



Teachers' Experiences of Online Learning at Indonesian Elementary School during the Covid-19 Pandemic

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ARTICLE INFO

Article history:

Received October 12, 2021

Accepted December 26, 2021

Available online February 25, 2022

Kata Kunci:

Pandemi COVID-19, Pembelajaran Narasi, Pengalaman Guru, Pembelajaran Online

Keywords:

COVID-19 Pandemic, Narrative Study, Teachers' Experiences, Online Learning



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ABSTRAK

Pandemi Covid-19 yang terjadi memaksa proses pembelajaran dilakukan secara online atau pembelajaran online. Di masa pandemi COVID-19, efektivitas kinerja guru dapat dilihat dari kualitas kinerja guru dalam melaksanakan pembelajaran online yang melibatkan media teknologi informasi dan komunikasi. Penelitian ini bertujuan untuk mengeksplorasi bagaimana guru SD Indonesia dapat beradaptasi dengan pembelajaran online, mengembangkan pembelajaran mandiri, dan membangun motivasi belajar pada pembelajaran online yang diterapkan oleh universitas di Indonesia selama pandemi COVID-19. Penelitian ini menggunakan pendekatan kualitatif dengan studi naratif. Data dikumpulkan dari wawancara online terhadap 11 pengalaman guru SD Indonesia tentang pembelajaran online di Sekolah Dasar Indonesia di Yogyakarta, Indonesia. Analisis data menggunakan analisis isi. Ada empat temuan penelitian ini, yaitu kemampuan guru bahasa Indonesia untuk beradaptasi dengan pembelajaran online, strategi guru bahasa Indonesia untuk membangun kemandirian belajar, kemampuan guru bahasa Indonesia untuk meningkatkan motivasi belajar siswa, dan jenis platform yang digunakan guru bahasa Indonesia dalam pembelajaran. pembelajaran online. Dapat disimpulkan bahwa guru SD Indonesia harus memiliki kemampuan beradaptasi dengan pembelajaran online, strategi membangun kemandirian belajar, kemampuan meningkatkan motivasi belajar siswa, dan menggunakan jenis platform dalam pembelajaran daring.

ABSTRACT

The Covid-19 pandemic that occurred forced the learning process to be carried out online or online learning. During the COVID-19 pandemic, the effectiveness of teacher performance can be seen from the quality of teacher performance in implementing online learning involving information and communication technology media. This study aims to explore how Indonesian elementary teachers can adapt to online learning, develop independent learning, and build learning motivation on online learning implemented by an Indonesian university during the COVID-19 pandemic. This research uses a qualitative approach with narrative study. The data garnered from online interviewing of 11 Indonesian elementary teachers' experiences of online learning at Indonesian Elementary School Data analysis used a content analysis. There are four findings of this research, they are the ability of Indonesia teachers to adapt to online learning, Indonesia teacher's strategy to build learning autonomy, the ability of Indonesian teachers to improve students learning motivation, and the platform types of Indonesia teachers to use in online learning. It can be concluded that Indonesian elementary teachers must have ability to adapt to online learning, strategy to build learning autonomy, the ability improve students learning motivation, and use the platform types in online learning.

1. INTRODUCTION

When elementary school made a pivot to online learning after a few weeks of face-to-face classes during the COVID-19 lockdown in 2020, many elementary school teaching staff were caught unprepared for the transition. Moreover, the Covid-19 pandemic that occurred forced the learning process to be carried out online learning and make an opportunities and challenges of teachers and students who carry out the online learning process during the Covid-19 pandemic (Dasopang & Lubis, 2021). Online learning is an option alternative amid a pandemic to keep the process going learning. The Covid-19 pandemic has changed many community activities, especially in education, starting from face-to-face to online learning, causing a decrease in the quality of student learning (Dhawan, 2020; Kadafi et al., 2021; Maulana, 2021) Online learning is a kind of learning method that is conducted using the internet so teachers and students do not need to face-to-face in the learning process (Stoetzel & Shedrow, 2020). Some of the most popular online communication platforms that would change the destination and direction of the whole education system across the world in post-COVID-19 circumstances are Start.me, Neo, Classtime, Classwize, Ted-Ed, Coursera, Google Classroom, Bakpax, Pronto, Skillshare, ClassDojo, Edmodo, Blackboard Learn, Parlay, Docebo,

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Feedback Fruits, Udemy, WeVideo, WiziQ, Flipgrid, Codecademy, Gynzy, Adobe Captivate, Seesaw, Edx, GoGuardian, Elucidat, Kami, Pluralsight, G Suite, Otus, Articulate 360, Floop, Future Learn, Hapara, Shift, Lectora Inspire, Kialo Edu, Buncee, LanSchool and many more (Mishra et al., 2020). Virtual classroom systems serve as learning platforms that contain several features for optimal learning environments (Charles & Babatunde, 2014). The features of virtual classroom systems, specifically the video, chat, and text features, provide the opportunity for student teachers to have constant interaction, which increases the Student engagement, along with their sense of community (Barry, 2019).

During the COVID-19 pandemic, there has been a surge in the publication of blogs, guidance, briefing notes, and media reports on universities and the transition to online teaching. the COVID-19 pandemic has not only caused a temporary loss of the classroom learning process, but also the opportunity to lose teachers if it takes place in a long period. Online learning for elementary teachers also presents challenges (Azorin, 2020). This pandemic crisis could have a psychological impact on teachers (Raaper & Brown, 2020). For example, teachers may experience issues with self-discipline, mental and physical health, and motivation and feelings of isolation during learning online. Therefore, the effectiveness of online learning in the midst of a pandemic as well as its impact on the psychological condition of elementary teachers is important to study in depth. In response to this crisis, remote learning was rapidly implemented and many teachers experienced online classrooms for the first time. Findings from this study shed light on how the teachers' experiences of online learning at an Elementary school in the time of the COVID-19 pandemic.

During this tough time of COVID-19, educational institutions' immediate concern is not the quality of education, but rather how they will be able to adopt online learning. With minimal or no digital infrastructure and no previous training and preparation on use of digital platforms, the teachers of the country started scrambling to finish their syllabi online by trying different online pedagogical approaches. Consequently, video conferencing and online meeting platforms such as Zoom, Cisco Webex, and Google Meet saw a huge usage spike. Other mediums including LMSs and social media platforms like YouTube, WhatsApp, and Facebook, are also being used profusely. However, student teachers considered online classes during COVID-19 to be not engaging and difficult due to network and bandwidth problems and favored a blended learning approach with 30% online and 70% face-to-face education (Sreehari, 2020). The teachers should adjust their teaching plans, assessment details, and teaching materials and adopt new ways of interacting with learners through emergency online teaching during the COVID-19 pandemic (Molise & Dube, 2020). Teachers in online learning settings do not physically present themselves in a classroom and do not have the opportunity to interact face-to-face with their instructors and classmates. Student teachers in online courses are responsible for their learning as they decide when, where, and how long to access the learning materials (McMahon & Oliver, 2001). Online learning environments can offer student teachers opportunities for flexibility, interaction, and collaboration (Gedera et al., 2013).

Some research about the use of software used in online learning. The use of Google classroom in their online learning (Murtikusuma, 2019). The use of google classroom as an online learning media could make online learning more easily because it was inexpensive and easy to use (Kumar et al., 2020). There is a research about the use of Moodle in online learning can increase students' learning motivation (Sabah, 2019). Similar to the research, Moodle could be an online learning media to increase theoretical understanding (Teo, 2019). On the other hand, the using of zoom meetings in online learning (Malczyk, 2019; Tesar, 2020). Online learning using Zoom meeting could give flexibility in the learning process and increase the students' motivation. In an elementary school, teachers' problems in online learning during the pandemic such as communication dimension, the learning method dimension, the assessment dimension, the technology use dimension, the network dimension, the dimensions of the cost of cellular internet data also problems in online learning (Erawati et al., 2021). Therefore, this study aims to explore how Indonesian elementary teachers can adapt to online learning, develop independent learning, and build learning motivation in online learning implemented by Indonesian elementary teachers during the COVID-19 pandemic.

2. METHOD

This research is a qualitative approach with narrative study (Clandinin & Connelly, 2000). Narrative provides the possibility to understand how the personal and social are intertwined in teachers' lives and how these experiences are shaped by the larger social and institutional narratives in which they live (Clandinin, 2006). Data collection through the interview that follows a theoretical framework socio-cultural to explore teachers' experiences at 5 Indonesian elementary schools during the COVID-19 pandemic (Ma, 2017). The researcher sent an email invitation to teachers in 5 Indonesian elementary schools. After receiving a positive reply from about 25 teachers, the researcher started to negotiate the time

and date for the interview study. Finally, about 11 participants whose schedule permitted took part in this study. Written consent was obtained from participants for the recording of interviews and the use of anonymized quotes in reports and publications. All data were anonymized before analysis, and participating institutions were offered debriefs about the research findings. Ethical approval was obtained in an Indonesian university. Before the researchers conduct this research, researchers asked participants' consent to fill out the form willingness to be involved in this research. The researcher explained research objectives, research methods as well as possible risks (Hammersley & Traianou, 2012). The participants were invited to participate in semi-structured interviews. These interviews using short interviews. Data analysis used a content analysis. The interview data were transcribed then analyzed with a typical method of qualitative content analysis. Data that has been transcribed and translated into languages in Indonesia is analyzed thematically (Widodo, 2014) by identifying patterns that appear repeatedly in the data. Identification of this pattern is generated through the process of coding certain words/phrases/sentences from certain categories or topics. In giving this code, the process of identifying relevant themes is easily found.

3. RESULT AND DISCUSSION

Result

There are four results of this research, they are the ability of Indonesia teachers to adapt to online learning, Indonesia teachers strategy to build learning autonomy, the ability of Indonesian teachers to improve learning motivation, and the platform types of Indonesia teachers to use in online learning.

The ability of Indonesia teachers to adapt in online learning

Online learning implemented by Indonesian elementary schools during the COVID-19 pandemic is a new experience experienced by participants. They have learning experience through a blended learning approach learning) before the pandemic that lets them get on the opportunity to meet face to face with the lecturer. However, during quarantine (lockdown) elementary teachers are encouraged to build their abilities to adapt to fully online learning in a very long time urgent. Based on the results of the interview, elementary teachers need to adapt to changing schedules and an unstable internet network. This was expressed by participants in the interview data as follows.

The obstacle to online learning is that it may be an internet signal not good which makes learning inefficient. Apart from that, there are technical problems, for example during a teacher's presentation, the signal is unstable so communication was intermittent. (Participant 2, WhatsApp Interview, 1 February 2021)

Of course, it was difficult to adapt to the situation at first, but because of the circumstances that required it, now it feels like it's getting used to me to empower internet-based media and technology in teaching and other purposes that don't allow direct meetings but must also be done, such as meetings with colleagues and others. (Participant 10, WhatsApp Interview, 6 February 2021).

Teachers complain about the effectiveness and efficiency of online learning which is not optimal because of the impact on the internet connection schedule changes that are sometimes erratic, and missed student learning opportunities Participants narrating this in the following interview data.

I use a repetition strategy for my students because when students are studying online not all the material taught can be mastered and understood. It needs repetition after finishing learning so that the knowledge gained is not limited to general. (Participant 1, WhatsApp Interview, 1 February 2021). During online learning, I try to discipline myself, such as I join to start for my class in front of a laptop monitor 15 minutes before class starts is a way for me to adapt. (Participant 5, WhatsApp Interview, 4 February 2021)

Indonesian Elementary teachers' strategy to build learning autonomy

During the COVID-19 crisis, teachers were looking for many strategies to get it to keep learning, understand teachers material and internalize understanding it becomes new knowledge independently. Although learning keeps going online and teachers experience many problems, they still try to learn independently so that they are not left behind their students. This is narrated by participants in the following data.

To solve problems during online learning, I have to convince my students that they have read all the teachers material that is uploaded by the teachers before I continue reading the new one. If they do not understand either, then I ask them to find out via the internet or ask classmates related to the subject matter. (Participant 9, WhatsApp Interview, 6 February 2021)

The ability of Indonesian elementary teachers to improve students learning motivation

The COVID-19 pandemic has an impact not only physically but also physically psychological which makes teachers and students learning motivation unstable. Therefore, the teachers try to develop good motivation to their students learning intrinsic and extrinsic. In this case, teachers play a very important role important in building motivation to their students learning during COVID-19 pandemic.

Teachers play a very important role because they can encourage that it is not difficult to study comfortably as long as the school is closed. Motivational words keep me under pressure to study online which I never encountered in class. And in a few eyes teachers, teachers allow student to ask questions after completing learning openly which causes student not to feel depressed alone (Participant 11, WhatsApp Interview, 6 February 2021).

The participants also conveyed the important role of the family in motivate their students to learn. This was revealed by the participants in the following data.

During COVID -19, students studied online, the students didn't have to go to school but still keeps their busy with assignments and dizzy in school online. Sometimes it makes students weak and needs encouragement. (Participant 3, WhatsApp Interview, 2 February 2021)

The platform types of Indonesian teachers to use in online learning

Indonesian elementary teachers give feedback about their experiences during the 2020 COVID-19 pandemic reflects and expands about the platform types that they used in online learning.

I sometimes use zoom, google meeting, MS teams for a video meeting, and using Sipedar. Sipedar is a platform like Moodle for asynchronous discussion in the online learning process (Participant 3, WhatsApp Interview, 2 February 2021)

I have been learned during the COVID-19 pandemic in my class using virtual meetings consist of Zoom meetings, google meetings, and other media. (Participant 11, WhatsApp Interview, 6 February 2021)

Discussion

Indonesia elementary teachers to adapt in online learning during quarantine (lockdown) elementary teachers are encouraged to build their abilities to adapt to fully online learning in a very long time urgent (Abidah et al., 2020). The effectiveness and efficiency of online learning which is not optimal because of the impact on the internet connection schedule changes that are sometimes erratic, and missed student learning opportunities. Therefore, current teachers have skilled at using technological tools, internet connection is still a problem especially in areas with problematic internet networks due to internet quota and geographic location (Harrison et al., 2018). Teachers make an effort to face the problem of changing class schedules and instability internet connections by looking for better internet access alternatives as a way out. Despite the teacher's ability to cope with limited internet access is considered positive, the teachers to help their students deal with the situation current crisis by presenting accessible online learning by students who have limited internet access (Raaper & Brown, 2020). This can be done for example by using cost-effective technology applications. The next important point is the development of self-discipline to adapt to crises during online learning during a pandemic.

During the COVID-19 crisis, teachers were looking for many strategies to get it to keep learning, understand teacher's material and internalize understanding it becomes new knowledge independently. Although learning keeps going online and teachers experience many problems, they still try to learn independently so that they are not left behind their students. Learning activity indirectly guides teachers to manage the students learning by themselves (self-regulated learning) (Lengkanawati, 2017; Reswari & Kalimanzila, 2021; Yulianto, 2019). This is useful for building independent learning. A relationship between learning which is self-managed by teachers, and attitudes towards online learning in achieving learning goals (Su, Y., Li et al., 2018). Other than that, in general, teachers also try to build communication with their students. Peer support peers can contribute to the development of independent learning, for example, by being a partner in asking questions, discussing, and sharing tasks in helping them learn (Raaper & Brown, 2020).

Indonesian elementary teachers must have ability to improve students learning motivation. The COVID-19 pandemic has an impact not only physically but also physically psychological which makes teachers and students learning motivation unstable. Therefore, the teachers try to develop good motivation to their students learning intrinsic and extrinsic. Teachers play a very important role because they can encourage that it is not difficult to study comfortably as long as the school is closed. Teachers' commitment to and satisfaction with their professional career, as indicators of their motivation, could have significant impact on their professional involvement, and that well-motivated teachers would tend to perform better, stay longer in the teaching profession, and get actively involved in social activities (Tambunan et al., 2018). In a pandemic situation, Indonesian elementary teachers can adapt to online learning, develop independent

learning, and build learning motivation (Fauzi et al., 2021). The transition of learning methods from face to face in regular classrooms to virtual methods (online classes) has the potential to provide new experiences for teachers. A research has recommended a combination of asynchronous and synchronous modes of instruction due to the suspension of face-to-face classes, the course had to be delivered online exclusively (Moorhouse, 2020). This research is hoped that others can learn from teachers' experience and be prepared in online learning in the COVID-19 pandemic.

Indonesian elementary teachers have use platform types in online learning during the 2020 COVID-19 pandemic. These results emphasize the need for interactive technology in online social work classrooms to stimulate the human interaction that is so essential to student learning and practice (Hitchcock et al., 2019). The results also show that the Indonesian elementary teachers have used synchronous and asynchronous meetings in their learning process. Synchronous meeting tools (i.e. Zoom, WebEx), video platforms that facilitate asynchronous discussions (i.e. FlipGrid, VoiceThread), flexible office hours, blogs and discussion boards where instructors and student teachers can post and answer each other's questions, and clear articulation of communication expectations (e.g. reply time for emails, virtual communication guide-lines) are all strategies that can be used to allow teachers to be known (Joiner & Patterson, 2019; Larson et al., 2019; Rodriguez-Keyes & Schneider, 2013). The best Learning Management System (LMS) for 2018 are Absorb, Moodle, Canvas, Schoology, Blackboard Learn, Brightspace, Edmodo, Qizlet and Google class-room, based on editor's rating, SCORM (technical standard for e-learning soft-ware), Bundled Course Content, Single Sign-On (SSO), E-Commerce, Developer API, Available LTI Support, and Native Web Hosting. Also, there are some useful educational apps such as Office 365, Google classroom, and a much more user-friendly videoconferencing app that can be downloaded free of cost and easy to use.

From the results of this research, this empirical evidence may provide new insight into teachers experiences during the COVID-19 pandemic on the virtual learning process. This research also contributes theoretically that independent learning teachers can be built through collaborative learning with friends, so that teachers can ask each other with their students, discuss and share assignments. Other than that, self-reflection and support from people around them, for example, lecturers, parents, and friends are supporting factors for the development of motivation to learn. Although the role of elementary school in the results of this study was not revealed because it was not explicitly asked participants, this study can contribute to the development of elementary education policies to assist teachers during the COVID-19 pandemic. Implications for pedagogical practice is they have to consider teachers' experience in the online learning process. This work contributes to the growing body of studies on COVID-19 and its impact on teachers. Moreover, the result of this study could be a reference to other researchers related explore teachers in online learning.

4. CONCLUSION

Based on the results of the research, it can be concluded Indonesian elementary teachers must have ability to adapt to online learning, strategy to build learning autonomy, the ability improves students learning motivation, and use the platform types in online learning. This empirical evidence may provide new insight into teachers experiences during the COVID-19 pandemic on the virtual learning process. This research also contributes theoretically that independent learning teachers can be built through collaborative learning with friends, so that teachers can ask each other with their students, discuss and share assignments.

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