

# The Obstacles of Elementary School Teachers for Applying Effective and Fun Learning in The New Normal in Selayar Islands Regency

Firdaus W. Suhaeb<sup>1\*</sup>, Ahmadin<sup>2</sup>, Dian Novita Sari<sup>3</sup>, Ernawati S. Kaseng<sup>4</sup>

<sup>1</sup>Faculty of Social Science and Law, Universitas Negeri Makassar, Indonesia

<sup>2</sup>Faculty of Social Science and Law, Universitas Negeri Makassar, Indonesia

<sup>3</sup>Faculty of Social Science and Law, Universitas Negeri Makassar, Indonesia

<sup>4</sup>Faculty of Engineering, Universitas Negeri Makassar, Indonesia

**Abstract.** The purpose of this study is to describe and analyze the obstacles for elementary school teachers in implementing effective and fun learning during the new normal in the Selayar Islands Regency. The type of research in this article is descriptive using a qualitative approach. Data was collected through observation, participatory interviews, and documentation. Research informants were chosen deliberately, namely classroom teachers who applied effective and fun learning strategies. Validation of the data is done through the triangulation of sources to assess the credibility of the data. The results showed that the obstacles encountered by elementary school teachers in implementing effective and fun learning during the new normal were related to difficulties in managing the classroom where teachers were less able to guide, direct and guide all activities carried out by students with different characteristics. This is because during the new normal, there is a reduction in learning hours in class or school, namely face-to-face learning only lasts for 2 to 3 hours per day.

**Keywords:** Obstacles, Teacher, Effective and Fun Learning, New Normal

## 1 Introduction

Face-to-face learning during the transition period or the new normal is one of the efforts made by the government, so learning continues in the midst of conditions that were not completely free from the Covid 19 pandemic. Learning carried out in schools must comply with health protocols so that in the spread of the Covid 19 pandemic could be minimized, and in line with government programs that require all educational institutions to comply with applicable health protocols because all students must still have access to education. Utilization of educational facilities that have been provided by the government and the community can be seen from how much a student accesses education.

The education sector is one of the agendas that is continuously implemented by the Government, thus the use of human resources is the direction of the agenda in the field of education, and the success of human resources is a manifestation of the success of a nation's development [1]. The improvement of a nation's human resources can be seen from the government's willingness

to improve and fulfill all important aspects related to educational institutions, one of which is teachers [2]. Therefore, improving the quality of education in the field of education can be achieved if the role of teachers in the learning process can be effective so that improving the quality of teachers cannot be denied by the national government and needs attention and in-depth analysis. Thus, teachers can carry out their main duties in learning activities [3].

For this reason, according to Hisham states that teachers have experiences which can be different, when they are still learning and or after they become as teachers [4]. This means that learning strategies are no longer a serious obstacle for teachers who do not have a teacher education background, they are required to re-learn learning methods and strategies, either through formal education, training or others. Sometimes the learning process in the classroom is defined as a certain interaction between teachers and students. Even though the learning process is not that simple because it requires stages such as the preparation stage, looking for teaching sources, compiling teaching materials, determining learning objectives or competencies to be achieved, making learning strategies and at the learning

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\* Corresponding author : [firdaus.w.suhaeb@unm.ac.id](mailto:firdaus.w.suhaeb@unm.ac.id)

evaluation stage. The stages of preparation will determine the learning outcomes. Therefore, good and correct learning planning and design can achieve the expected learning outcomes, and the teacher's work in the learning process is generally not visible to others [5]. The teacher's role in the learning process is very important and fundamental in guiding, directing, and educating students. They are not only required to be teachers but are also tasked with delivering subjects according to their fields of knowledge and acting as educators [6]. With the background of an educator, according to Djamarah & Zain states that making a teacher should be able to determine the right learning strategy, making a teacher have guidelines to act in an effort to achieve the goals that have been determined, and through the use of appropriate learning strategies the ability of students can be achieved according to the expected learning objectives. It means that the use of appropriate and relevant strategies in learning in Ulfa's view states that it will be able to affect the intelligence of students [7].

The success of improving quality in the field of education can be seen from the knowledge, attitudes and skills of teachers. Although at this time it is still a national problem, these problems are often obstacles encountered in the field of education in order to achieve a learning goal, such as in terms of learning models, learning approaches, learning media and assessment of students, so smart solutions to minimize or eliminate these obstacles are needed. For this reason, the teaching and learning process according to Usman [8], is a continuous process in an educational condition for the purpose of the teaching process, where in the process the components of teachers, students and something being taught must be fulfilled. William Burton further stated that in achieving the nation's development goals in the field of education, the basic education level needs special attention as the educational foundation of a nation for sustainable education [9].

As the foundation of education at the elementary level, the learning process requires a good and appropriate strategy because the delivery of subject matter to students should be able to foster student interest in learning [10]. In the view of Dewi Sartika states that from several aspects of learning play an important role in the success of an elementary level education goal due to the selected and appropriate ways of delivering a subject matter in a particular learning environment. It can provide a learning experience to students, such as the sequence of activities, its nature and scope. Therefore, an integrated and harmonious synergy of each component of the learning process such as teaching objectives, teachers, students, subject, teaching media, and financial administration factors, is of course very necessary [11]. On the other hand, Pandiangan [12] said that elementary school children in general prefer to learn while playing in groups, actively move, and also they are happier when doing something directly. Therefore, teachers are required to be able to create a learning atmosphere that is fun.

During the new normal, it appears that there has been a change in school hours due to the absence of an official government announcement regarding the end of

the Covid 19 pandemic. Learning at elementary schools in Selayar Island Regency only lasts approximately 3 hours in schools according to Ministry policies and local government circulars. This will be a challenge for a teacher in implementing learning strategies and certainly cannot be separated from the obstacles faced by a teacher. It is also seen that students' responses to the implementation of learning when they first enter school during the new normal are quite diverse. This can be seen when the teacher applies effective and fun learning to elementary school students in the classroom. For this reason, the purpose of this study is to describe and analyze teacher constraints in implementing effective and enjoyable learning during the new normal in Selayar Island Regency.

## 2 Research Methods

This research is descriptive-qualitative research, which describes the obstacles faced by elementary school teachers in Selayar Island Regency in an effort to create effective and enjoyable learning during the new normal. Descriptive research according to Soejarna [13], is research that seeks to describe a symptom, an event that occurs in a particular situation or situation based on the data obtained in detail in accordance with the research problem being studied [14].

Research informants were selected by means of purposive sampling technique. Purposive sampling is a technique for selecting informants using certain considerations. The informants in this study were classroom teachers and elementary school teachers in Selayar Island Regency who applied effective and fun learning during the new normal. Data collection techniques were carried out through observation, participatory interviews, documentation, and focused discussions [15].

Analysis of research data uses descriptive-qualitative data analysis, namely data reduction, data display, and drawing conclusions [16]. Data analysis is carried out through a systematic process of data obtained from interviews, field notes and other documents that can be informed to others [17]. While the data validation technique is done through triangulation, namely source triangulation.

## 3 Result and Discussion

Constraints are anything that can prevent the achievement of a goal, causing the cancellation of the implementation. A job will not run properly if there are obstacles that occur. Everyone must have experienced obstacles when they wanted to do something. The obstacles faced by school teachers in the Selayar Islands Regency in an effort to implement effective and fun learning strategies during the new normal are described as follows.

### 3.1 Difficulty Managing Class

In managing the classroom, the role of a teacher is very influential on the success of the learning process.

Therefore, a teacher must be able to manage the class well. The difficulty of managing the classroom is something that is felt by all teachers, whether they have been teaching for a long time or those who have just taught.

Class management by a teacher according to Moh. Uzer Usman states that it is the ability of a teacher to create and maintain the conditions for the learning process to take place effectively and to prevent interruptions during the learning process [18]. Furthermore, Anita suggests that the components of class management are grouped into two parts, namely Preventive and Repressive [19]. Preventive is the ability of a teacher to prevent interference during the learning process so as to create a maximum learning process. While repressive is the ability possessed by a teacher to restore learning conditions to the maximum when there are disturbances that appear on an ongoing basis.

One of the obstacles faced by elementary school teachers in the Selayar Island in managing classes is that it is difficult to condition students. Students are people who carry out activities or learning activities in the classroom. To achieve learning objectives, teachers must be able to guide, direct, and guide all activities carried out by students. Therefore, teachers must know the intellectual potential and emotional development of their students so that they are able to place these students according to their abilities.

This is in accordance with what was conveyed by Mrs. Mila as a grade 3 teacher who found obstacles in implementing effective and fun learning strategies during the new normal that:

“One of the difficulties I experienced when implementing an effective and fun learning strategy was the difficulty in managing the class. I experienced this when I applied the learning strategy of learning in small groups and learning in open areas. For example, when I applied learning strategies in small forms, sometimes I divided them into small groups, but usually there were students who don't want to be in the same group with their friends for various reasons. Then, I also felt the difficulty in managing the class when I applied the learning strategy in an open area. Sometimes I told to my students the place is here, but sometimes they even move to other places” (Interview, June 7, 2022).

As a professional, a teacher must be able to manage the classroom to create optimal learning conditions for achieving the desired learning objectives. Supriyadi suggests that classroom management is an effort made by a teacher in creating, maintaining and developing learning motivation in order to achieve the learning objectives that have been set [20]. Meanwhile, Djamarah stated that classroom management is the duty and obligation of a teacher that cannot be abandoned [21].

Classroom management is an effort made by a teacher in conditioning the class to create interesting learning process activities to achieve learning objectives. According to Sudjana it is said that a teacher is not only required to master the learning material, he also has to be able to teach and manage the class well [22].

Based on the results of interviews with teacher informants above, it can also be concluded that one of the obstacles faced when implementing effective and fun learning strategies during the new normal is the difficulty of teachers in conditioning students in the classroom according to their abilities, both intellectual and socio-emotional abilities because they do not understand the characteristics of their own students. As a teacher they should be able to understand and know the characteristics of their students as we know the characteristics of each student are different. By knowing the characteristics of students, a teacher will find it easier to manage something related to learning, including learning strategies [23]. According to Ramli states that there are several things that need to be understood regarding the characteristics of students including:

They are not miniature adults, they have their own world so that teaching and learning methods should not be carried out with adults.

They have needs and demand to fulfill those needs as much as possible.

They have differences from one individual to another.

They are both subject and object in education which are possible to be active, creative, and productive.

They follow certain developmental periods in having a pattern of development as well as their tempo and rhythm.

### **3.2 Limited Learning Facilities and Infrastructure in Schools**

According to Mulyasa said that everything that is used as a tool that can assist in carrying out learning activities, be it school buildings, tables, chairs and media or props is referred to as educational facilities [24]. To facilitate a teacher in carrying out the learning process, of course, teachers need learning facilities and infrastructure. The task of a teacher as an educational staff will be easy if the learning facilities and infrastructure owned are complete and sufficient as needed. In addition to teaching staff, facilities and infrastructure are also very important factors for the world of education. Without complete facilities and infrastructure, education will not run as it should. Therefore, it is necessary to have good arrangements by schools related to learning facilities and infrastructure as needed, so learning can take place optimally as learning facilities and infrastructure are aspects needed by all to support learning activities.

One of the obstacles experienced by elementary school teachers in the Selayar Island in implementing effective and fun learning strategies during the new normal is the limited facilities and infrastructure for learning in schools. This is in accordance with what was conveyed by Mrs. Mila and Mrs. Risma as grade 3 and grade 5 teachers at an elementary school in the Selayar Island Regency.

Regarding school facilities and infrastructure, according to Mrs. Mila, she stated that:

“Limited learning facilities and infrastructure in schools is an obstacle that I face as an elementary school teacher in the Islands when I want to implement effective and

fun learning strategies. As you can see, the facilities and infrastructure provided by the school are still very limited. Just a small example of the number of theme books or package books provided sometimes does not match the number of students. Where my own students numbered 8 people, sometimes the theme books provided were only 5-6 theme books. Then on the second, sometimes we need props that can support the learning process, but it is not available" (Interview, 7 June 2022).

The same thing was also expressed by Risma's mother as a teacher from grade 5, who stated that: "One of the obstacles I faced as a 5th grade teacher at an elementary school in the Selayar Islands in implementing effective and fun learning strategies was the limited learning facilities and infrastructure in schools. I say that because the facilities and infrastructure that should be provided by the school are not provided by the school. For example, when I want to apply a learning strategy while playing, of course I need some tools or media for me to use, such as scissors, tap, paper, which the school does not provide. I thought that maybe the school had provided the tools or media that I need but it is missing when I want to use, but unfortunately it was not provided by the school, so I have to provide and bring it myself from home" (Interview, 9 June 2022).

Based on the statements from the two elementary school teachers above, it can be concluded that the limited learning facilities and infrastructure in schools is one of the obstacles experienced in implementing effective and fun learning strategies.

Another obstacle raised by elementary school teachers when implementing effective and fun learning strategies is the limited number of textbooks or the number of textbooks that do not match the number of students. Then the lack of media or teaching aids needed when implementing effective and fun learning strategies.

Whereas according to Fuad & Martin stated that educational facilities and infrastructure are one of the important resources in supporting the learning process in schools [25]. This is in Rahayu's view, that facilities and infrastructure are tools and parts that play an important role in the success and smoothness of the learning process [26].

### **3.3 Limited teaching and learning hours at school**

Lesson hours are a certain time that shows the length of time a teacher gives lessons or carries out the learning process. During the new normal, learning is now being carried out face-to-face in schools. However, offline learning at this time is different from offline learning before the Covid 19 pandemic. If before the Covid 19 pandemic learning took place for approximately 5-6 hours at school, during the new normal period, learning only lasts approx. 2-3 hours in elementary school. This is done with the aim of reducing the high rate of spread of the Covid 19 virus.

The reduction in learning hours at this time is one of the obstacles faced by elementary school teachers in

the Selayar Island Regency, where the time they have to carry out teaching and learning activities is very limited, which is only 2-3 hours because the time allocation is not proportional to the amount of material to be studied. As we know time greatly affects the effectiveness of an activity, including teaching and learning activities. The longer the time used in learning activities, the more optimal the results will be.

The limited hours of teaching and learning in schools resulted in the learning process not taking place optimally. This is in accordance with what Mrs. Mila and Mrs. Risma said that the limited hours of teaching and learning at school is one of the obstacles faced by them in implementing effective and fun learning strategies during the new normal. Where, they only have approximately 2-3 hours to carry out learning activities. Of course, this is a very short time for a teacher to implement effective and fun learning strategies.

As expressed by Mila's mother who stated that: "Another obstacle I faced when implementing effective and fun learning strategies during the new normal was the limited hours of teaching and learning in schools. As we all know, learning only lasts approximately 2-3 hours, of course this is not a long time for me as a teacher from grade 3 to implement effective and fun learning strategies. Where learning now takes place starting at 07.15-10.00. In my opinion, the teaching hours now are very lacking, not to mention in the morning when the Duha prayer is usually done, the Duha prayer is usually done at 07.30 (Interview, 10 June 2022).

The same thing was also expressed by Risma's mother who stated that:

"Another obstacle that I faced with was related to the reduction in class hours, which in my opinion was very short. In the past, it was 5-6 hours to do the learning process, now it is a maximum of 3 hours. Of course, this becomes an obstacle in implementing the learning strategy. Because usually hasn't finished yet, what is the subject for that day, it is time to go home again" (Interview, 10 June 2022).

Study hours are the time that shows the length of teaching and learning activities carried out. Since the Covid 19 pandemic has made it a habit in the world of education in Indonesia. In this case, it demands the 2013 curriculum to be adaptable and friendly to use for learning with a limited face-to-face learning system. Learning activities prior to Covid 19 were carried out face-to-face at schools for approximately 5-6 hours. However, after the Covid 19 pandemic, learning was carried out face-to-face, then along with the decrease in the level of the spread of Covid, learning was resumed in schools by reducing learning hours, which only lasted for approximately 2-3 hours.

Limited face-to-face learning (PTMT) is a learning system that has just been implemented in Indonesia. This learning is a transition from face-to-face learning (online) which is carried out for approximately 2 years. Limited face-to-face learning (PTMT) limits several things related to learning activities with the aim of reducing the spread of Covid 19 numbers. One of the things that is limited by limited face-to-face learning is limiting teaching and learning time in schools. The existence of limited face-to-face learning causes

teachers to prepare strategies that are appropriate to the needs of students so that learning can take place effectively and fun, thus learning objectives can be achieved. This is the same as the implementation of virtual face-to-face learning which is carried out suddenly with limited face-to-face learning which requires time for teachers and students to get used to it. Based on the results of interviews conducted with research informants, in this case grade 3 and grade 5 teachers, it can be seen that another obstacle faced when implementing learning strategies in an effort to create effective and enjoyable learning is the limited hours of teaching and learning in schools. The new normal at this time requires learning to only last for approximately 2-3 at school. This is different from before the Covid 19 pandemic, where learning lasted for approximately 5-6 hours at school. Of course, this is not an easy thing for a teacher to implement learning strategies to create effective and fun learning.

## 4 Conclusion

The lack of ability of elementary school teachers in managing classes when implementing effective and fun learning during the new normal in Selayar Islands Regency is due to their lack of being able to guide, direct and guide all activities carried out by students with different characteristics. Then the obstacles caused during the new normal, there was a reduction in learning hours in elementary schools, namely face-to-face learning only lasted for 2 to 3 hours per day. with the number of students and the lack of media or teaching aids prepared by schools and needed by teachers. This has an impact on the achievement of learning objectives that cannot be maximized. Even during the new normal, as a classroom teacher, he has implemented several strategies or methods in learning, such as learning in small groups, learning while playing, learning in the open, the question-and-answer method.

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