

Analysis Of Challenges And Solutions For Teachers In Implementing Teaching Strategies At Universitas Negeri Jakarta

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Abstract

This study aims to analyze the challenges faced by teachers in implementing teaching strategies at Universitas Negeri Jakarta and propose solutions to overcome these challenges. The method used is qualitative research through in-depth interviews with lecturers from various faculties. The findings reveal that the primary challenges include limited resources, lack of training, and resistance to changes in teaching methods. Proposed solutions include regular training enhancement, provision of adequate resources, and fostering a collaborative culture among lecturers. These findings are expected to contribute to the development of more effective teaching strategies in higher education environments.

Keywords: Challenges; Solutions; Teaching Strategies; Implementation; Teachers

1. Introduction

Teachers play a crucial role in education in Indonesia, functioning as mentors, motivators, and role models for students. They are responsible for guiding, educating, and shaping the younger generation into knowledgeable, ethical individuals who are ready to face the future. To achieve these goals, teachers need to use effective teaching strategies that ensure the learning process is systematic and optimal. However, the main challenges faced by teachers in Indonesia include low professionalism and the quality of teaching. Teacher competence includes the knowledge, skills, and attitudes required to successfully perform educational tasks. Implementing the right teaching strategies can improve the effectiveness and quality of learning.

Barriers in applying effective teaching strategies can lower teachers' motivation and enthusiasm, which impacts the overall quality of teaching. Therefore, understanding these challenges is essential for finding appropriate solutions. The researcher also conducted a preliminary study at Jakarta State University, which showed that the majority of teachers agree that teachers should guide students well and that effective teaching strategies can increase student productivity. However, most teachers also feel that the obstacles they face can decrease their enthusiasm for teaching.

2. Literature Review

1. **Kartini Endang, Mimbar Lalu, and Izrawati (2021)**: This study explores the challenges of online learning and the implementation of Merdeka Belajar during the COVID-19 pandemic in higher education. The research, using qualitative methods, identifies key issues such as digital literacy and unequal internet access among faculty and students.
2. **Harahap Dian et al. (2024)**: This study analyzes the challenges and solutions in implementing teaching strategies. It highlights issues such as limited resources, time constraints, and student engagement, suggesting that teachers use creative and innovative strategies to improve learning experiences.
3. **Lestari and Laili (2024)**: Focused on prospective elementary school teachers, this research shows that patience, empathy, and adaptability are crucial for overcoming teaching challenges. A holistic approach that integrates spiritual and academic aspects is effective in motivating students.
4. **Ardila and Rigiarti (2023)**: This research emphasizes the teacher's role in guiding students and preparing them for future challenges. It identifies challenges such as technological advancements and parental support, with strategies to address these issues.
5. **Hilmi et al. (2022)**: The study explores challenges in implementing the Campus Teaching Program in Yogyakarta, identifying problems such as limited teaching opportunities and communication issues, and recommends innovations in teaching and better coordination with teachers.
6. **Muhibbin (2021)**: This research on inclusive education in Indonesian higher education highlights challenges like societal misconceptions, inadequate learning management, and poor accessibility. It suggests strategies like better regulation and community support for students with disabilities.

7. **Rahmawati and Suranto (2024)**: Focusing on project-based learning in vocational high schools, this study identifies challenges such as collaboration difficulties and resource limitations, recommending teacher and school support to improve the learning environment.
8. **Gustifal (2024)**: The study examines challenges in implementing PPKN (Civic Education) in the digital era. Issues include limited internet access and digital skills, with solutions involving infrastructure development and digital skills training.
9. **Ambarwati (2021)**: This research on COVID-19 learning strategies in elementary schools highlights challenges like unstable networks and limited device access. Teachers overcame these obstacles through home visits and active communication with parents.
10. **Febriani and Sesrita (2024)**: This study focuses on challenges in designing RPP (Learning Implementation Plans) under the 2013 Curriculum. Teachers face issues like developing learning indicators and choosing appropriate media, with solutions involving peer discussions and available training resources.
11. **Poch and Kowarin (2024)**: This research identifies challenges faced by Christian Religious Education teachers in implementing the Merdeka Belajar curriculum, such as limited resources, inadequate training, and resistance to change, recommending increased support and training.
12. **Asra (2023)**: This study explores challenges in the Campus Teaching Program in the VUCA (Volatile, Uncertain, Complex, and Ambiguous) era, including limited learning media and internet access. Solutions include using alternative learning materials and improving internet connectivity.
13. **Dharmawan (2023)**: Focusing on Hindu religious education, this research identifies challenges such as a lack of teaching materials on Hindu Kaharingan and inadequate classroom space. The study suggests using technology to find resources and proposing dedicated classrooms for Hindu religious education.
14. **Mulkan (2024)**: This study analyzes curriculum implementation challenges in Indonesian education, such as a shortage of qualified teachers and inadequate facilities. Recommendations include teacher training, curriculum adjustments, and better infrastructure to improve curriculum effectiveness.
15. **Fitri (2024)**: This research identifies challenges faced by Indonesian language teachers in primary schools, including limited resources, time pressure, and lack of student engagement. It emphasizes creative solutions such as finding alternative learning materials and improving student involvement.

3. Material and Methods

This study uses both primary and secondary data sources. Primary data, such as interviews, surveys, and questionnaires, were directly collected by the researcher, while secondary data consisted of notes, documents, websites, journals, and previous research. The key informants for this study were lecturers and teaching assistants from the Office Administration Education program at Universitas Negeri Jakarta (UNJ), who had direct experience with teaching strategies and could share the challenges and obstacles they faced. The sampling method used was non-probability sampling with a purposive sampling approach, which involved selecting individuals with relevant characteristics. Two lecturers were selected for their direct experience with teaching strategies at Universitas Negeri Jakarta, providing

valuable insights for this research. This method ensures a focus on individuals with comprehensive information related to the research topic.

3.1 Design Study

In this study, the researcher uses a qualitative method with a descriptive approach and literature review. The main goal is to explain or clarify the research to make it easily understood by others who wish to learn more about it. Simply put, Creswell (2023) defines qualitative research as an investigation into human and social issues. The researcher will present findings based on field data and information analysis, which will be detailed in the research report. A case study involves a detailed and in-depth examination of an individual's physical and psychological condition. Additionally, it aims to strengthen efforts to help individuals and communities better adapt to their environment. A case study is a way to prepare outreach activities by utilizing comprehensive, confidential, and scientific data, collecting information from various stakeholders.

3.2 Data Analysis

Data analysis involves organizing, categorizing, grouping, coding, or labeling data to generate results based on the focus or questions being answered (SALEH, 2021). The goal is to find useful information that can support decision-making to solve problems. The data analysis process includes four steps:

1. Data Collection

Data collection occurs simultaneously with analysis. Information gathered through observation and document review can be used in the study. Interview and observation results are further developed to find additional data.

2. Data Reduction

Since the collected data is extensive, it must be carefully recorded and summarized. Data reduction means selecting, focusing on the important aspects, and identifying themes and patterns. This helps clarify the data, making it easier for the researcher to gather and retrieve more data as needed.

3. Data Representation

After reducing the data, the next step is to present it. In qualitative research, data is presented in simple descriptions, diagrams, relationships between categories, flowcharts, etc. Miles and Huberman frequently use narrative text for data presentation. Additionally, data can be presented in graphs, matrices, networks, or diagrams besides descriptive text.

4. Verification or Conclusion

The final step is drawing and testing conclusions. Initial conclusions are tentative and may change if further evidence does not support them. However, if the conclusions drawn from earlier stages are validated by consistent and reliable evidence, they become trustworthy. In qualitative research, conclusions are new insights, offering clearer descriptions or cause-and-effect relationships, hypotheses, or theories.

4. Result

1. Effective Learning Strategies

Interviews with two instructors at Universitas Negeri Jakarta highlighted the importance of varied strategies, such as group discussions and project-based learning, in fostering engagement and understanding. Effective strategies also create interactive, motivating

environments. Despite challenges like limited resources and time constraints, teachers are expected to use innovative strategies to enhance student learning (Harahap Dian, 2024).

2. Challenges in Implementing Learning Strategies

Interviews with two instructors at Universitas Negeri Jakarta revealed challenges such as varying student preferences for learning methods and the need to adapt teaching methods to technological advancements. One participant emphasized the importance of using audiovisual media and tailoring strategies to different learning preferences. The other highlighted difficulties in managing diverse student abilities, requiring creative and flexible approaches. Both emphasized the need for teachers to continually improve their professional skills to meet these challenges effectively (Ardila & Rigianti, 2023).

3. Adjusting Learning Strategies to Student Needs

Interviews at Universitas Negeri Jakarta revealed that instructors successfully adjust strategies to meet student needs. Participant 1 emphasized the importance of using surveys to identify student learning styles and preferences, allowing for the integration of innovative strategies and media to maintain student engagement. Participant 2 highlighted the importance of flexible, mixed approaches and peer mentoring, noting that creativity in teaching boosts student confidence and participation. This aligns with previous research by Tiara (2024), which stressed that tailored strategies create more meaningful learning experiences.

4. The Role of Technology in Learning Strategies

Interviews at Universitas Negeri Jakarta revealed that technology plays a positive role in learning, with faculty members actively engaging in continuous learning to keep up with technological advancements. Participant 1 emphasized the importance of lifelong learning for educators to stay updated with innovative teaching methods and media. Training programs empower teachers to apply effective methods, making learning more relevant and optimal. Participant 2 highlighted the role of technology in making lessons more engaging and accessible, particularly for visual and auditory learners. However, challenges such as limited access and technical issues remain, and it's crucial to balance technology with traditional methods to maintain an effective and personal learning experience. This finding aligns with previous research emphasizing the importance of adapting ICT in education to improve quality (Unik, 2021).

5. Current Education Curriculum or Policies Supporting the Implementation of Learning Strategies

Based on interviews, the implementation of the Merdeka Curriculum at Universitas Negeri Jakarta is seen as effective in supporting a student-centered approach, where lecturers act as facilitators, encouraging independent learning and collaboration. However, challenges such as dense material and assessment systems still relying on written exams hinder the application of more creative learning strategies, like project-based learning. Therefore, curriculum adjustments are necessary to focus more on in-depth understanding and flexible assessment to better meet student needs. This is supported by previous research by Poch and Kowarin (2024), which found that to maximize the implementation of the new curriculum, greater efforts are needed to enhance teacher support and training, ensuring successful implementation and positive impacts on learning.

6. The Role of Collaboration with Colleagues and Parents in Supporting the Implementation of Learning Strategies

Based on interviews, collaboration among colleagues and parental support are crucial in supporting the learning process at Universitas Negeri Jakarta. Participant 1 emphasized the importance of collaborative projects among colleagues, such as creating teaching materials, and parental support, like providing Wi-Fi access for smooth online learning. Participant 2 highlighted the value of collaboration in sharing teaching experiences and effective strategies, helping teachers overcome challenges. This aligns with previous research showing that collaboration in education enhances teaching quality and strengthens the relationship between schools, parents, and communities, contributing to educational success (Irwan, 2023).

7. Innovative Solutions to Overcome Challenges in Implementing Learning Strategies

Based on interviews, the implementation of innovative learning models at Universitas Negeri Jakarta has been effective in improving teachers' professional skills in the digital age. Participant 1 expressed a commitment to learning and applying new methods, such as virtual tours and podcasts, to create engaging learning experiences for students. Participant 2 added that combining theoretical learning with hands-on practice in digital archiving courses has made students more active and provided a deeper understanding of the material. This aligns with previous research, which shows that innovative learning methods enhance student engagement and critical skills like collaboration and problem-solving (Lestari, 2023). The research also emphasizes the importance of support from educational institutions and the government in providing resources and training for teachers to prepare students for the challenges of the digital era.

8. Evaluation of the Effectiveness of Applied Learning Strategies and Success Indicators

Based on interviews, the evaluation of learning strategy effectiveness at Universitas Negeri Jakarta has been well-implemented. Participant 1 collects feedback from students through surveys to assess material delivery and teaching strategies, while Participant 2 observes active student engagement and assesses assignment and project results to evaluate learning success. Both emphasize the importance of student feedback as an indicator of the effectiveness of the strategies used. This aligns with previous research showing that choosing the right learning strategies and active student involvement contribute to improved understanding and application of content (Muthma'innah, 2024). The research also highlights that learning processes stimulating both cognition and emotion can create more enjoyable and effective learning experiences.

5. Conclusion and Implications

Conclusion

This study shows that the teaching strategies at Universitas Negeri Jakarta are effective, incorporating various methods such as discussions, projects, and technology. Challenges such as differences in student abilities and limited facilities can be addressed through analyzing students' learning styles and adjusting strategies. Technology enhances learning but needs to be balanced with traditional methods. The Merdeka Curriculum supports innovation, though further adjustments are needed. Collaboration among educators and parental support also contribute to the quality of learning. Innovative solutions like virtual tours and podcasts are

effective in enhancing student understanding. Evaluation through feedback and assessments indicates the success of the teaching strategies.

Implications

1. Theoretical Implications

This study emphasizes the importance of analyzing students' needs to design inclusive and adaptive learning strategies. Flexibility in strategies is necessary to align with classroom dynamics, while integrating technology is a paradigm shift for relevant learning. Collaboration with colleagues and parental support underscores that education is a collective effort, supporting theories that involve multiple stakeholders. Additionally, a flexible, competency-based curriculum is needed to foster learning innovation. Students' resistance to certain methods highlights the need for differentiated approaches, and feedback-based evaluation reinforces student-centered learning theories.

2. Practical Implications

The practical implications of this research include several key points:

- To enhance learning strategy effectiveness, educators should accommodate diverse learning styles through interactive approaches, such as group discussions, projects, and technology.
- Adaptation to technological challenges requires educators to continually update their skills.
- Tailoring strategies to students' needs, such as through initial needs analysis, can create an inclusive learning experience.
- Collaboration among colleagues and parental support can enrich teaching methods.
- Implementing innovations such as virtual tours and podcasts can improve student engagement and understanding of the material.

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