



Learning Problems at Early Childhood Education in Kota Raja Sub-District, Kupang City during Coronavirus Disease Pandemic

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DOI: 10.15294/ijeces.v11i2.60209

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History Article

Submitted September 2022

Revised October 2022

Accepted November 2022

Keywords:

Problems of online learning;
Early Childhood Education
programs; Covid-19

Abstract

East Nusa Tenggara, especially Kupang city is one province that is also affected by the covid-19 outbreak. The learning process in the network in various schools, especially at the level of Early Childhood Education in Kota Raja sub-district, Kupang city was found various problems from teachers, learners and parents of students. The aims of study to 1) analyze the on-line learning process 2) and solutions to solve online problems in Early Childhood Education. This research was conducted at Early Childhood Education level in Kota Raja sub-district, Kupang city. The subjects used in this study were 19 early childhood education teachers and 19 students' parents in Kota Raja sub-district. This study uses a qualitative research method with a descriptive approach. Data collection techniques use interview techniques, and questionnaires. Data analysis includes data reduction, data presentation, and drawing conclusions. The results of this study indicate that online learning in the Covid-19 era is not going well; various problems are encountered in the field, both problems experienced by teachers, parents of students and students. The problems include: (1) time, (2) the limitations of the infrastructure, internet network and understanding, (3) many assignments, (4) and students feel bored. The problems found can be overcome by (1) involving teachers in various trainings, (2) seeking various sources and (3) parents providing more time for their children, (4) and providing motivation and support.

How to cite

Sakan, R. M., Kleden, F. R. (2022). Learning Problems at Early Childhood Education in Kota Raja Sub-District, Kupang City During Coronavirus Disease Pandemic. *Indonesian Journal of Early Childhood Education Studies*, 11(2), 124-131.

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INTRODUCTION

As a result of the status of the Coronavirus Disease-19 (covid-19) pandemic in Indonesia, the Minister of Education and Culture issued circular letter number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Coronavirus Disease-19 in March 24, 2020. Online is an abbreviation of “in the network” as a substitute for the word online which is often used in relation to internet technology. Online learning is learning that is done online, using learning applications and social networks. The government’s efforts to maximize this online learning policy continue to be carried out, including providing internet packages to teachers and also attracting students to be able to take part in the online learning. East Nusa Tenggara is one of the provinces that were also affected by the Covid-19 outbreak.

Problematic comes from the word problem which can be interpreted as a problem. The problem itself is an obstacle or problem that must be solved in other words; the problem is a gap between reality and that which is well expected, to achieve maximum results (Echols, 2005). According to Dick and Carey quoted by Hayati, learning is a series of events that are delivered in a structured and planned manner using one or various media (Hayati, 2019). Learning does not always have to be done using face-to-face strategies between educators, students and learning resources. The inability to meet each other face to face due to various reasons such as distance, for example and various virus spreads, resulting in face-to-face learning cannot be carried out. Regulation of Minister of Education and Culture of Republic of Indonesia Number 119 of 2014 which regulates the Implementation of Distance Education for Elementary and Secondary Education states that distance education is education in which students and learning use various learning resources through the application of the principles of educational learning technology (Ministry of Education and Culture, 2014). Various terms are used to express ideas about learning that utilizes electronics, such as e-learning, online learning, internet-enabled learning, virtual learning, web-learning and so on.

Online learning is a learning that utilizes multimedia technology, video, virtual classes or online classroom applications, animated online text, voice messages, email, telephone conferences and online video streaming (Kuntarto, 2017). The advantage of online learning is to build a learning atmosphere, and online learning will

bring a new atmosphere for students, who usually learn in class. The new atmosphere can foster the enthusiasm of students in learning (Sari, 2015). Some of the shortcomings that occur in online learning are that students have difficulty concentrating on learning because the home atmosphere is not conducive. Limited Internet quotas link online learning and there are distractions of some other things. Consistent with the problem a learner faces, learning results in a lack of interaction between teacher and students (Hadisi, 2015).

The purpose of distance learning according to Regulation of Minister of Education of Republic of Indonesia Number 119 of 2014 concerning the implementation of distance education for primary and secondary education is to increase the expansion and equity of access to education, as well as to improve the quality and relevance of primary and secondary education. The benefits of online learning consist of four things: (1) increasing the level of learning interactions between students and teachers (enhance interactivity), (2) enabling learning interactions from anywhere and anytime (time and place flexibility), (3) reach students in a broad scope (potential to reach a global audience), (4) facilitate the refinement and storage of learning materials (easy updating of content as well as achievable capabilities) (Mustofa, et al., 2019).

One of the effects of covid-19 in the education world is that almost all of those schools in the city and the village is temporarily closed based on a circular from the Ministry of Education and Culture. Face-to-face learning that has been implemented for a long time is replaced with online learning. In the online learning process in various schools, especially at Early Childhood Education level in the Kota Raja sub-district Kupang city. Various problems were found from teachers, students and also parents of students. The information obtained through observations in some schools in Kota Raja sub-district to teachers in Kupang city. Through the observations, many problems were found related to online learning which a new thing was for teachers, students and also parents. The teachers complained that they had never been trained before regarding the online learning process.

Online learning in elementary schools faces many problems. This problem is experienced by teachers, parents, and students. These problems include the lack of knowledge about information technology by students and parents of students, learning becomes boring and learning assessments that should be done directly cannot be done. Learning becomes less effective because

of these problems (Lia, et al., 2020).

Early childhood is a child who is in the age range 0-8 years. The program consists of educational programs in day care, family child care, preschool education both private and public kindergarten, elementary school (NAEYC, 1992) (Aisyah, et al., 2010).

The limited knowledge of teacher and student parents makes online learning not go as expected. From every school that the researchers visited, almost all schools used WhatsApp to send assignments and for approximately 4 months there was no face-to-face learning process and the teacher do not explain the material to students but only give assignments, then students worked at home after that it was collected again via WhatsApp group or parents of students deliver directly to school but still follow the valid health protocol. Data obtained from interviews with principals and teachers of the 10 schools, only 3 schools used the Zoom application and Google Classroom while 7 schools used WhatsApp application for the teaching and learning process. The Problems that occur at the Early Childhood Education level in the Kota Raja sub-district Kupang city, from a technical point of view, where the limited infrastructure such as laptops, unstable internet networks, high internet quotas that cannot be reached by teachers and parents of students. While the problems from a non-technical perspective are the teacher's lack of understanding in online classroom management and it is difficult to operate laptops and devices in online learning. For students, the challenges faced are limited understanding of online learning, limited use of laptops and devices and those who still need parental guidance while not all parents have sufficient time to accompany their children. Based on the results of interviews with teachers and students' parents where students with an average age of 4-6 years began to show less supportive responses related to their involvement in online learning. The attendance of students is decreasing day by day; this is because these children feel bored and tired when learning online. Another answer that comes from parents is that the tasks that are burdened for the students are too many and they do not understand the material being taught correctly. Other thing found in the field is that almost all of the housework is done by their parents. This affects the development of knowledge and skills of each student which is increasingly declining. Another problem from observing in Aceh region is found that the lack of parental awareness to guide their children during the online learning process of Covid-19 and the lack of understanding of parents related

to online learning during learning, and parents are less supportive their children (Fitri, 2020).

The problems faced by teachers in implementing the online learning process (Wekke, et al., 2020) include: First: limited knowledge of technology, technological limitation is a significant problem to the learning process implemented by teachers. There are many senior teachers or teachers who are approaching retirement age but cannot use online-based learning technology which is one of the problems in implementing online learning. A training process is needed for teachers in increasing the online media-based teaching capacity.

Second, the limitations of online learning experience. This will have an impact on the process of delivering material as well as conveying understanding to students, which results in ineffective learning. Teachers who from the beginning carried out the face-to-face process were then forced to provide learning through internet devices so that it could have an impact on teacher boredom or boredom so that they were lazy to provide learning to their students.

Face-to-face learning is replaced by online learning. Many teachers have difficulty using technology. These problems have an impact on students' understanding in understanding the material presented by the teacher. A teacher who starts the face-to-face process was then required to provide learning via internet, but the results found were that the teacher found it difficult and the students felt bored and did not understand the material presented.

There are many problems that hinder the effectiveness of online learning, including: a) Limited Mastery of Information Technology by teachers and students, b) Inadequate facilities and infrastructure, c) Limited internet access, d) unprepared budget provision (Aji, 2020) .

Further research, a research result from Rogoanti (2020) shows that the obstacles experienced by teachers during online learning are learning applications, internet networks and devices, learning management, assessment, and supervision. This study aims to 1) analyze the online learning process, 2) the solutions to solve online problems in Early Childhood Education. This research does not only look for problems in the field but provides solutions in Learning Problems at Early Childhood Network, Kota Raja District, Kupang City during the Covid 19 Pandemic Period. This research does not search the problems in the field but provides solutions.

RESEARCH METHODS

The research method uses in this research is qualitative research with a descriptive approach. Descriptive qualitative research is in the form of research that uses a case study method or approach, this research focuses intensively on one particular object which is studied as a case. This study analyzes the problems that occur during online learning at Early Childhood Education level. The research subjects were teachers and parents of students in Kota Raja sub-district, Kupang city who were taken randomly. The research process is carried out directly where researchers meet directly with respondents.

The instruments uses in this study are interview guides, questionnaires, and documentation given to teachers and parents of students. Data collection techniques include the first interview, and then the researcher gives a questionnaire or questionnaire and also documentation in the form of photos, lesson plans that were compiled during covid-19. The interview uses in this study is a semi-structured interview; the aim is to obtain information directly from the teacher. The type of questionnaire uses in this study is an open questionnaire. This open questionnaire contains questions or statements that can be filled out freely by respondents. Questionnaires are given to teachers and parents.

The research was conducted at Early Childhood Education level in Kota Raja sub-district, Kupang city regarding the problems or problems experienced during online learning and also the solutions made by teachers and parents in online learning problems. The research flow chart is:

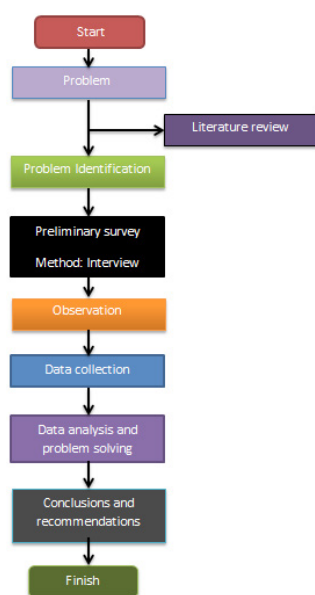


Fig. 1 flowchart: the problems of online learning

RESULTS AND DISCUSSION

Learning Problems at Early Childhood Education in Kota Raja Sub-District, Kupang City during Coronavirus Disease (Covid-19) Pandemic

The impact of the covid-19 outbreak in the field of education is the implementation of online learning from cities to villages. The Ministry of Education and Culture issues a circular for each school to apply online learning. The capital city of East Nusa Tenggara, Kupang city is included in the red zone, and every school including Early Childhood Education must be temporarily closed and learning from home using the internet or distance learning. There are some schools that are not ready to implement online learning. Based on the results of interviews and also questionnaires distributed to teachers and parents of students, it was found that 85% of Early Childhood Education in Kota Raja sub-district found problems.

This study is similar to research result of Agus, et al., 2020, under the title: "Explorative study of the Covid-19 Pandemic on the Online Learning Process in Elementary Schools". The results of the study are known not to go well. There were several problems found that many teachers and students did not understand using technology and the internet. Face-to-face learning is now switching to learning that utilizes current technology. The similarity of this research lies in the impact experienced by students, teachers and parents in carrying out online learning.

The same study result is found by Adinda, et al., (2021) points out that there are obstacles experienced by teachers in conducting the online learning process. The lack of student understanding is the main obstacle in the online learning process. The factor that makes the implementation of the online learning process less than optimal is the lack of an internet signal connection.

The COVID-19 outbreak has become a frightening disease for everyone. The sudden outbreak of COVID-19 has certainly made many people unprepared to live a new life with the changing world conditions. One of the changes is that every school is required to use online learning. Based on the results of interviews and questionnaires distributed that many teachers and parents of students are not ready to apply online learning at Early Childhood Education level. It can be seen in terms of time, limited infrastructure, internet network and understanding, quite a lot of tasks given, and students who are bored.

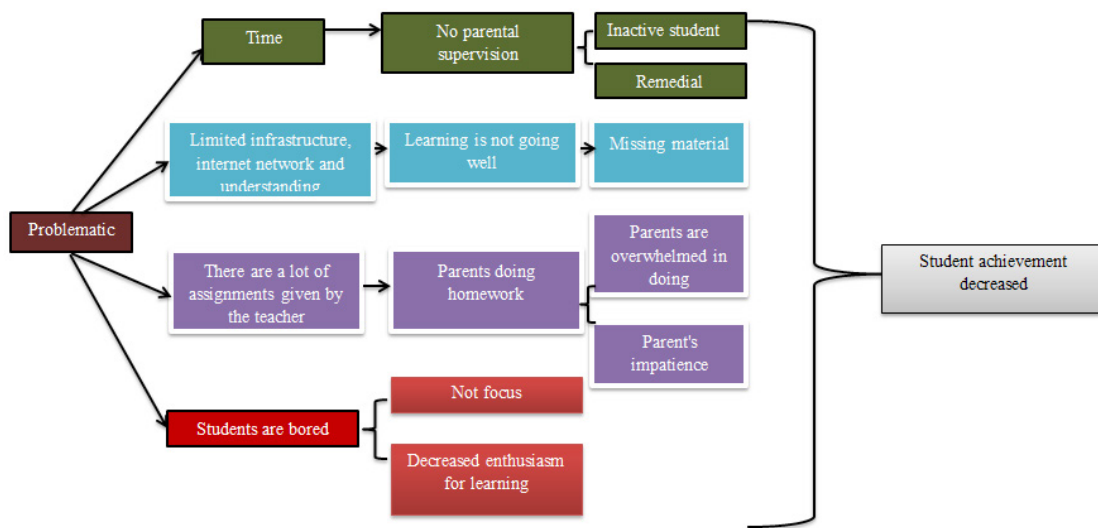


Fig. 2 various problems found in online learning

The first is time.

The age of participants who are still child is not allowed by parents or teachers to have a smartphone or laptop. Students are still under the supervision of parents and teachers. The understanding of students in operating gadgets or laptops is also still limited, some even do not understand. Students have not been able to open the Zoom and Google Classroom applications or do their own assignments without guidance from adults who understand their use of technology, the internet and their materials. The average age of Early Childhood Education is 4-6 years; students are able to recognize letters but cannot read fluently. They also do not understand correctly the orders in doing every task given by their teacher. They need parents as their teachers at home who can help do their assignments, connect to Zoom or Google Classroom application. However, there are obstacles from parents. They do not have time to accompany their children to study at home. Parents have to go to work and their gadgets must be brought so that they cannot replace the role of the teacher at home. It affects the online learning process of students. Many students are not active during online learning. The impact of student inactivity in online learning is that many students have to be remedial and student achievement decreases.

A research result by Roby at all., (2021) shows that the participation rate of children and parents in online education decreased by 50% from the first semester to the second semester and the number of learning hours was very short. Effort by schools to the risk of potential learning loses include: blended learning, literacy and numeracy also visiting teacher program.

The second is the limited infrastructure, internet network and understanding.

Not all Early Childhood Education schools in Kota Raja sub-district have complete educational infrastructure facilities such as Educational Teaching Aids (APE), laptops and internet networks and learning does not run smoothly. There are 19 schools in Kota Raja sub-district, only 5 schools have supporting educational facilities such as laptops, Wi-Fi networks or internet quotas and teachers at 5 levels of Early Childhood Education are not all able to use technology and learning platforms such as Zoom, Google Classroom. Meanwhile, teachers who cannot use Zoom or Google Classroom use WhatsApp as a tool to connect them with their parents. The teacher sends the children's worksheets or modules via WhatsApp messages, then the students' parents read how to do each task through the students' worksheets then teachers will provide information and parents of students collect every task at school while still following the applicable health protocols. Many teachers are unable to use technology. Some of the teachers that the researchers found were that their age was approaching retirement age, making it difficult for them to learn and use technology. When the researchers asked why they didn't try to learn to use technology, they replied that they were unable to learn things related to technological developments and the young teachers at their schools helped send assignments to parents of students through the WhatsApp application.

In addition to the limited facilities experienced by teachers, some parents also have the same problem where not all parents have a gadget, laptop, Wi-Fi or have sufficient internet quota.

Based on the results of questionnaires filled out by teachers and parents of students, it was found that some parents did not own a device, making it difficult for them to help their children learn online. Some efforts made by teachers and parents of students related to this problem are that the teacher prints a question sheet or exercise and then asks the parents to pick it up at school. Another fact obtained in the field through a questionnaire distributed to parents is that some parents have gadgets and laptops but they do not know how to use the Zoom application or Google Classroom. The limitations of parents in using technology have resulted in their children not being very active in participating in online learning. Other information found through interviews and questionnaires is that internet quotas are limited and there are even parents who are unable to fill the quota due to limited economic conditions so that children cannot participate in online learning.

The problem faced by parents in accompanying children to study at home is that parents replace the teacher's position to teach at home. This creates new problems experienced by parents, such as a limited lack of parental understanding, difficulties for parents in growing children's interest in learning, parents do not have enough time to accompany their children because parents have to work. In addition, parents are impatient in accompanying children while studying at home, parents have difficulty operating gadgets or laptops, and some even do not have gadgets and laptops. Constraints that often occur are related to the internet network, and parents who cannot buy internet quota. The principal of the school trains the teachers how to use zoom and Google Classroom, before online learning begins. The training is held by their school. Meanwhile, some schools in the Kota Raja sub-district, their teachers did not receive training, and many teachers lacked knowledge in using technology.

A study conducted by Saripah, et al., (2021) shows the results of observations and interviews at Ade Lina Kindergarten, North Sumatra, it was found that there were problems faced by teachers and parents when implementing online and offline learning, one of the problems faced by parents was lack of parents understanding, facilities and infrastructure. In line with the research above (Anita, 2021) which explains some of the problems faced by parents is to increase children's interest in learning, not having enough time to accompany children when studying at home, parents' difficulties in operating gadgets.

The third is many assignments given by the

teacher.

Based on the results of structured interviews with parents, researchers found information that the tasks given by the teacher were quite a lot and parents were overwhelmed in doing. In addition to the limited time for parents, parents also complain that they are not able to do all the assignments given by the teacher because the assignments given are many and also quite difficult for their children. Parents must study each material and then answer and some of the assignments use videos. In some schools the assignments in the student's module or worksheet are sent via whatsapp then for the video parents are asked to re-upload it via whatsapp or parents are asked to collect it at school. Many parents think that they are not able to run the dual role of being a teacher for their children and having to work to take care of the house and earn a living.

Fourth, students are saturated. In addition, the information obtained through parents and teachers is that students feel bored.

Students under the age of 6 have difficulty concentrating and feel bored quickly. The boredom experienced by students results in a loss of concentration and enthusiasm for learning. They cannot meet face to face and play with their friends but they are required to study from home using their parents' devices or laptops. There are some children who refuse to study and ask their parents to study face-to-face but this is not possible due to the corona outbreak. Students refuse to do the assignments given by the teacher. The score obtained by students is not the result of student work but is done by their parents.

When asked why are children bored? The parents replied that their children hoped that they would soon be able to meet their friends and teachers. They also want to play with their friends. Overcoming this boredom, many teachers decided to contact via whatsapp video call and some teachers decided to visit students' homes, but there were also schools that used several points to meet with students whose houses were close to a limited number. When students were met by their teachers, they were more excited and felt more close to their teachers. In addition, from 19 schools there are 2 schools that partner with several parties including course institutions such as English First, parents are also asked to tell stories once a week and students were asked to share stories with their teachers and friends. This effort was enough to make students entertained because at their age they should be given a lot of space to play in an open space with many educational

facilities and also their friends but unfortunately not all schools apply this creative method. In addition, there is a school that designs interesting learning such as field trips which is a way that teachers do through virtual activities where students are invited to travel around the world through video screens that are shared either via whatsapp, zoom and Google Classroom. This is one of the teacher's creativity that is designed and applied during online learning and students feel entertained and enthusiastic in learning, but not all schools in Kota Raja sub-district apply this method. it is applied and students can understand the material and can then do the given task. This method is not used in all schools due to the limited understanding of teachers in using technology. From the saturation that occurs, it causes low interest and motivation in online learning. Motivation and support are important for students and affect the implementation of online learning for teachers and students.

These data are consistent with the research conducted by Nilam at al., (2022) which shows that there are five inhibiting factors for the implementation of online learning. First is not being able to access online learning applications where teachers and students still do not understand how to use online learning applications. Seconds is economic limitations therefore not all students have cellphones. Third is the internet is not good where there are still many students who use the cellular network therefore in opening the material that has been distributed by the teacher. Fourth is the cost is high because many students complain about the quota fee even though the government

already exists but it is considered insufficient, and fifth is lack of assistance from parents who are busy in their jobs.

The Solution in Solving Learning Problems at Early Childhood Education in Kota Raja Sub-District, Kupang City during Coronavirus Disease (Covid-19) Pandemic

Based on the previous findings, it can be seen that teachers, parents and students experience problems in the learning process from home. There are some solutions for overcoming learning problems at Early Childhood Education in Kota Raja Sub-District, Kupang City during Coronavirus Disease (Covid-19) Pandemic. The solutions are involving teachers in various trainings, seeking various sources, providing motivation and support to students, and parents providing time for their children.

The first is to involve teachers in various trainings.

One way to improve teacher competence is to actively involve teachers in various trainings. Training in the use of technology needs to be improved so that the creativity of teachers in designing materials using technology is getting better and the results are more interesting and can attract students' interest in learning. Teachers need to be taught how to design learning videos, how to use zoom and platforms like Google Classroom and also how to use power point. Young teachers who can use technology can guide older teachers to be able to use and design interesting learning.

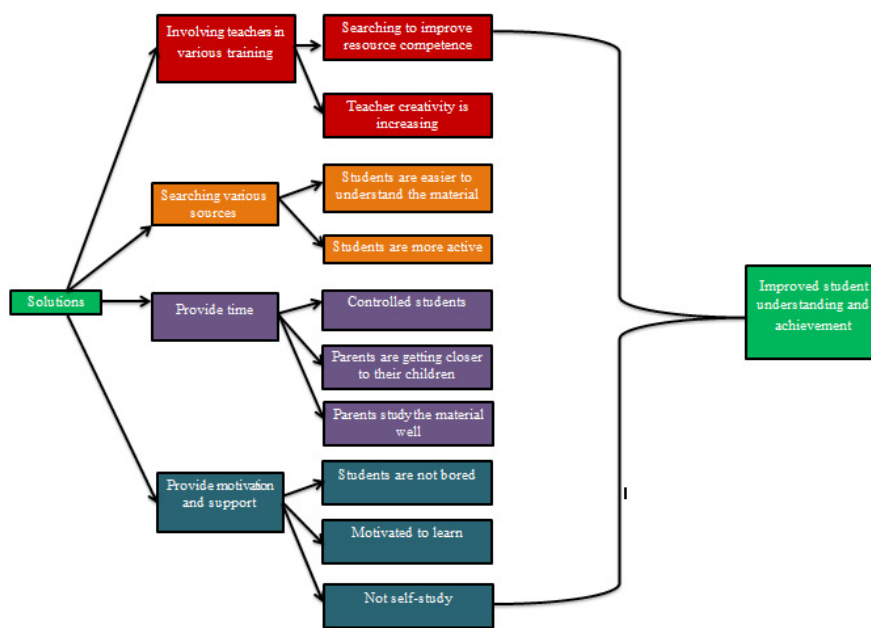


Fig 3 Solutions to online learning problems

The second one is searching some various sources.

One source that can be used as a reference is YouTube. Through YouTube, teachers can download or study interesting teaching videos, it is easier for students to understand the material being taught and students are more active in taking online classes and students' understanding and achievement increases.

The third is to provide time.

Parental supervision is important for the growth and development of children, parents who give time to their children will always be controlled. By giving more time to children will promote a better relationship between parents and children. Parents are also expected to be fun teachers and can convey material to children and parents are expected to study the material well before giving it to children. If parents do not understand the material correctly, parents can ask the teacher for material that is not understood and also how to do the given task. Therefore, if parents do not have internet quota or devices, parents can request tethering from their family members and devices that can connect directly to the internet.

The fourth is to provide motivation and support to students.

Continuously providing motivation and support for learning to students can be done by teachers and students do not feel bored, are more motivated to learn and do not feel like learning on their own. This can be done through a WhatsApp group or house visits.

CONCLUSION

Online learning in the Covid-19 era did not go well; various problems were found in the field including problems experienced by teachers, parents of students, and students. The problems found include: (1) time, (2) limited infrastructure, internet network and understanding, (3) the tasks given are quite a lot, (4) and students feel bored.

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