The Sinergy of Parent and Teachers in Dealing with the Problems of Learning Islamic Education in the Era of The Covid 19 Pandemic

Sinergitas Orang Tua dan Guru dalam Menghadapi Problematika Pembelajaran Pendidikan Islam di Era Pandemi Covid 19

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Abstract

Education is the most important part in improving human resources. Without education, humans will not have an advanced civilization. Every child who has the right to get formal attention in school without differentiating status. In Indonesia, it is regulated in Law 1945 article 31 paragraph (1) that all people have the right to education. Article 31 paragraph (3) explains that the government strives for the implementation of a national education system that can increase piety and noble morals in order to build an intelligent nation. The world of education is more dominated by students. Apart from students, teachers and parents also have a significant share in world education. Teachers and parents are included as educators who must play both active and passive roles in controlling the direction of children's education. Between teachers and parents there must be cooperation in learning and learning and development of students. However, since 2020, schools have been closed or closed from home considering the Covid-19 outbreak that has hit various regions. The government also continues to strive for the implementation of education by implementing an online learning system as a learning system used in emergency situations. The brave system is implemented because this time the wabha requires people to stay at home. In times like this, the cooperation of teachers and parents is more needed in guiding children while they are learning. Not just giving assignments or paying attention, but also trying to understand and the difficulties or difficulties that look after children so that they can learn well and comfortably.

Keywords: *Covid-19, Online Learning, Islamic Education*

Abstrak

Pendidikan adalah bagian terpenting dalam meningkatkan sumber daya manusia. Tanpa pendidikan, manusia tidak akan memiliki peradaban yang maju. Setiap anak memiliki hak untuk mendapatkan pengajaran formal di sekolahtanpa membeda-bedakan status. Di Indonesia pendidikan diatur dalam Undang- Undang 1945 pasal 31 ayat (1) bahwa semua masyarakat berhak memperoleh pendidikan. Pada pasal 31 ayat (3) menjelaskan bahwa pemerintah mengusahakan penyelenggaraan sistem pendidikan nasional yang dapat meningkatkan ketakwaan serta akhlak mulia agar dapat membangun bangsa yang cerdas. Dunia pendidikan lebih banyak didominasi oleh para pelajar. Selain para pelajar, guru dan orang tua juga

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memiliki andil yang cukup besar dalam dunia pendidikan. Guru dan orang tua termasuk dalam pendidik yang harus berperan baik secara aktif maupun pasif dalam mengontrol arah pendidikan anak. Diantara guru dan orang tua harus ada kerja sama dalam mengawasi dan mempelajari tumbuh kembang peserta didik. Namun semenjak 2020, sekolah diliburkan atau diliburkan dari rumah mengingat wabah Covid-19 yang menyerang berbagai wilayah. Pemerintah pun terus mengupayakan pelaksanaan pendidikan dengan menerapkan sistem belajar daring sebagai sistem pembelajaran yang digunakan dalam situasi darurat. Diterapkannya sistem daring dikarenakan wabha kali ini mengharuskan masyarakat untuk tetap di rumah. Di masa-masa seperti ini, kerja sama guru dan orang tua semakin diperlukan dalam membimbing anak-anak ketika sedang belajar. Tidak hanya sekedar memberi tugas atau memperhatikan saja, namun juga berusaha memahami dan mempelajari kesulitan atau kendala-kendala yang dialami anak sehingga mereka dapat belajar dengan baik dan nyaman.

Kata Kunci: *Covid-19, Pembelajaran Daring, Pembelajaran Pendidikan Islam*

Introduction

In the Law of the Republic of Indonesia Number 20 of 2003 concerning the national education system, it is explained that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state. Education plays an essential role in the development of the child. In education, some factors or aspects are very influential, namely environmental aspects. Environmental aspects are divided into several parts: family, school, and community. In formal education such as schools, this environmental aspect is closely related to the relationship between teachers and students and students and students. Education in the school environment affects the formation of the child's character, which will be the basis for the formation of the mindset, character, and character of the child until he is an adult. "The whole human principle in this teacher's oath/promise views humans as a unified whole, both physically and spiritually, not only with high knowledge but also with high morals."

The teacher is the leading actor in the formation of the child's development. This is because the teacher is the second parent in the school. As explained in the Law of the Republic of Indonesia Number 14 of 2005, teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education.

The role of teachers in formal education will be more influential if education is carried out directly or face to face between teachers and students. With direct face-to-face learning, the teacher can monitor the child's development directly. Learning will be interactive and conveyed by teachers and students interacting directly.

However, since 2020, the world has been shocked by an outbreak of the Coronavirus (COVID-19), which infects almost all countries worldwide. This virus has existed since December 2019 until now, ranging from viruses with mild to severe symptoms; even now,

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no medicine can prevent it. Since January 2020, the World Health Organization (WHO) has declared the world to be in a global emergency regarding this virus.

The coronavirus that attacks the respiratory system has recorded more than 28 million cases from 213 infected countries. The COVID-19 pandemic in Indonesia began in March 2020, when President Jokowi announced the COVID-19 emergency response in Indonesia. Starting with the positive victim in the city of Depok, which amounted to 2 people, namely a mother (64) and their child (31) contracted COVID-19 from a Japanese citizen who came to Indonesia.

The pandemic in Indonesia has made many parties try to play a role in overcoming the spread of COVID-19 so that it does not spread further. One of the efforts made by the government is to close schools, offices, factories and other sectors. The impact of COVID-19 has caused the economy in Indonesia to decline. They are dropping the rupiah exchange rate, and the price of goods increases, especially medical equipment.

The impact of the pandemic on the economy, social, security, and politics will affect psychological conditions and behavioral changes that are broader in the longer term. These behavioral changes include healthy living behavior, behavior using technology, behavior in education, behavior using social media and so on. The use of technology that was previously more as a support for secondary work has turned into the main work facility, which also impacts the education system in Indonesia.

The COVID-19 pandemic has impacted many parties. This condition has penetrated the world of education. The central government to the local government issued a policy to dismiss all educational institutions. The circular issued by the Ministry of Education and Culture (Kemendikbud) Directorate of Higher Education No. 1 of 2020 regarding preventing COVID-19 in schools and universities is one of the efforts to prevent this virus.

The policy issued by the Ministry of Education and Culture regarding online learning and working from home in order to prevent the spread of the COVID-19 virus. According to Niken, learning is the core of the educational process. Education quality can be improved by improving the quality of learning. The lessons learned during a pandemic like this are online learning.

Online is another word for a network; according to the Big Indonesian Dictionary (KBBI), online means being connected through a computer network, the internet, and others. Online learning is learning carried out through internal networks and applications that can support online learning, including the learning process, giving assignments, and others. Some of these definitions can be concluded by researchers that online learning is a learning activity carried out by utilizing digital devices and the internet to make learning more engaging, creative, and independent.

Online learning includes delivering materials and information, assignment, and active interaction between teachers and students during the online learning process. Online learning itself and every online application used can support online learning itself. Each online learning application has a different system and way of working, including the

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Google Classroom application, Google Meeting Zoom, Whatsapp, Youtube, Teacher's room, and others.

The online learning method is an educational effort to keep learning even during a pandemic. These efforts certainly reduce the role of teachers or educators in educating and conducting learning that is limited by distance and space. In addition, of course, there are still many new problems or problems that arise from the holding of distance learning which can be called online itself. Learning today is undoubtedly more likely to be done at each student's home. In this case, parents are the closest teachers or educators during a pandemic like today. The role of parents is very influential in the course of student learning and the development of learning at home.

This is especially true for Islamic Education Learning, which requires special monitoring or guidance. This is because Islamic religious education can be adequately taught and appropriately to students.

Theoritical Framework

Covid-19 is a respiratory disease structurally related to the virus that causes Severe Acute Respiratory Syndrome (SARS). Covid-19 was recognized in December 2019 and designated by the WHO as a dangerous infectious disease. To diagnose this virus, WHO published several test protocols using reverse-transcription polymerase chain reaction with specimens for testing, which could be sputum samples. The journal "Covid-19: Navigated The Uncharted" authored by Anthony S. Fauci, H. Clifford Lane, and Robert R. Redfield, provides detailed clinical and epidemiological descriptions of the first 425 cases. The median age of patients exposed to the Covid-19 virus is 59 years, with higher morbidity and mortality rates among coexisting people. Currently, the total number of COVID-19 cases is 137 million, and 2.96 of us have died. In Indonesia alone, there have been 1.58 cases, and 42,782 patients died.

Research Methods

This article was written based on how parents, and teachers role in dealing with various obstacles or problems of Islamic education during the pandemic period was to obtain instructions and solutions to problems experienced by children during learning. The writing is focused on the constraints of students and teachers and the participation of parents and educators in the world of education using the online system. Online is a learning system used during a pandemic using technology. This system has advantages and disadvantages that cause learning problems to arise. The data used in the method of writing this article is secondary data. The data sources used come from relevant literature, including books, online websites, and articles related to the issues raised, namely THE SYNERGY OF PARENTS AND TEACHERS IN FACING PROBLEMS OF ISLAMIC EDUCATION IN THE TIMES. COVID-19. In the data collection process, always refer to the problems and objectives that have been determined.

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This article has been compiled regarding the systematics that have been set out in the systematics of writing and is accompanied by data obtained from various related sources so that it can be presented in a coherent and easy-to-understand manner.

Result and Discussion

Today's online learning is a solution during the COVID-19 pandemic. However, online learning is not as easy as imagined; many problems arise during online learning, such as:
1. Decreased learning motivation
2. Different internet quota for each student
3. Minimal device availability
4. Practice in teaching Islamic education.

A. Decreased learning motivation

From the results of observations in the surrounding environment and reading references from several journals, it was found that many students were no longer enthusiastic about learning. Several factors cause student learning motivation to decrease, namely when online learning, the material provided is not comparable to face-to-face learning. So it is not easy to understand the material. According to a survey conducted by the Indonesian Child Protection Commission (KPAI) of 1,700 students during distance learning, in the first four weeks, it was found that many students were not happy with the online learning process. The survey results prove that online learning does not make students happy; on the contrary. Students do not like to study online because the teacher gives more assignments but does not explain the material.

The second factor that causes students' learning motivation to decrease is feeling lazy and having difficulty concentrating; in addition to being dizzy with the tasks given, students also have more time to play with the gadget. Like playing games, opening Instagram, youtube, and other social media. As a result, there is a feeling of laziness that is difficult to fight and also difficulty concentrating when studying; besides that, since online learning makes students lazy to write and read, this often happens due to a lack of attention from parents in using gadgets. So that the children are lazy and do fun things for them. However, parents still let it go and do not want to know what the child is doing. Because parents do not care about their children's condition, they are more comfortable with laziness and act as they please.

To overcome this, parents must have good interactions with children and be comfortable and willing to participate in learning activities. "The quality of the relationship between teachers and students in the learning process is largely determined by the individual educators in teaching (teaching) and students in learning (Learning)" (Fauzi, 2019:80). In addition, teachers can join or synergize with parents and provide direction to parents to give more understanding and attention, especially to learning, so that children can be more comfortable and motivated in carrying out learning activities.

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B. Different internet quota for each student

Next is the internet quota, which limits internet usage at a specific time, for example, 2GB usage for one month. Everyone has different needs in using the internet for education, work, or entertainment. However, during a pandemic like this, internet usage is getting bigger, especially for students, thus increasing internet usage and purchasing mobile data.

We cannot deny that during a pandemic like this, many students need an internet quota to continue their learning activities at home. This makes students inevitably have to do learning through online media. This condition also forces students and teachers to continue to meet their quota needs so that learning can run well and smoothly.

This compulsion makes students or students have to change the priority scale of their quota needs, which initially was a secondary need to become a priority scale for primary needs. This can happen due to the urgency of a condition of educational learning in Indonesia, including Islamic education in it. As has been determined by the government, specifically by the Indonesian minister of education regarding distance learning.

This policy or regulation is formally stipulated in the circular letter of the Ministry of Education and Culture Number 4 of 2020 concerning the implementation of education during the Coronavirus Disease (Covid-19) emergency. Then the policy was followed up with circular letter No. 15 of 2020 concerning Guidelines for Organizing Learning from Home in the emergency period of the spread of Covid-19. From this policy, distance learning by students and teachers makes students reluctant to fulfill their secondary needs, namely the internet quota. This situation also makes students, especially their parents, work even harder.

The hard work is intended to meet one of the needs of their children, which is increasing during the pandemic. Instead of decreasing because students are being laid off, it is increasing because the need for quotas is increasing. Each student also has different economic conditions. Some students may be in the middle to the upper economic line of the economy. However, there are also some students whose family's economic condition is middle to lower economic line. The difference in the economic conditions of each student illustrates the different state of ownership of the quota for each student.

Teachers or educators must understand the differences in each student's economic conditions because this situation is one of the problems in educational learning during a pandemic like today. The problems that arise, of course, require cooperation between teachers and parents. This synergy or cooperation is needed so that learning can run well according to the circumstances of each family or student. Cooperation or synergy can be built by teachers and parents of students or students by understanding each other between parents and teachers.

Parents synergizing with teachers or educators in this problem can be done in several ways, among others. Parents can inform teachers or educators about the economic conditions experienced in meeting the internet quota needs of students or their children.

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Then apart from that, parents and teachers can also discuss with each other to find the best way out in meeting the internet quota needs for educational learning.

In finding a solution or a way out, of course, accompanied by the school as an educational institution that also needs to understand the condition of each student. In addition, parents in synergizing with teachers regarding this problem or problem can be done in several ways, including providing and supervising the use of children's internet facilities, schools working with providers to improve and assist children in network or cellular data problems, conduct an evaluation every month with parents to seek and find solutions to problems experienced by children while studying at home.

Parents must manage or regulate the use of the city in the hope that the quota needs in educational learning, including Islamic education, can be met and used for educational learning for the child or student. The application is intended so that the use of internet quota for students can be used optimally only for educational learning purposes. Students are still allowed to surf the world of social media, but with a limit at the hours that have been determined.

In terms of problems or problems regarding internet quotas, the government has tried to handle it through the Ministry of Education. In handling the internet quota problem, the government has provided free internet quota subsidies to every student in Indonesia. The internet quota subsidy effort is as described previously, namely by cooperating with existing providers.

The government hopes to ease the burden on Indonesian parents and students from this effort. In addition, the government, through the ministry of education, hopes that this internet quota subsidy can facilitate distance education or PJJ learning activities. However, of course, there are still obstacles that arise. The next obstacle is video conferencing, which consumes a lot of internet quota for each feature.

In this case, the teacher can ease the burden on parents by reducing or not using video conferences too often in each lesson. In addition, teachers can provide explanations through videos or by providing Ms. Word or Ms. Power Point every few days, which the material can then be studied by students later. In addition, teachers can ask parents to accompany students' learning after the material is given. "In a situation like this, it can make parents aware that education is not just learning in formal schools, getting grades, and graduating, but the most important education is forming characters who have responsibilities, especially responsibilities for their duties and obligations to themselves alone".

Then the teacher can give assignments through the modules that have been given, then do it directly through written media which can then be collected directly to the teacher at school for some students who are close to the school. Likewise, the exam will be conducted to test the knowledge learned and given by the teacher to students. To minimize the increase in positive cases of covid 19, teachers can give sessions to students so that there are no large crowds.

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3. Minimal device availability

The third problem is the lack of availability of the equipment used. In the distance learning period that has been determined and carried out by all schools in Indonesia, of course, all lines from students to teaching teachers certainly need to have tools to carry out distance learning. The tools needed are to connect students and the teacher or educator concerned with providing Islamic education learning.

Online or distance learning must use several technological tools or devices that support the course of learning, namely cellphones, computers or PCs, and laptops. These three devices are common, most used, and all three are easier to obtain. It is undeniable that technological advances in today's era are growing rapidly and very advanced.

These various devices are beneficial during a pandemic like today, especially in communicating very far away and gathering people in large numbers. Of course, this convenience must be used optimally in distance learning to provide new experiences to students and even to existing teachers. The distance learning experience using the sophistication of existing devices makes students, of course, learn something new that will undoubtedly be used and is very useful for students in operating technological devices.

It is also considering the modern era that is so sophisticated that it is starting to spread everywhere. This will be very useful and useful for the child's skills to operate the device in every scattered place and make the child or student more acquainted with and increase understanding of technology. In addition to increasingly advanced technological devices, there is also an internet network which is increasingly expanding and getting faster and faster to connect many people from other places with limited space and great distances apart.

The network starting to spread widely is beneficial and complements the progress of these tools, which we can use until now, and supports the course of distance education learning, especially in Islamic education. However, in addition to the rapid development of existing technology devices and internet networks, it is still not accompanied by the development and progress of the economy of the people in Indonesia. This disparity in development makes some students, and the limitations of existing technological devices still constrain even teachers to run and carry out distance or online learning. "We have witnessed a series of long-standing trends in technology, plans and agendas that have been accelerated under the guise of 'short-term policy in times of emergency' [...] Meanwhile, in education, we will see how campuses have been forced, in a hurry It was also in a hurry by the government to mobilize their activities to short courses relevant to the industry, with the narrative of 'follow the times or die behind the times' (Selwyn, 2020:75).

The community's economic condition that is not so evenly distributed makes some or some of these students have problems with the limitations of existing devices or even do not have the existing equipment to carry out distance or online learning. These limitations make it difficult for some students to participate in distance learning, even to the point that they rarely participate in distance learning. In addition, some students only have and utilize existing devices that are not by the specifications of the distance learning media used or suggested.

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This condition is increasingly making it difficult for some students to learn distance learning. Parents and teachers in this problem can join or work together in synergy to meet the needs of school equipment or study in the current pandemic era, where this device is very much needed for students in carrying out their learning activities. Parents and teachers can join or work together so that parents can communicate with teachers if the student does not have a device by the specifications recommended for following and carrying out Islamic education learning.

After the parents communicate further to the teacher, it is hoped that this communication can provide solutions or solutions for students in carrying out their learning activities. Actions from the government and assistance from donor volunteers to try to assist students in procuring distance learning tools already exist. However, with the population of Indonesia, especially the number of students, there are still students who still do not have the appropriate tools for the learning media used.

In this problem, the teacher can explain video or by providing a Ms. Word or Ms. Power Point every few days, which the material can then be studied by students later. This effort can also reduce the high consumption of the internet quota by students. In addition, teachers can ask parents to accompany students' learning after the material is given.

Then to train students' understanding, the teacher can give assignments through the modules that have been given, which are then done directly through written media which can then be collected directly to the teacher at school for some students who are close to the school. Likewise, the exam will be conducted to test the teacher's knowledge and learning from students. To minimize the increase in positive cases of covid 19, teachers can give sessions to students so that there will not be a large crowd.

4. Practice in teaching Islamic education.

Education is a teaching and training effort to change the attitudes and behavior of a person or group of people to mature humans. Islam itself is a religion that was revealed directly by Allah SWT. through his guardian or messenger, namely the Prophet Muhammad. The revelation of the teachings or religion of Islam to the Prophet Muhammad SAW. is then spread to all humans, starting from the people in the Arabian Peninsula.

The spread aims to straighten and justify humankind at that time, which began to lead to things that deviated. The teachings or religion of Islam brought by the Prophet Muhammad. is a religion that brings truth to all humankind, the light and light of humankind's life.

Of course, there is educational learning to understand and deepen Islam itself with the descent of Islam. The deepening in the form of learning in education does not only cover or is only within the scope of certain people and at certain ages. Islamic education is intended for all humankind and especially for Muslims themselves.

Islamic Education This indeed teaches many things about the religion of Islam itself. Just like other religious education, Islamic education teaches many things in Islam which are divided into several materials and, of course, about goodness. Of the many

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Islamic education learning materials, several learning methods must be carried out in the learning. From the existing learning methods, it is hoped that it can aim that Islamic education learning is conveyed, which can then be appropriately applied. In addition, the existing method is used so that it can then be attached to the identity of each child or student.

One of the educational learning methods applied in Islamic education learning is one of the practical learning methods or direct application in Islamic education. This method is determined so that by applying the practical or direct application, students can understand, understand, apply, and carry out religious teachings in real life properly, correctly, and appropriately.

From this, in applying this practice, direct and special assistance and guidance are needed so that later in its application, there are no misunderstandings and difficulties in understanding and practicing learning that must be applied in real life. This matter is done because several Islamic education lessons must be carried out, and some must be avoided for every Muslim from existing legal aspects, such as sunnah, obligatory, halal, haram, permissible, and makruh.

There are lessons in this practical method that are then expected to be carried out correctly and appropriately, such as the five daily obligatory prayers, ablution, reading the holy book of the Qur'an, and many others. The learning of Islamic education is growing, and the more mature the child will be, the more complex things in learning Islamic education must be learned with this practical method. The teacher or educator's role in applying this educational learning method is significant in monitoring, guiding, and directing students so that they can then apply it correctly and appropriately.

During a pandemic like this, the practical method of learning Islamic education has obstacles where the method becomes a little disturbed and difficult to apply to students or students. The obstacles encountered or exist are, of course, due to the Covid 19 disease outbreak, which has become a pandemic in various parts of the world. The epidemic has forced students to do distance learning or online, of course, in their respective homes.
With distance learning, the role of Islamic religious teachers or educators is minimal by time and space. These limitations make it very difficult for teachers or educators to carry out these practical methods to be practiced with students correctly and precisely. In addition, the role of the teacher or educator is very limited in delivering and practicing directly to teaching participants.

Even in modern times like now, with technology and networks that are so extensive and easier to communicate remotely, educational learning, especially Islamic education learning, is still more effective and can be conveyed better if Islamic education learning is done face-to-face. This is because the teacher can provide learning practices with face-to-face Islamic education learning. With this real practice, students can also see the practice of worship from various points of view so that students are much more understanding in understanding and studying worship that educators exemplify.

In addition, with a better understanding of students in understanding and studying worship procedures exemplified or practiced by educators, students can do or

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practice and apply these worship procedures in their daily lives. Those goals and expectations are what educators expect the most when transferring or channeling their knowledge to students. In dealing with and overcoming these obstacles, there are also several ways that educators can do and give to students. Some of the things that can be done are, among others, providing video tutorials or worship procedures to students, giving assignments to videos of worship practices to students, and testing students in worship practices that educators have taught to transfer their knowledge with these practical methods. There is also the most important thing besides some of the ways that have been mentioned in dealing with some of the obstacles to learning Islamic education, especially in using these practical methods to achieve these goals, namely, synergizing between teachers or educators with parents. Parents can participate in maximizing and achieving the goals of this practical method of learning Islamic education.

This is because, during the pandemic, the parents are closest to the child or student. Distance learning or online does not always have a negative impact on life, especially in the education sector. We can take and feel several positive impacts of the COVID-19 pandemic, which is learning in the education sector. As a result, students in Indonesia who initially spent more time studying at school with their friends and teachers as educators turned into students who spent more time studying at home with their primary family with their parents. "Study at home is not a problem as long as the student, student, or student(a) only does assignments and studies independently. It becomes a problem if teaching and learning activities in schools are moved to homes without proper organization" (Paat, 2020:19).

This condition certainly makes social interaction between students or children with their families, especially parents, closer and more intensive than when students do educational learning at school. Social interaction between students or children and their families, especially parents, can then be used by teachers or educators during a pandemic like today in order to achieve the goals of Islamic education learning methods adequately and appropriately. Teachers or educators can use this interaction by asking parents of students to encourage the child or student to practice the knowledge or worship procedures given by the teacher at each student's home.

This utilization can run very well and maximally if the learning in the practice method of Islamic education is also the role of parents in supervising their children as students in carrying out the practice, the role of parents in supervising their children in learning. "Learning at home does not only carry out theoretical assignments but students are also expected to be active in developing opinions regarding their suggestions or creative ideas" (Novitasari, 2020:20). Teachers can also use this utilization against parents in applying it more to their daily worship activities. The main activities and activities of worship that exist and have been studied in Islamic education can be more effective if they are carried out directly or applied in daily life.

Therefore, teachers and parents can synergize and work together so that students can continue to carry out the practices that have been taught by teachers or educators directly and in real life in everyday life, which are then directly supervised by parents at

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home. This is then so that the learning of Islamic education in the practical method continues to run well, even better than when the students practice it at school.

Conclusion

The role of parents is essential for the learning process of children during this study from home; the role of parents is also essential to provide education to their children who still cannot understand the pandemic that is endemic to stay at home so as not to be infected and transmit the epidemic this pandemic. Education during this pandemic makes teachers work extra hard, especially in terms of distance learning based on Information and Technology. Teachers are expected to be able to overcome learning difficulties during a pandemic, at least reducing the difficulties of early childhood students who have limitations. Teachers must also be able to overcome obstacles in the field related to learning during the pandemic and how teachers should be able to cope with students who do not have learning tools.

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