

# **THE DIFFICULTIES OF TEACHING AT A DISTANCE THROUGH YOUTUBE – THE VIDEO BASED TEACHING AMIDST THE PANDEMIC AT SMA 2 TARAKAN**



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**APPROVAL**

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# **THE DIFFICULTIES OF TEACHING AT A DISTANCE THROUGH YOUTUBE – THE VIDEO BASED TEACHING AMIDST THE PANDEMIC AT SMA 2 TARAKAN**

## **Abstrak**

Di masa pandemi perubahan besar hampir di seluruh bidang kehidupan di dunia, salah satu yang terjadi di bidang pendidikan. Khususnya di Indonesia, sistem pembelajaran tatap muka menjadi pembelajaran online. Dalam perubahan tersebut banyak pihak yang belum siap dengan sistem ini. Salah satunya tenaga pengajar atau guru. Oleh karenanya, peneliti ingin mengetahui kesulitan guru selama mengajar menggunakan Youtube selama masa pandemi. Penelitian ini merupakan penelitian deskriptif kualitatif dengan menggunakan pendekatan fenomenologi. Data dikumpulkan dari hasil wawancara dan analisis konten data interpretasi analisis. Subjek dari penelitian ini merupakan guru SMA 2 Tarakan. Hasilnya menunjukkan bahwa guru berpendapat jika kegiatan belajar mengajar selama daring dirasa kurang efektif dan sulit mengontrol siswa saat pembelajaran daring. Lemahnya jaringan internet, alat komunikasi yang tidak ada, dan keterbatasan kuota merupakan kendala yang sering dialami oleh guru.

**Kata kunci** : kesulitan guru, pembelajaran daring, Youtube

## **Abstract**

During the pandemic, major changes in almost all areas of life in the world, one of which occurred in the field of education. Especially in Indonesia, face-to-face learning systems becomes online learning. In this change, many parties are not ready for this system. One of them is the teaching staff or teachers. Therefore, the researcher wanted to know the difficulties of teachers while teaching using Youtube during the pandemic. This research is a qualitative descriptive study using the phenomenology approach. Data were collected from the results of interviews and analysis of data content analysis interpretation. The subjects of this study were teachers of SMA 2 Tarakan. The results show that the teacher believes that teaching and learning activities online are considered ineffective and it is difficult to control students when learning online. Weak internet networks, non-existent communication tools, and limited quotas are obstacles that are often experienced by teachers.

**Keywords**: teacher difficulties, learning during, Youtube

## **1. INTRODUCTION**

Difficulties in education have a large need for the internet, this is due to different experiences, especially experiences in technology (R. Lestari, 2017). Every teacher has different difficulties or difficulties with distance teaching during pandemics. The availability of internet networks is a major obstacle to distance teaching during this pandemic..

It turns out that many have several obstacles faced by distance teaching during the pandemic (Elia Fikri Astriana, 2020). This study will discuss the difficulties of teaching distance using Youtube during the pandemic because each region has its problems. Therefore, this research must be carried out because this research was specifically conducted at SMA 2 Tarakan. To find out what difficulties faced by SMA 2 Tarakan

teachers in terms of teaching during the pandemic period by using social media, such as Youtube.

Changes in human life, information, and study habits require a high level of accessibility that can be enabled by a comprehensive internet network and other potential technologies (Coccoli, Guercio, Maresca, & Stanganelli, 2014). The digital age has changed the way of life and human needs. It is very important to produce millennials after technological advances. There is a need to build a creative and innovative education system. The use of social media such as YouTube can make speaking teaching more interesting. Most of these questions are about the impact of youtube on teaching students. Several previous studies were found by researchers regarding YouTube for teaching students.

Suranto, Agus &, Almuntaqo Zainuddin, M.Pd (2020) Problems of Teachers in Implementing Video Media in Thematic Learning. Research Explains the difficulties faced by teachers such as teachers not yet proficient in making instructional videos, learning facilities using video media are still lacking, the language used is not following the character of students, difficulties in managing learning time, objects in learning videos are not suitable for students, and teachers difficulty preparing tools for instructional video media. The results of the teacher's research are expected to be able to use technology as a means of operating instructional video media and are expected to be proficient in making instructional videos.

## **2. METHOD**

This study uses descriptive qualitative research to collect data and analyze data. According to Lexy J. Moleong (2007), qualitative research is research to understand the phenomena experienced by research subjects, such as behavior, perception, motivation, action, and the use of various natural methods. This means that descriptive is research that can provide breadth for writers to take various actions in developing phenomena that occur in the experiences of several people and are not bound by numbers. The results of the interview can show the results of the difficulty of teachers in teaching during the pandemic which will be processed by researchers to develop with the problems experienced.

Therefore, the importance of this topic is raised to find out the difficulties of teaching during the pandemic using Youtube videos. As Niemi, Hannele said. M, Kousa, Paivi (2020) The main challenge for non-authentic interaction teachers is also the lack of spontaneity provided by the teaching staff. Therefore, researchers raised this topic because

there are still few or difficult teaching solutions during the pandemic. Also, this research was conducted to be a reference for further researches.

### **3. FINDINGS & DISCUSSION**

This chapter describes the findings related to the teacher's experience in using Youtube as a medium for teaching speaking during the pandemic period at SMA 2 Tarakan. The findings are based on interview data about the teacher's difficulties in teaching speaking during the pandemic at SMA 2 Tarakan and the teachers' strategies in teaching speaking during the pandemic at SMA 2 Tarakan. From the analysis, it was found that: teachers experienced difficulties in teaching during a pandemic and teacher strategies in teaching during a pandemic, which are presented below with quotes from stories through the industry.

#### **3.1 Constraints in the limitations of the internet bandwidth connectivity**

Interview 2.1

*“Tahu sendiri di Tarakan sering mati lampu bergilir karena sering perbaikan listrik, jadi wifi tidak bisa digunakan dan jaringan tidak ada, belum lagi kalo batrai habis saat mati lampu.”*

"You know yourself in Tarakan often turn off the lights because of frequent electrical repairs, so wifi cannot be used and the network does not exist, not to mention if the battery runs out when the lights go out."

Based on the above statement, the power outage that hit the Tarakan area has caused interference with the internet network and also cannot use wifi to access Youtube. This is one of the problems that often occurs when teaching online during a pandemic.

#### **3.2 Barrier on the absence of communication tools**

Interview 1.1

*“Ternyata siswa saya belum semuanya memiliki alat komunikasi seperti hp dan laptop, karena masalah ekonomi, jangan kan laptop atau hp untuk membeli pulsa saja sulit karena untuk mengakses internet kan perlu pulsa dan beli pulsa pake uang makanya banyak siswa yang sulit mengakses internet karena ketidak tersediaan data untuk mengakses video youtube”.*

"It turns out that not all of my students have communication tools such as cellphones and laptops, due to economic problems, don't just buy cellphones or cellphones to buy credit, it is difficult because to access the internet you need credit and

buy credit using money, as a result, many students have difficulty accessing the internet due to the unavailability of the internet. data to access youtube videos”.

### **3.3 The students limitation of internet credit access**

#### Interview 2.1

*“Menurut pengalaman saya selama ini memang ada beberapa kendala selama mengajar selama masa pandemi siswa tidak ada kuota internet,jadi tidak bisa membuka youtube”.*

"According to my experience so far, there were indeed some obstacles during teaching during the pandemic, students did not have internet quota, so they could not open YouTube".

The results of the interview show that the obstacle faced by teachers is the absence of quotas to access Youtube. Meanwhile, Youtube needs a large quota. In the current condition, Youtube is one of the media for teachers to provide material needed in teaching during the pandemic.

From existing data, the internet network is an important component for carrying out learning (Makrufah, S.N, 2020). However, if the internet network is limited, carrying out learning during the period is also hampered, one of the limitations of the internet network is due to the location of the student's house which is in an area that is difficult to reach by internet signals.

According to Mulyana's (2013) theory, the most important concept in communication is noise, which is unwanted additional stimulation and can interfere with the accuracy of the message conveyed. In this case, the disruption of communication between teachers and students in the teaching and learning process during the pandemic at SMA 2 Tarakan is students who do not have communication tools, making it difficult to access Youtube in fulfilling the assignments given by the teacher.

The existing data shows that expensive quotas are a problem faced by teachers and students during teaching and learning activities. Learning difficulties are something that obstructs the learning process then these activities do not run smoothly. According to Cahyono (2019), learning difficulty is a condition in learning that is marked by certain obstacles to achieving learning outcomes.



### **3.4 The Application of Teaching Using Whatsapp as a Teaching Medium During The Pandemic.**

#### Interview 1.1

*"Implementasi saya, yaitu saya belajar menggunakan aplikasi teknologi terbaru biar tidak ketinggalan dan kesulitan dalam mengajar, saya juga harus menjaga komunikasi dengan siswa, saya pun terutama harus bisa cari materi yang pas untuk disampaikan dan cara menyampaikan kepada siswa sesuai keadaan pengajaran saat ini lalui saya kirim melalui wa grup."*

"My implementation is that I learn to use the latest technology applications so that I don't miss out and have difficulties in teaching, I also have to maintain communication with students, especially I have to be able to find the right material to convey and how to convey it to students according to the current state of teaching through me. send via wa group. "

One of the applications used by teachers in learning during the pandemic is Whatsaap to share Youtube links or video learning materials through wa groups. This supports a more concise interaction in the during class to discuss the learning that will be carried out, so that communication between students and teachers is maintained.

## **4. CLOSING**

During the pandemic, teaching and learning activities at SMA 2 Tarakan continued with an online learning system or distance learning, where all students took part in learning from their respective homes. In carrying out this distance learning, the English teacher experienced several difficulties, including an unstable internet network, some students who did not have communication tools such as cellphones or laptops, and limited quotas to access Youtube. Among these difficulties the teacher tries to implementation how to teach during the pandemic, namely with the help of the Whatsapp media platform to share learning materials to be implemented or to share a youtube video link about the material being delivered but still by giving an explanation on the Whatsapp group.

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