

Salasika

**INDONESIAN JOURNAL OF GENDER, WOMEN,
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Constraints and Solutions to Problems in Online Learning at SD Kristen Satya Wacana, Salatiga

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ABSTRACT

The Covid-19 pandemic has had a significant impact on education. Therefore, through the relevant ministries, the government made a crucial policy by enforcing distance or online learning. To support this mode of learning, the government also arranged an internet quota program for students, excluding various social media so that students focus on learning. However, it is undeniable that there were obstacles to learning. The results indicated that network constraints affected learning. Network problems like intermittent sound disrupted the online learning process. To deal with it, parents changed the internet provider or waited for a stable connection. The dominant solution among respondents was to tailor variations in learning, namely hybrid learning, material recording, and learning applications, so learning could take place despite internet problems as materials were accessible through the cellphones of students or parents. All obstacles could be overcome due to good cooperation between schools, especially teachers, parents, and students.

KEYWORDS: *constraints, solutions, online learning, elementary school*

INTRODUCTION

At the beginning of 2019, the world was shocked by a new virus from Wuhan, China. The virus known as Covid-19 hit 215 countries around the world. The virus attacks the respiratory system in humans with acute respiratory distress, fever, cough, and shortness of breath symptoms. It prompted the WHO (World Health Organization) to declare a public health emergency on January 30, 2020. The Corona-19 outbreak has had a negative impact

on all aspects of human life, including education.

In line with the statement from WHO, on March 24, 2020, the Minister of Education and Culture of the Republic of Indonesia issued circular Number 4 of 2020 concerning Education Policy in the Emergency Period of the Spread of Covid-19. The circular emphasized that the learning process must be done online or remotely.

Online learning is learning that requires an internet connection. Online learning allows students and teachers more freedom to learn together by choosing a place and time. Syarifudin (2020) argues that online learning is a form of learning that can make students independent without relying on others. In addition, Isman (2016) explains that online learning is the use of Internet networks in the learning process.

Online learning is a method of education whereby students learn in a fully virtual environment. First introduced in the 1990s with the creation of the Internet and utilized in distance learning, online learning (also called e-learning) is most prevalent in higher education, enabling students from different geographical areas to engage with an academic institution and other students online and learn flexibly, at their own pace, while working towards a degree or certificate (Glossary, n.d.).

Online learning refers to an internet-based learning environment connecting students of diverse backgrounds with different perspectives. A higher education institution will use a learning management system, or LMS, to facilitate online learning, which can take the form of asynchronous learning (where students are not required to be online at the same time and utilize discussion threads and emails to complete coursework) or synchronous learning (where students must be online at the same time).

E-learning, also referred to as online learning or electronic learning, is the acquisition of knowledge that takes place through

electronic technologies and media. In simple language, e-learning is "learning that is enabled electronically." Typically, e-learning is conducted on the Internet, where students can access their learning materials online at any place and time. E-learning most often takes place in the form of online courses, online degrees, or online programs.

Online learning has numerous advantages over traditional learning methods. Some of these include the possibility for students to use self-paced learning and choose their learning environments. E-learning is cost-effective and cost-efficient, as it removes the geographical obstacles often associated with traditional classrooms and education.

There are as many definitions of e-learning as there are educational scientists worldwide. E-learning is used across all sectors of the economy and society – consequently, there are plenty of examples of e-learning being used effectively.

E-learning is known as a learning system based on formalized teaching but with the help of electronic resources. While teaching can be based in or out of the classrooms, the use of computers and the Internet forms the major component of E-learning. E-learning can also be termed as a network-enabled transfer of skills and knowledge, and the delivery of education is made to a large number of recipients at the same or different times. Earlier, it was not accepted wholeheartedly as it was assumed this system lacked the human element required in learning.

However, with the rapid progress in technology and the

advancement in learning systems, it is now embraced by the masses. The introduction of computers was the basis of this revolution, and over time, as we get hooked to smartphones, tablets, etc., these devices now have an important place in the classrooms for learning. Books are gradually getting replaced by electronic educational materials like optical discs or pen drives. Knowledge can also be shared via the Internet, accessible 24/7, anywhere, anytime.

For adults, online learning often addresses many challenges adult learners face when trying to continue their studies. Online learning allows them to progress at their own pace, submit assignments and take assessments at times best suited for them. This kind of flexibility is especially beneficial for adult learners because, often, they are forced to balance employment, family duties, and online learning altogether.

For educational institutions, e-learning brings the most potential uses of all. Many accredited online colleges offer online degree programs, and more are planning to do so in the coming years. E-learning degrees enable universities to accept considerably more students than they would have otherwise been able to due to space and working staff constraints. With e-learning, universities can become more international than ever before. With increased numbers of admitted students and reduced costs, educational institutions that can adapt to the standards of Internet learning will undoubtedly see increased profitability.

The future of online learning will continue to see exponential growth. As more educational institutions, corporations, and online learners worldwide recognize the importance of online learning, its role in education will only continue to rise. Online learning already has numerous educational uses, and its future role will likely be immense. The agendas of the most successful educational institutions worldwide have already recognized that online learning can transform people, knowledge, skills, and performance. Other educational institutions will likely follow suit sooner rather than later.

However, we must not get ahead of ourselves. While the world of online education is undoubtedly an exciting world to be in, many students who are uncomfortable with online learning still prefer the traditional live, in-person teaching methods which they are used to. All students have unique learning styles, and online learning will likely never be a one-size-fits-all solution to education.

Online learning is a broad term that includes some instructional environments and approaches.

Asynchronous Online Courses. These types of course offerings do not take place in real time. Students are provided with content and assignments and are given a time frame to complete coursework and exams. Interaction usually takes place through discussion boards, blogs and wikis. As a result, there is no class meeting time. Asynchronous online learning environments are effective for students with time constraints or busy schedules.

Synchronous Online Courses. These course offerings require the instructor and all enrolled students to interact online simultaneously. Similar in some ways to a webinar, participants interact through text, video or audio chat. Synchronous learning environments enable students to participate in a course from a distance in real-time.

Hybrid Courses. Hybrid courses, also known as blended courses, are learning environments that allow for both in-person and online interaction. Typically, hybrid courses meet in person several times a semester and provide computer-based communication between those face-to-face sessions.

Interruptions of courses can occur for a variety of reasons. Students may experience confusion and anxiety during an interruption of their classes. It is best to have a plan to inform students about how the class will proceed. Some good practices to consider are:

Communicate proactively: Inform students about any changes or interruptions as early as possible. Students may not know what your expectations are in terms of their current responsibilities. Will they be expected to adhere to the schedule of assignments on the syllabus? If there are group projects planned, will these stay in place? What you communicate will depend upon the duration of the interruption, and this may not be clear early on. Initial messages should reassure the students that they will not be held accountable for the interruption and that flexibility and accessibility will be part of any solution.

Reduce complexity: Focus on your course, not the crisis. In the event of

an external event that affects the broader school community, central resources will manage crisis communications, so you do not have to provide those kinds of updates.

Be realistic: Develop a communication plan and share it with students. Teachers may want to consider the following:

How they will communicate with students: It is advisable to craft a group email and send it to the students in the event of a disruption. Teachers will also want to consider whether they will communicate synchronously (in real-time), asynchronously (with a delay), or with a combination of both, depending upon the needs.

How often teachers will communicate with your students: Managing the communication load will be important as students may begin reaching out to teachers individually. It is essential at the outset to let students know how quickly they can expect a response. In a crisis, students may grow anxious if they do not hear back immediately.

How teachers want the students to communicate with them: While most students at the outset of an interruption will reach out via email, teachers may want to identify an alternative solution that will make managing messages easier. Teachers can create a class discussion board with a Frequently Asked Questions forum which should reduce the need for them to respond to similar questions repeatedly.

How students will communicate with each other: In some cases, students may have established working groups that they will want to continue. A discussion board will

enable students to communicate asynchronously by posting messages to each other. Teachers will want to establish communication guidelines for these discussion forums so that their expectations for appropriate communication are clear.

How to communicate synchronously: Online synchronous communications can be managed through various web conferencing solutions. When setting up a web conference, teachers will need to consider how technically complex the tool will be for them and their students and whether students can attend an online synchronous session. Students will need Internet access with sufficient bandwidth and the requisite technical ability to participate successfully in an online synchronous session. Some students may live in different time zones, so this is also something to consider.

Distributing Materials. In the event of an interruption, teachers may need to provide an updated syllabus that modifies the planned course activities, assignments, content, and due dates. Once teachers have established clear communication procedures and pathways, they may want to send updated course materials.

Considerations when posting new course materials. Ensure students know where to find the material: The simplest solution is to email students new course materials as attachments or links to online resources like videos, websites, or podcasts. Teachers can also post these items on a discussion forum or a folder on Google Drive.

Use mobile-friendly formats. In a crisis, many students may only have access to a phone, so it is best to

convert Word documents, PowerPoint slides, and Excel spreadsheets to pdf format, which can be read on a mobile device.

Creating Content. While emailing documents and hosting discussion forums are effective methods to provide continuity, they may not be an effective instructional strategy over more extended periods of interruption. The following are some tools teachers may need to create audio and video lectures.

Curating Content. Many multimedia resources are available online, so teachers should not feel the need to create all course materials for students. In an unplanned interruption, teachers may not have the time to master content creation tools and create, edit, and post content. An excellent first step is to search some databases for readings, link to websites, and use existing videos and podcasts to integrate media into the course.

Fostering Collaboration. It is essential to ensure that interruptions in the course do not disrupt existing collaborations or prevent the development of meaningful student-centred instruction. Consider these suggestions when planning for student collaboration:

Choose asynchronous tools if possible. Asynchronous tools are not limited to email and text. Voice thread, as an example, allows students to post audio or video comments in an online, mobile-friendly and accessible environment. It is important to remember that students are not in the course to acquire technology skills but rather to focus on the course learning objectives as they relate to the discipline, which is often demanding

and complex. Therefore, it is important to choose tools with low barriers to use so that students do not feel that their inability to master a chosen tool will negatively impact their learning.

Communicate collaboration outcomes. Let students know why they are being asked to collaborate, how their collaboration will be measured, and the learning goals for any required collaborations. Similar to teachers' communication plan, a plan for student collaboration will need to be developed and shared that explains the duration and frequency of student-to-student communication.

Assessing Students. Assessing students during a course interruption can present several challenges. In the case of written assignments, there are several options.

Document transfer. It is advisable to refrain from having students email attachments to teachers as this can quickly prove overwhelming and make tracking student submissions difficult. Alternatively, teachers can have students upload documents to Google Drive. In this case, they can create a course folder. If they want to prevent students from seeing each other's work, they can create sub-folders for each student. Students can post their work on a discussion forum if anonymity is not essential.

Document naming conventions. Be sure to tell the students the preferred format for the names of documents they will send teachers. Otherwise, teachers may get many documents named "Doc1."

Document format requirements. Let the students know the preferred

document format; otherwise, students may send documents in a format teachers cannot open, and addressing this will add to the communication load.

Deadline flexibility. Teachers may need to be more flexible than usual during a course disruption, as it may take some time for students to acclimate to this new learning style. Let students know when to communicate that they are having difficulty with the assignment or the technology as early as possible.

Tests and quizzes. The preferred method of student assessment may be tests and quizzes rather than writing assignments. Teachers can set online tests whenever possible so that each student gets a different order of questions and answers.

Providing feedback. When giving an assignment, it is best to inform the students when they can expect feedback from teachers and what kind of feedback they can expect. As with the communication plan, it is best to be realistic regarding the turnaround time.

Selecting Tools. When selecting a tool for use online, it is essential to consider the following:

Suitability. Teachers may want to consider if the tools serve their instructional purpose.

Ease of Use. When deciding on a tool to use, be sure to evaluate the tool as a non-user. Try to determine how easy or difficult it will be for students to achieve a level of competence with the tool to use it to learn effectively and participate meaningfully.

Accessibility. Be sure to choose tools that are accessible and flexible to support multiple learning

approaches and engagement for all students and in terms of legislative requirements for meeting the specific accessibility needs of learners with disabilities.

Required Equipment. They may want to survey students' access to technology when selecting tools. For example, all students may not have access to webcams or microphones, which would inhibit their ability to do web conferencing.

The role of teachers in learning is to pay attention to all aspects related to the achievement of learning outcomes. Kunandar (2013) argues that learning outcomes are certain competencies or abilities, including cognitive, affective and psychomotor, achieved or mastered by students after joining the teaching and learning process. To maximize learning outcomes, learning media is needed. Imas and Sani (2017) argue that learning media can be interpreted as an intermediary for delivering learning messages from message resources to message receivers so that teaching and learning interactions occur. Learning media has two elements: the message or teaching material to be delivered or software and the viewer or hardware.

Based on the background of the problems above, researchers conducted research on obstacles in online learning and the solutions to improve student learning outcomes during the pandemic.

This study aims to investigate the learning obstacles of grade IV students of SD Kristen Satya Wacana Salatiga in the semester I of the 2021/2022 academic year and solutions to the use of online learning media to maximize student

learning outcomes. This research was expected to create a synergy of all educational actors, schools, teachers, students, and parents, to achieve learning objectives.

RESEARCH METHOD

The research employed a descriptive qualitative method. According to Nazir (2013), a descriptive method examines the status of a group of people, an object, a condition, a system of thought, or a class of events in the present. This descriptive research aims to make a systematic, factual, and accurate description of the facts, properties and relationships between the phenomena investigated (Nazir, 2013). In addition, Sugiyono (2016) also explains that qualitative research methods are based on the post-positivism philosophy used to examine the condition of natural objects emphasizing the meaning of generalizations. Therefore, qualitative descriptive research is a method that describes a phenomenon through descriptions in the form of sentences and language.

In studies adopting a qualitative approach, there are no population and samples as in quantitative research because the research departs from the case of an individual or group's existence in a particular social situation, and the results apply only to that social situation. According to Arikunto (2016), the research subject is an object, thing, or person to which data for research variables are attached. In a study, the research subject has a strategic role because it is the data about the variables the researcher observes. In qualitative

research, the research subject is called an informant, who provides information about the data the researcher investigates.

Based on the theory above, the data source in this study is primary data from the questionnaire distributed to 10 informants consisting of five parents, one grade IV teacher, and four students. According to Sugiyono (2016), primary data is a data source that directly provides data to collectors. The researcher collected the data from the first source or place where the study was conducted. In this study, primary data came from questionnaires and interviews with informants. The second data source is secondary data. Sugiyono (2016)

argues that secondary data is a data source that does not directly provide data to data collectors, such as data from other people or documents. In this study, secondary data were from books and the internet.

RESULTS AND DISCUSSION

Research Results

The results of the study are presented in two tables, 1) questionnaires distributed to four students containing five questions (Table 1) and 2) questionnaires distributed to five parents containing five questions (Table 2).

No	Statement	Sum	Percentage
1	What media or applications are used to facilitate distance learning at school?		
	A. WhatsApp Group and Google Classroom	1	25%
	B. WhatsApp Group and Google Meet	1	25%
	C. Google Classroom and Google Meet	1	25%
	D. WhatsApp Group, Youtube and Google Meet	1	25%
	Sum		100%

Table 1. Student Questionnaire Question 1

No	Statement	Sum	Percentage
2	What are the technical issues relating to the use of distance learning media/applications?		
	Signals and sounds are unclear.	1	25%
	Unsupportive signals.	3	75%
	Sum		100%

Table 2. Student Questionnaire Question 2

Table 1 above shows the media or applications students use as distance learning media. Each student mentioned four different combinations of media used, including WhatsApp, Google

Classroom, Google Meet, and Youtube.

Table 2 reveals one (25%) student pointing out the problem with signal and unclear sound and three (75%) students reporting problems with unsupportive signal.

No	Statement	Sum	%
3	What do you think is the solution to the answers to the previous question?		
	A. Face-to-face learning is carried out.	1	25%
	B. Using several alternative networks.	1	25%
	C. Buy quota until the network returns to normal.	1	25%
	D. Change internet provider (SIM Card).	1	25%
	Sum		100%

Table 3. *Student Questionnaire Question 3*

No	Statement	Sum	%
4	What communication problems occur when using distance learning media/applications?		
	A. The teacher's voice is unclear/intermittent, and attendance is manually checked by monitoring the students joining the Google meeting.	1	25%
	B. No problem because the teachers are quite quick to respond if there is a WhatsApp message from the parents.	1	25%
	C. Management of internet quotas and signal constraints.	1	25%
	D. I don't understand if it's explained through online media.		
	Sum		100%

Table 4. *Student Questionnaire Question 4*

Table 3 reveals the solution to the problems in question 2 indicated by the students. Each student mentioned different solutions, including a good signal, several alternative networks, quota usage during unstable networks, and internet provider (SIM Card) change.

Table 4 reveals students' answers to the question about communication problems occurring when using distance learning media/applications. All students

indicated different answers, including the teacher's voice was unclear/intermittent, attendance was manually checked by monitoring the students joining Google meetings, no problem because the teachers were quick enough to respond if there was a WhatsApp message from parents, internet quota management and signal constraints, and difficulty in understanding the material if it was explained through online media.

No	Statement	Sum	%
5	What do you think is the solution to the problem of using distance learning media/applications?		
	A. No solution since it is only an occasional network problem.	1	25%
	B. No solution, all is okay.	1	25%
	C. Face-to-face learning.	1	25%
	D. Daily checklist of tasks.	1	25%
	Sum		100%

Table 5. Student Questionnaire Question 5

No	Statement	Sum	%
1	What media or applications are used to facilitate distance learning at school?		
	A. WhatsApp Group and Google Classroom	1	25%
	B. WhatsApp Group and Google Meet	1	25%
	C. Google Classroom and Google Meet	1	25%
	D. WhatsApp Group, Youtube and Google Meet	1	25%
	Sum		100%

Table 6. Parent Questionnaire Question 1

No	Statement	Sum	%
2	What are the problems in terms of technology mastery occur when using the distance learning media/application?		
	A. Children do not understand, have signal problems, and often open online games.	1	20%
	B. Until now, there has been no problem with technology mastery.	1	20%
	C. It's just an occasional network problem.	3	60%
	Sum		100%

Table 7. Parent Questionnaire Results Question 2

Table 5 indicates that the four students also had different opinions on the solutions to the problems in question 4, including no solution because it was an occasional network problem, no solution because all is okay, face-to-face learning, and a daily checklist of tasks.

Table 6 describes parents' answers to the questionnaire. The table reveals parents' answers to the questions about the media or applications used as distance learning media at school. Each parent mentioned a different combination of media, including WhatsApp, Google Classroom, Google Meet, and Youtube.

Table 7 above points out that one (20%) parent mentioned that children did not understand, had signal problems, and often opened online games, one (20%) parent said that there had been no problems with technology mastery, and three (60%) parents said that it was an occasional network problem.

No	Statement	Sum	%
3	What are some suggestions for the solution to your answers to the previous question?		
	A. Buy regular quota or change internet providers temporarily until the previously used network returns to normal.	1	20%
	B. Face-to-face learning is carried out.	1	20%
	C. Using multiple internet providers.	2	40%
	D. Upload to Youtube.	1	20%
	Sum		100%

Table 8. Parent Questionnaire Question 3

No	Statement	Sum	%
4	What communication problems often occur when using distance learning media/applications?		
	A. No problem because the teachers were relatively quick to respond in WhatsApp and quickly answered or gave solutions to us (parents), so we were greatly helped.	1	20%
	B. Children use a lot of online media and often play games.	1	20%
	C. Management of internet quotas and signal constraints.	1	20%
	D. Lack of control over assigned tasks.	1	20%
	E. The teacher's voice is unclear/intermittent, and attendance is checked manually by monitoring the students joining Google meetings.	1	20%
	Sum		100%

Table 9. Parent Questionnaire Question 4

Table 8 above shows that one (20%) parent suggested buying regular quota or changing internet providers until the previously used network returns to normal, another (20%) parent recommended face-to-face learning, two (40%) parents proposed using multiple alternative providers, and one (20%) parent suggested to upload to Youtube.

Table 9 points out that each parent has different opinions about the communication problems occurring when using distance learning media/applications,

including no problems faced because the teachers were helpful as they were quite quick to respond in WhatsApp and quickly answered or gave solutions to parents, excessive access to online media and games, internet quota management and signal constraints, lack of control over assigned tasks, and unclear/intermittent teacher's voice and manual attendance check by monitoring the students joining Google meeting.

No	Statement	Sum	%
5	What do you think is the solution to the problem of using remote learning media/applications?		
	A. Provide a separate link for attendance (a special link is made for attendance), and set rules of conduct during Google meetings to better manage the question and answer section.	1	25%
	B. Must spend a lot of time accompanying children when using online media.	1	25%
	C. Nonoptimal use of Google Classroom since only limited materials are available. The solution is to provide additional material to help parents understand the materials the children learn.	1	25%
	D. Daily checklist of tasks	1	25%
	Sum		100%

Table 10. Parent Questionnaire Question 5

Table 10 indicates that all four parents have different solutions to the problem when using remote learning media/applications, including providing a separate link for attendance and setting up rules of conduct during Google meetings to manage the question and answer section better, spending considerable time accompanying children when using online media, providing additional materials for parents to understand what their children learn to deal with the nonoptimal use of Google Classroom as only limited modules were available and setting daily checklist of tasks.

DISCUSSION

Kunandar (2013) argues that learning outcomes are specific competencies or abilities, including cognitive, affective, and psychomotor, achieved or mastered

by students after joining the teaching and learning process. In addition, the learning outcomes, according to Susanto (2013), are changes that occur in students in terms of cognitive, affective, and psychomotor aspects as a result of learning activities. In improving learning outcomes, all elements related to learning are needed, including learning media, methods, and learning facilities that lead to the achievement of learning outcomes.

During the covid-19 pandemic, there was a change in the learning system, from offline to online, to anticipate the impact of the pandemic on the education community and society in general. This situation is challenging for schools, especially teachers, students, and parents. The school must sort out learning media to best accommodate the conditions of

students, parents, and learning materials.

A teacher should have an understanding of students' learning styles. Determining the learning media used is essential, especially during the covid-19 pandemic. Chatib (2014) argues that a child's learning style is like an open door. A child will better understand every item of information entering through a wide-open door. In the end, it will create long-term memories.

Professional teachers must identify the learning styles of their students. Characteristics and traits may reveal student learning styles, including visual (sight/eyes), auditive (hearing/ears), kinesthetic (motion and touch), tactile (groping or touch), olfactory (smell/nose), gustative (tasting/tongue), and combinative (more than one sense) learning styles.

The diverse student learning styles challenge teachers in determining the applications used in online learning. The determination of the type of online applications can be seen in Table 1 and is confirmed by parents in Table 6.

Online applications benefit distance learning but have limitations, which are obstacles for all involved in learning, teachers, students, and parents. Table 2 identifies the obstacles in online learning as unclear sound and unsupportive signals. Further, the parents added that the obstacles prevented the children from understanding teaching materials. The problem with signal impacts students' understanding of learning materials.

Access to the internet increases the tendency to play games. To prevent this from happening, parental assistance is needed during online learning. However, the grade IV teacher argued that internet use could motivate students to learn independently and responsibly even though sometimes learning was disrupted by the unstable network connection.

Table 8 identifies that one of the solutions to the above problems is carrying out face-to-face learning. Affandi Madjid, an educational technology & content developer, argues in his blog that the benefits of face-to-face learning include 1) easier interaction and communication, 2) more familiar learning sources and media, 3) no need to connect to the internet, 4) practical character assessment, 5) less stressful and more focused learning, 6) more controlled learning process, and 7) easier and more effective practical activities. Tables 4 and 8 indicate that students and parents have the same opinion regarding the solutions. A grade IV teacher added that he asked the students to be patient. He further explained that patience helped students to 1) have a sense of gratitude even for a small thing, 2) understand life, 3) Be an optimistic person, especially to achieve success, 4) complain less, and 5) be liked by many people, as patient people tend to be helpful.

Other identified solutions are to buy quota to use until the network returns to normal and change the internet provider (SIM Card). These solutions reveal the persistence to keep online learning running during a pandemic. Through the Ministry of Education, Culture, Research, and Technology, the government also

launched a 12 GB/month quota assistance program for elementary school students from September to November 2021. The program was beneficial for students. The ministry excluded social networks, including Badoo, Bigolive, Facebook, Instagram, Periscope, Pinterest, Snackvideo, Tinder, and Tumblr, to ensure the quota given was used appropriately.

CONCLUSION

Distance/online learning implementation requires the cooperation of all elements involved, including the government and schools, especially teachers, students, and parents (Wei Bao as cited in Satrianingrum & Prasetyo, 2021). Jamaluddin et al. (2020) explain further that a teacher is not only an expert in providing teaching

materials or textbooks offline (face-to-face in the classroom) but must also use online learning methods. Using online learning media applications is very beneficial for students in online learning. Adopting various online applications can increase student learning motivation during and after the Covid-19 pandemic. Therefore, cooperation between all parties involved, schools, parents and students, is needed to improve student learning outcomes.

The findings suggested that online learning succeeded in achieving its goal of implementing learning that can be carried out anywhere. The obstacles were weaknesses but served as a learning process to help students learn during the Covid-19 pandemic.

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ABOUT

SALASIKA etymologically derived from Javanese language meaning 'brave woman'. SALASIKA JOURNAL (SJ) is founded in July 2019 as an international open access, scholarly, peer-reviewed, interdisciplinary journal publishing theoretically innovative and methodologically diverse research in the fields of gender studies, sexualities and feminism. Our conception of both theory and method is broad and encompassing, and we welcome contributions from scholars around the world.

SJ is inspired by the need to put into visibility the Indonesian and South East Asian women to ensure a dissemination of knowledge to a wider general audience.

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