

## Teachers' challenges in conducting online teaching

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### ABSTRACT

*The spread of COVID-19 pandemic impacted to many factors, one of them is the education sector. For about 2 years, teaching and learning in all levels was done using an online system. As a result, school parties implemented new rules to support the education system during a pandemic. After Covid-19 is over, it appears that in the digital age, online learning has merged with other teaching and learning activities. This study sought to identify and characterize the difficulties teachers had when delivering online instruction and the methods they used to overcome those difficulties. For collecting the data, the researcher applied questionnaires and interviews as the research instruments. Then, the questionnaire's findings showed that teachers experienced difficulties in teaching online, including the use of technology, facilities, students' motivation, and others.*



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## 1. INTRODUCTION

The deadly and contagious COVID-19 virus has impacted numerous international industries, including education. The COVID-19 virus has spread quickly around the world, affecting human existence and the educational system in particular. During the outbreak, it is mandatory for all schools from any levels to shift the class from offline to online mode. It is also supported by (Lestiyawati) that due to COVID-19 outbreak, numerous institutions and universities should be closed temporarily. Most schools, universities, and colleges have discontinued in-person teaching. It is due to the World Health Organization (WHO) policy that requires people to implement social distancing. Thus, it will have a negative effect on learning opportunities. This COVID-19 outbreak changed the system of education in Indonesia. The Minister of Education has instructed the teachers to use online systems during this pandemic. Teachers are required to take online classes in order to teach their students. The students had to use the internet to study and do the assignment from their teacher. The stakeholders should create or find a new teaching and learning management system to support the school system. Furthermore, educators are having difficulty finding solutions for this tough circumstance. On the other hand, there is an obligation to save and protect the students, academics, societies, and the country during this COVID-19 outbreak. All instructors at all levels have found it difficult to adjust at this time, and it is yet unclear when things will return to normal (Sabir Ahmad et al.).

In an era of pandemics, dealing with the education process, the function of instructors in the educational system cannot be separated. Teachers, as the source of knowledge for the students, should be able to provide updated information for the students. As a result, educators are making every effort to adopt the new benchmark in employing all prepared technology (Qasem et al.). Teachers need to know the origin and philosophy of online education. Moreover, teaching online needs transformation in its educational paradigm. To succeed while teaching online, teachers must also master new techniques for organizing their lessons and incorporating technology into the classroom. Traditional teaching is identified by teacher-centered classroom activities. While in online classroom activities, the teaching activity is focused on the students' and teachers' interactions. Moreover, during this system, students are hoped to be more independent and accountable for their own learning

activities when taking classes online. The new educational perspective guides teachers to conduct educational practices or activities that stimulate online teaching and learning. Especially in the pandemic era, students and teachers are required to utilize technology for classroom activities. Thus, it seems impossible to implement teaching and learning activities without using the internet and educational software. One of the biggest problems educators have is adjusting to new technology since low accessibility, especially for internet connections, makes it impossible for them to run their classes (Zur et al.). It has both negative and positive impacts on students and instructors during online classroom activities during COVID-19 outbreak. Therefore, this study intends to assess the challenges teachers have when delivering online instruction during this pandemic period and offer solutions to those challenges.

Several issues arise when online learning is implemented for students and teachers. This COVID-19 outbreak forced teachers to shift from conventional teaching into virtual teaching. Technology and curriculum designers must facilitate this change in the instructor's role (Kebritchi et al.). Moreover, the difficulties faced by teachers can be categorized into the four separate areas of altering faculty responsibilities, converting classroom training to online learning, managing faculty time, and instructional methodologies (Kebritchi et al.). Furthermore, it not only affects teachers and students but also the school's management. Everything should be simple for teachers and students to access online in order to ensure the beneficial of the classroom activities. To sustain the success of the education process, they should make things simple for both educators and students to access online learning (Kebritchi et al.). On the other hand, challenges also usually arise from the technology itself. Modern technology presents a number of difficulties and challenges, including errors in downloading materials, installation problems, problems in login, visual and audio hiccups, etc. (Dhawan). It shows that technological problems are still becoming the main issue in online learning. Besides, many students lose out on educational opportunities due to a lack of suitable digital tools, internet connectivity challenges, or Wi-Fi connectivity (Dhawan). This situation forces students and teachers to work together to achieve educational objectives.

Furthermore, online materials is usually theoretical, it makes students difficult to learn and practice. Many teachers struggle to engage their students and effectively communicate the material because they do not have direct connection with their friends (Yelvita). Since in online learning the teachers do not meet with their students in direct situation, there is a chance for students do not understand the materials well because they only have limited time to discuss and also unstable connection during the online meeting. Besides, according to (Anderson) one of the main issues they noticed was a mismatch between how teachers were taught to teach and how the material must be taught in an efficient online classroom. Sometimes students find that e-teaching is boring. It is because they were accustomed to having direct interaction during classroom activities. Two-way communication is required by students, but it can be difficult to implement, particularly during the epidemic age (Dhawan).

Additionally, the key to successful online learning is communication between teachers and students. However, communication skills should also be developed by the teachers and also parents. Online learning requires greater attention in a number of areas since it differs from conventional learning activities. In a conventional classroom, teachers glean information from the spoken and non-verbal exchanges between students (Syahriah and , La Sunra). Moreover, when teachers are unable to observe the students' facial expressions, it is challenging for them to understand these affective cues (Azzahra et al.).

In this 4.0 era, using technology and the internet to undertake online learning is connected. As a result, teachers should master the utilization of the internet and technology for their teaching activities. It is widely known that the traditional class is already integrated with the utilization of an online learning system or blended learning. In view of the COVID-19 outbreak in particular, the education process should integrate to online learning activities. It is because the pandemic forces students to learn the materials from home. Students are able to learn and communicate with teachers and their friends in this setting while traveling or acting independently (Singh). In conducting online learning, several applications or technology are adopted to assist students and teachers participate for classroom activities. The lecturers use a variety of e-learning techniques and applications such as Google Meeting, Zoom, Edmodo, Google Classroom, Moodle, and WhatsApp were used in the educational activities (Karjo et al.).

From the explanation above, it is clear that in conducting online learning, teachers face several challenges such as unstable internet connection, low students' engagement, technological problems such as issues with downloading content, installation issues, login issues, and audio and visual glitches, the materials are not conveyed well, low students' motivation, etc. Thus, it shows that the problem in online teaching is very crucial to be discussed for this topic. This study used 89 junior high teachers in East Java only, thus this study is different from other studies that discuss the same topic.

## 2. RESEARCH METHOD

In conducting this study, the researcher employed a descriptive qualitative research design. To obtain the opinions of 89 junior high school teachers in a small area of East Java, this study used a survey questionnaire and an interview. As stated by (Bogdan and Bilken), actual settings serve as the system's primary data sources. The principal instrument in the investigation is the researcher. Instrumentation for measurement and observation is crucial to the descriptive function of research. In order to understand and analyze social interaction, qualitative research focuses on words rather than specific aspects and examines the whole (Tomaszewski et al.).

### 2.1 Participants

The participants of this study were 89 teachers from a public junior high school chosen as respondents for this study and asked to finish a questionnaire and 10 respondents were chosen randomly for the interview.

### 2.2 Data collection tools

The instruments used in this study were questionnaire and interview. The questionnaire consisting of 10 questions about teachers' perception on online teaching and distributed through Google Forms. Each questionnaire using a scale ranging from: strongly agree, agree, disagree, and strongly disagree. The interview consisting of unstructured questions for the teachers about the challenges in conducting online teaching and how they solve the problems.

### 2.3 Data analysis procedure

After the researcher obtained the result of the questionnaire, then the data were classified based on its category. Thus, the percentage of results will be appear and ready to be elaborated. For the interview, the researcher interviewed the respondents randomly and record it. After that, the researcher transcribed the recording into description of the result. Thus, by describing the information gathered from the questionnaire and interview findings, the data were examined to answer the research problem.

## 4. FINDINGS AND DISCUSSIONS

The result of the questionnaire given to the respondents showed that teachers face several challenges in conducting online teaching. There were 89 teachers participated in filling the questionnaire related to their challenges in teaching online and the result were as following:

### 3.1 Questionnaire

#### Teacher difficulties in teaching online

In teaching online, teachers facing several challenges. It has been challenging time for both teachers and students to adapt with pandemic situation. For teachers to succeed when teaching online, they should acquire new techniques for organizing their lessons, how to enhance new resources, and how to use new technologies (Kholis).

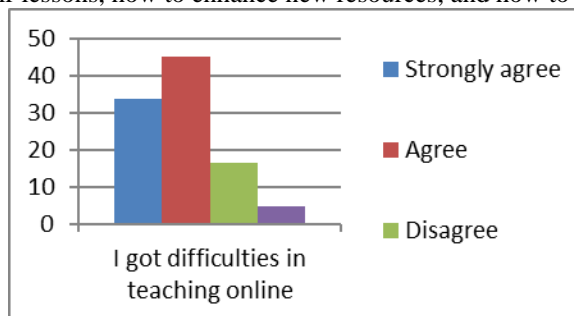


Figure 1. Teacher difficulties in teaching online

According to the result of the online interview, they said that some of the teachers were senior teachers. Thus, it needs more time for them to adapt how to use technology in online teaching. Additionally, majority of the teachers who use online platforms struggle to adjust to new teaching methods (Jain et al.). All instructors at all levels have found it difficult to adjust at this time, and it is yet unclear when things will return to normal (Kholis).

#### Poor internet connection

Moreover, it also discussed about teachers' difficulties in teaching online because of a lack of signal. Poor internet connections were the main challenge while conducting online classes (Clarín and Baluyos). It is because unstable internet connection will affect online classroom performance. Classes are in risk if one or both sides find it difficult to communicate because there can be no teaching or learning activity without teacher-student communication.

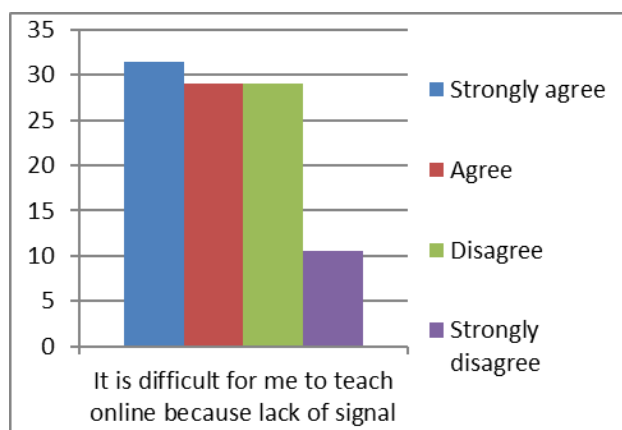


Figure 2. Teacher difficulties in teaching online because of bad internet connection

The questionnaire revealed that 58.2% of the teachers are strongly agree that signal has become one of the obstacles for online teaching. Thus, it influenced their performance in delivering materials to the students. In keeping with the teachers' statements in the interview, unstable internet connections have become one of the problems with distant learning. The phenomena of difficulties in accessing internet network in Covid-19 pandemic is because most of people's activities was done using online media. Some of them experience d issues with internet access while at home, such as a bad internet connection, network, or data cap (Pandu Bhuana and Listia Apriyanti).

#### Unfamiliar online learning application

Another challenge that teachers encounter when using an online teaching platform to held online learning. Before the pandemic, the teachers always conduct direct classroom activity. The emerge of pandemic made them to change from offline to online teaching activity. However, using online platform and application need certain training for the teachers to make them familiar to this. Some teachers still struggle with using technology well enough to give lessons online, making it difficult for them to teach on an online platform (Student et al.).

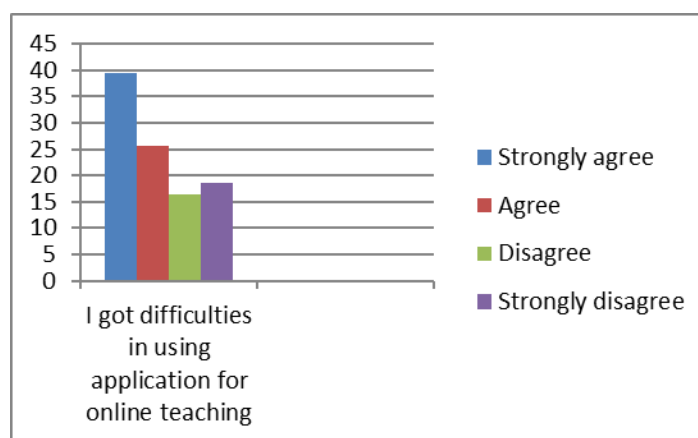


Figure 3. Teacher difficulties in using online teaching application

The online interview's results showed that senior teachers found it difficult to operate and manage some online teaching applications, such as Zoom Meeting and Google Meet. The responents stated that she needs more time to prepare and learn about the new platform or application that used for online teaching. Teachers' performance in online teaching also impacted on the students learning performance in comprehending materials that delivered by the teachers in online classroom. Concerning how teachers' abilities and possibilities for learning digital competencies impact teachers' comprehension of the difficulties posed by the particular circumstance also emerges (Student et al.).

#### School facilities role in supporting online teaching

During pandemic era, the Ministry of Education also provide internet quota both for students and teachers to help them conducting online teaching. The result of the interview showed that the big number of the teachers and students have chance to have free internet connection at school (Lestyanawati). Besides, several schools also facilitate the teaching activity with computer laboratory and internet connection at school. It also to facilitate the teachers who have not stable internet connection at home to conduct online learning at school.

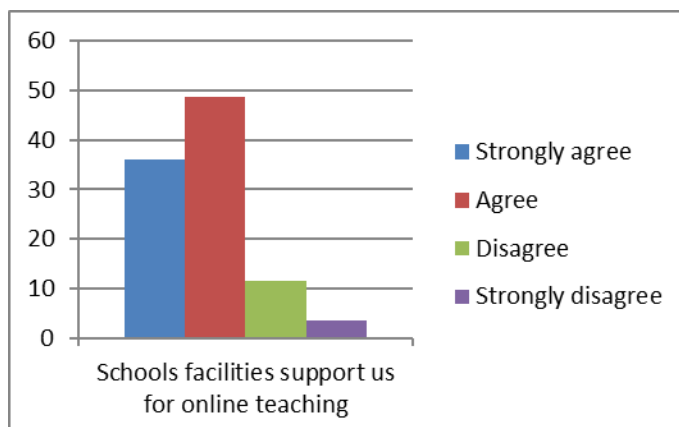


Figure 4. School facilitates support teacher for online teaching

The result of the interview showed that the schools provided computers with stable internet connections to accommodate the online teaching. However, most of teachers also prefer to use their smartphone in delivering materials during online teaching since it is simpler than laptop or computer. On the other hand, the most popular (51.9%) device used to access the online class is smartphone (Koirala et al.).

#### Lack of internet data

The students also encountered issues with getting an internet connection. The majority of students, according to teachers, could not afford to purchase internet bandwidth. It is because during online classes, they spent more of their monthly allowance only to buy internet data. When learning at home, the pupils faced many difficulties, including a lack of technological know-how, pricey internet connection, and low student participation (Barrot et al.).

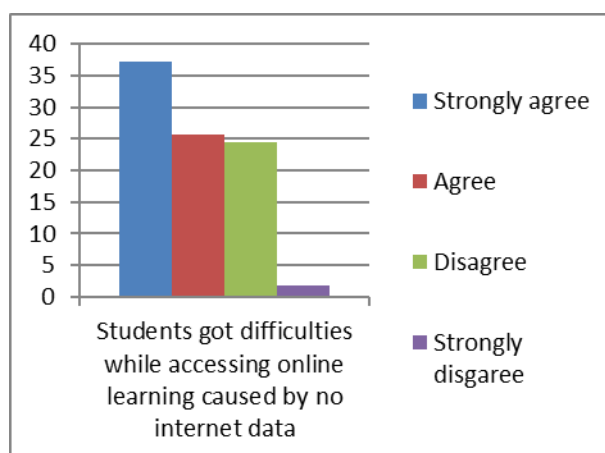


Figure 5. Students' difficulties in online learning

The respondent stated that their students also facing difficulties during online learning. Most of students only have limited internet data to be used for online learning. It also connected to the economical background family of the students. Since some students cannot afford stable internet connection at their home, they must pay for it themselves to get the internet connection. It means that they have to buy internet quota more than before online teaching applied. Before the pandemic, the students only need to buy internet quota to access social media or browsing news. Moreover, during the online learning they have to use it to connect with the tools for online instruction like Zoom Meeting and Google Meeting. Of course it needs higher internet speed and more stable internet connection to access the teachers' explanations.

#### Need more preparation

Both online and offline teaching need preparation before the teachers deliver the materials provided to students. However, since online teaching teachers and students do not have direct interaction, the teachers have to provide more detail and attractive teaching materials. Students must be given learning materials to develop their expertise in a particular area (Clarín and Baluyos). The learning materials should be reorganized by the teachers to be suited for digital instruction. At least, the teachers should use Power

Point slides to explain the materials for students. The challenge is not all of the teachers familiar to use it before the pandemic era.

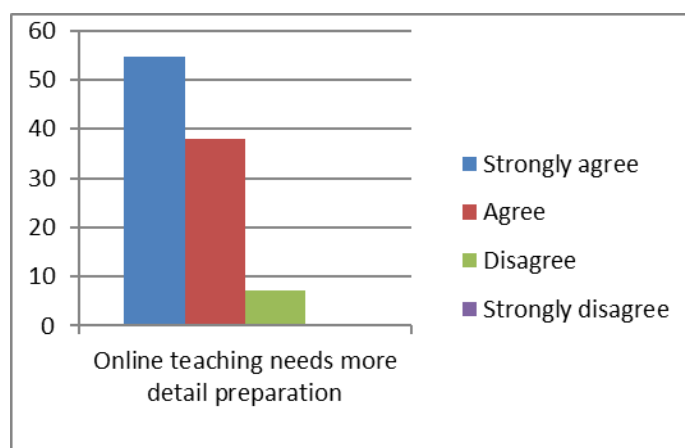


Figure 6. Online teaching needs more preparation

The respondents in the online interview said that in online teaching they have to prepare more interesting materials for their students in order to attract students' motivation in learning. Besides, they should be able to create a fun ambience in screen-to-screen teaching activities. It can be said that creating learning sources is prominent for teacher to assist them delivering materials to the students. It is expected by using attractive and interactive learning sources, the students will understand the materials easier although in the online teaching and learning situation.

#### Low students' motivation

As online learning needs students' personal engagement and participation, the students should be responsible for their own learning. When doing online learning, motivation for learners is a significant issue that must be taken into consideration (Gustiani).

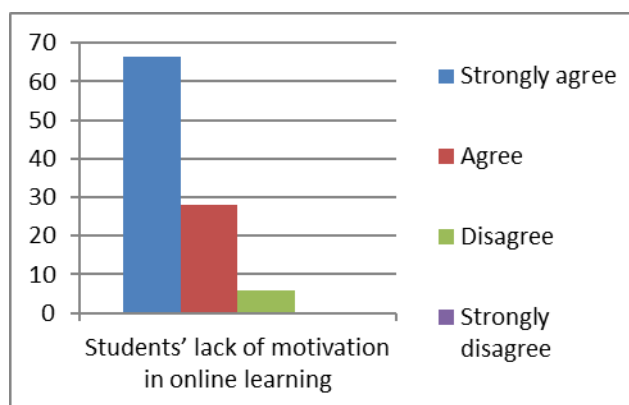


Figure 7. Students' low motivation in online learning

The result was that students found it difficult to comprehend and absorb the materials given by the teachers. The scores of their assignments, mid-terms, and final examinations also decrease. It indicated that the students were difficult understand the materials in the online class implementation. As the teacher said, online learning need internal and external motivation to encourage the students learning process. In the online learning, students need to boost their self-motivation to join virtual class. According to certain research, students were more impacted by their own personal motivation than by external ones (Gustiani). However, the role of the parents as the external motivation here is also crucial to assist and handle students' online class activity at home.

#### Difficulty in delivering online materials

As it is discussed above, teaching online need longer and detail preparation. Besides, for several subjects the teachers found difficulties in delivering through online setting, such as numerical subjects. It is also experienced by sports teachers where their materials need physical practice to measure students' achievement.

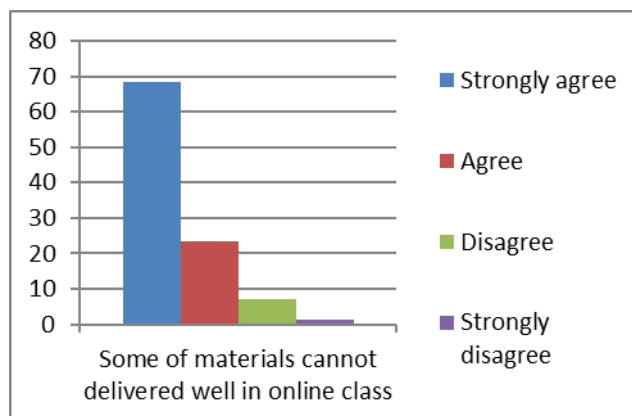


Figure 8. Some of materials cannot delivered well in online class

It is explained that during an online class, the teachers experienced difficulty in teaching the students. The teachers found it difficult to ensure that the pupils comprehended the materials when they were being explained online, which made them frustrated (Lestiyawati). The result is, some of the teachers only give assignment the students. The teacher's statement explained that certain subjects was difficult to be carried out through online setting. Thus, the teachers need to adjust their materials in order to easier to be delivered and understood by the students in online setting. Teachers must realign their lesson plans from the beginning of using online education as a kind of instruction delivery to make them appropriate for digital instruction (Clarín and Baluyos). The transition from conventional classrooms to online instruction has changed the climate in the education sector for both students and teachers.

#### Teacher preferences in teaching

The new paradigm of online teaching caused by Covid-19 pandemic give new perspective for teaching and learning process. All of the sectors, included education need to adapt and adjust with the new system. When there is a new system, people tend to compare which is the best between the different options. As in Covid-19 pandemic, teachers tend to compare between online and offline teaching method. As a result, they prefer to teach using conventional way because they face several challenges due to online teaching since it is a new experience for them to teach virtually. While offline learning typically emphasizes the interaction of people, online learning concentrates on the interaction of learning (Rahmat). That is why offline learning is easier than online because the teachers are able to interact directly with the students.

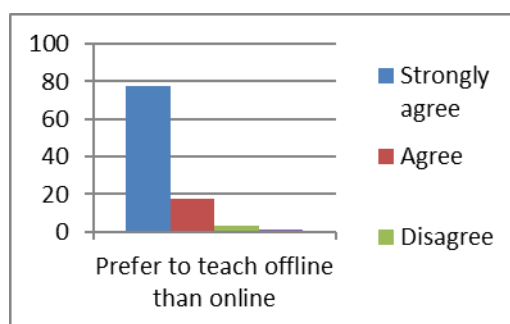


Figure 9. Offline vs online learning according to teachers' preferences

The graph shows that the teachers prefer to teach offline than online. As stated by one of the respondents, that she prefer to conduct offline learning than online learning. The preference between online and offline teaching from the teachers' perspective really affect teaching and learning process. According to the researcher's findings, for a number of reasons, majority of the members thought that conventional learning is superior to online learning, including the fact that students can directly experience the situation while learning, that offline learning fosters better teamwork, that students pay closer attention to teachers' in-class explanations, and that traditional classroom settings offer greater comfort than online ones (Rahmat). Moreover, they said that when they are ready to become teachers, they have to be ready to accept all kinds of conditions. It is because they are already engaged to their professions.

#### Difficulty in assessing students' online work

The teacher must evaluate the results of the classroom activities to determine the level of achievement of the students. Summative assessment, formative assessment, conventional assessment and

authentic assessment are the four types of assessments that are frequently used by teachers to gauge their students' learning progress (Box).

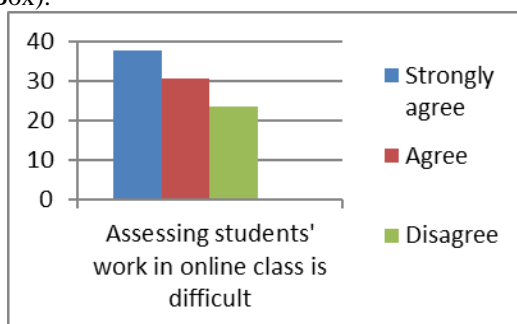


Figure 10. Teachers' difficulties in assessing students' work

However, the instructors claimed that in online classes, students lack of desire for studying and are easily sidetracked by a variety of causes. Thus, the assessment process could not be done well and it affected their subject mastery during online class. Conducting online assessment is challenging since the teachers familiar with doing conventional or traditional assessment before the pandemic era. In the classroom and for traditional assessment of evaluations, teachers typically employ traditional assessment methods. Since evaluation or assessment is the prominent part in teaching and learning activities, whether it is in offline or online setting, the teachers need to adapt and adjust with the current education system.

### 3.2 Interview

Table 1. A Sample of an Interview Script for Teachers

Q: what is your opinion about online teaching?	A: <i>Online teaching needs more effort in explaining teaching materials to the students. Not only that, I should adapt about how to operate the online platform fo learning before I teach</i>
Q: Do you have any problems when teaching online?	A: <i>Slow internet connection is one of our problems in online learning. Usually the students got unstable connection due to their geographical area or limited internet quota. I need to adapt with the new technology. Sometimes, I need to ask my friends about how to operate Zoom meeting and it needs longer time to learn and adapt with online teaching</i>
Q: Do the school facilities support the online learning?	A: <i>For the internet connection, I prefer to conduct online learning at school because the internet connection was stable. Sometimes, when I have online learning at home the internet connection was unstable. Besides, I can use computer in the computer laborarory to conduct an online learning.</i>
Q: How do you prepare the teaching for online learning?	A: <i>Before pandemic, I usually explain directly to my students using book. But, the pandemic force me to think how should I teach my students using attractive and interactive way of teaching and of course it need longer time to prepare it</i>
Q: How do you deliver the materials in online learning?	A: <i>As a Math teacher, it is difficult for me to explain materials to my students during online class. So, I often gave them assignment to substitute the class. But, the students' result were not as good as offline class</i>
Q: Do you prefer online or offline teaching?	A: <i>I prefer offline teaching than online teaching because I can interact directly with my students and it is more comfortable to explain the materials through offline setting. Not only that, in online teaching it is difficult to explain the materials and to help them when they got difficulty in understanding my explanation</i>
Q: How do you asses the students' work during online learning?	A: <i>During the online teaching, I also got difficulties in assessing students' work. Sometimes the students do not submit the work on time and it affected my time management. Beside that, students' result from online learning do not as good as offline class as usual</i>

From the results, there are several challenges that teachers may encounter during online teaching. Unstable internet connection during online learning. It is supported by (Rosalina et al.) that the most



important part of doing online learning is supporting facilitation like an internet connection. Besides, unfamiliar online learning applications are also one of the obstacles to conducting online classes based on the result of the study. Both teachers and students have detected many obstacles in the learning process when using e-learning platforms (BENADLA and HADJI). The next obstacle is students' lack of internet data when conducting online learning. As an impact of the limited internet quota, most of the students often turn off their cameras during the lesson to save their quota (Yuzulia). The impact is the students do not focus on the teaching and learning process, but they are busy managing their connection. Based on the result, it is also revealed that based on teachers' experience in teaching online, they need to prepare the materials using more interesting and attractive media also providing creative learning activities for students. Thus, it makes teachers feel the workload increases when conducting online learning (Mukarromah and Wijayanti). Furthermore, online learning reduces students' motivation in learning. It is because they felt that online learning was no more interesting than offline learning (Mulyanti et al.). Moreover, the result also showed that during online learning, the teachers found difficulty in delivering materials because students' comprehension of the materials was low. They put off giving feedback because their teachers weren't available when they needed it or just because they were getting tired and lonely (Yusuf and Al-Banawi). The problems in delivering the materials during online learning are also caused by low teachers' digital competence. The result of the questionnaire and interview also showed that senior teachers often got problems in conducting online learning because they are not digital savvy yet. and problems in assessing students' work.

## 5. CONCLUSION

As stated above, this research was triggered by teachers' difficulties in conducting online classes. Then, this research involved 89 junior high school teachers in a region of East Java. A questionnaire and an online interview were conducted to obtain the data related to teachers' difficulties in online teaching. Furthermore, the results presented various percentages for each statement given on the questionnaire. There were 10 points on the questionnaire. While the highest percentages were ranged from online teaching needs more detailed preparation, students' low motivation in online learning, some of the materials cannot be delivered well in an online class, and teachers' preference in teaching offline and online. It can be concluded that online teaching should be prepared well both by the teachers and students. Besides, teachers will also find various activities in the implementation of online classes. Furthermore, in order to make materials understandable to students, teachers must ensure that the activities, methods, or techniques used in class are acceptable and understandable to the students. Above all obstacles, teachers openly admit that they prefer offline classes to online classes. In addition, the limitation of this study is the research respondents who only focus in certain area. For future researchers who discuss the same topic, it is expected that they discuss a wider scope of respondents to obtain larger and more detailed results about online learning. Besides, this discussion also only focuses in the exploration of online learning during Covid-19 outbreak. The next researchers also expected to continue the discussion about the implementation of online learning in Indonesia curriculum context. In making future judgments on educational policy, the researcher anticipates that the study's findings and results will be useful to educators, students, and other stakeholders.

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