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About IJIERT (International Journal of Engineering and Technology)

It's an enormous pleasure to share about IJIERT's progress over the period of last 7 years. We being the emergent publishers of academic journals are continuously thinking of the uplifting the quality of IJIERT to do the best in research journal's list. The editorial team with the advisory member is taking the bold decisions with a freedom to act marvelously in research journal publishing.

IJIERT's journey started in early 2014, with the goal of playing a key role among academic journals and we are happy to announce that with quality content variety for publication, IJIERT has reached to the milestone of more than 1000 articles published in 2017. We are trying our level best to explain what IJIERT is:

1. Academic journal

IJIERT is the academic journal of engineering and technology. The strong peer-review process of the journal is supporting the scholarly publishing. The well-known academicians are the part of editorial and reviewers board of this academic journal. The remarkable participation of the academicians as the author is the strength of this academic journal.

1. Journal of engineering research

The academic journal focuses mainly on the engineering research. IJIERT being the journal of engineering research has reach to better citations from research articles in the field of engineering research.

a. What makes us research journal?

We focus on publishing the research journal articles. We being research journal mainly prefer the original research articles for publication.

a. What makes us engineering journal

Most of the articles of IJIERT are making it an Engineering journal. Engineering journal articles published in IJIERT are of excellent quality and hence referred by the engineering societies and libraries.

1. Journal of science and technology

We are the journal of science and technology. We prove the claim of being a journal of science and technology as below:

a. What makes us science journal

The science journal, IJIERT includes the science articles for publication. Being science journal we are also wishing to sponsor some international conferences in the field of sciences.

a. What makes us technology journal

We include the articles proposing or explaining the technological advancements of recent times. The technology journal, IJIERT is the great supporter of the recent technological research trends.

1. International Journal of Engineering and Technology

IJIERT is an international journal of engineering and technology. The target of IJIERT is to become a best international journal of engineering and technology. We invite the engineering and technological researchers to work with us by publishing and joining the editorial board. The creative ideas are always proposed by the researchers around the globe and the global participation of technocrats will make IJIERT an **innovative international journal of engineering and technology** in a real sense.

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Abstract

The formulation of the problem in this research are (1) What are the problems faced by third grade teachers at SDN 75 Kota Tengah Gorontalo City in the implementation of online learning ; and (2) what efforts are made by third grade teachers to overcome problems in online learning. The purpose of this study was (1) know what are the problems faced by third grade teacher at SDN 75 Central City of Gorontalo in the implementation of online learning ; and (2) Knowing what efforts are being made by the teacher class III to solve problems in online learning . The type of research used is qualitative research. The research subjects were third grade teachers at SDN 75 downtown Gorontalo . The results showed that online learning at SDN 75 downtown Gorontalo, in its implementation, third grade teachers still had problems (1) problems faced by third grade teachers, namely, firstly, students had difficulty understanding learning materials (especially mathematics) and secondly, not all third-grade students had facilities. , (of 22 students, 10 students are actively participating in online learning) the three parents are busy with their work so that children do not receive assistance when participating in online learning. the four constraints of network disturbances (internet speed access is not yet as needed); (2) The efforts of third grade teachers to overcome problems that arise in the implementation of online learning at SDN 75 Central City Gorontalo City . First, the teacher provides students with a theme book, the second, the teacher applies offline learning to students who do not have facilities. the three teachers conveyed to the parents of students to motivate students to be more diligent in studying and asked parents to pay attention to their children while they were at home. the four teachers see the situation and conditions, if the network disruption lasts a long time then the teacher continues learning using the whatsapp application .

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PROBLEMS FACING TEACHERS IN ONLINE LEARNING AT STATE ELEMENTARY SCHOOL IN GORONTALO CITY

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ABSTRACT
The formulation of the problem in this research are (1) What are the problems faced by third grade teachers at SDN 75 Kota Tengah Gorontalo City in the implementation of online learning ; and (2) what efforts are made by third grade teachers to overcome problems in online learning. The purpose of this study was (1) know what are the problems faced by third grade teacher at SDN 75 Central City of Gorontalo in the implementation of online learning ; and (2) Knowing what efforts are being made by the teacher class III to solve problems in online learning . The type of research used is qualitative research. The research subjects were third grade teachers at SDN 75 downtown Gorontalo . The results showed that online learning at SDN 75 downtown Gorontalo, in its implementation, third grade teachers still had problems (1) problems faced by third grade teachers, namely, *firstly*, students had difficulty understanding learning materials (especially mathematics) and *secondly*, not all third-grade students had facilities. , (of 22 students, 10 students are actively participating in online learning) the *three* parents are busy with their work so that children do not receive assistance when participating in online learning. *the four* constraints of network disturbances (internet speed access is not yet as needed); (2) The efforts of third grade teachers to overcome problems that arise in the implementation of online learning at SDN 75 Central City Gorontalo City . *First, the* teacher provides students with a theme book, the *second, the* teacher applies offline learning to students who do not have facilities. *the three* teachers conveyed to the parents of students to motivate students to be more diligent in studying and asked parents to pay attention to their children while they were at home. *the four* teachers see the situation and conditions, if the network disruption lasts a long time then the teacher continues learning using the *whatsapp* application .

Keywords: Online Learning, Teacher Problems.

INTRODUCTION
Learning carried out in schools does not always run smoothly as expected but there are always challenges and obstacles that become obstacles in the process of implementing the learning. Since the Covid-19 virus in March 2020 has had a tremendous impact on almost all fields, one of which is education. The Covid-19 pandemic has made the learning process that was originally carried out face-to-face, now becomes distance learning or online. Precisely in the 2020/2021 school year, the Ministry of Education and Culture (Kemendikbud RI) began implementing online learning in the red, orange and yellow zones. Although the learning process is carried out online, teachers still have to carry out their duties in providing knowledge to students.

In carrying out online learning, of course, it requires readiness from various parties involved in the learning process, especially the readiness of teachers as educators, and from students as students. Teachers as educators must have competencies and of course must master technology, not only that teachers also need facilities in carrying out online learning, and from students as students they must have good learning motivation, environmental support, and also need facilities that can support participation. in online learning. to ensure the achievement of the objectives of the learning carried out in situations and conditions like this.

From the explanation of Nadiem Makarim, Minister of Education and Culture on Friday 7 August 2020 regarding distance learning (PJJ), there are many challenges. Both from teachers, parents and students. The

challenges faced by teachers include, teachers have difficulty managing distance learning (PJJ) and tend to focus on completing the curriculum, learning time is reduced so it is impossible for teachers to meet the burden of teaching hours, and teachers also have difficulty communicating with parents as partners at home. Then the challenges faced by parents, not all parents are able to accompany children to study at home because there are other responsibilities, parents have difficulty understanding lessons and motivating children when accompanying learning at home. As well as challenges for students, students have difficulty concentrating on studying from home and complain about the difficulty of assigning questions from the teacher, as well as increasing feelings of stress and boredom due to continuous isolation.

Based on observations or observations made by the author in November 2020 at SDN 75 Central City Gorontalo City , in the process of implementing online learning, there are several inhibiting factors including, not all students have *cellphones* , internet networks that sometimes have problems, students often feel bored in participating in learning, and not all students are accompanied by their parents because some parents are busy with their work. This of course can affect student learning outcomes or can reduce the effectiveness of online learning.

LITERATURE REVIEW

Understanding Learning

Learning is a planned and structured interaction process using certain guidelines in its implementation. According to Trianto (2011) learning is a product of continuous interaction between development and life experience. Basically, learning is a conscious effort from a teacher to teach students (lead students to interact with other learning resources) to achieve the goals by Slamet (2001) study is an attempt to empower learners by way of interaction behavior and the behavior of the participant teachers students, both inside and outside the classroom. According Hamalik (2009) study is the arrangement of the elements of human, material, facilities, equipment and procedures so as to form a combination of mutual support and complementary in achieving the objectives of the study (Sutiah 2016: 5-6).

The notion of learning cannot be separated from the notion of learning, learning and learning are a series of activities that cannot be separated from each other. The results obtained from learning are used as models in the subsequent learning process. Learning is a learning activity carried out by students as learners and teachers as teachers. The learning process is a system in learning. The learning system consists of several interconnected components so as to obtain effective interaction. (Makki and Aflahah 2019:6-7).

Dick and Carey (2001) explain that the components that make up the learning system are the learner (students), the teacher (teachers), as well as learning materials and the learning environment . (Makki and Aflahah 2019:6-7). From the above definition of learning components, it can be concluded that these components cannot be separated and have connectivity that forms a system in learning. From the several meanings of learning that have been described above, it can be concluded that learning is a process of imparting knowledge, inculcating values and norms from educators (teachers) to students (students).

Understanding Online Learning

Online learning is learning that takes place in a network where teachers and those being taught do not meet face-to-face. According to Isman (2016) online learning is a learning process that utilizes internet network assistance (Pohan 2020:2-3)

From the above understanding, it can be concluded that online learning is a learning process that uses the internet network to support the implementation of the learning process. According to Moore, Dickson-Deane, & Galyen (2011) online learning is a learning activity that uses the help of the internet network with flexibility, accessibility, connectivity and the ability to bring up various types of learning interactions (Sadikin & Hamidah 2020:215-216). Online learning can be understood as a system that facilitates students to learn more widely, more and more diversely. With these system facilities, students can learn more easily because they are not limited by place and time. So that students can study anytime and anywhere (Priatmoko & Ghayyibiyah 2020:77-78).

Online Learning Steps

According to Syarifudin (2020: 32), the steps in online learning a teacher must first prepare the appropriate subject matter. Learning materials are derived from indicators of competency achievement, to implement materials that are in accordance with the content standards in the 2013 curriculum. In choosing online learning materials, constructivism theory must also be considered, namely students must play an active role in it. For this reason, the material presented is not complex or complete material, but the material presented is material that is able to stimulate or stimulate students in compiling or drawing conclusions in accordance with the competencies to be mastered.

In the simple steps of developing online learning materials can be done through planning, creative development, media development, Trial (Belawati, 2020: 120-121).

Principles of Online Learning

Basically, the principle of online learning emphasizes the implementation of meaningful learning activities, namely learning that focuses on interaction in learning activities. Learning is expected to foster educative interactions between educators and students, not just fixating on a pile of learning tasks to students. Educators and students must be connected in the online learning process (Pohan 2020:8).

According to Munawar (2013) the design of an online learning system must refer to three principles that must be met, namely:

1.The learning system must be simple so that it is easy to learn.
2.Learning systems must be made personal so that system users do not depend on each other.
3.The system must be fast in the process of finding material or answering questions from the results of the system design being developed. (Pohan 2020:8-9)

Furthermore, according to Dunwill (2016) there are six basic principles of online teaching that must be considered:

1. Contact between the learner and the teacher
2. Collaboration and collaboration between learners
3. Active learning atmosphere
4. Fast feedback
5. Achievable learning goals
6. Appreciation for the differences that exist between students.

RESEARCH METHODS

The research was conducted in the second semester of the academic year 2020/2021 of approximately two months. This research was conducted at the State Elementary School 75 Central City. The school building is located in the East Dulalowo sub-district, Central City District, Gorontalo City. Researchers took this school as a place of research because this school is easy to reach or the distance is not too far, and also the teachers or education staff at this school are very friendly and good to work with. In this study, the researcher used a research instrument in the form of a list of questions used to interview third grade teachers. In qualitative research, the instrument or research tool is the researcher himself as the key instrument (Mardawani, 2020: 3). The data in this study were obtained from observations, interviews and documentation studies. The data obtained from the three data collection techniques are presented in the form of descriptive sentences. In this study, the data collection techniques that researchers used were observation, interviews and documentation. In this study, the data analysis techniques used were data reduction, data presentation and conclusion drawing. In this research, the researcher uses source triangulation and triangulation techniques.

RESEARCH RESULTS AND DISCUSSION

In this study, the initial design that became the subject of research were all homeroom teachers for grades I to VI in public elementary schools (SDN) 75 downtown Gorontalo. However, after researchers are in the field who are willing to become research subjects and provide information about the problems faced by teachers in the implementation of online learning, only third grade teachers. Other teachers tend to provide information that is not in accordance with the facts that were in the field at the time of the interview. So the researchers decided to focus on the third grade of SDN 75 Kota Tengah, Gorontalo City.

The data that the researcher describes are data from observations, interviews and documentation. In a learning process, there are often obstacles, both learning that is carried out directly at school (face to face), and learning that is carried out online (on a network) these obstacles can come from the teacher, and can come from students.

The teacher as the caretaker in the online learning process has an important role to optimize learning so that it becomes meaningful for students. In the implementation of online learning, of course, it does not always go as expected but often encounter various kinds of obstacles or problems that can result in not achieving the previously planned learning objectives. Based on the findings in research on the problems faced by third grade teachers in online learning at SDN 75 Kota Tengah Gorontalo City as follows:

Problems Faced by Class III Teachers in Online Learning at State Elementary Schools 75 Central City.

Problems or obstacles in the learning process are things that can interfere with or can cause the learning objectives not to be achieved. In general, online learning has many obstacles in its implementation. Not much different in the implementation of online learning in grade 3 SDN 75 Central City Gorontalo City still encounters a number of problems that hinder the learning process, these problems are as follows:

A. Students Have Difficulty Understanding Learning Materials

Learning that is carried out online makes it difficult for students to understand the subject matter presented by the teacher. Students find it difficult to understand the meaning of the teacher's explanation. The difficulties faced by teachers in providing understanding to students are very dominant in mathematics subjects, ranging from low to high grade. Difficulty in teaching mathematics in grade 3, the teacher has difficulty explaining the broad material, the area of the flat shape and the shape of the space. Because in learning that is carried out online, the delivery/explanation of the material is only through *cellphones* so that the response from students is not optimal. This is due to situations and conditions that are not conducive when online learning takes place. Especially on right angle material, it is difficult to explain because it requires practice or demonstration from a teacher to make it easier for students to understand it, teachers also need support or cooperation from parents because learning mathematics requires logical thinking, there is a need for descriptions or with In other words, learning mathematics requires a process from beginning to end. According to Sudijono (2009) understanding is the level of thinking ability that has a position one level higher than rote memory. Or in other words, understanding can be interpreted as a result of one's efforts in thinking to understand something and being able to see it from various aspects (Kuraesin & Setiyadi 2019: 252).

With learning that is currently being carried out online at SDN 75 Kota Tengah Kota Gorontalo, especially grade 3, it requires the readiness of parents to become mentors for their children. However, it is undeniable that parents also sometimes have jobs so they cannot accompany their children to study online. This is what then becomes an obstacle or challenge for the teacher because the teacher must work hard in providing understanding to students about learning material which incidentally requires direct assistance or mentoring.

B. Student Facility Constraints *(Android)*

In the implementation of online learning in grade 3 of SDN 75 Kota Tengah Kota Gorontalo , about fifty percent (50%) or some students do not have the facilities *(Handpone)* to take part in online learning. who are actively participating in online learning are a maximum of ten (10) students out of twenty-two (22) the number of students in class 3. Of the ten (10) people who are really active only seven (7) students. Even then, from the seven (7) active students, they were divided into two (2) to three (3) study groups where one group consisted of two (2) or three (3) students using one *cellphone.* According to Putria et al., (2020) Online learning is a learning activity that is carried out remotely using connecting media in the form of the internet and supporting facilities such as cellular phones and computers (Tasdik & Amelia. 2021: 512).

In this case the teacher must think creatively to be able to teach or be able to provide the same material to every student even in the midst of the limited facilities needed. Because the factor that causes parents to have not been able to provide facilities to support their children's learning is the demand for living costs in the midst of the Covid-19 pandemic as it is now often suppressing their lives, it is certain that when you have money, you prefer to buy food or other more *urgent* necessities. than buying a *cell phone.*

C. Parents are busy with their work

The family environment is one of the important factors to support student success in online learning during a pandemic like today. Families in this case, especially parents, must play an active role in motivating, guiding and directing students to achieve learning goals. In the application of online learning at SDN 75 Central City, Gorontalo City, especially in grade 3. The situation and conditions at home are not supportive of online learning because parents are busy with their respective jobs so that children do not get assistance when participating in learning. even the assignments given by the teacher are often sent not according to the teacher's expected time. Parents prioritize the economy first, while elementary school-aged students, especially low-grade students, still really need assistance from their parents when participating in online learning.

This situation is not entirely the fault of the parents but the current situation and conditions are indeed very difficult for parents to be able to accompany their children to study at home because parents have various kinds of activities. However, even so, parents cannot simply release themselves from the responsibility for learning carried out at home during this pandemic. According to Santosa, Retnowati, & Slameto (2020) The quality of education in online learning during the Covid-19 pandemic is influenced by the quality of teacher professionalism accompanied by the contribution and participation of parents (Slameto, 2021: 5)

D. Network Interference Constraints

In online learning, network interference has become a common thing in its implementation. in grade 3 SDN 75 Central City, Gorontalo City, they often experience network problems when online learning takes place using the google meet application, starting from intermittent voices to video conferences that suddenly stop because internet speed access is not up to standard requirements. The school is also taking an assessment, thus more and more people need internet access, so online learning often experiences network problems. when experiencing network disturbances, students are often out of the learning application used. According to Andriansyah, (2013) online learning is one system that can be used as a means to carry out teaching and learning activities without having to meet face-to-face between teachers and students (Yulia & Putra 2020: 328).

Network disturbances when carrying out online learning can certainly hinder the delivery of material from a teacher so that it can have an impact on students' understanding of learning materials. Learning in the network (Online) relies heavily on a strong and fast internet connection to facilitate all activities in it.

Teachers' Efforts to Overcome Problems in Online Learning at SDN 75 Central City Gorontalo City .

From some of the problems described above, there are also efforts made by the school, namely the principal and also grade 3 teachers at SDN 75 downtown Gorontalo to overcome these problems. That is:

A. Efforts u ntuk Improve Student Comprehension

Online learning that is carried out suddenly requires the readiness of teachers and also students to be able to adapt to learning that is carried out with separate distances between teachers and students. this is a challenge for teachers and students because previously learning was carried out directly (face to face). Meanwhile, learning objectives can be said to be achieved if students are able to understand the concepts or learning materials provided by the teacher. According to Winkel, (2004) understanding is the ability to capture the meaning and significance of the material being studied (Yunarni, Dassa, & Asdar 2015:3). At SDN 75 downtown Gorontalo during the implementation of online learning in grade 3, students experienced difficulties in understanding the learning materials. The efforts made by the teacher to overcome this problem are to provide students with theme books to read and study so that students can understand the material that has not been mastered. The teacher gives a theme book to students that will be used for one semester, the book will be collected again after the semester exam ends, the aim is to make it easier for students. The teacher goes to students' homes to tell them which theme book to study, and also motivates students to study harder.

It is not easy for students to be able to absorb or understand what is delivered by teachers with online learning as now i ni but this is the choice in the sense most effective to continue to implement the learning in future pandemics i Covid-19.

B. Efforts u ntuk Addressing Students Not Have Amenities

According to Mudhoffir, (1986) the facility serves as a support for program activities so that all these activities can run *efficiently* (Bangun, 2008: 81). Facilities in online learning are needed by both teachers and students to support the smooth learning process. However, in the implementation of online learning in grade 3 SDN 75 downtown Gorontalo about 50% of students do not have the facilities to take part in online learning. To make this wise, the school implements offline learning for students who do not have these facilities. The application of offline learning is carried out by delivering theme books to students' homes or parents picking up theme books at school.

The efforts made by the school to implement offline learning for students who do not have facilities are already the right choice. However, not optimal. In the application of offline learning, the school, especially the teacher, should maintain good communication with parents so that student learning is more directed and in accordance with the expectations and goals that have been previously planned. Because the application of the offline learning model as it is today will make students confused and do not understand what material to learn if they are not given direction, it can even affect student learning motivation.

C. Efforts to Increase Parental Cooperation

To improve parental cooperation at SDN 75 Kota Tengah Kota Gorontalo, especially parents of grade 3 students. The teacher asks parents to accompany students to pick up theme books at school with the aim of providing understanding to parents to continue to motivate students to be more diligent in studying and must pay attention to students while at home not to play too much instead of studying. Another effort made by teachers in increasing parental cooperation is by conveying the advantages and disadvantages of each student to their parents at the time of receiving report cards so that they can be of concern to parents in the future. According to Driessen, Smit & Sleegers. (2005) parental involvement is seen as one of the important strategies to develop and improve the quality of education (Slameto, 2021: 2).

The role of parents is very important for the development of children's learning. In the current Covid-19 pandemic situation where learning is carried out from home, parents cannot separate themselves from taking part in the child's learning process. With this situation, parents are increasingly responsible for the success of their children in the learning process. This learning model requires connectivity from teachers, parents and also students to achieve learning objectives.

D. Efforts d nature Troubleshooting Network

According to O'Brien, (2011) network means interconnected or interconnected chains, groups or systems (Hendri 2017: 138). At SDN 75 Kota Tengah Kota Gorontalo, online learning in grade 3 usually uses the *Google Meet* application to carry out learning but often experiences network disruptions to overcome these obstacles, usually the teacher adjusts to the situation if the network disruption lasts a long time, then the teacher continues learning using the *Whatapp* application .

Network disruption at SDN 75 Kota Tengah Kota Gorontalo is caused by Wifi capacity that is not maximized or not in accordance with the number of users. So when learning takes place, there are often network disturbances. this should be a concern by local governments, especially those in the field of education in order to improve the quality of education.

CONCLUSION

Based on the results and discussion of the analysis of problems faced by grade 3 teachers in online learning at SDN 75 Kota Tengah Gorontalo City , the following conclusions can be drawn:

1. M Problem Faced Master class 3 In Online Learning In Elementary School (SDN) 75 Central City City of Gorontalo is as follows:

a. Students have difficulty understanding the learning material. Grade 3 students have difficulty understanding mathematics, especially in the area of areas, flat shapes, building spaces and also right angle material. Because in online learning, the delivery of material is only through cellphones, while mathematics lessons require a description of the process from beginning to end.

b. Student facilities constraints. Student facilities are one of the obstacles in online learning in grade 3 SDN 75 Gorontalo City. Of the twenty-two (22) the number of 3rd grade students is a maximum of only ten (10)

people who are actively participating in online learning. Of the ten (10) people who are really active, only seven (7) of the seven (7) people are divided into 2 to 3 study groups, consisting of 2 or 3 students.

c. Parents are busy with work. In the implementation of online learning in grade 3 SDN 75 Central City Gorontalo City. Situations and conditions at home are not supportive because parents are busy with their respective jobs so that children do not receive assistance when participating in online learning. even the assignments given by the teacher are often delivered late.

d. Network interference constraints. 3rd grade teachers at SDN 75 Kota Tengah Kota Gorontalo use the google meet application in conducting online learning, when learning takes place they often experience network problems, such as video conferences that suddenly stop or sound intermittent, because internet speed access is not up to par. required standard.

2. Efforts made by teachers to overcome problems in online learning at SDN 75 Central City Gorontalo City are as follows:

a. To Improve Student Comprehension . the teacher provides students with theme books to read and study so that students are able to understand concepts that have not been mastered. The theme book given by the teacher to students is a book that will be used for one semester, books will be collected again after the semester exam ends.

b. Students Coping With Having Facility In Online Learning . Efforts made by the school to deal with students who do not have facilities are implementing offline learning. By delivering theme books to students' homes or students picking up theme books at school.

c. Efforts to Increase Parental Cooperation . The teacher asks parents to accompany students to pick up theme books at school with the aim of providing understanding to parents so they can direct their children while at home. Another way the teacher does is convey the advantages and disadvantages of each student to their parents at the time of receipt of report cards.

d. Efforts in Overcoming Network Disturbances . The teacher adapts to the situation and conditions if the network disruption lasts a long time when using the google meet application, then the teacher continues learning using the Whatsapp application.

SUGGESTION

Based on the description above, there are several things that must then become the attention of the parties involved in the implementation of online learning at SDN 75 Kota Tengah Kota Gorontalo . Are as follows:

1. For the Principal

a. The principal must control or evaluate the learning progress of students more often by holding meetings with all teachers at SDN 75 Central City of Gorontalo in order to discuss all forms of difficulties faced by teachers in the implementation of online learning so that they can find solutions together. best.

b. The principal must hold a meeting with the parents with the aim of providing understanding to the parents so that they can work together and can contribute to the success of online learning.

2. For 3rd grade teachers

Teachers must be more creative and innovative in online learning as it is today to be able to attract students' interest so that they can understand the learning material provided by the teacher. And the application of offline learning as much as possible is carried out to the maximum in the sense that it does not only provide theme books to students but must provide direction on themes, sub-themes, learning, and even pages that students must study, so that students are not confused when learning and have enthusiasm. to learn.

3. For Parents

Parents should pay attention to the development of children while at home, especially in children's learning. Organize learning schedules and children's play schedules so that children do not play more than learn and as much as possible accompany and guide children when online learning is in progress, as well as offline learning.

4. For Students

For students, during the implementation of distance learning, they should study harder to improve achievement even in the current situation and conditions.

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