A DESCRIPTIVE STUDY: THE STUDENTS' DIFFICULTIES AND LEARNING STRATEGIES USING TECHNOLOGY

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ABSTRACT: This study was aimed to investigate the students' difficulties and learning strategies using technology. The researcher used a qualitative approach with a descriptive qualitative design. The participants of this research were 25 students of second-year students of Muhammadiyah Mburak Junior High School. The researcher explored the students' perception of the use of questionnaires for their difficulties, and online-based questionnaire and an online-based interview were used as the methods of collecting the data. The instruments used in this research were a questionnaire and a semi-structured interview. The questionnaire used in this research was like a scale hence the data was analyzed by using a theory derived from Sugiono (2015). After analyzing the questionnaire and interview, the data obtained by the researcher are as many as 16.7% of participants chose strongly agree (SA), and 50% of participants chose to agree (A). On the other hand, there were 29.2% of participants chose to disagree (D) and 4.2% strongly disagree (SD). Based on the findings, some students face problems related to signal constraints when they do distance learning. To overcome this problem, teachers must convey to students that learning can be done anywhere to maintain their enthusiasm and interest in the subject.

Keywords: Students' Difficulties, Learning Strategies, Technology

INTRODUCTION

A learning management system and an interactive internet model are used in online learning, which is a sort of instruction (LMS). Online activities such as webinars and online classes are all conducted using computers, networks, and the internet (Hasibuan, Simarmata, and Sudirman, 2019). There are many ways to do online learning, including asynchronous virtual, and autonomous modes. The media used also vary, including Google Classroom, Zoom Meeting,

WhatApp, and others. Learning methods and learning media greatly affect students' success in learning, especially the ability of students in using media or technology in the learning process.

The use of internet media presents a conundrum because, while the minister of education promotes the production, students' and teachers' financial capacities and talents have not advanced in lockstep. The aforementioned budgetary needs have not been entirely met by the state.

The strategy to overcome learning difficulties caused by internet network problems is to report to the internet service provider to immediately make repairs. While for students who have network difficulties due to locations that do not support the arrival of internet signals, teachers must change learning patterns. For example, holdings limited offline learning by forming small groups of students living in one area. Then the strategy to overcome the difficulty of the high price of this quota can be handled by minimizing the users of tools or applications that require a very large internet quota.

Choosing pocket-friendly learning support, for example by not holding synchronous learning too often using a teleconferencing platform, multiply practice questions that students can do independently. So, students spend more time reading, deepening knowledge experimenting, or making answers to a practice question. The desire to learn is a crucial component of education (Cheung, 2018). Since interest in learning doesn't come about abruptly or spontaneously, but rather as a result of experiences, behaviors, and engagement in learning, it will increase students' attention to learning.

Online education takes place in a variety of settings, such as self-directed or virtual. This strategy uses various media, including video conferencing tools such as Zoom, Google Meet, Google Classroom, Edmodo, etc. When teachers, students, and parents collaborate on at-home

learning, online learning in school during the Covid-19 outbreak can go as planned. The process of online learning would be hampered if several parties have issues with that synchronization. The online teaching and learning process was impacted by students' limited internet connection and their economically underprivileged families (Lestiyanawati & Widyantoro, 2020). Finding the best methods for online learning might be difficult for teachers because of this. Conditions in Palembang, for instance, as reported by (Lie et al., 2020). The teacher must impart knowledge to one class at a time due to factors like those described above. Teachers have difficulties since synchronous Zoom classes are limited by erratic internet signals.

The design of the online learning strategy system is a distant learning system that uses an internet-based network to carry out learning without direct face-to-face contact between teachers and students. Even when children are at home during the Covid-19 epidemic, teachers are still required to continue teaching and learning activities by using online-based learning resources. Therefore, the instructor must be capable of creating innovative learning materials using online media (online). Teachers can study concurrently by joining groups on social media platforms like *WhatsApp* (WA).

METHOD

This study was implemented using a qualitative method that explains factual and filed data in the form of the instrument. In this study the researcher chose informants as data sources, collecting data, evaluating the quality of the data, analyzing the data, interpreting the data, and drawing conclusions about her research. Interviews and questionnaires were also used as research tools in this study. The questionnaire was used as the first instrument. Following the completion of data collection, the researcher presented the data's findings. The author reported the research's findings, which examined how junior high school students perceived the challenges and coping mechanisms associated with learning during the covid-19 epidemic. By

examining 25 responses from the interview participants as well as 10 questionnaire-derived statements, the researcher conducted an in-depth analysis of students' opinions. The results of two Google form questionnaires that were issued to participants through *WhatsApp* yielded the data that would be discussed, and the second questionnaire was an interview that was done during the conversation.

The researcher presented the data's results in two parts to make it simpler for readers. The first section was the outcome of data collected via questionnaires, while the second section was the outcome of data collected during an interview. Each sentence in the study's questionnaires, which Andri Fitriani 2022 accepted, has four alternate answer alternatives that are divided into the following categories; after getting data from the questionnaires, the researcher looked at the result of the interview. The researcher listened to the recording to get the answer in the interview. Then the researcher compared them with the questionnaires answered by the students. After the analysis process is completed, the researcher underlined the important points of the results, delivered descriptively. Then summarized descriptively the results of the topic discussed to make good and credible findings.

FINDINGS AND DISCUSSION

In this chapter, the researcher gave the findings and a detailed discussion of the information from the earlier-conducted interviews and questionnaires for A Descriptive Study: The Students' Difficulties and Learning Strategies Using Technology. The instruments used in this investigation were modified from Kurniawan (2019), which offers extra information. The findings and discussion of this study were presented in the form of descriptive analysis because the research design used in it was descriptive qualitative. Along with the hypotheses backed by

some experts, the findings and discussion would also be documented in the form of a descriptive paper.

The findings of this study are the identification and classification of difficulties, sources of difficulties, and strategies used by students to overcome difficulties.

Accessibility

From the first statement in part A which states that internet quota is an obstacle for students in conducting online learning, it can be said that almost all participants stated that they had difficulties. This is evidenced by 45.8% of participants choosing strongly agree (SA), 45.8% of participants choosing to agree (A), and 8.3% of participants choosing to disagree (DA). While 0% of participants voted strongly disagree (SD).

Usefulness

The first statement of part B stated that "During the lesson does the teacher always reprimand you for not succeeding in learning". Based on the data obtained by the researcher, the percentage showed that as many as 52% of the participants chose to strongly agree (SA), 8% of participants chose to agree (A), 24% of participants chose to disagree (D), and 16% of participants who chose strongly disagree (SD).

Practicality

The first statement of part C states that "I have difficulty in doing the assignments given at school". Based on the data obtained by the researcher, the percentage shows that 60% of participants voted strongly agree (SA), 8% of participants chose agree (A), and 16% of participants chose to disagree (DA). 16% of participants voted strongly disagree (SD).

Interview result

The interview data's findings are listed below. As important information, researchers used certain codes related to participant responses to interview questions. This is intended to maintain confidentiality and maintain all participant answers and privacy including names and cellphone numbers. The participants in this study were junior high school students, just to be clear. There can be up to 6 students in a class, including 3 male and 3 female participants. Consequently, the researcher's code is as follows:

The letters A to E symbolize that the participants are from the same class. Number 1 and 2 accompanying the letters A to E represents male participants for number 1 and female participants for number 2. For example, A1 means male participant from class A and B2 means female participant Answers First Interview Question.

In this first question, the researcher discusses whether the lack of knowledge to access learning applications has affected the learning strategies of the subjects or not. Following are the responses from all participants:

Participant A1

Participants felt that accessing learning applications had made a very good contribution to learning skills. It could be seen from his response to the first question that said

"I think it's very influential. That's because from what I learned from accessing learning applications, it can be accessed easily by simply using a smartphone or other technological device such as a laptop that is connected to the internet, we can access the material you want to learn. So, by implementing e-learning we can do learning anywhere, anytime. So, in my opinion, it is very influential to access learning applications, especially in e-learning itself". (A1)

All of the participants felt that students claimed to be happy with utilizing *WhatsApp* for online learning (WA). This is so that students can carry out educational activities while playing,

watch videos that have been shared by their teachers, and can produce films related to the learning exercises being carried out. Due to the aspect of learning development, the application can be a solution in providing educational services to students even in emergencies such as distance learning. Teachers must be capable of acting as facilitators for their pupils in the new paradigm. Effective previews and lessons usually come from students' enthusiasm for learning in the classroom.

CONCLUSION AND SUGGESTION

The researcher offered a conclusion and a recommendation in this chapter. In drawing a quick conclusion, from the findings and debates included in chapter IV of the research. The researcher also offered advice for future researchers interested in this work.

Based on the discussion from the previous chapter, student learning difficulties during a pandemic are a common problem faced by most students. Online-assisted learning is indeed a new thing for most students in Indonesia, especially geographically not supporting this effort or economic background conditions that do not support the success of learning from home. So full support must be done and optimized both socially and mentally. The approach utilized to encourage student interest in studying while utilizing technology is to simply convey to students the significance of learning in every setting, either directly or indirectly. By preparing teaching materials that are concise, understandable, engaging, and brief. Choose simple and interesting learning media. And don't forget to evaluate learning regularly and continuously. Because students are different, there are certainly differences in motivation and learning commitment at a relatively young age for independent learning and responsibility when they go months without face-to-face learning with teachers and classmates at school.

SUGGESTIONS

According to the conclusion, the researcher proposes suggestions for the reader as follows:

It is suggested that teachers must consider every decision about the learning process for students and also must be able to use technology to teach during the pandemic. Teachers should make it easy for students to communicate with them. Because learning needs to bring new learning experiences so that students don't get quickly bored during educational activities like using fascinating material, different teaching techniques every two or three meetings, and avoiding repetition of explanations. Teachers must be creative in conveying and explaining the teaching materials.

For the student In online learning, students must prepare a quota, live in a place that has a good network before starting to study, and must set aside funds to buy quotas for e-learning. Not only that, but students also need to maximize the use of technology in supporting their learning difficulties strategy.

For the next researcher, first of all, the results of this study can be a reference for other researchers who conduct further research on A descriptive study: The students' difficulties and learning strategies using technology. It can also provide alternative sources for future researchers to get better and more accurate. Because this research took place during a pandemic (Covid-19), researchers could not conduct research freely and could not observe the subject directly. Therefore, it is envisaged that future researchers will be able to conduct the study by having respondents, complete questionnaires and participate in in-person interviews. Not only that but, further researchers are also expected to be able to use other instruments to get more detailed results. The researcher realizes that this research still has some shortcomings. Therefore, the

researcher suggests furthering researchers, who are related, to research with this research, to conduct research that can provide many positive impacts on the teaching and learning process.
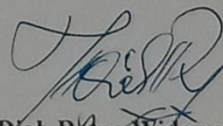
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