

# **PROBLEMATIKA YANG DIHADAPI GURU SEKOLAH DASAR DALAM PEMBELAJARAN DARING DIMASA PANDEMI DI PROVINSI BALI**

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## **ABSTRAK**

Pandemi COVID-19 menyebabkan berbagai kekacauan diberbagai bidang, salah satunya pada bidang pendidikan. Pemerintah mewajibkan seluruh sekolah di Indonesia untuk melaksanakan kegiatan pembelajaran daring dari rumah. Kebijakan ini tentu menimbulkan berbagai macam masalah. Penelitian ini dilaksanakan untuk mengetahui problematika yang dialami oleh guru sekolah dasar dalam pembelajaran daring dimasa pandemi. Jenis penelitian yang dilaksanakan peneliti adalah penelitian deskriptif, dengan populasi sebanyak 25.524 dengan sampel sebanyak 994 orang guru. Metode pengumpulan data menggunakan metode angket Skala Guttman. Data yang telah terkumpul dianalisis dengan metode deskriptif kuantitatif. Hasil penelitian yang telah dilaksanakan oleh peneliti menunjukkan bahwa guru-guru mengalami kendala pada semua dimensi. Kendala pada dimensi komunikasi 65%, dimensi metode pembelajaran 52%, dimensi penilaian 61%, dimensi penggunaan teknologi 43%, dimensi jaringan sebesar 52%, dimensi biaya pulsa/kuota 52%, serta masalah dalam pembelajaran daring 74%. Namun persentase tertinggi terdapat pada dimensi masalah dalam pembelajaran daring.

**Kata Kunci:** Pembelajaran, Daring, Pandemi, COVID-19

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*The COVID-19 pandemic has caused chaos in various fields, one of which is in the field of education. The government requires all schools in Indonesia to carry out online learning activities from home. This policy certainly raises various kinds of problems. This research was conducted to find out the problems experienced by elementary school teachers in online learning during the pandemic. The type of research carried out by the researcher is descriptive research, with a population of 25,524 with a sample of 994 teachers. The data collection method used the Guttman Scale questionnaire method. The data that has been collected was analyzed by quantitative descriptive method. The results of research that has been carried out by researchers show that teachers experience problems in all dimensions. Constraints on the dimensions of communication 65%, dimensions of learning methods 52%, dimensions of assessment 61%, dimensions of technology use 43%, dimensions of network 52%, dimensions of credit charges/quota 52%, and problems in online learning 74%. However, the highest percentage is found in the problem dimension in online learning.*

**Keywords:** Learning, Online, Pandemic, COVID-19

