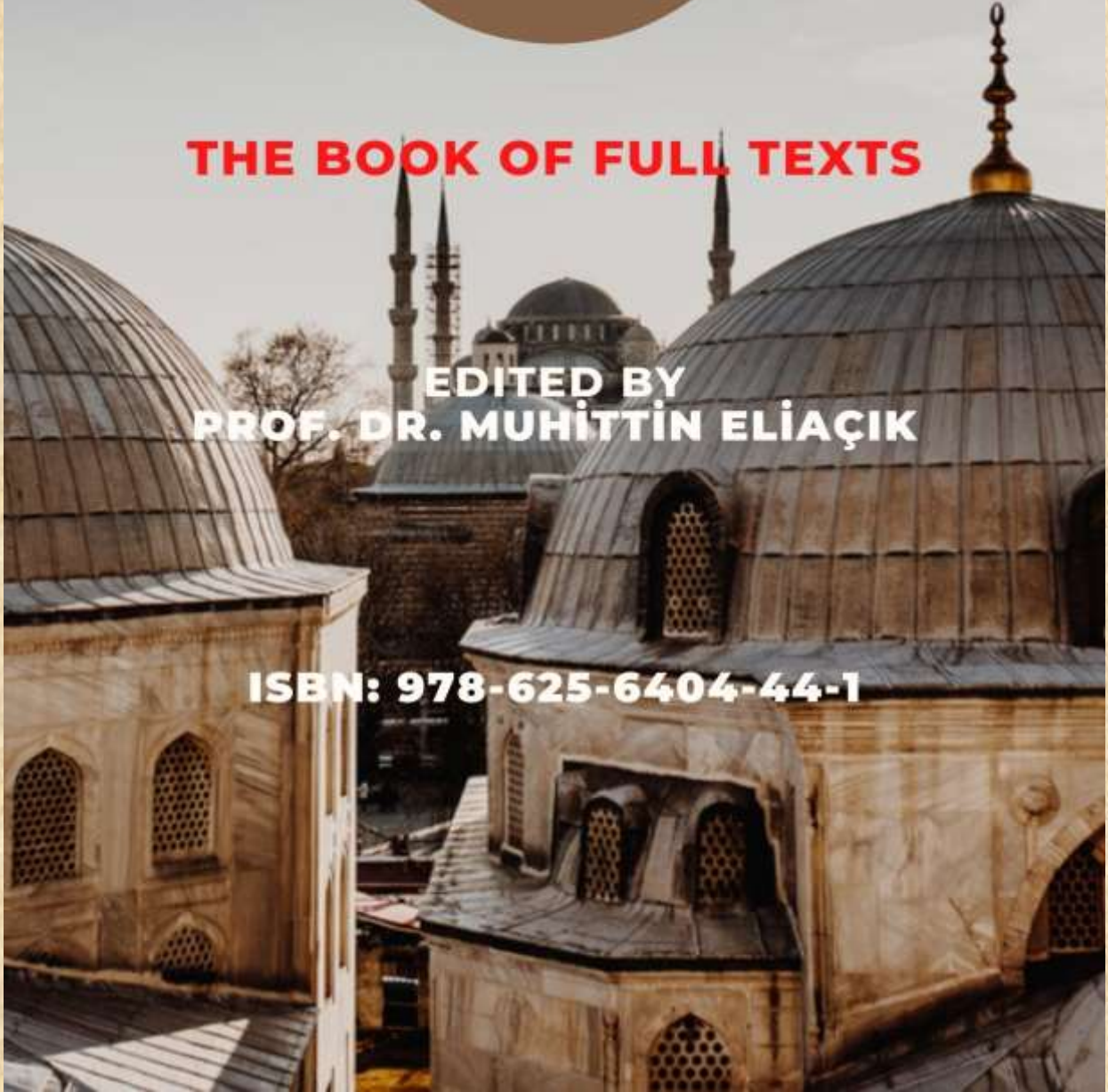


**V. INTERNATIONAL HALICH
CONGRESS ON MULTIDISCIPLINARY
SCIENTIFIC RESEARCH
JANUARY 15-16, 2023 / ISTANBUL, TÜRKİYE**

THE BOOK OF FULL TEXTS

**EDITED BY
PROF. DR. MUHİTTİN ELİAÇIK**

ISBN: 978-625-6404-44-1



**TEACHER-LEVEL INHIBITOR SEBAGAI SALAH SATU FAKTOR INHIBIT
E-LEARNING PADA PENDIDIKAN DASAR DAN MENENGAH
DI KOTA MAKASSAR INDONESIA**
**TEACHER-LEVEL INHIBITOR AS A FACTOR OF E-LEARNING INHIBIT IN
PRIMARY AND SECONDARY EDUCATION IN MAKASSAR CITY INDONESIA**

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ABSTRAK

Penggunaan e-learning sebagai media mengelola pembelajaran pada masa pandemi Covid-19 ideal untuk diterapkan. Namun, penerapan e-learning menghadapi begitu banyak kendala dijenjang sekolah yang berbeda disebabkan pengenalan teknologi baru ini masih membutuhkan perlengkapan, pelatihan dan penciptaan lingkungan yang dapat diterima.

Penelitian ini bertujuan untuk menganalisis kendala implementasi kebijakan e-learning di masing-masing jenjang sekolah. Metode kualitatif dengan pendekatan eksploratif dimanfaatkan untuk memperdalam pengetahuan atau mencari ide baru terkait penerapan e-learning.

Ada 9 sekolah ditiga jenjang berbeda yang menjadi subjek dalam penelitian ini yaitu SD Mangkura III, SDN Minasaupa dan SDN Mongisidi 2 Makassar. Untuk jenjang SMP meliputi SMPN 49 Makassar, SMPN 29 Makassar dan SMPN 6 Makassar. Terakhir, untuk jenjang SMA yaitu SMAN 3 Makassar, SMAN 14 Makassar dan SMA Bajiminas.

Hasil penelitian menunjukkan bahwa Teacher-Level inhibitor menjadi salah satu faktor penghambat dalam melaksanakan pembelajaran daring. Hal tersebut dapat disimpulkan dari hasil wawancara yang telah dilakukan; 1) Peserta didik dan tenaga pendidik belum sepenuhnya siap disebabkan oleh keterbatasan-keterbatasan yang timbul dalam pelaksanaan, juga menyangkut dengan infrastruktur dan dukungan manajemen. 2) Adaptasi pembelajaran daring dilakukan guru dengan merubah metode belajar dan memberikan waktu yang fleksibel dalam belajar, sedangkan siswa melakukan adaptasi dengan bantuan orang tua sebagai pendamping belajar dari rumah. 3) Kurangnya perangkat yang dimiliki siswa, kurangnya pemahaman orang tua terhadap sistem pembelajaran, keterbatasan kemampuan digital guru, lemahnya akses jaringan di daerah pelosok, dan kurangnya program pengembangan literasi digital dan teknologi.

Kata Kunci : E-learning, Teacher-Level Inhibit Factor, Pendidikan Dasar dan Menengah

ABSTRACT

The use of e-learning as a medium for managing learning during the Covid-19 pandemic is ideal for implementation. However, the implementation of e-learning faces many obstacles at different school levels because the introduction of this new technology still requires equipment, training and the creation of an acceptable environment.

This study aims to analyze the obstacles to the implementation of e-learning policies at each school level. Qualitative methods with explorative approaches are used to deepen knowledge or seek new ideas related to the application of e-learning.

There were 9 schools at three different levels which were the subjects of this study, namely SD Mangkura III, SDN Minasaupa and SDN Mongisidi 2 Makassar. The junior high school level includes SMPN 49 Makassar, SMPN 29 Makassar and SMPN 6 Makassar. Finally, for the high school level, namely SMAN 3 Makassar, SMAN 14 Makassar and SMA Bajiminasa.

The results of the study show that Teacher-Level inhibitors are one of the inhibiting factors in carrying out online learning. This can be concluded from the results of interviews that have been conducted; 1) Students and teaching staff are not fully prepared due to limitations that arise in implementation, also related to infrastructure and management support. 2) Adaptation to online learning is carried out by the teacher by changing learning methods and providing flexible time for learning, while students adapt with the help of their parents as study companions from home. 3) Lack of equipment owned by students, lack of parental understanding of the learning system, limited digital abilities of teachers, weak network access in remote areas, and the lack of digital and technology literacy development programs.

Keywords: E-learning, Teacher-Level Inhibit Factor, Primary and Secondary Education

INTRODUCTION

The Covid-19 pandemic has had an extraordinary impact on all countries in the world (Cheisviyanny, 2020). In Indonesia, all educational units have stopped the face-to-face teaching and learning process and have been replaced by remote teaching and learning (online learning) based on a letter circulated by the Ministry of Education and Culture to minimize the spread of the corona virus (Circular Letter Number 4 of 2020, n.d.) (Fajriati et al., 2022). Education statistics data by the Ministry of Education and Culture states that there are at least 25 million students at the elementary school level (SD), 10 million students at the junior high school level (SMP), 10 million students at the senior high school level/vocational school (SMA/K) who affected by the closure of schools due to the pandemic (Roza et al., 2021). A new study says school closures are expected to result in a loss of 0.6 years of schooling, reducing the effective years of basic education attained by children in school from 7.9 years to 7.3 years (Liu et al., 2022). The Indonesian government has issued policies to reduce the spread of Covid-19, enforce social distancing, physical distancing and PSBB (large-scale social restrictions) in several areas, one of which is in the city of Jakarta. This policy was issued to reduce the spread of Covid-19 which has an impact on various fields in the world, especially education in Indonesia. The impact of the Covid-19 pandemic in Indonesia's education sector has resulted in closing schools and universities. Challenges include the inability for students to access their schools and teachers for academic counseling due to self-isolation and social distancing practices.

According to Muirhead in (Basilaia & Kvavadze, 2020) online learning is something new in schools and can be considered to improve traditional schools and home-schooling. According to Mulenga & Marban in (Sintema, 2020), in the midst of such challenges, Covid-19 provides an opportunity for the government to turn to other innovative alternatives to continue students' education away from school. The rapid development of technology, especially communication technology in various fields. The field of education and learning is an example of this. Previously, learning took place face-to-face, limited by space and time barriers, but now it can be carried out outside the room and does not need face-to-face meetings. Due to these technological developments, online learning in the field of education and learning can be carried out. Teachers carry out online teaching according to local conditions, and to ensure that teachers carry out online teaching, tutoring, and homework correction (Cheng, 2020). According to Cisco in (Omwenga et al., 2004) e-learning is a revolutionary way to empower students with the skills and knowledge they need in a convenient and space-independent way. Meanwhile, according to KH Fee in (El-Seoud et al., 2009) e-learning is defined as any learning that involves the use of the internet or intranet. According to Isman in (Dewi, 2020) online learning is utilizing the internet network in the learning process. It can be concluded that online learning is learning that is carried out without face-to-face meetings, does not depend on space and is carried out using internet services. Therefore, the learning model chosen by the teacher must be appropriate in order to meet competence (Abidin, 2020). All schools, both primary and secondary schools in Makassar City were closed due to the Covid-19 pandemic. SD Negeri Mangkura 3, SD Negeri Mongonsidi 2, SD Minasaupa, SMPN 14 Makassar, SMPN 29 Makassar, SMPN 49 Makassar, SMA Negeri 3 Makassar, SMA Negeri 14 Makassar and SMA Bajiminas utilize Information Technology (IT) to carry out learning so that learning continues even though

they cannot meet face to face in a classroom. Schools carry out online learning with the aim that learning continues to be carried out well even though it is not face-to-face and can be carried out effectively.

The teacher's role has changed from those who previously mastered conventional learning techniques, now they are also required to know learning techniques that use Information and Communication Technology (ICT). The role of the teacher in implementing e-learning-based learning in elementary and secondary education is still just using it as a temporary alternative learning, not as an application in everyday learning. Supporting infrastructure as a support for e-learning activities also found several deficiencies, such as internet access owned by schools is still slow, and often fails, and not all places have wifi access. The next problem is that the competence of teachers in implementing internet-based learning is still inadequate, In terms of human resources, they are still reluctant to apply this learning. There are several obstacles encountered, so research is needed to determine the obstacles for teachers in implementing online learning (E-Learning), especially for Elementary and Secondary Education Teachers in Makassar City.

Today's educational institutions must create new academic strategies and adapt current educational models, in order to reduce the future challenges of the academic community (Gutierrez et al., 2021). Electronic learning (E-learning) is seen as the most ideal way to deal with the teaching and learning process during a pandemic (Sulaiman & Ermianti, 2021). As a result all institutions around the world have invested extensively in e-learning (Martínez-Gómez et al., 2022). For example, all students can access educational channels on national television, audio video lessons on Facebook, Zoom, Microsoft Teams, and Skype, and textbooks can be digitized and made available online (Alduais et al., 2022). But in reality, not many Human Resources (HR) in the field of education have optimized the use of IT in learning, less use of the internet as a learning medium by displaying subject matter on the internet (Zuhri et al., 2020). One of the main criticisms of the e-Learning approach is the lack of interaction between teachers and students (Colace et al., 2014).

Nora and Snyder's (2008) study found that online learning was carried out to improve learning outcomes, but significant barriers occurred were the proficiency of technology users, time management and ways to maintain online interest and motivation (John et al., 2021). In addition, the results of research conducted by ON Kislova and II Kuzina show that "most students who are motivated in acquiring basic knowledge prefer to use 'paper' versions of academic texts to study their content in depth. Electronic resources are used by students for academic purposes for cursor checking and original source searches (Makarova & Pirozhkova, 2021). Shobich Ulil Albab's study (2020) entitled Analysis of E-Learning Learning Obstacles in the Era of Disruption at Al-Islahiyah Singosari Malang Integrated Vocational School, examines e-learning obstacles at Al-Ishlahiyah Integrated Vocational School, the obstacles that occur in e-learning are caused by technical problems in the form of internet connection, quota owned, device used, and material understanding of the account (Albab, 2020). In addition, a study conducted by Totok Harjanto (2018) entitled Challenges and Opportunities for Learning in the Network: Case Studies of Elok Implementation (E-Learning: Open For Knowledge Sharing) in Nursing Profession Students, technical constraints include limited internet access, and weak mentoring and supervision is a challenge in implementing e-Learning integration education (Harjanto et al., 2018).

On the other hand, the Covid-19 pandemic, which has forced online learning at home, has caused a number of children to drop out of school. Nationally, in 2019 dropouts at the elementary level reached 1.12%, the dropout rate at the senior high school (SMA) level, which is under the authority of the province, reached 50% (Soeharto, 2022). A study conducted by Ira Irviana (2021) entitled Problems of Online Learning during the Covid 19 Pandemic in Thematic Learning in Class IVSD Inpres Bakung 2 Makassar City, problems of online learning in thematic learning, namely the teacher's lack of understanding of online learning innovations and the teacher's lack of creativity in providing media which is able to attract and generate motivation to learn with the research subject of class IV teachers at SD Inpres Bakung 2 Makassar City (Irviana et al., 2021).

Makassar City as a metropolitan city faces the same problem related to e-learning policies. Member of the Commission for People's Welfare DPRD Makassar City, Al Hidayat Syamsu said there were many reports of students dropping out of school during online learning, this was because some students did not have smartphones and were getting bored. Furthermore, in the city of Makassar, during the online learning process (e-learning) during the Covid-19 pandemic, the number of children dropping out of school increased sharply (Kamsah, 2021). The dropout rate in 2019, at the elementary school level, had 906 dropouts, compared to 153 in the previous year. Then for SMP there were 1,362 children, from 417 previously. Meanwhile, at the junior high school level, there were 895 children whose status was no longer in school (Aminah, 2021).

The introduction of this new technology still requires equipment, training and the creation of an acceptable environment (Moeinikia et al., 2022). So it is very necessary to examine in depth the constraints of implementing e-learning, so as to achieve the effectiveness of e-learning at all levels of school. The purpose of this study is to analyze the constraints/inhibitors of each level in the implementation of e-learning in the city of Makassar. To obtain the research objectives, the researcher used the results of a study from Sanjay Naidu and Kumar Laxman (2021), there are 3 levels and categories of factors inhibit E-learning namely teacher-level inhibitors, school-level inhibitors and system-level inhibitors (Naidu & Laxman, 2019).

LITERATURE REVIEW

Policy Implementation

Policy implementation is an important part in determining the success of a policy both at the national and regional levels (Sinaga et al., 2021). According to Meter and Horn (1974: 70) in (Suyatna, 2019), policy implementation is defined as "...encompasses those actions by public and private individuals (and groups) that are directed at the achievement of goals and objectives set forth in prior policy decisions". Situmorang (2016) in (Kurnia, 2020) also emphasized that policy implementation is one of the many stages of public policy, as well as being the most important variable that has a very large influence on the success of policies related to solving public issues.

Public Policy Implementation Linda deLeon (2001) in (Mansur, 2021) states that approaches to implementing public policy can be grouped into three generations, namely (1) in the 1970s, understanding policy implementation as problems that occur between policies and their execution. (2) in the 1980s, the generation that developed approach to policy

implementation that is "from the top down". (3) in the 1990s introduced the idea that the behavioral variables of the actors implementing the implementation of the policy more determine the success of the implementation of the policy. In addition, there are two major variables that affect the success of an implementation according to Merilee S. Grindle (Subarsono, 2005) in (Nurwidyanto & Maksum, 2020) they are (a) the content of the policy; and (b) the context of implementation. One form of policy implementation, known as the e-learning policy in the world of education. The implementation of e-learning in the learning process in government agencies in dealing with the Covid-19 pandemic occurred around March 2020, like it or not, ready or not, government agencies must adapt to using the e-learning system in carrying out their main tasks and functions, especially education and/or educational institutions. or training (Yuningsih, 2021).

The e-learning policy in the city of Makassar has been implemented since the 2020 covid-19 pandemic, as per the Makassar mayor's regulation no. 22 of 2020 concerning the implementation of Large-Scale Social Restrictions (PSBB) in Makassar city, South Sulawesi province, part two of article 4 in paragraph 2 namely "In the implementation of the temporary suspension of activities at school (Mayor of Makassar Regulation, 2020). In addition, this follows the enactment of 50 percent PTM in Makassar city based on a Joint Decree (SKB) of four ministers and referring to level 3 PPKM rules in Makassar city. The Minister of Education, Culture, Research and Technology (Mendikbudristek), Minister of Religion (Menag), Minister of Health (Menkes), and Minister of Home Affairs (Mendagri) issued a Joint Decree (SKB Four Ministers) Number 01/KB/2022, Number 408 Year 2022, Number HK.01.08/MENKES/1140/2022, Number 420-1026 of 2022 concerning Guidelines for Organizing Learning During the COVID-19 Pandemic (Ministry of Education and Culture, 2020).

E-learning

According to Haryanto (2017:15) in (Selfi & Akmal, 2021), e-learning is a learning process that is carried out using internet media and other computer networks. The E-Learning system uses software in the teaching and learning process. Educational content is accessed remotely via online platforms, for example the Internet, satellite TV, etc., which requires consideration of interactive learning systems, such as virtual classrooms and appropriate infrastructure for digital communication (Naveed et al., 2022). On the other hand, even though e-learning as a technology is the best option for maintaining the continuity of the teaching and learning process amid the Covid-19 pandemic (Kurnia, 2020). E-learning itself can actually be equated with several terms such as virtual learning, online learning, and web-based learning. All of these aspects focus on learning by using the media (Sukarno, 2020). Suyanto (2005) in (Sajiatmojo, 2021) states that the characteristics of e-learning are that it makes teacher and student communication easier, takes advantage of the advantages of the digital world, independent learning resources and information related to the learning process such as grades and schedules can be accessed at any time.

Learning using e-learning has the potential to make the learning process effective (Ariantoro & Pamuji, 2022). E-learning media is able to increase interactivity and learning efficiency because e-learning involves students to explore their potential and communicate more with lecturers, colleagues, and access more learning materials (Khusniyah, 2020). The

effectiveness of e-learning is demonstrated by one of the studies conducted by Tedi Priatna and Dian Sa'adillah Maylawati (2020) entitled “Key Success Factors of E-learning Implementation in Higher Education”, which examines the success of implementing e-learning, where the research results show that The determinant factors that need to be the main consideration in the implementation of e-learning in tertiary institutions are organizational, technological and human resource factors.

Inhibiting Factors E-learning

The word inhibition in the Big Indonesian Dictionary is translated as a thing, condition or other cause that hinders (obstructs, holds back, hinders). While the notion of an obstacle is something that can hinder the progress or achievement of something (Rauzana et al., 2016). According to Snoeyink and Ertmer (2001) in (Naidu & Laxman, 2019), first order barriers (inhibitors) include, lack of equipment, unreliable equipment, lack of technical support and other resource related issues. Second-level barriers (inhibitors) include school-level factors, such as organizational culture and teacher-level factors, such as beliefs about teaching and technology and openness to change. The inhibiting factors for the purposes of this study will be categorized as teacher-obstacle level, school level and system level.

Table 1. Teacher Levels and Categories – Inhibitor Levels

No	Levels	Category
1	Teacher-Level Inhibitors	1. Lack of teacher confidence 2. Lack of ICT skills 3. Lack of time 4. Lack of differentiated training programme 5. Lack of pedagogical teacher training 6. Lack of follow-up of follow-up of new training programme

Source: Sanjay Naidu and Kumar Laxman (2021) (29)

Teacher level or teacher level focuses on the obstacles/obstacles that occur to teachers in implementing e-learning. The sub-indicators include; 1) Lack of teacher confidence, teachers who do not have self-confidence, it is difficult to express their potential because teachers are always faced with various patterns of interaction with students; 2) Lack of ICT skills, the inability of teachers to master technology is certainly difficult to implement e-learning, because skills are needed to operate technological devices such as PCs/laptops, learning software and others. 3) Lack of time (time limitation), this problem most often occurs because e-learning such as the use of zoom media is limited to 40 minutes for free users, not only that students are also burdened because of internet quota, so that learning is considered ineffective. 4) Lack of differentiated training program, the training program is designed to provide insight into teachers, especially those with technology, but the current training programs do not all reach teachers in remote areas. 5) Lack of pedagogical teacher training, some educators are fixated on only one learning resource because they are not creative in finding various learning sources, so that learning seems monotonous and makes

students bored. 6) Lack of follow up new training program. With the Covid 19 pandemic situation heading for the new normal, training activities for teachers are rarely carried out so there is minimal follow-up related to online learning so that it is effective.

METHODOLOGY

This study uses a qualitative method with an exploratory approach. Explorative research is research that seeks to explain or describe phenomena where researchers do not yet have directions or maps of explanation of the phenomena they face (Mudjiyanto, 2018). Informants in the study were selected based on certain criteria or a purposive sampling technique, which has the authority to provide information related to e-learning. These informants came from several different schools in the city of Makassar. Purposive sampling is a non-random sampling method in which researchers ensure the citation of illustrations through the method of determining special identities that match the research objectives (Lenaini, 2021). The schools selected consisted of schools accredited A and B. Elementary level included SD Mankura III, SD Monginsidi 2 Makassar and SD Minasaupa, junior high school level included SMPN 14 Makassar, SMPN 29 Makassar and SMPN 49 Makassar. Furthermore, the high school level consists of SMAN 14 Makassar, SMAN 3 Makassar and SMA Bajiminasa. These schools were selected based on criteria namely implementing e-learning, adequate facilities, accredited A and B and dominating internet e-learning searches. Combining schools accredited A and B is one way for researchers to balance data, so as to produce data from a wider or different perspective. The above description can be described as follows:

Table 2. List of Primary and Secondary Schools in the city of Makassar

No.	School Name	Status	Accreditation
1	SD Mangkura 3	Country	A
2	SDN Monginsidi 2 Makassar	Country	B
3	SD Minasaupa	Country	B
4	SMPN 14 Makassar	Country	A
5	SMPN 29 Makassar	Country	A
6	SMPN 49 Makassar	Country	B
7	SMAN 3 Makassar	Country	A
8	SMAN 14 Makassar	Country	A
9	SMA Bajiminasa	Private	B

Source: Results of data processing researchers

Interviews were conducted face-to-face with research informants for approximately one hour, with questions using the question word "how" such as "how are the public speaking abilities of the educators", of course the questions are according to the inhibiting factor variable. In addition to interviews, data can be sourced from publications to strengthen informant data. Furthermore, for data analysis, according to Miles and Huberman in (Harahap, 2021) namely data reduction, data display and conclusion drawing/verification. In

addition, the researcher specifically uses nvivo 12 plus software, where the results are explored with various types of explore software, namely crosstab queries with coding reference percentages, hierarchy charts and project maps to see the relationship between variables and the magnitudes obtained by each sub-indicator.

RESULT

Teacher –Level Inhibitor at Elementary School Level

The teacher level inhibitors variable is divided into lack of time, lack of teacher confidence, lack of pedagogical teacher training, lack of ICT skills, lack of follow up of new training programs and lack of differentiated training programmes. At the elementary level for teacher level inhibitors, SDN Mangkura III got the lowest score, for lack of pedagogical teacher training and lack of follow up of new training program each 10% on a 40% scale. The lack of pedagogical teacher training is limited to teacher policies regarding problems encountered during online learning. SDN Mangkura III is dominated by students experiencing network and facility problems. This is in the opinion of the Mangkura III SDN teacher, as follows:

“More to the teacher who protested because not all students entered had the facility, so we intervened in which students had their own cellphones and those who used their parents' cellphones, we analyzed how many students did not have them. That will be given a separate task at a later time. During online learning, there are only a few students who attend because they wake up late and there are also those who don't have a quota and sometimes miss communication between students and teachers.” (Interview with Mr. Satriadi, ST., S.Pd, October 13, 2022).

From the statement above it is known that teachers at SDN Mangkura III have taken steps to overcome obstacles during online learning. However, actually this was not effective because even though there were interventions to analyze students who did not have the facilities and were given substitute assignments. Still, this means that only a small number of students are participating in online learning. Limited to only giving assignments as a substitute for meetings that seem to fill attendance, but students do not necessarily understand the material from the assignment without any explanation from the teacher. Therefore, SDN Mangkura III needs to pay attention to this matter to take the right steps so that all students get the same rights. Meanwhile, for the lack of follow-up of the new training program, it can be seen from the evaluation of learning methods after completing learning. Evaluation is useful for seeing learning needs. Things that are felt to be less can be rearranged to design more effective strategies for further learning and things that are already good can be used as a reference for further innovation.

SDN Minasupa on the teacher level variable gets the lowest score in the lack of ICT skills sub-indicator and lack of follow up of new training program each gets a score of 9% on a scale of 40%. Lack of ICT skills related to the inability to use technology by both teachers and students. AT SDN Minasupa, teachers have received training from the school, the education department, as well as independent training to use IT. As with the interview with the Minasupa SDN teacher, as follows:

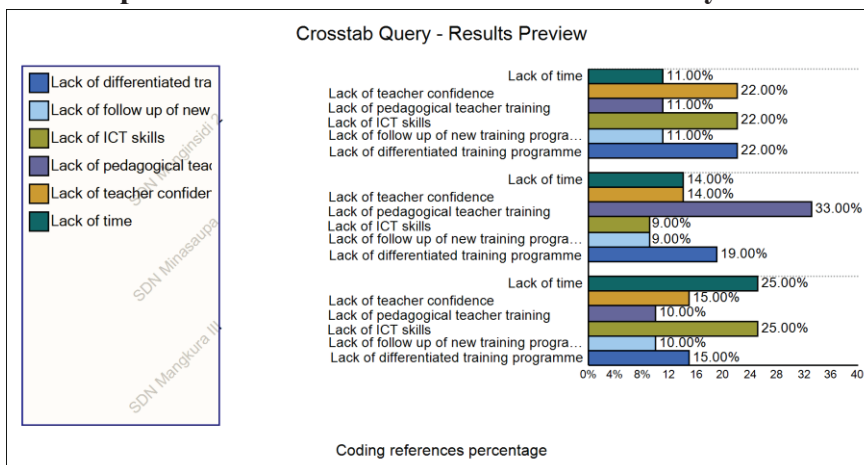
“The first is before we do offline to online learning. There are directives from each school directing them to master IT itself, after that class teachers take part in training in

schools as well as training outside of independent learning to master IT conducted by the Education Office.” (Interview with Mr. Ahmad Quddan Sanusi, S.Pd, October 14, 2022).

From the data above, it can be seen that SDN Minasaupa requires time to adapt to mastering IT. It is said that when there was a directive from the Makassar City Education Office to master IT, after that the school took part in IT-based training. This means that schools were not very familiar with the use of technology before online learning or e-learning policies existed. However, over time, teachers have started to adjust so that IT skill constraints can be overcome. Lack of follow-up of new training program follow-up, related to lack of evaluation of learning methods after completing training. At SDN Minasaupa the dominant use of e-learning is using applications in the form of WhatsApp only, therefore this model seems stiff and does not attract students’ attention. As a result, students quickly get bored and bored when learning takes place, worst of all they strike out at school.

Finally, SDN Monginsidi 2 Makassar is constrained in terms of lack of time, lack of pedagogical teacher training and lack of follow-up of new training programs. Lack of time means the lack or limited time used for learning, at SDN Monginsidi 2 Makassar they have used learning software, namely Google meetings and zoom. Furthermore, currently face-to-face learning has been carried out 100%. However, the timing of learning is unclear based on information from related informants. Finally, the lack of follow-up of the new training program, the evaluation is carried out thoroughly but still needs to be improved for evaluation by each teacher. Teachers should report learning evaluations during work meetings. From the results of the above description can be visualized as follows:

Graph 1. Teacher Level Variable at Elementary School



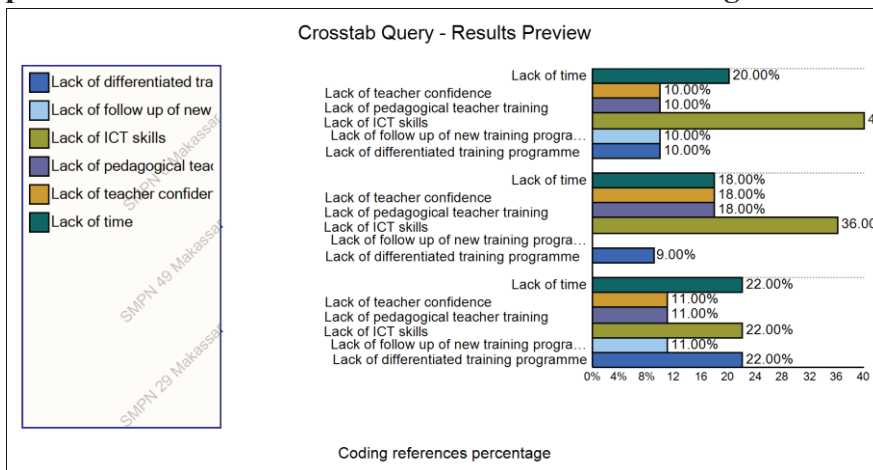
Source: Nvivo 12 Plus data processing results

Based on the results of Nvivo 12 Plus, it can be concluded that teacher level inhibitors at the Elementary School (SD) level include a lack of pedagogical teacher training, a lack of ICT skills and a lack of follow-up of new training programs with respective presentations of 10%, 9% and 9%.

Teacher – Level Inhibitor at Junior High School Level

The next variable is teacher level inhibitors at the junior high school level. The following presents a data visualization based on Nvivo analysis.

Graph 2. Variable Teacher Level Inhibitors at Junior High School Level



Source: Nvivo data processing results

	Lack of differentiated training programme	Lack of follow up of new training programme	Lack of ICT skills	Lack of pedagogical teacher training	Lack of teacher confidence	Lack of time	Total
SMPN 29 Makas...	22.22%	11.11%	22.22%	11.11%	11.11%	22.22%	100%
SMPN 49 Makas...	9.09%	0%	36.36%	18.18%	18.18%	18.18%	100%
SMPN 6 Makassar	10%	10%	40%	10%	10%	20%	100%
Total	13.33%	6.67%	33.33%	13.33%	13.33%	20%	100%

Source: Nvivo data processing results

Based on data analysis using Nvivo, it is known that SMPN 29 Makassar on the teacher level inhibitors variable got the lowest score in the sub-indicators of lack of teacher confidence, lack of pedagogical teacher training and lack of follow-up of new training programme. Lack of teacher confidence, related to the lack of teacher confidence. This is in line with the opinion of the principal of SMPN 29 Makassar, as follows:

“For public speaking, I cannot guarantee all the teachers, and for the psychology of mastery of the class, teachers are required to master it all because it is mandatory and has also been learned at school.” (Interview with Mr. Abdul Latief, S.Pd., M.Pd., September 13, 2022).

From the opinion above, it can be seen that information about the public speaking abilities of teachers at SMPN 29 Makassar still needs to be improved, there are still some teachers who have not mastered public speaking skills in class. Even though teachers are required to master these skills to support their work as teachers who must be interactive with students. Furthermore, for the lack of pedagogical teacher training sub-indicator at SMPN 49 Makassar, it can be seen that the obstacle is in the form of student protests for e-learning who think that online learning is ineffective. So they demand that face-to-face learning be returned. Finally, the lack of follow up of the new training programme, shows that in general teachers have never attended training related to online learning so that the follow-up of the training program is in the low category with a presentation of 0%.

Furthermore, at SMPN 49 Makassar, the teacher level inhibitors variable was constrained by the sub-indicator lack of follow-up of new training program and Lack of differentiated training program with percentages of 0% and 9% respectively. This illustrates that during the Covid-19 pandemic there was never a training program related to online

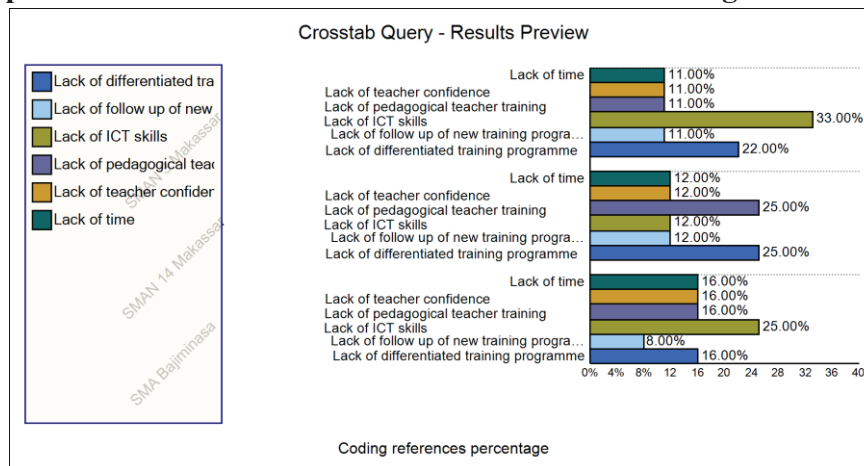
learning so there was no follow-up on the training that was attended. Finally, SMPN 6 Makassar is constrained by the sub-indicators of lack of teacher confidence, lack of pedagogical teacher training, lack of follow-up of new training programs and lack of differentiated training programs, which get an average score of 10% on a scale of 40%.

Based on the explanation above, it can be concluded that the Teacher Level Inhibitors variable at the junior high school level is dominated by aspects of Lack of Confidence, Lack of Pedagogical teacher training and lack of follow-up of new training programs.

Teacher – Level Inhibitor at Senior High School Level

The data tested are nodes to cases, nodes are teacher level inhibitors, school level inhibitors. The cases are SMAN 3 Makassar, SMAN 14 Makassar and SMA Bajiminasa. The results of the analysis obtained through Nvivo 12 plus software are as follows:

Graph 3. Variable Teacher Level Inhibitors at Senior High School Level



Source: Processed Nvivo 12 Plus data

	Lack of differentiated training programme	Lack of follow up of new training programme	Lack of ICT skills	Lack of pedagogical teacher training	Lack of teacher confidence	Lack of time	Total
SMA Bajiminasa	16.67%	8.33%	25%	16.67%	16.67%	16.67%	100%
SMAN 14 Makassar	25%	12.5%	12.5%	25%	12.5%	12.5%	100%
SMAN 3 Makassar	22.22%	11.11%	33.33%	11.11%	11.11%	11.11%	100%
Total	20.69%	10.34%	24.14%	17.24%	13.79%	13.79%	100%

Source: Processed data Nvivo 12 Plus

Based on the results of the Nvivo 12 plus analysis, it is known that the dominant teacher level inhibitor factor at the high school level is the lack of follow-up of the new training program. This can be seen from the small percentage of the sub-indicator, where at SMA Bajiminasa it was 8.33%, SMAN 14 Makassar was 12.5% and SMAN 3 Makassar was 11.11%. Furthermore, the sub-indicators of lack of teacher confidence and lack of time at SMA 14 and SMA 3 Makassar are also obstacles for teachers with respective percentages of 12.5% and 11.11%.

DISCUSSION

The global pandemic has brought new living habits, studying at home, working at home and worshipping at home. This online learning system is still a difficulty for teachers and students. The education system implemented so far is online distance learning.

Teacher level inhibitors focus on obstacles/obstacles that occur to teachers in implementing e-learning. The sub-indicators include; 1) Lack of teacher confidence, teachers who do not have self-confidence, it is difficult to express their potential because teachers are always faced with various patterns of interaction with students. 2) Lack of ICT skills, the inability of teachers to master technology is certainly difficult to implement e-learning, because skills are needed to operate technological devices such as PCs/laptops, learning software and others. 3) Lack of time (time limitation), this problem most often occurs because e-learning such as the use of zoom media is limited to 40 minutes for free users, not only that students are also burdened because of internet quota, so that learning is considered ineffective. 4) Lack of differentiated training program, the training program is designed to provide insight into teachers, especially those with technology, but the current training programs do not all reach teachers in remote areas. 5) Lack of pedagogical teacher training, some educators are fixated on only one source of learning because they are not creative in finding various sources of learning, so that learning seems monotonous and makes students bored. 6) Lack of follow up new training program. With the Covid 19 pandemic situation heading for a new normal, training activities for teachers are rarely carried out so there is minimal follow-up related to online learning so that it is effective. Based on the results of data processing using Nvivo 12 Plus for these sub-indicators at all school levels, both elementary school, junior high school and senior high school, it can be analyzed that there is a lack of teacher confidence, lack of pedagogical teacher learning and a lack of follow-up of new training programs is a frequent obstacle. At the SD ICT level, skills are also a major obstacle. The reality on the ground shows that there are still many teachers who have not mastered Technology (IT), such as using laptops or teaching online (internet). Due to a lack of understanding of IT, teachers are forced to only give books to read, give assignments to do, the important thing is that children continue to study from home and are not unemployed. As a result, in the long run, students experience learning burnout.

In the pandemic era, schools are facing various problems, namely not being able to carry out face-to-face learning as usual, schools are learning from home. The way to make e-learning effective is through innovation. Innovation is born from creativity. Opportunities for creativity during a pandemic are huge. Online learning can foster creativity, both learning methods in the form of material and ways that can be understood through an image that is displayed in a real way (Afgani & Sutarna, 2021). The teacher's ability to be creative has been studied by Tedi Priatna, et al (2020) regarding the success factors of e-learning, where one of the factors is human resources including knowledge, skills and attitudes (Priatna et al., 2020). This factor focuses on educators' understanding of the concept of e-learning. However, in reality at all levels of school, the limited ability of teachers to find new ideas as variations in online learning is still an obstacle. Lack of new training programs designed to provide insight into teachers in classroom management. Lack of pedagogical teacher training is the teacher's difficulty in packaging online learning material to be as attractive as possible so as to reduce the level of student saturation in delivering material. Furthermore, the lack of

teacher confidence is also an obstacle, especially at the elementary and junior high school levels. During online learning, various distance learning media have been tried and used. Teachers and students try to change styles, strategies or methods of teaching and learning. Teachers and students try to change communication styles during learning. Teachers also try to give assignments that can be carried out jointly by parents and students, assignments based on soft skill development are also given. In practice, this new educational pattern has invited many complaints from parents of students. They feel overwhelmed, and often even confused with the mechanisms implemented by the school. The lack of uniformity in the learning process, both in terms of standards and the desired quality of learning outcomes, makes schools or teachers have different policies. This triggers distrust of parents towards teachers. Some complaints from parents of students against teachers because parents feel that all this time the ones accompanying students, explaining when students have difficulty understanding the material, or just accompanying students to work on questions are parents, while the teacher only gives assignments, after that it's finished. This assumption was born from the teacher's non-creative teaching and learning process. The teacher's self-confidence will emerge when they have good knowledge and skills in making corrections, analyzing questions, evaluating assignments, and preparing assignments for the next day once the assignments are collected by students. This obstacle must be overcome to foster parental empathy for the teaching profession. Next *lack of time* (time limitation), this problem most often occurs because e-learning such as the use of zoom media is limited to 40 minutes for free users, not only that students are also burdened because of internet quota, so learning is considered ineffective. Online learning has a positive impact, including facilitating learning interactions from anywhere and anytime (time and flexibility), students can interact with learning resources at any time according to the availability of time and wherever he is, likewise with the assignments of learning activities, they can be handed over to the teacher once they are finished, without having to wait until there is an appointment to meet with the teacher, and no need to wait until there is free time for the teacher to discuss the implementation results an assignment when desired. E-learning does not have to be strictly tied to the time and place of organizing learning activities as is the case with conventional learning activities. However, in general, at all levels of elementary, junior high and senior high school there are problems from a technical aspect, namely not all students can take advantage of internet facilities because they are not available or there is a shortage of computers with internet. In addition, not all places or educational institutions have adequate internet network facilities.

Basically the availability of facilities such as wifi, PC/laptop or computer is very important for the successful implementation of e-learning in schools. As explained by Tedi Priatna (2020) regarding Key Success Factors (KSFs), one of them is the technological aspect (availability, reliability, accessibility, usability and content). Husnul Khatimi (2006) in his study said that the implementation of e-learning is determined, among others, by (1) the positive attitude of students (high motivation for independent learning), (2) the positive attitude of education staff towards computer and internet technology, (3) availability of computer facilities and access to the internet, (4) support for learning services and (5) affordable cost of access to the internet for learning/educational purposes (Khatimi, 2006). E-learning in its implementation requires the help of facilities such as PCs/laptops and/or

wifi, even though there are other devices such as mobile phones, these devices allow students (i) to open other applications besides learning software. If you use a PC/laptop, access is more limited and easy for the teacher to supervise, the teacher can see what tabs the students see and most learning software is supported by laptop/computer specifications.

Basically teachers at the high school level are sufficiently qualified in understanding the application of the concept of e-learning. Technology skills are already better than teachers at the elementary and junior high levels. Teachers are more creative looking for teaching materials that are more comfortable, easy to understand and interesting. At this high school level, the use of gadgets has become a primary need for students. School age at the high school level makes the most use of internet media and gadgets in everyday life. So when implementing e-learning does not take long to adapt. Even so, the school must continue to install an effective strategy to maximize the budget so that all student needs are met. Because the proof is that there are still schools in big cities like Makassar that still lack technological equipment and/or need updating for that.

CONCLUSIONS

Based on the results of data processing using Nvivo 12 Plus, it shows that factors inhibiting the implementation of e-learning for the Teacher-Level Inhibitor variable at all school levels, both Elementary School (SD), Junior High School (SMP) and Senior High School (SMA) are; 1) lack of teacher confidence, 2) lack of pedagogical teacher learning and 3) lack of follow-up of new training programs, they are the obstacles that often arise. At the Elementary level, ICT skills are also a major obstacle. Teacher self-confidence related to fulfilling values as a teacher in providing assistance to students online so as to generate empathy from parents of students. Furthermore, teacher training to improve pedagogic abilities because it is difficult for teachers to package online learning material as attractive as possible to reduce student saturation levels in delivering material. With the Covid-19 pandemic situation heading to a new normal, training activities for teachers are rarely carried out so there is minimal follow-up related to effective online learning.

SUGGESTIONS

1. Improving and implementing training, workshops, training, BIMTEK for teachers to produce innovative technology generations. This effort is realized by procuring cooperation/partnering with various parties.
2. Improving services for the implementation of e-learning by building information systems and pages that can be accessed, containing teaching materials/modules that can be accessed by students.
3. The need for wise collaboration between teachers, students and parents in fostering an effective and meaningful learning system.

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