during COVID-19, such as; personal teacher obstacles, learning process obstacles, technical obstacles alaso financial and organizational obstacles. (2) The teacher did in each obstacles have a difference decision.

**Key Words:** E-learning, Teacher Obstacles, English Quality

## Introduction

School is the process of teaching and learning of much of subject, especially at a school, but this statement cannot be applied for now. COVID-19 Pandemic appears and destroys all of teaching and learning activities in school. The best solution to teach in the middle of COVID-19 Pandemic is e-learning. E-learning is an approach to teaching and learning, representing all or part of the educational model applied, that is based on the use of electronic media and devices as tools for improving access to training, communication and interaction and that facilitates the adoption of new ways of understanding and developing learning (Sangra & et.al., 2012). "Kemendikbud is ready with all scenarios including the implementation of working together to encourage e-learning (online system) for students," said Minister of Education and Culture (Mendikbud) Nadiem Makarim in a written statement received by detik.com, Sunday (15/3/2020). Learning process at schools urged the student to study at home and replacing them with online learning to break the chain of viruses.

However, implementation of e-learning bring up obstacles during learning process. The multiplicity of perspective surrounding e-learning causes confusion and sometimes even contradiction (Sangra & et.al., 2012) Adapting to an online teaching system under crisis is the biggest challenge for teaching and learning solutions that can be made by the institutions to help deal with the pandemic (Liguori & Winkler, 2020). Even so, to dispel much of obstacles, teacher have to make best did during e-learning. Based on research before, the Researcher find

research gap to search teacher decision while face obstacles when English e-learning during COVID-19 at SMKN 1 Jombang, especially major of Akomodasi Perhotelan. It caused of students must to do field practice in some hotels and English will play an active role in their conversations.

### **E-Learning**

In the middle of COVID-19 in Indonesia, the Indonesian Minister of Education and Culture, Nadiem Makarim, issued a circular note for schools to temporarily stop the conventional teaching and learning activities in the schools and encourage lessons to be conducted from home through e-learning. E-learning is an approach to teaching and learning, representing all or part of the educational model applied, that is based on the use of electronic media and devices as tools for improving access to training, communication and interaction and that facilitates the adoption of new ways of understanding and developing learning (Sangra & et.al., 2012). Nowadays situation, multimedia include technology for distributing learning material, so students can access anything.

### **Teacher Obstacle**

Lassoued (2020) also attributed the obstacles to achieving quality in distance learning during the COVID-19 pandemic into some of categories, such as; (1) Personal obstacles (self-imposed obstacles); (2) Pedagogical Obstacles; (3) Technical Obstacles; also (4) Financial and Organizational (Lassoued & et.al., 2020). The obstacles category or groups of Personal obstacles (self-imposed obstacles) including on; (a) the weak motivation of students to distance learning, (b) the difficulty of students' understanding of some subjects in the absence of classroom interaction, (c) get used to face-to-face learning, (d) some professors are not convinced of the usefulness of distance learning and (e) lack of willingness to implement the distance learning system. The obstacles category or groups of Pedagogical obstacles including on; (a) difficulty learning some applied courses and remotely oriented work, (b) the lack of clarity of the methods of remote evaluation, and (c) lack of preparing the university community (administration, professors, etc.) to deal with distance learning.

The next category attributed by Lassoued (2020), that is the obstacles category or groups of Technical obstacles including on; (a) weak internet flow (speed) and (b) security and confidentiality of data and information. The obstacles category or groups of Financial and organizational obstacles including on; (a) the lack of capabilities to communicate remotely (devices, internet, Apps, etc.), (b) lack of training in the use of technology, multiple electronic media and (c) the absence of uniform controls between all and the home environment is not suitable for distance learning.

### **Method**

In this research, the Researcher use case study that focus on teacher decision to solve obstacles when English e-learning during COVID-19 at SMKN 1 Jombang. The case study is one of several ways of doing social science research (Yin, 2009). In general, case studies are the preferred method when (a) "how" or "why" questions are being posed, (b) the Researcher

has little control over events, and (c) the focus is on a contemporary phenomenon within a real-life context. In case studies, the richness of the phenomenon and the extensiveness of the real life context require case study Researchers to cope with a technically distinctive situation.

The Researcher conducted this research in terms of the teacher decision of English e-learning during COVID-19 at SMKN 1 Jombang. This research conduct from the beginning to the end of July 2021. With the enactment of WFH (Work from Home), so the Researcher conduct this research by online. Case study evidence may come from six sources: documents, archival records, interviews, direct observation, participant-observation, and physical artifacts (Yin, 2009). Using these six sources calls for mastering different data collection procedures. Throughout, a major objective is to collect data about actual human events and behavior. This objective differs from (but complements) the typical survey objective of capturing perceptions, attitudes, and verbal reports about events and behavior (rather than direct evidence about the events and behavior).

## **Finding and Discussion**

The results presented are written based on the answers to the questionnaires and interviews from the interviewees. In the data collection process, there are 2 steps, namely; answer questionnaires and interviews. The questionnaire relates to several categories of obstacles to achieving the quality of e-learning under the corona pandemic. After the teacher gives answer to the questionnaires that have been distributed, then for each yes answer will be a follow-up question in the interview process.

Obstacles to achieving the quality of e-learning under the corona pandemic, there are 4 categories that will be asked in the questionnaire, namely; personal teacher obstacles, learning process obstacles, technical obstacles also financial and organizational obstacles. Personal teacher obstacles and learning process obstacles are categories that are always faced by teachers. This is inversely proportional to the technical obstacles that are rarely faced by teachers. As for financial and organizational obstacles, there are differences of opinion from the two teachers.

The interview process begins by asking about the learning process that has taken place using e-learning. Then to complete the data, background information about teachers is needed, ranging from teaching experience to the classes being taught. Then proceed with the core question in the form of a continuation of the answer to the questionnaire that reads yes. Questions in the form of; the way the teacher identifies the problem, the approach used, the reasons for choosing the approach to the influence of that do. And then, validation the answer based on the Researcher's understanding. And the last is, give the space for interviewed to tell about another obstacles.

Before explaining in detail, the Researcher explained the background of the interviewed teacher. The first teacher (T1) is Mrs. Ahrisah or Ahrisah, M.Pd., she has traveled to teach various levels of students, from high school to university. And the second teacher (T2) is Mrs. Anna or Anna Widyastuti, S.Pd., she has taught SMK since she first taught as a teacher, so she already understands very well how change occurs in SMK. Both are teaching in SMKN 1 Jombang, especially in Hospitality Accommodation major.

Ahrisah, M.Pd. suggested if e-learning is difficult situation to teach the material for students. She always talk if many of the disadvantages between advantages in e-learning system for now. During the e-learning system, she made a material based on word and found another media such as YouTube video and then share it for students. The characteristics of video that include of his teaching media is maximum 10 MB and 5 minutes bellows. This criteria cause the higher video make the students difficult to download and lazy to watch those videos. Mrs. Ahrisah was teach for middle school until high school. Some of Junior High School have been given her teaching trail, even too much of students collage have been her guide. She told the Researcher if she taught on campus STKIP PGRI Jombang on 1994 until 2014, until she moved to another school and finally she stayed at SMKN 1 Jombang, and teach for Hospitality Accommodation on 12 grade. She not only teach for a class, but eleven classes and from various major. We can imagine, hows great she is, because she must to understand around 280 students from kind of students' background.

Anna Widysatuti, S.Pd. said if e-learning is a challenge in itself to be more creative. 2 years running during the pandemic has taught many lessons. So that adaptation needs to continue to be done in order to still be able to achieve all the existing learning objectives. Mrs. Anna teaches all majors in Hospitality Accommodation, starting from grades 10, 11 to 12. Even though she encounters some obstacles in learning, almost 90% of the material can be delivered properly and on time. The learning process is carried out by sending music or memes that can arouse students' enthusiasm, then start by providing material. After the material is conveyed well, he will ask if there are still some things that are still not understood. Then after all students are considered to understand what has been given, then he will give assignments. The assignment period is one week. He gives time flexibility for students to do the assignments given.

The Researcher consider it important to point out that the results are presented based on teachers' descriptions of the teaching experience during the e-learning period. It emerged from the interviews that in general, there are four categories of obstacles to achieving the quality of distance learning under the COVID-19 pandemic adapted by (Lassoued, Alhendawi , & Bashitialshaaer, 2020):

- Personal Teacher Obstacles;
- Pedagogical Obstacles;
- Technical Obstacles;
- Financial and Organizational Obstacles.

The purpose of this study is to explain about how is the teacher decision in facing obstacles to achieve English e-learning quality during COVID-19 at SMKN 1 Jombang, the results show that every teacher has every decision for every problem. The teacher personal obstacles are the barriers that are most often spoken by teachers, but the main key in dealing with personal obstacles is to give yourself enthusiasm to continue to have high motivation in teaching and be sincere and responsible. Learning process obstacles are unavoidable, because differences in the system in delivering material between face-to-face and e-learning make teachers have to find new ways to deal with this novelty. The teacher's limited control, the lack of time to provide character education, and warnings that can only be done via cellphones

cannot create a deterrent effect for students. Not to mention, the boredom that arises be the biggest obstacles in the learning process.

Furthermore, technical obstacles are no longer an obstacle for teachers who have more than 2 semesters of learning e-learning, so they only need to increase their knowledge by attending training, both formal and informal. In addition, guaranteed wifi facilities are no longer an obstacle for teachers to teach e-learning. Financial and organizational barriers are no longer full authority over teaching teachers, economic problems are outside the limits of the teacher's authority and teachers can only understand all the financial limitations experienced by students. As for problems related to the student's learning environment at home, only parents have full power over their children at home.

Previously, to avoid unnecessary replication, the researcher reviewed some studies that have correlated with this study and the researcher make a comparison of the result in each research. Some studies are relevant to this research, including Lassoued, Alhendawi , & Bashitialshaaer analyzed how exploratory study of the obstacles for achieving quality in distance learning during the covid-19 pandemic. Their objectives to reveal the obstacles to achieving quality in distance learning during the Coronavirus (COVID-19) pandemic and was based on a large sample of professors and students of universities in the Arab world (Algerian, Egyptian, Palestinian, and Iraqi).

Lassoued (2020) also attributed the obstacles to achieving quality in distance learning during the COVID-19 pandemic into some of categories, such as; (1) Personal obstacles (self-imposed obstacles); (2) Pedagogical Obstacles; (3) Technical Obstacles; also (4) Financial and Organizational (Lassoued & et.al., 2020). It has almost the same result with tis research. In this research, the Researcher found the four categories, such as; (1) Personal Teacher Obstacles; (2) Learning Process Obstacles; (3) Technical Obstacles; and (4) Financial and Organizational Obstacles. Kind of obstcales describe on table bellow:

**Table 1 Teacher Obstacles Between Lassoued (2020) and this Research Result**

<b>Lassoued (2020)</b>		<b>This Research Result</b>	
Personal Obstacles (self-imposed obstacles)	1-The weak motivation of students to distance learning.	Personal Teacher Obstacles	1-Low motivation when e-learning process.
	2-The difficulty of students' understanding of some subjects in the absence of classroom interaction.		2-Difficult to make your students understand in your e-learning process.
	3-Get used to face-to-face learning.		3-Teacher did not know the physical of their own students.
	4-Some professors are not convinced of the		4-Double job of teacher during e-learning process.

	usefulness of distance learning.		
	5-Lack of willingness to implement the distance learning system.		
Pedagogical Obstacles	1-Difficulty learning some applied courses and remotely oriented work.	Learning Process Obstacles	1-Difficult to find teaching media during e-learning process.
	2-The lack of clarity of the methods of remote evaluation.		2-Students' late to attend in your e-learning classroom.
	3-Lack of preparing the university community (administration, professors, etc.) to deal with distance learning.		3- Students' late to collect the task.
			4-Lack of methods in e-learning evaluation.
			5-Some specific materials cannot explain with e-learning system.
			6-Character education cannot apply during e-learning.
			7-Student's bored during e-learning.
Technical Obstacles	1-Weak internet flow (speed)	Technical Obstacles	1-Lack of capabilities to applying technology during e-learning.
	2-Security and confidentiality of data and information		
Financial and Organizational Obstacles	1-The lack of capabilities to communicate remotely (devices, internet, Apps, etc.).	Financial and Organizational Obstacles	1-Student's limitation in phone capabilities.
	2-Lack of training in the use of technology.		2-Student's limitation in and internet quota

		during e-learning process.
	3-Multiple electronic media and the absence of uniform controls between all.	3-Student's limitation in and internet speed during e-learning process.
	4-The home environment is not suitable for distance learning.	4- Students' home environment is not suitable for e-learning process.

Based on table above, the Researcher conclude if this research with the previous study from Lassoued (2020) have similar result. The differences comes into the first and second categories, if Lassoued (2020) said Personal Obstacles (self-imposed obstacles), this research mention as personal Teacher obstacles. And also Pedagogical Obstacle on study before, in this research mention as Learning Process Obstacles. It has a similar meaning. And also, we prove the recommendations of Lassoued (2020) research, he presented to overcome and understand these obstacles to benefit in the future during unexpected or similar problems, and the Researcher found unexpected and similar problems.

The other previous study about teaching during covid-19: the decisions made in teaching from Lepp, Aaviku, Leijen, Pedaste, & Saks. The aim of this study was to describe and explain what influenced the teachers' teaching related decisions and how these decisions were reflected in the teaching process during distance learning. Results of displaying data that teachers' teaching-related decisions were influenced by factors that were related to the existence of digital tools as well as to the ability to use them purposefully in the home settings of teachers and students (Lepp & et.al., 2021). Teachers' teaching decisions were mostly motivated by short-term goals, such as maintaining students' social interaction and supporting student motivation.

Teaching is essentially a thinking practice, a complex activity that involves continuous decision-making processes in the teaching planning stage, the interaction phase in teaching and in the analysis following the teaching process (Lepp & et.al., 2021). It means that teachers are supposed to have a high degree of decision-making autonomy while planning the teaching activities as well as during teaching situations. To make us know about the teacher decision while face some obstacles, we can interview with open-ended questions consisted of the following parts (Lepp & et.al., 2021): (1) Introductory warm-up questions (e.g., how has distance learning gone? Why so?); (2) Background information questions (e.g., work experience as a teacher, classes taught, and subjects); and (3) Description of the process of planning and conducting the teaching with justifications (including factors influencing the decision-making) (e.g., how do you teach in a distance learning situation? Why did you make such a choice(s)? What influenced your decisions?). (4) Finally, the interviewees were offered the opportunity to add more about distance learning and teaching at their own request (question: what else do you want to say about distance learning and teaching?) The main questions of the interview were supplemented with follow-up questions (e.g., an explanatory question: can you

expand this a little further?) depending on the interview situation. This Researcher agree with this theory and use these question as instrument for this research. Using the question above, this research bring up some of teacher decision based on the obstacles to achieve of English E-learning quality during COVID-19 at SMKN 1 Jombang;

**Table 2 Teacher Obstacles and Teacher Do**

<b>Obstacles Categories</b>	<b>Obstacles</b>	<b>Teacher Do</b>
Personal Teacher Obstacles	Low motivation when e-learning process.	Increase teacher own motivation. Sincerity and responsibility as a teacher, although too much of obstacles must to face.
	Difficult to make your students understand in your e-learning process.	Make a simple media in order that the students' interest in English subject can increase. And give a space to students to choose their favorite subject.
	Teacher did not know the physical of their own students.	Build a good communication during e-learning process.
	Double job of teacher during e-learning process.	Preparing well and be good manager in time, so all of jobs be a good result.
Learning Process Obstacles	Difficult to find teaching media during e-learning process.	Make a simple media under 5 MB and less than 5 munites, if video.
	Students' late to attend in your e-learning classroom.	Give the warning state and ask student reason to late for absence.
	Students' late to collect the task.	Give flexible time to collect the task and give the warning state if the student late to collect the task.
	Lack of methods in e-learning evaluation.	Tecaher's control it can not be doing when teaching e-learning, so students' honest is important needed.
	Some specific materials cannot explain with e-learning system.	Need face to face time, so teacher can be explain that specific materials.
	Character education cannot apply during e-learning.	Need face to face time, so the students their right to get character education.
	Student's bored during e-learning.	Give some entertain in the middle of e-learning process, such as; funny picture and video.



Technical Obstacles	The weak internet speed.	Adapt since e-learning system start being the weak internet speed no longer an obstacles.
	Lack of capabilities to applying technology during e-learning.	Follow some training, so the teacher can applying technology to support e-learning process.
	Lack of training in the use of technology during e-learning.	There are too much of training held by informal and formal intitutions.
Financial and Organizational Obstacles	Student's limitation in phone capabilities.	Different level of economic for each students, so the teacher can only understand for the student's phone with low specification.
	Student's limitation in and internet quota during e-learning process.	Financial effect because of pandemic, force teacher to understand if in the middle of e-learning the teachere will loss their internet quota.
	Student's limitation in and internet speed during e-learning process.	Different home area for each students, must to understood by teacher when face the weak internet speed.
	Students' home environment is not suitable for e-learning process.	Full control during e-learning indeed in the hand of teacher, wish the parent can accompany their child during e-learning process.

## Conclusion

In this research, the Researcher explain about how teacher decision in facing obstacles to achieve English e-learning quality during COVID-19 at SMKN 1 Jombang using four categories obstacles and for each obstacles teacher must to dicide the teacher decision. The fourth categories, such as; (1) Personal teacher obstacle; (2) Learning Process Obscatcles; (3) Technical Obstacles and (4) Financial and Organizational Obstacles.

Personal teacher obstacles it means the barrier face by teacher during teach in e-learning. The personal teacher obstacles, such as; (a) Low motivation when e-learning process. Based on interview data, this obstacles bring up the teacher decision in form of increase teacher own motivation. Sincerity and responsibility as a teacher, although too much of obstacles must to face. (b) Difficult to make your students understand in your e-learning process. The teacher decision is make a simple media in order that the students' interest in English subject can increase. And give a space to students to choose their favorite subject. (c) Teacher did not know the physical of their own students. Then teacher gives a decision like build a good communication during e-learning process. (d) Double job of teacher during e-learning process.

And the teacher decision is preparing well and be good manager in time, so all of jobs be a good result.

Learning process obstacles are difficulties to achieve some of learning objectives, such as; (a) Difficult to find teaching media during e-learning process. Media made to help the students understand the material. In real, teacher did not face this obstacles, but the barriers come into students' interest to read, watch or listen the learning media, so the teacher decision is make a simple media under 5 MB and less than 5 minutes, if video. (b) Students' late to absence in e-learning classroom, so the teacher give the warning state and ask student reason why late for absence. (c) Collect the task, and teacher decision is give flexible time to collect the task and give the warning state if the student late to collect the task. (d) Lack of method in e-learning evaluation. Indeed, the method is not lack, but the control during e-learning evaluation is lack. The teacher can not be doing anything when e-learning evaluation, so students' honest is important needed. (e) Some specific materials cannot explain with e-learning system. So, it need face to face time, so teacher can be explain that specific materials. (f) Character education cannot apply during e-learning. So, it need face to face time, so the students their right to get character education. (g) And one of biggest obstacles is students' bored during e-learning. And the teacher decision is give some entertain in the middle of e-learning process, such as; funny picture and video.

Technical obstacles are the limitations that teachers face technically during the e-learning process. The limitations of this technique are in the form of things that become obstacles when the e-learning process is implemented. In the e-learning process, teachers usually need a tool in the form of an assistive machine to facilitate the delivery of material to students. Kind of technical obstacles is; (a) Lack of capabilities to applying technology during e-learning. So, the teacher decision is follow some training, so the teacher can applying technology to support e-learning process.

Financial obstacles are problems faced that are closely related to finance. In this context, the finances faced focus on students. Beside, Organizational obstacles are problems that arise from people around the environment where students are located, for example; parents, brothers, sisters or others. In this case, some of financial and organizational obstacles, like; (a) Student's limitation in phone capabilities. Different level of economic for each students, so the teacher can only understand for the student's phone with low specification. (b) Student's limitation in and internet quota during e-learning process. Financial effect because of pandemic, force teacher to understand if in the middle of e-learning the teacher will loss their internet quota. (c) Student's limitation in and internet speed during e-learning process. Different home area for each students, must to understood by teacher when face the weak internet speed. (d) Students' home environment is not suitable for e-learning process. Full control during e-learning indeed in the hand of teacher, wish the parent can accompany their child during e-learning process.

Finally, personal teacher obstacles can face with high motivation, sincerity and responsibility. Learning process obstacles during e-learning can be remove by face to face class and not virtually, teacher control and character education can build better. Technical obstacles no longer obstacles because there are many trainings available to improve teacher ability. And

for financial and organizational obstacles the teacher does not have more authority over family finances and environment, so teacher can only understand about this situation. Data on teachers' view taken by competent teacher in English subject, especially vocationally, after the even semester learning 2020/2021 ends.

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