Teachers' Readiness and Tenacity for Oline Teaching in Secondary School amid COVID 19 Pandemic

Layli Hamida

English Department, Faculty of Humanities, Universitas Airlangga
Email: layli-h@fib.unair.ac.id

Abstract

The research aims at exploring the way teachers deal with problems related to remote education since the beginning of Covid 19 calamity until recently. The study employed qualitative method with case study design to uncover the real effort teachers have dealt with their remote teaching. The setting was at a private school in Surabaya, Indonesia, which was chosen as a representative of secondary schools in the region based on convenient sampling technique. Results show that technological competence as well as conceptual understanding of online teaching has not been the concerns of all teachers before the pandemic. Trainings and workshops on the use of the learning applications have increased teacher's competence, yet psychological barrier over the use of technology and test of the fittest between lesson and learning application has hindered some teachers to pursue an intensive use of the technology. The study adds to literature the resource which describes a wholistic journey of teachers facing the issue on remote education during the pandemic.

Keywords: Teachers, Online Teaching, Secondary School, Pandemic

1.0 INTRODUCTION

At the beginning of Covid 19 pandemic, a lot of researches on the impact of the disaster on education and learning have emerged. Most of the studies (Insung et.al, 2020; Rasmitadila, 2020; Nambiar, 2020; Bahumik & Priyadarshini, 2020) discussed on how online teaching and learning has become the most suitable alternative to overcome the crisis in education in the whole world. Nevertheless, few researches have provided a clear picture on how teachers and schools made efforts to endure the situation of emergency remote education that has lasted for almost a year now. Jung et.al (2020) distinguishes between the normal online or distance education with online learning which is conducted in a time of crisis such as the Covid 19 pandemic. The ordinary distance learning which is typically also called remote education is conceptually planned together with the design and organization of the learning application and technology used. On the other hand, emergency remote education happens because of catastrophic condition which requires an abrupt change from the traditional offline classroom to a complete online teaching and learning. This circumstance itself steers issues in terms of teachers' liability to use the technology that substitutes the real classroom and their knowledge over conceptual foundation of online teaching and learning.

A lot of terms together with its conception have been created to refer to distance education. Several names include e-learning, online learning, distance learning, remote education, etc. There is a slight difference on the definition of e-learning and online learning, yet people consider them as similar. E-learning can be viewed as learning through electronic means such as computer and internet that it enables everyone to learn anywhere and anytime (Muhammed, et.al, 2017:217). The method of e-learning is further developed into blended learning and flipped learning. Flipped learning is a part of blended learning in which the provision of information or the lower order thinking session is switched to be administered at home and higher order thinking or the discussion and evaluation over the knowledge transferred is performed in the class with or without technology. Meanwhile, Jeffrey et.al (2014) stated that blended learning itself is a combination of face to face teaching offline and online with or without technology. In flipped learning, the division and organization of fundamental approaches such as behaviourist and constructivist are very clear, while in blended learning, there is a mismatch between the two. Next to the conceptual foundation of the online learning, there are numerous accessible technological applications for online teaching teachers need to master. There are applications for live sessions of teaching such as zoom, Ms Team, Google Meet, Discord, etc. There are also platforms for learning management systems, for examples Google Classroom, Moodle, Edmodo, Schoology, Blackboard, and so

forth. Not to mention, skills to utilize other applications for gamification to make students keep engaged and interested in the lessons, for instances Kahoot, Mentimeter, Quizziz also need to be acquired.

Given the pandemic situation, Indonesian Ministry of Education through decree number 36962/MPK.A/HK/2020 has mandated online learning for all schools and universities. The traditional offline learning was then hastily transformed to online using application technology and the traditional method of concept and teaching was directed to blended learning. Problems arise since the blended learning concept and the technological applications for online learning are not somethings the teachers as well as the students are familiar with. Both parties, but especially the teachers have to struggle over the commotional situation. The objective of this study is to convey a comprehensive description on how teachers and society have made a serious effort to overcome interruption in education as a consequence of Covid 19 pandemic since its emergence up to now. To reach the objective, the research tries to answer the questions about: 1) situation of teaching and learning right after the outbreak manifested; 2) teachers and school's effort in dealing with the challenge of e-learning in emergency situation; 3) issues arised in the implementation of e-learning; 4) teachers' predisposition in applying the application technology and e-learning concepts.

2.0 METHODOLOGY

The study uses qualitative method with a case study design. It was employed in one of private secondary schools in Surabaya, Indonesia, namely SMPIT Al Uswah. The school was chosen based on convenient sampling technique due to difficulties to contact and visit schools because of restriction employed by the government to avoid the spreading of Corona viruses. The school was contacted through relation of acquaintance. There are about 27 teachers including the headmaster and the vices headmasters with a total of 80-90 students per grade. Inform consents from the school was obtained before the execution of the study. All the teachers took part as participants and respondents of the study. The teachers are responsible for different kinds of school subjects from mathematics to Quranic teaching.

The data were collected in three steps. The first step was carried out on March 2020 by distributing questionnaires to teachers and students regarding their readiness to the implementation of e-learning. This questionnaire was accompanied by instrument of interview which was delivered particularly to teachers. The second step was accomplished on August 2020 by doing participant observation with an establishment of workshops on e-learning concepts and the use of teaching application online as a form of community service from university fellows to secondary school teachers. Before the workshop, a questionnaire regarding teachers' understanding of online teaching and learning foundational concept and ability to use application technology for online teaching was distributed. Lastly, another questionnaire of monitoring and evaluation on the realization of online teaching concepts and application technology was circulated to the teachers on early December 2020.

3.0 RESULTS AND DISCUSSION

Internet and application technology are not something completely new for teachers and students in SMPIT AL USWAH Surabaya. They regularly use WhatsApp group to communicate with each other. There are WhatsApp group for homeroom teacher and parents, WhatsApp group for homeroom teacher and his/her students, and WhatsApp group for teachers. Some teachers have also employed google form to conduct polling for deciding on several issues with regard to school policy and deliver quizzes for students. Schooling application is also oftenly used for test and try out. They also have Computer Base Test application to conduct regular tests. Nonetheless, they have never used the application technology to substitute the offline classroom.

Per 14 March 2020, following the outbreak of corona virus disease, the school had to comply with the government policy to lockdown the building and transform all offline lessons to online overnight. It was a tremendous change for everyone including teachers, students, and parents. Since the appeal from the government was very sudden, all parties experienced a drawback. Interview with teachers reveals that in the first and second week of the teaching-learning process after the government decree, almost all teachers deliver their lessons only by distributing home assignments. In the following week (week 3), two of the total 22 teachers initiate the use of zoom application to interact with students at home, and only one over the total whole teachers tried to create learning video and uploaded it to YouTube. It happened

because there has not been any specific training for teachers to manage and organize lesson via digital technology. Teachers just randomly learned the use of the application from YouTube videos. In those time of crisis, discussions on the implementation of online learning were organized simply through teachers whattsapp group.

Surveys conducted at the beginning of the research discloses that 55.8% of students stated they receive online instruction through assignments and 61.5% of them mentioned that they took some quizes online. The survey also unveils that teachers mostly used video chat (69.2%) to deliver lessons online and only 1.9% of the teachers use application like zoom or google classroom to perform the class. Video chat or whattsapp chat was the most applied media to transfer lessons and assignment during the crisis as it was something teachers and students are familiar with even before the pandemic. Quiz online was also mostly used as the school has formerly owned a CBT (computer base test) application that both teachers and students are apt to. The following diagram confirms the result of the survey.

Diagram 1.1 Online Media Mostly Use by Teachers at the Beginning of the Pandemic

Metode pembelajaran daring apa yang pernah Anda pakai?

52 responses
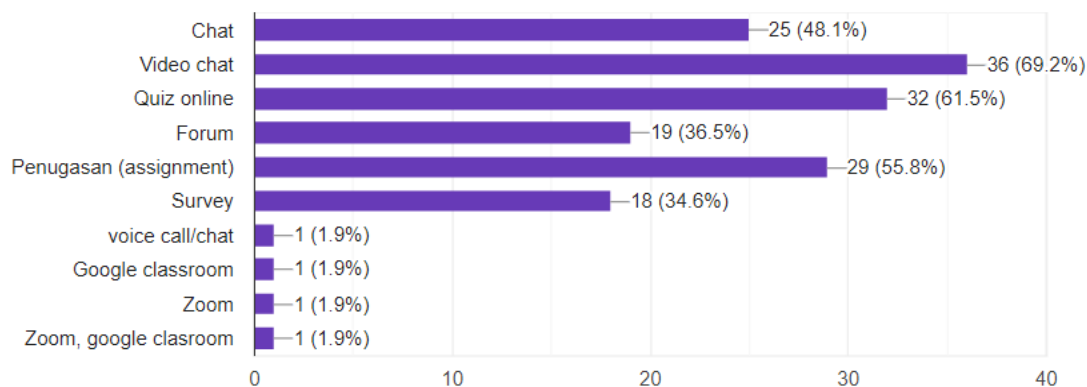
In their article entitled *E-Learning in Postsecondary Education* published by Princeton University, Amerika Serikat, Bradford S. Bell dan Jessica E. Federma (2013) stated that online teaching is not just a matter of delivering instruction, students work on their assignment and send it back. Bell dan Federman suggested there are four principles teachers need to bear in mind for online teaching namely *content*, *immersion*, *interactivity*, and *communication*. Their argument was confirmed by other scholars such as Arkorful & Abaidoo (2014) and Mohammed et.al (2017). Abu El-Seoud et.al (2014) added that the success of online teaching and learning depends on delivery effectivitiy which could be endorsed by employing various media such as texts, films, videos, music, etc. The contents of those media could be made as realistic as possible to represent the real lessons in class in order to evoke students' interests. The result of the survey suggested that there was a slight vacuum in terms of content, immersion, and interactivity in teaching-learning process at the beginning of the crisis as teachers and schools were still struggling in charging and continuing the education. They switched to online teaching in a situation of emergency remote education.

The second survey was distributed again to the school's teachers around August 2020 in relation to the agenda of the University community service organized by the researcher. The result of the survey indicates a progress of effort from the school and the teachers. Most teachers have received training and workshops on e-learning synchronous and asynchronous concept as well as the use of zoom application. Most lessons have now been delivered with a more complete aspects of content, immersion, interactivity, and communication. In addition, the school foundation has also assisted the facilities for online education by developing a learning management system (LMS) based on Moodle.

Despite the available facilities that have been attempted, there are still other aspects which need to be socialized to teachers. The second survey reveals that most teachers have comprehended the

concept of synchronous and asynchronous e-learning. However, only four teachers admit to know about blended learning or flipped learning method for teaching as suggested by the Ministry of education. Nonetheless, in the discussion during e-learning workshop, it is found that some teachers have tried to organize their lessons by providing subject material in advance for students to study using application technology before discussing it in the class through zoom application. This kind of method is actually a type of blended learning, but the teachers have not exactly realized the method they are using. It means that the workshop benefitted the teachers by providing a more comprehensible knowledge concerning the online teaching method.

The e-learning technological platforms available, in fact, do not always match up with the type of lessons teachers should deliver in secondary schools. A live sessions platform like discord which is used mostly by secondary school students for meeting up with their friends online for game chatting could not be immediately adopted by the teachers for their lessons. It is because its setting up is too complicated and it demands the teachers to convert their planning basis for delivering the lesson and it took them quiet an effort. The features on LMS provided by the school foundation has not yet utilized by the teachers as well. This is confirmed by teachers' responses in the third survey in which it conveys that the most utilized online e-learning technological platform the teachers use are zoom and WhatsApp group. Even after several months of adaptation to online teaching, only some teachers have really made use of the LMS for their lessons. The teachers stated that they feel more comfortable with the use of the present platforms (zoom and WhatsApp) and that some lessons like Quranic lesson which is based on direct test of Quran memorization is best delivered through WhatsApp video call. Nevertheless, 87.5% of the total number of teachers consider that workshops and training on online teaching needs to be performed regularly to enhance their knowledge. This fact presents teachers liability in improving their teaching method and delivery despite the pandemic situation.

4.0 CONCLUSION

The sudden transformation of offline classroom to online one has driven teachers to adopt and adapt to concepts and technological skill for conducting the remote education because of the CiOVID 19 pandemic. Many attempts have been made by the teachers to prepare themselves for the challenge of online teaching starting from employing any available method and media for delivering a sudden online lesson at the beginning of the plague until joining e-learning workshops several times to enrich themselves with competence needed for continuing the education. At the very end, the choice of the technological platform and method used in the class go back to what is comfortable for the teacher and what fits the lesson. Technological anxiety seems to become one of the factors that hinder teachers in advancing their use of application for online teaching.

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