CHAPTER IV
RESEARCH FINDINGS

A. Data Presentation

The data was gathered through interview with the participants who considered faced the constraints of teaching and learning online process during the pandemic Covid-19 period. The following is data from nine informants in this study:

Table 4.1 List of Informant

NO	NAME OF INFORMANT	PROFETION
1	Siti Sarah Almardiyah	Student
2	Elis	Student
3	Siti Nurkholisoh	Student
4	Haerudin	Teacher
5	Yulyanti	Teacher
6	Opah Nasopah	Teacher
7	Mastinah	Parent
8	Asroh	Parent
9	Enjun	Parent

The data was gathered through questionnaire with the 30 participants who considered faced the constraints of teaching and learning process during the pandemic covid-19 period.

Except from the interview presented respondents' answers and questionnaire responds about the constraint of teaching and learning online process faced by students, teachers, and parents during the pandemic covid-19 in more detail are described in the sub-chapter of the following research results.

1. The Result of Interview

In conducting interviews, the questions given to participants are different based on their roles such as students, teachers, and parents. But the points used are the same, namely to discuss the research problems related to the constraints of teaching and learning online process faced by students, teachers, and parents during the pandemic covid-19. Interview results are used by the researcher to convince and strengthen student responses in the questionnaire. The researcher presents interview data consisting of 6 questions for each 3 students and 3, teachers that have similar answer, and 4 questions for 3 each parent that have different answer, those are slightly developed, as follows:

Table 4.2 The Student's Interviews

NO	The Questions Of Interviews	The Student's Answers		
		SS	EL	SNK
1	How do you feel when you have to learn from home?	At first, when I heard that studying at home I was very happy because I thought maybe being able to relax is not in a hurry with time, it is different that we go to school to take a shower first and others. Can learn while having breakfast without the need	At first confused how to learn from home. But it turns out that after the learning can be carried out as well. Even at home we are more relaxed.	I was disappointed when he heard that learning should be from home. Who usually go to school to meet friends and teachers now can not because of covid. So, now I want to study at school only.

		to take a shower also hehe. But, after 2 weeks in a row I got bored.		
2	How are you prepared to do the learning from home?	I didn't have any preparation because it was too sudden. So, as always.	Since this is the first time, I am confused as to what to prepare. So there's no preparation.	The preparation is just like what I was studying at school.
3	What media/tools do you use when studying at home?	I use Whatsapp groups that teachers have created each class.	I use Whatsapp groups to learn online	I use Whatsapp groups that are different from Grades 7-9 to learn online.
4	What do you use when you're online learning?	I use android phone.	I learned online using my parents' cell phone	I use my phone for online learning
5	How is the online learning process?	The process is the same as learning in school. It's just that the material is given online through the WAG.	It usually begins with reading a prayer first, then the teacher gives the material in the WAG, then gives questions each lesson	Like learning in school aja, but sometimes there are also teachers who only give assignments every meeting without giving material

				first.
		finishes and gives homework.		
6	What are the obstacles you face during the learning process?	The most bad network constraints. Every want to download material its really late. Because here network is lacking, the most decent network indosat and axis. The average here is, though. That's not very good.	The cell phone is inadequate. Sometimes the memory can be full continuously even though it has been erased which is not important. Yes it seems that the phone inadequate. There was even a friend of ours who didn't have a cell phone so I went to his house to give material and chore.	Sometimes parents sometimes do not understand that, I was studying and told to look after my sister or ask to buy something to the stall. Automatically I have to undergo other activities at once. Sometimes it becomes hampered also the study.

Table 4.3 The Teacher's Interviews

NO	The Questions Of Interviews	The Answers		
		HR	YY	OPH
1	How do you feel when you hear the	At first I was confused when I	Since this was unprecedented, I	With this situation inevitably, I have

	policy that learning is done online?	heard the news, because this happened suddenly. But I'll try my best.	had to devise a different learning strategy than before, by creating a suitable RPP. It's a little overwhelming to us.	to make a learning plan (RPP) that is in accordance with the current conditions. So that my learning can be well received.
2	How do you prepare when you are going to do online learning?	We try to prepare carefully how our online learning will be carried out.	We, the teachers consulted on the WAG to prepare carefully for the online learning.	We create joint policies so that the online learning process can be done to the maximum.
3	What is the learning process during online learning in your class?	It didn't go as well as face-to-face learning.	Less running to the maximum, because of some obstacles from the learners.	There are students who don't have cell phones. So we had to review his house to provide learning
4	Can students actively do online learning?	I think learners are less active in online learning.	There is a lack of activeness from learners when online learning is carried out.	Due to many obstacles during the learning process, students become less active.
5	What curriculum do you apply in online learning?	Online curriculum that has been implemented in schools.	We apply the online version of the curriculum as	By implementing an online curriculum that has been notified by

NO		notified by the ministry of education.	the ministry of education.
6	What are some of the obstacles you face when online learning takes place?	The problem we face is that there are students who do not have mobile phones, so online learning is difficult.	The signal is bad because the signal is not strong enough, so the delivery of material is less than maximum because it can only use whatsapp application.	There are some teachers who can not use android phones and lack in IT. So online learning from teachers becomes a little hampered.

Table 4.4 The Parent's Interviews

NO	The Questions Of Interviews	The Answers		
		MA	**AR**	**EN**
1	Do you as a parent guide your child from home?	I used to love guiding and watching my children learn, so when covid-19 came and required to learn from home (DARING) I didn't mind.	Actually as a parent I am required to always guide the child, but I can not always pay attention to it when learning because I have to take care of my young child.	I guide the child when learning from home after I do my homework and take care of his sister. When he asked about his lesson as much as I could help him. but there are also many lessons that I do

			Sometimes I can't guide him to the maximum either.	not understand.
2	What are the obstacles you experience when guiding children to learn online?	There are obstacles, such as I do not understand the material. So when the child asks I can't answer correctly. Usually I direct children to reread lessons that I don't understand.	The problem is, I do not understand the learning material. And I can't buy my son a good cell phone. Sometimes his phone likes errors and his memory is full and his battery runs out quickly. So, this online learning in my opinion is not maximal. Moreover, I have to buy my child quota every three days. I think it's very burdensome.	The problem is, my son doesn't have a cell phone. So, the friend/teacher visited to give teaching and inform homework.
3	Do you think your	Alhamdulillah,	My son is	It is not every day

	child is actively studying online?	my son studied diligently despite learning from home. And always doing his duties in a timely manner.	sometimes lazy to do tasks, even often playing games.	that teachers and friends visit to give home learning, they come almost once every day. Therefore, my son likes to play rather than do class work or study.
4	Does your child feel saturated when learning online?	My son once felt saturated because he took too long off and wanted to leave the house.	She really enjoys online learning, because my child is lazy to go to school, she thinks that at home there is no need to take a shower.	He played a lot because he did not come to school, hopefully the pandemic passed quickly so that learning becomes effective again.

2. The Result of Questionnaire

In this questionnaire there are twenty questions about teaching and learning online process during the Covid-19 Pandemic. As many as 10 students from each class of 1st, 2nd, and 3rd grade of Darul Huda Cikoneng Islamic junior high school gave responses to this questionnaire. Students only give a checklist in the form. In this questionnaire the questions are presented in Indonesian so that in presenting this data, the researcher translates the questions into English.

The total numbers of participant that participating in the questionnaire are 30 participants. In presenting the following data description of the use of scale:

SA : Strongly agree

A   : Agree

N   : Neutral

D   : Disagree

SD : Strongly disagree

1) Students

The data is classified into five scales specifically strongly agree, agree, neutral, disagree, and strongly disagree. The accompanying table shows the results of data about students' obstacles during covid-19 pandemic and their perceptions.

Table 4.5 The Result of Questionnaire

No.	Questionnaire Statement	Scale	Frequency	Percentage
1.	I am very happy with the online learning method.	SA	0	0%
		A	9	30%
		N	15	50%
		D	6	20%
		SD	0	0%
2.	I am very happy with the learning materials delivered online.	SA	0	0%
		A	8	26.7%
		N	17	56.7%
		D	5	16.7%
		SD	0	0%
3.	This online learning deserves appreciation and attention among students.	SA	0	0%
		A	9	30%
		N	15	50%
		D	6	20%

		SD	0	0%
4.	I am happy with the online assessment for each of my subjects.	SA	0	0%
		A	8	26.7%
		N	14	46.7%
		D	8	26.7%
		SD	0	0%
5.	I am disappointed with the online assessment for each of my subjects.	SA	0	0%
		A	7	23.3%
		N	15	50%
		D	8	26.7%
		SD	0	0%
6.	Online learning leads students to be able to learn independently and creatively.	SA	0	0%
		A	10	33.3%
		N	16	53.3%
		D	4	13.3%
		SD	0	0%
7.	Learning from home is better than studying at school.	SA	0	0%
		A	6	20%
		N	15	50%
		D	9	30%
		SD	0	0%
8.	Face-to-face learning is better than learning online.	SA	5	16.7%
		A	14	46.7%
		N	7	23.3%
		D	4	13.3%
		SD	0	0%
9.	I am more courageous and confident through online learning.	SA	0	0%
		A	6	20%
		N	15	50%
		D	9	30%

		SD	0	0%
10.	Students are disturbed by the existence of online learning towards other activities.	SA	0	0%
		A	9	30%
		N	15	50%
		D	6	20%
		SD	0	0%
11.	Students can manage their time and activities better and be useful.	SA	0	0%
		A	4	13.3%
		N	17	56.7%
		D	9	30%
		SD	0	0%
12.	I am willing to collect any task through online learning before the task collection date.	SA	0	0%
		A	10	33.3%
		N	17	56.7%
		D	3	10%
		SD	0	0%
13.	I have internet access issues for my online learning classes.	SA	3	10%
		A	11	36.7%
		N	10	33.3%
		D	6	20%
		SD	0	0%
14.	Teachers always answer my questions clearly and appropriately during online learning.	SA	0	0%
		A	7	23.3%
		N	17	56.7%
		D	6	20%
		SD	0	0%
15.	I actively participate in online learning discussions.	SA	0	0%
		A	7	23.3%
		N	15	50%
		D	8	26.7%

		SD	0	0%
16.	Online learning helped me develop skills and knowledge of Information and Communication Technology (ICT).	SA	0	0%
		A	8	26.7%
		N	16	53.3%
		D	6	20%
		SD	0	0%
17.	I can gain benefits and knowledge widely with online-based learning modes.	SA	0	0%
		A	7	23.3%
		N	15	50%
		D	8	26.7%
		SD	0	0%
18.	I never run out of quotas when learning online.	SA	0	0%
		A	0	0%
		N	13	43.3%
		D	10	33.3%
		SD	7	23.3%
19.	I always get good grades when learning online.	SA	0	0%
		A	8	26.7%
		N	16	53.3%
		D	6	20%
		SD	0	0%
20.	I want this pandemic to disappear immediately so that I can learn face-to-face, meet friends and learn with teachers.	SA	7	23.3%
		A	13	43.3%
		N	10	33.3%
		D	0	0%
		SD	0	0%

B. Data Analysis

The first problem is investigating the process of online teaching and learning in the Darul Huda Cikoneng Islamic junior high school

during the pandemic covid-19 period. To answer the first research question, the researcher distributed questionnaires, there are 30 students voluntarily participated in filling out the questionnaire. In addition, the researcher also conducted interviews with 3 students, 3 teachers and 3 parents to strengthen and obtain additional information. After the questionnaire and interview data are completed there are some data that can be described:

The process of online teaching and learning in the Darul Huda Cikoneng Islamic junior high school during the pandemic Covid-19 period not going well. In this point, the data obtained from the results of the questionnaire showed the high frequency with a percentage of 30% agree for statements that students are disturbed by the existence of online learning towards other activities. And high frequency with a percentage of 30% disagree for statement that students can manage their time and activities better and be useful. And high frequency with a percentage of 10% strongly agree and 36.7% agree for statement that they have internet access issues for online learning classes. And high frequency with a percentage of 23.3% strongly disagree and 33.3% disagree for statement that they never run out of quotas when learning online.

Then deepened with interviews the results obtained are balanced. From the results of the interview with students, the process of online teaching and learning occur using Whatsapp groups that teachers have created each class by smartphone in their home. But obtained the results that the most network constraints are ugly, every time they want to download material it is really late, even they bothered by other activity during online learning.

Further from the results of the interview with teachers obtained the results that the process of online teaching and learning didn't go as well as face-to-face learning. It less running to the maximum, because of some obstacles from the learners. Like the lack ability of technology, the presence of students who do not have a cell phone and so on.

Further from the results of the interview with parents obtained the results that the process of online teaching and learning didn't go well on some of their child, because of such obstacles such difficult material, cell phone matters and so on. The result even some of their children studied diligently despite learning from home, but some of their children sometimes can be lazy to do tasks.

The second research problem is investigating the constraints of teaching and learning online process faced by teachers and students in the Darul Huda Cikoneng Islamic junior high school during the pandemic covid-19 period. To answer the second research question, the researcher distributed questionnaires, there are 30 students voluntarily participated in filling out the questionnaire. In addition, the researcher also conducted interviews with 3 students, 3 teachers and 3 parents to strengthen and obtain additional information. After the questionnaire and interview data are completed there are some data that can be described:

The constraints of teaching and learning online process faced by students, teachers, and parents in the during the pandemic Covid-19 period. In this point, the data obtained from the results of the questionnaire showed the high frequency with a percentage of 30% agree for statements that students are disturbed by the existence of online learning towards other activities. And high frequency with a percentage of 30% disagree for statement that students can manage their time and activities better and be useful. And high frequency with a percentage of 10% strongly agree and 36.7% agree for statement that they have internet access issues for online learning classes. And high frequency with a percentage of 23.3% strongly disagree and 33.3% disagree for statement that they never run out of quotas when learning online.

Then deepened with interviews the results obtained are balanced. From the results of the interview with students obtained the results that the most network constraints are ugly, Every time they want to download material it is really late. Other obstacles are they when at home, their

parents sometimes they to do other something that bothered their online learning activity.

Further from the results of the interview with teachers obtained the results that the problem that they face is the presence of students who do not have a cell phone, signal is lack, and the delivery of material is not (maximal) than face-to-face learning. There are also some teachers who lack of technology ability, who cannot use android phones and lack in IT.

Further from the results of the interview with parents obtained the results there are obstacles, such as they do not understand the material when they have to guide their children. Other parents cannot buy their children a good cell phone. Sometimes his phone likes errors and his memory is full, and his battery runs out quickly. Moreover, they have to buy their child quota every three days, it is very burdensome.

The third research problem is investigating students, teachers, and parents' perception of the teaching and learning online process getting the hang of during the pandemic Corona virus period. To answer the third research question, the researcher distributed questionnaires, there are 30 students voluntarily participated in filling out the questionnaire. In addition, the researcher also conducted interviews with 3 students, 3 teachers and 3 parents to strengthen and obtain additional information. After the questionnaire and interview data are completed there are some data that can be described:

Students, teachers, and parents' perception of the teaching adn learning online process picking up during the pandemic Corona virus period. In this second point, the data obtained from the results of the questionnaire showed the high frequency with a percentage of 30% disagree for statement that learning from home is better than studying at school. And high frequency with a percentage of 16.7 strongly agree and 46.7% agree for statement that face-to-face learning is better than learning online. This strengthens with high frequency with a percentage of 23.3% strongly agree and 43.3% agree for statement that they want this pandemic

to disappear immediately so that I can learn face-to-face, meet friends and learn with teachers.

Then deepened by interviews with students the results obtained are balanced. From the results of the interview with students obtained the results that they want to go to school. Even though at first they happy because they thought they could relax not rushed time to school. But at the time past, they were bored. They said that usually, they go to school to meet friends and teachers but now cannot because of covid-19.

Further by the interviews with teachers the results obtained are balanced. From the results of the interview with teachers obtained the results that they confused when have to develop a different learning strategy than before. Inevitably, they had to make a learning plan (RPP) that fit the current conditions. But it is pity there are actually more lacking in the process of online teaching and learning.

Further by the interviews with parents the results obtained are balanced. From the results of the interview with parents obtained different results that some of them pleased and some are not pleased with the effectiveness of the teaching and learning online process to their children. Because the even some of their children studied diligently despite learning from home, but some of their children sometimes can be lazy to do tasks.

From the analysis of the data above, the researcher found that the constraints of teaching and learning online process faced by teachers and students in the Darul Huda Cikoneng Islamic junior high school during the pandemic covid-19 similar from one another. Students, teachers, and parents have difficulty learning because of the learning systems used during the pandemic have never been felt before. Based on the responses to filling questionnaires and interviews, the constraint faced by students are often being disturbing when online learning towards other activities, so students cannot manage their time. Further students have internet access issues or device for their online teaching and learning classes. And often run out of quotas when learning online are expensive for parents. Further

parents difficult to understand the material of online learning. For some teachers, they have difficulties because of their lack ability of technology.

Students, teachers, and parents perceptions of studying at home were quite bad because their opinion about teaching and learning online process is less effective than face-to-face learning. They think face-to-face learning is better than teaching and learning online process. This opinion strengthens that they want this pandemic to disappear immediately so that they can learn face-to-face, meet friends and learn with teachers. Despite constraints, bad opinion and less effective of teaching and learning online process in the Darul Huda Cikoneng Islamic junior high school during the pandemic Covid-19 period, the teaching and learning online process actually was quite helpful in learning during the Covid-19 pandemic.

C. Data Discussion

To answer two statements of the problem the author has done a data analysis. Data obtained are:

1) Process
   a) The process of online teaching and learning occur using Whatsapp groups that teachers have created each class by smartphone in their home. But it didn't go well because such of constraints that students faced like lack of signal and so on.
   b) The process of online teaching and learning didn't go as well as face-to-face learning. It less running to the maximum, because of some obstacles from the learners. Like lack ability of technology, the presence of students who do not have a cell phone and so on.
   c) The process of online teaching and learning didn't go well on some of their child, because of such obstacles such difficult material, cell phone matters, and so on. The result even some of their children studied diligently despite learning from home, but some of their children sometimes can be lazy to do tasks.

2) Constraints

    a) Students' constraints are they cannot manage their time, they have internet access issues or device and they often run out of quotas when learning online.

    b) Teachers' constraints are they have difficulties because of their lack technology skills.

    c) Parents' constraints are high bills of internet quota and they difficult to understand the material of teaching and learning online to guide their children.

3) Perceptions

        Students, teachers, and parents perceptions of studying at home were quite bad they think face-to-face learning are more effective than teaching and learning online process.

        Because of the data obtained was not supportive results, so made a solution:

1) Learning is done by way of teachers or students visiting current place to direct instructs, and learning exercises or assemble in a gathering.

        The execution of learning is carried out in groups with a small number of places where a teacher will come to the house that is used as a study group, or vice versa students come to the house or place that has been provided by following the health protocols applied. This helps the understanding of students and children did not need an internet network.

2) Learning is done offline or school face-to face learning with alternating schedules during pandemics

        Students will enter the school with alternate schedules that have been determined during the pandemic. So, it also helps for students to learn more easily, and avoid the crowds of other students. Guidelines for the implementation of education in the new normal era must still pay attention to health protocols.

Experts also argue with the implementation of learning with a method called door-to-door method is considered more effective than online learning method. One of them is children do not need an internet network. One of the advantages of door to door learning is there is a direct interaction between teachers and children, so that, in the delivery of lesson materials can be done easily and students become understanding.

Then Vera in Ayusi mentioned that door-to-door learning is the same as delivering a lesson outside the classroom, so that the activities or teaching, and learning activities take place outside the classroom or in the home of each student. Door-to-door learning in general is a learning activity that has been prepared and innovated by educators which is a collaboration between learning activities in the classroom and learning outside the classroom with the aim of utilizing the surrounding environment, so that it creates meaningful and fun learning and learners will also be active in learning.[34]

Based on the explanation above, explained that, there are many terms used in door-to-door learning, but from the explanation above, it has been explained that the door-to-door method is as a learning activity carried out outside the classroom where teachers visit each student's home to conduct the learning process.

However, according to Aji in Ayusa, door-to-door learning methods do not have to be done at home, but can also be carried out in the neighborhood around the house, such as in the garden of the house and so on. In addition, door-to-door learning methods can be carried out in the order of teaching, and learning activities of learners in a subject in one semester.[35] Although this method is not commonly applied in schools, at

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[34] Ayusi Perdana Putri, dkk, "Strategi Pembelajaran Melalui Daring dan Luring Selama Pandemi Covid-19 di SD Negeri Sugihan 03 Bendosari", *Jurnal Ilmiah Kependidikan*, Vol. 2, No. 1, page 4, (April 2020).
[35] Ayusi Perdana Putri, dkk, "Strategi Pembelajaran Melalui Daring dan Luring Selama Pandemi Covid-19 di SD Negeri Sugihan 03 Bendosari", *Jurnal Ilmiah Kependidikan*, Vol. 2, No. 1, (April 2020), page 5.

least students can reap the material taught face-to face so that it can make it easier for students to absorb the material taught.

As the statement before, door-to-door learning is also carried out by Darul Huda Cikoneng Islamic junior high school during the pandemic Covid-19. Another way is Darul Huda Cikoneng Islamic junior high school use with learning done by offline or school face-to-face learning with alternating schedules during pandemics.