

# Teachers' Strategies to Solve Students' Problems in English Online Learning During Covid-19 Pandemic at SMP PGRI Kasihan Bantul Yogyakarta

*By Rifki Irawan*

**Teachers' Strategies to Solve Students' Problems in English Online Learning During Covid-19 Pandemic at SMP PGRI Kasihan Bantul Yogyakarta**

**Yulening Aminda Bili<sup>1</sup>, Rifki Irawan<sup>2</sup>**

<sup>1</sup>yuleningaminda@gmail.com

<sup>1</sup>Universitas PGRI Yogyakarta

<sup>2</sup>rifkizam23@gmail.com

<sup>2</sup>Universitas PGRI Yogyakarta

---

**ABSTRACT**

The Covid-19 pandemic has brought many complaints and impacts on human activities, especially in the world of education. Until now, the Covid-19 pandemic caused by the Coronavirus still hits and spreads widely in the community. In this case, schools implement an online learning system or online from their respective homes. Online learning activities carried out by class VIII students at SMP PGRI Kasihan are learning activities that have never been carried out by students whose lack of knowledge and abilities regarding online learning. The purpose of this study was to find out the teacher's strategy to overcome student learning problems during online learning. This study uses a qualitative method approach that is used to obtain information on student learning constraints as a result of the Covid-19 pandemic on teaching and learning activities at SMP PGRI Kasihan. The data collection technique used observation, interviews, and documentation. The results that there are several obstacles experienced by students in online learning activities, namely not having mobile phones, internet quota fees, and not having social media platforms for example Zoom, Google Meet, and Google Classroom applications. The strategy used by teachers at SMP PGRI Kasihan to overcome students' learning difficulties in participating in online-based learning in class VIII is to hold meetings with students twice a week, providing encouragement and motivation.

---

**Keywords:** Online learning, Student learning problems, Teachers' strategies.

**1. INTRODUCTION**

Currently the world without exception Indonesia is being faced with the Covid-19 pandemic which has had a huge impact on all aspects of human life. Unpredictable circumstances, the development of the virus quickly spread throughout the world. Everyday data in the world illustrates the increasing coverage and impact of Covid-19. Indonesia is in a state of national emergency. The death rate due to Covid-19 has continued to increase since it was first announced to the public in early March 2020.

The Ministry of Education and Culture's decision raises various pros and cons in society, especially the minimum knowledge of technology for student teachers and parents regarding this bold application method. Even though teachers must enrich and upgrade their knowledge, they are asked to master various applications that support bold learning quickly, the situation is as easy as imagined. Likewise, with students, this is quite difficult to do. Finally, like it or not parents help to be involved in this learning lesson. Parents with a higher education background will easily adapt. Meanwhile, parents with a low educational background will give up if for weeks they cannot participate in the learning process and even do not get any grades at all. There are even students who are constrained by not having adequate communication tools due to the economic conditions of their underprivileged families.

Weak internet networks are also considered to be an obstacle that is often experienced by teachers. The background of students must also be an important concern where students come from different backgrounds, there are students who come from broken home families, a bad living environment, and children from families that do not support educational activities. This is certainly a tough challenge for teachers in applying this online learning method. At the time of conventional learning, not many of these 'special' students wanted to pay attention to and contribute to learning, they were already willing to go to school and were very grateful. Therefore teachers have to work extra hard so that students want to follow this online classroom model, especially learning at this time is the application of integrated thematic learning which contains two to three subjects in one meeting.

The teacher's hope when learning online is that students can communicate with the teacher easily, via the internet anytime communication activities are carried out without being limited by distance, place, and time. then passive students can become active and at the same time can learn independently. However, the teacher's expectations are very best proportional to the facts in the field, many students do not participate in online learning and do not even do the assignments given by the teacher.

From the Field Experience Practices that have been carried out by researchers during the Covid-19 pandemic, researcher found problems faced by teachers, namely in the process of implementing online classes for junior high school students. These problems arise from teachers and students such as the lack of creativity in the delivery of material by the teacher because it only delivers material through the WhatsApp

group, the independence of students when learning from home online makes students have to understand the material presented themselves, then do assignments and also report it. The process is certainly not as easy as imagined because of the incomprehension or misconception that might occur, the assignments and homework given by the teacher are too much and burdensome for students, and not all students have sophisticated smartphones because many of the students whose parents work as laborers causing parents to be unable to continuously accompany their children in the learning process and teachers also complaining about unstable internet connections and soaring quota prices during the pandemic. Therefore researchers are interested in conducting research under the title “Teachers’ Strategies to Solve Students’ Problems in English Online Learning During Covid-19 Pandemic at SMP PGRI Kasihan Bantul Yogyakarta”.

## 2. RESEARCH METHOD

This research was conducted at SMP PGRI Kasihan, Jl. PGRI II No.05, Sonosewu, Ngestiharjo, Kasihan District, Bantul, Yogyakarta Special Region 55812. SMP PGRI Kasihan is the first time implementing online learning. Previously, the school had never implemented online learning in schools students so researchers are interested in reviewing online learning at SMP PGRI Kasihan in this study. This research was carried out at the time of interviewing the informants through talks with telecommunications. The research was conducted outside of active lesson hours, where the teacher gave or sent assignments via WhatsApp, Google Classroom app, or other media apps. This research was conducted once on 26 October 2021 with qualitative research methods with teachers to find problems in online learning English and teacher strategies to solve students’ problems during the covid-19 pandemic.

The research subject the intended subject for research. In qualitative research, the research subject were informant. The subject of this research were two English teachers of grade VII, VIII, and students of grade VIIIB involved four children, consisted of two male and female students.

Data collection techniques are the most important stages or steps when researching because the main purpose of a study is to obtain in the form of data

(Sugiyono, 2010, p. 308). This qualitative research uses the data collection techniques found based on observations, interviews, and documentation.

### 3. RESULTS AND ANALYSIS

This research focuses on the research findings. There are two topics regarding the obstacles faced by students in online learning during the covid-19 pandemic and the teacher's strategies to minimize the obstacles faced by students in online learning during the covid-19 pandemic.

#### 3.1. Obstacles of students in online learning during the covid-19 pandemic

Based on the results of observations that the authors made with grade VIII B students of SMP PGRI Kasihan, they had difficulty being able to take part in online learning. The learning process did not go well, many of them could not follow the lesson and because many students did not have mobile phones, laptops, and other types of computers. In consequence, that causes the teacher could not teach well because the teacher could not communicate with students. The following are the factors that cause students to experience learning problems in participating in online learning:

##### 1. Facilities

Facilities in the implementation of online learning are needed so that the process of learning activities runs smoothly. In the online learning process, teachers and students learned by using technological tools such as mobile phones or laptops. However, in SMP PGRI Kasihan many students did not have these technological tools to be able to do learning online and that made teachers also unable to provide learning materials. This is evidenced by the results of an interview with an English teacher in class VIII B of SMP PGRI Kasihan, Mrs. Palupi Woro Ningtyas, S.Pd as follows:

*“The children who study here are those who come from underprivileged families, many of them did not have handphones or other types of computers and their parents already have cellphones that can be used for online learning, but many of them complain about buying quotas. internet and they also did not understand how the online learning system is. As for students and their parents who did not have handphones that can be used for online learning, we as teachers could not force them to buy either.”*

The same thing was also conveyed by VII grade English teacher Mrs. Parjiyem, S.Pd as follows:

*“Many students here have difficulty learning to participate in online learning because there are no tools to do learning, many of them did not have handphones or other types of computers. So I as a teacher could not communicate with students and in my class, there are only a few people who have handphones and have sent assignments online to me.”*

Then also conveyed by one of the class VIII students named Shalom as follows:

*“The difficulty in learning online is because there are no tools, some of my friends did not have handphones and their parents only have ordinary handphones, they could not be used for online learning.”*

Then it was also conveyed by several grade VIII students of PGRI Kasihan Junior High School, as follows:

*“We did not have handphones for online learning, and we don't have money to buy handphones either.”*

*“My parents did not have money to buy internet quota.”*

8  
Based on the results of the interviews above, it can be concluded that the factors that cause students to experience problems in participating in online learning are due to facilities. 5  
From the results of interviews, it can be seen that class VIII B students has difficulty because many did not have handphones that used as tools in learning, and the cost of parents who were not there to buy tools and internet quotas so that it effects teachers and students could not communicate to provide material learning. 2  
based on the results of interviews with VIII grade teachers, it is known that only a few students can send assignments via WhatsApp.

## 2. Low economy.

Economic conditions are very influential in the world of education. As for the economic condition of each person, none of them are the same and have different levels, there are high, medium, and low. The low economic situation in the family effect obstacles in buying tools or media for student learning.

The cost factor was one of the important factors to support the smooth learning of student. 1  
Lack of learning tools, education costs from parents, and

*Teachers' Strategies to Solve Students' Problems in English Online Learning During Covid-19 Pandemic at SMP PGRI Kasihan Bantul Yogyakarta (Bili)*

learning places that were not in good condition will cause children to experience learning problems. Online learning is learning that requires money to buy learning tools, namely handphones, laptops, and internet quotas. However, at the SMP PGRI Kasihan, many students did not have handphones or laptops because they were constrained by the cost of people and it known that students who study at the SMP PGRI Kasihan are a group of students who came from underprivileged families or have a middle-low economy. Based on the following interviews with English teachers at the SMP PGRI Kasihan:

*“Having difficulties because of the non-existent cost factor. Parents of students most often work as laborers, farmers, coolies, traders, and even some of the students whose parents go abroad and live with their grandmothers.”*

Then added by the seventh-grade teacher with the following explanation:

*“The VIII grade student has learning difficulties in participating in online learning because they are constrained by the cost of buying internet quota and also online learning facilities such as handphones. The average VIII grader doesn't have a handphone to do online learning.”*

Furthermore, it was delivered by grade VIII students as follows:

*“I have difficulty participating in online learning because there is no money to buy an Android phone, whereas my parents only have a regular handphone.”*

*“I have difficulty participating in online learning because I have to pay money to buy a quota, while this covid season my parents are having a hard time getting a job.”*

From the results of the interviews above, it can be seen that the learning obstacles in participating in online learning experienced by students based on the results of interviews with teachers and students are caused by no cost to buy online learning facilities or tools and also the cost to buy internet quota. This is also because it is difficult for parents of students to find jobs during the covid pandemic.

Based on this, many parents cannot afford to buy Android phones or computers, and some parents already have handphones but they cannot operate the technology and are also constrained by the cost of buying internet quota. So this causes students to have difficulty participating in online learning because they are constrained by the cost of buying a handphone and also the internet quota.

Cost is one of the important things to support the smooth learning of students, the lack of education costs from parents and low economic conditions will also cause learning problems, for example, buying a cellphone or internet quota (Rofiqi and Zaiful Rosyid, 2020, p. 17).

### 3. Low parental assistance in learning

The next factor is because of the parents. Parents play an important role in the success of a child's learning, and parental education also affects the understanding of the learning experienced by the child. Parents who have higher education will be more able to help their children complete the tasks given by a teacher, while parents with low education will have difficulty helping their children in the learning process because they do not understand it. At SMP PGRI Kasihan, on average, the parents of students have not mastered how to use technology in online learning and some parents are busy working so they don't know that their child needs a handphone or is sent to school to take assignments. The following are the results of interviews with class VIII teachers:

*"There are some parents who are so busy working that they did not know that their child needs a handphone or needs to be taken to school."*

*"Most of the parents work as laborers, farmers, coolies, traders, and even students whose parents go abroad."*

From the results of the interviews above, it can be seen that many parents of students did not understand the need for online learning and some parents work as laborers, farmers, coolies, and traders so they do not understand the use of technology. While in online learning, parents play an important role in helping their children in the learning process, but if parents are busy at work and don't understand how to use technology, they will have difficulty and can't even help their children.



One of the factors that can make children have learning difficulties that come from parents is seen from the way parents educate their children because there are parents who are indifferent and pay less attention to education will affect the child's learning process (Rofiqi and Zaiful Rosyid, 2020, p. 17)

### 3.2. Strategies of Teachers in Online learning

Based on the result of observations and interviews in following up on the decision, class VIIIIB teachers at SMP PGRI Kasihan implemented learning through Whatsapp using the method of giving assignments, but the learning process does not run smoothly and effectively because many students have difficulty participating in online learning activities caused by the large number of class VIIIIB students who do not have an android phone as a means to be used in the implementation of online learning activities and are constrained by costs for buying learning tools and internet quota. So that it makes teachers and students unable to communicate to provide learning materials and causes unsatisfactory learning outcomes because many students cannot participate in learning and do not collect assignments. So to overcome those, the VIIIIB grade teacher at SMP PGRI Kasihan made an effort to overcome student learning problems, namely as follows:

1. Hold meetings with students twice a week

To overcome students' learning difficulties in participating in online learning for class VIIIIB at SMP PGRI Kasihan, the English teacher class VIIIIB holds meetings with students twice a week.

*“Many VIII grade students have difficulty being able to participate in online learning because they are constrained by parental fees and there are still students who do not have handphones. So I hold meetings with students twice a week to give assignments to those who can't follow the lesson. I meet students twice a week using health protocols, namely on Tuesdays and Fridays at school to give assignments to students.”*

From the results of the interviews above, it can be seen that the meetings held by teachers and students are conducted so that students who have learning difficulties in participating in online learning can still receive learning materials and assignments from the teacher. The meeting was also held because teachers and

4  
students could not communicate with students who did not have their mobile phones. The meeting was held on Tuesdays and Fridays to give assignments to students who could not participate in online learning using health protocols.

19  
From the results of the observations, it was found that to overcome the learning difficulties experienced by students in participating in online-based learning, class VIII B teachers held meetings twice a week on Tuesdays and Fridays. At that time, class VIII B teachers gave assignments to class VIII B students for them to do at home with the help of their parents. Assignments are taken by students in the morning using the health protocol of Covid-19.

Then it was added again by the VII grade teacher of the SMP PGRI Kasihan with the following explanation:

*“Students should be prohibited from coming to school by government recommendations, but if it is not like this, students who don't have handphones cannot study and receive learning materials because in class VII there are only one, two, or three people who can participate in learning and submitted assignments online to me and the rest couldn't and it's very ineffective. This is because they don't have handphones and many of their parents don't understand how to use online learning techniques.”*

23  
Based on the results of the interviews above, it can be concluded that the efforts made by teachers to overcome students' learning difficulties in participating in online learning are teachers holding meetings twice a week with students to give assignments to students. The meeting was conducted based on interviews with VII grade teachers. Because there are less than three students who can participate in online learning and the difficulty is not due to the costs, learning tools, or facilities and make learning run ineffective, therefore the teacher class VII held the meeting so that students who have not online learning facilities could still carry out learning activities.

Furthermore, the VII grade teacher also explained the reasons why the meeting was held as follows:

*“During the Covid-19 pandemic, I used Whatshap media with the assignment method, but the learning process didn't run smoothly and effectively because many students had difficulty participating in online*

*learning activities due to cost constraints and there were still students who didn't have a handphone as a means to be used in the implementation of online learning activities and the understanding of parents about online learning is also lacking. So that it makes me and the students unable to communicate to provide learning materials and causes the learning outcomes to be unsatisfactory because many students cannot participate in learning and don't collect assignments."*

10 From the results of the interviews above, it can be concluded that students' learning difficulties in participating in online learning for class VII are due to cost constraints and some students have not online learning facilities such as mobile phones so teachers and students have difficulty communicating to carry out learning other than parents of students. Many students don't understand how the activities of implementing online learning. So that the learning outcomes obtained are unsatisfactory because many students cannot follow the lesson and did not collect assignments to overcome this based on interviews with class VII teachers, namely by holding meetings with students twice a week to give assignments to students.

2. Provide encouragement and motivation to students

The next step to overcoming student learning problems in participating in online learning carried out by class VIII teachers at SMP PGRI Kasihan is to provide encouragement and motivation to students. This is 13 based on the following results from an interview with a class VIII teacher:

*"I always remind students to be enthusiastic about learning during this pandemic even though it is constrained by learning tools and also costs because there are still students who aren't present at the meetings I hold. I also said that if you study hard you will go to class and get good grades and gifts from me. Furthermore, I also ask students to continue studying at home and be diligent in doing and submitting assignments, because there are still some students who do not take and collect assignments with me."*

22 Furthermore, based on the results of interviews with student, class VIII students of SMP PGRI Kasihan, as follows:

*“During the Covid-19 pandemic, we were constantly reminded to be diligent in studying independently at home because we couldn't go to school as usual. Asking us to diligently meet the teacher to take assignments and do it at home with the help of his parents.”*

Then added by students A, b, c class VIII as follows:

*“We were asked to continue to study hard and to be diligent in taking up assignments, namely on Tuesdays and Fridays. Every time we take an assignment, we are asked to keep our spirits up and not be lazy to go to class.*

From the results of the interviews above, it can be seen that the next effort made by the teacher is to provide encouragement and motivation to students. Teachers try to encourage and motivate students to stay enthusiastic and be more diligent in learning during the Covid-19 pandemic, even though students there have problems studying online caused of learning tools and also non-existent costs. Because based on interviews there are still students who are not present at the meeting and rarely collect the assignments given.

#### **4. CONCLUSION**

Based on the findings of the analysis and interviews with English teachers and students, the discussion in the previous chapter can be summarized as follows the problems of student learning during online learning for class VIII students at SMP PGRI Kasihan is the facility factor, namely, some students did not have cellphones to participate in online learning and poor network constraints, then due to low economic factors that most parents only have jobs as laborers, farmers, coolies, and traders so that they are unable to finance or buy online learning tools and internet quotas and the last factor is the factor of parents of students who are too busy working so they do not understand the needs of their children and most parents do not understand how to use technology for online learning. The teacher's strategy for overcoming the problems faced by students during online learning holding meetings with students twice a week, providing encouragement and motivation to students so that students remain enthusiastic about learning even in the Covid-19 pandemic situation.

## REFERENCES

- Andrianto, dkk. 2019. *Faktor-Faktor Yang Mempengaruhi Kesuksesan Pembelajaran Daring Dalam Revolusi Industry 4.0*. *Jurnal Sainteks*. <https://www.prosiding.seminarid.com/index.php/sainteks/article/view/122/122>, 26 September 2020.
- Djamarah, Syaiful Bahri. 2005. *Guru Dan Anak Didik Dalam Interaksi Edukatif*. Jakarta: Rineka Cipta.
- Dewi, Wahyu Aji Fatma. 2020. *Dampak COVID-19 Terhadap Implementasi Daring di Sekolah Dasar*. *Jurnal Ilmu Pendidikan*, Vol. 2, No. 1. <https://edukatif.org/index.php/edukatif/index>, diakses 30 September 2020.
- Fauzi, Mohammad Mahmud. 2018. *Upaya Guru Dalam Mengatasi Kesulitan Belajar Siswa Kelas VI Miftahul Huda Jatisari Kademangan Blitar*. Skripsi S1 Fakultas Tarbiyah Dan Ilmu Keguruan. IAIN Tulungagung. <http://repo.iain-tulungagung.ac.id/id/eprint/10009>, diakses 2 Oktober 2020.
- Gunawan, Imam. 2013. *Metode Penelitian Kualitatif*. Jakarta: Bumi Aksara.
- GIG.id. 2020. *Mengenal Apa Itu Daring Yang Semakin Sering Dipakai*. <https://gig.id/stories/lifestyle/apa-itu-daring>, diakses 16 Desember 2020.
- Hakim, Thursan. 2000. *Belajar Secara Efektif*. Jakarta: Puspa Swara Kusumawardani, Dwi Amita. Pengaruh Kompetensi Pedagogik Guru, Kompetensi Profesional Guru Dan Lingkungan Belajar Siswa Terhadap Motivasi Belajar Siswa Kelas XI Jurusan Administrasi Perkantoran SMK Wijayakusuma Jatilawang. Skripsi S1 Fakultas Ekonomi, Universitas Negeri Semarang. <http://lib.unnes.ac.id/id/eprint/22416>, diakses 2 Oktober 2020.
- Mastur, Muhammad Mohammad. Dkk. 2020. *Upaya Guru Dalam Melaksanakan Pembelajaran Daring Pada Masa Pandemic Covid-19*. *Jurnal Pendidikan Madrasah Ibtidaiyah*, Vol.2, No.3. <http://www.riset.unisma.ac.id/index.php/JPMI/article/view/7613/6119>. Diakses 2 Oktober 2020.

- Maemunawati, Siti dan Alif, Muhammad. 2020. *Peran Guru, Orang Tua, Metode dan, Media Pembelajaran: Strategi KBM di Masa Pandemi Covid-19*. Banten: Penerbit 3M Media Karya Serang.
- Mukholifah, Alifiah Ratna. 2020. *Upaya Guru Dalam Mengatasi Kesulitan Belajar IPA Kelas VI SDN 02 Tonatan Ponorogo*. Skripsi S1 Fakultas Tarbiyah Dan Ilmu Keguruan, IAIN Ponorogo. <http://etheses.iainponorogo.ac.id/id/eprint/9215>, 2 Oktober 2020.
- Pohan, Albert Efendi, 2020. *Konsep Pembelajaran Daring Berbasis Pendekatan Ilmiah*. Jawa Tengah: CV Sarnu Untung
- Rofiqi dan Rosyid,Zaiful. 2020. *Diagonosis Kesulitan Belajar Pada Siswa*. Malang: Literasi Nusantara
- Satori, Djam'an. 2009. *Metodelogi Penelitian Kualitatif*. Bandung: Alfabeta.
- Sanjaya, Ridwan. 2020. *21 Refleksi Pembelajaran Daring Di Masa Darurat*. Semarang: Universitas Katolik Soegijapranata.
- Sadikin, Ali Dan Hamidah, Afreni. 2020. *Pembelajaran Daring Di Tengah Wabah Covid 19*. *Jumal Ilmiah Pendidikan Biologi*, Vol. 6, No. 02. <https://onlinejournal.unja.ac.id/biodik/article/view/9759>, diakses 10 Oktober 2020.
- Sobri, Muhammad, Dkk. 2020. *Mewujudkan Kemandirian Belajar Melalui Pembelajaran Berbasis Daring Diperguruan Tinggi Pada Era Industry 4.0*. *Jumal Pendidikan Glasser*, Vol. 4, No.1. <http://lonsuit.unismuhluwuk.ac.id/index.php/glasser/article/view/373/364>, diakses 10 Oktober 2020.
- Suara.com. *Pengertian Daring Dan Luring, Apa Bedanya*. 2020. <https://www.suara.com/news/2020/07/13/205503/pengertian-daring-danluring-apa-bedanya>, diakses 16 Desember 2020
- Sugiyono. 2017. *Metodelogi Penelitian & Pengembangan Research and Development*. Bandung: Alfabeta.
- Teachers' Strategies to Solve Students' Problems in English Online Learning During Covid-19 Pandemic at SMP PGRI Kasihan Bantul Yogyakarta (Bili)*

Sugiyono dan Komariah, Aan. 2015. *Memahami Penelitian Kualitatif*. Bandung: Alfabeta CV.

Surat Edaran (SE) Menteri Pendidikan Nomor 3 Tahun 2020 Tentang *Pencegahan Corona virus Disease (COVID-19) Pada Satuan Pendidikan*.

Surat Edaran (SE) Menteri Pendidikan Nomor 4 Tahun 2020 Tentang *Pelaksanaan Kebijakan Pendidikan Dalam Masa Darurat Penyebaran Coronavirus disease (COVID-19)*,

[https://drive.google.com/file/d/1TkWxFKHgvuRWr\\_mdUy99IJIyVFFVq\\_Ls/view](https://drive.google.com/file/d/1TkWxFKHgvuRWr_mdUy99IJIyVFFVq_Ls/view), diakses 25 September 2020.

Surat Edaran Pemda Provinsi Yogyakarta. Nomor 420/6980/DIKBUD/2020. Tentang *Penundaan Kegiatan Belajar dan Mengajar Tatap Muka Semester Genap pada SMA, SMK, PLB Negeri dan Sawasta Tahun ajaran 2020/2021 Di Provinsi Yogyakarta*.

Tarmizi, Amar, Dkk. 2020. *Upaya Guru Dalam Mengatasi Kesulitan Belajar Anak Usia Dini Selama Masa Pandemi Corona Virus Disease 19*. *Jurnal Ilmu Pendidikan Islam dan Humaniora*, Vol.4, No.1, 2020. <http://jurnal.uinsu.ac.id/index.php/attazakki/article/view/8217>, diakses 2 Oktober 2020.

UUD Sisdiknas Nomor 20 Tahun 2003. *uu\_no\_20\_tahun\_2003.pdf* ([kemdikbud.go.id](http://kemdikbud.go.id)) diakses 02 Oktober 2020.

Utami, Yuliza Putri, dkk. 2020. *Studi At Home: Anailis Kesulitan Belajar Matematika Pada Proses Pembelajaran Daring*. *Jurnal Ilmiah Matematika Realistik*, Vol.1, No.1. <http://jim.teknokrat.ac.id/index.php/pendidikanmatematika/article/view/25> 2. Diakses 2 Oktober 2020.

Wijaya, Hengki. 2018. *Analisis Data Kualitaitaf Ilmu Pendidikan Teologi*. Makasar: Sekolah Tinggi Ilmu Theologia Jaffray.

Yeni, Ety Mukhlesi. 2015. *Kesulitan Belajar Matematika Di Sekolah Dasar*. Jupendas, Vol.2 No.2.

ELTICS Vol. 7, No. 2, January 2022 : 115–129

<http://www.jfkip.umuslim.ac.id/index.php/jupendas/article/view/231/13>, diakses 7 Oktober 2020.

Yulinda, 2010. *Kesulitan Belajar*. Magistra No. 73 Th.XXII. file:///C:/Users/Acer/Downloads/231-568-1-PB.pdf, diakses 2 Oktober 2020.

#### **BIOGRAPHIES OF AUTHORS**

Yulening Aminda Bili. Completed S1 English Language Education Study Program, Faculty of Teacher Training and education, University PGRI Yogyakarta in 2022. Jl. IKIP PGRI 1 Sonosewu No. 117, Sonosewu, Ngestiharjo, Kasihan District, Bantul Regency, Special Region of Yogyakarta.



# Teachers' Strategies to Solve Students' Problems in English Online Learning During Covid-19 Pandemic at SMP PGRI Kasihan Bantul Yogyakarta

---

ORIGINALITY REPORT

---

7%

SIMILARITY INDEX

---

PRIMARY SOURCES

---

- 1 [jurnal.uin-antasari.ac.id](http://jurnal.uin-antasari.ac.id) 27 words — 1%  
Internet
- 2 Faisal Adenan. "How is E-Learning-Based Distance Learning Implemented in Elementary Schools?", AL-ISHLAH: Jurnal Pendidikan, 2022 19 words — < 1%  
Crossref
- 3 [www.ncbi.nlm.nih.gov](http://www.ncbi.nlm.nih.gov) 19 words — < 1%  
Internet
- 4 Eko Kuntarto, Faizal Chan, Nurul Qalbi Eka Pratiwi. "Teacher's Use of WhatsApp Application to Solve Elementary School Students' Online Learning Difficulties", Profesi Pendidikan Dasar, 2021 18 words — < 1%  
Crossref
- 5 Indah Komsiyah. "The Challenge of Zoom Cloud Meeting in Online Learning Process", AL-ISHLAH: Jurnal Pendidikan, 2021 17 words — < 1%  
Crossref
- 6 R Amelia, G Kadarisma, N Fitriani, Y Ahmadi. "The effect of online mathematics learning on junior high school mathematic resilience during covid-19 pandemic", Journal of Physics: Conference Series, 2020 17 words — < 1%

- 
- 7 Sri Wiyanah. "Teachers' Strategies in Teaching Speaking during Pandemic at SMAN 1 Jongkong", *ELTICS : Journal of English Language Teaching and English Linguistics*, 2022  
17 words — < 1%  
Crossref
- 
- 8 Ayuda Nia Agustina. "Fatmawati Nursing Academy Student Response to Online Learning During Pandemic Covid-19", *Jurnal Aisyah : Jurnal Ilmu Kesehatan*, 2021  
13 words — < 1%  
Crossref
- 
- 9 [www.greenville.k12.sc.us](http://www.greenville.k12.sc.us)  
Internet  
12 words — < 1%
- 
- 10 Rintani Hidayat, Kastam Syamsi. "Implementation of Online Teaching During the Covid-19 Pandemic: Teachers' Experiences", *AL-ISHLAH: Jurnal Pendidikan*, 2022  
11 words — < 1%  
Crossref
- 
- 11 Elita Zusti Jamaan, Arnellis, Fitriani Dwina, Fridgo Tasman. "Students' perceptions of the effectiveness of online learning in English for mathematics at mathematics education program", *AIP Publishing*, 2023  
10 words — < 1%  
Crossref
- 
- 12 Ani Cahyadi, Hendryadi, Sri Widyastuti, Suryani. "COVID-19, emergency remote teaching evaluation: the case of Indonesia", *Education and Information Technologies*, 2021  
9 words — < 1%  
Crossref
- 
- 13 Sakinah Azkia Rahman. "The Development of Mathematics E-Modules by Using Flip PDF Professional Software on Algebraic Forms of Material", *Annual*  
9 words — < 1%

# International COncference on Islamic Education for Students, 2022

Crossref

14 A N Azhiimah, T Rijanto, Munoto, L Nurlaela, I Basuki, Joko. "An analysis of online learning media in promoting learners' autonomy during covid-19 pandemic", *Journal of Physics: Conference Series*, 2021 8 words — < 1%

Crossref

15 A. Fatah Yasin, Abdulloh Chakim, Samsul Susilawati, Suaib H. Muhammad. "Development of Islamic Religious Education Learning in Forming Moderate Muslims", *Tafkir: Interdisciplinary Journal of Islamic Education*, 2023 8 words — < 1%

Crossref

16 Faridatul Alfiah, Faridatul Alfiah, Faridatul Alfiah. "ANALYSIS OF THE CAUSES OF DIFFICULTY LEARNING MATHEMATICS MATERIALS OF COUNT NUMBERS OPERATING IN CLASS IV STUDENTS IN MI MA'ARIF TUNTANG", *Annual International COncference on Islamic Education for Students*, 2022 8 words — < 1%

Crossref

17 [eprints.unm.ac.id](http://eprints.unm.ac.id) 8 words — < 1%

Internet

18 [idr.uin-antasari.ac.id](http://idr.uin-antasari.ac.id) 8 words — < 1%

Internet

19 [media.neliti.com](http://media.neliti.com) 8 words — < 1%

Internet

20 Arif Widodo, Nursaptini Nursaptini, Setiani Novitasari, Deni Sutisna, Umar Umar. "From face-to-face learning to web base learning: How are student 7 words — < 1%

readiness?", Premiere Educandum : Jurnal Pendidikan Dasar dan Pembelajaran, 2020

Crossref

---

21 Pradnya Paramita Dewi. "English Shortened Words On Tv Shows Title", *ELTICS : Journal of English Language Teaching and English Linguistics*, 2022 7 words — < 1%  
Crossref

---

22 [ejurnal.budiutomomalang.ac.id](http://ejurnal.budiutomomalang.ac.id) 7 words — < 1%  
Internet

---

23 [repository.upi.edu](http://repository.upi.edu) 7 words — < 1%  
Internet

---

24 [www.kondo-net.gr.jp](http://www.kondo-net.gr.jp) 6 words — < 1%  
Internet

---

EXCLUDE QUOTES ON

EXCLUDE SOURCES OFF

EXCLUDE BIBLIOGRAPHY ON

EXCLUDE MATCHES OFF