



An Investigation of Teachers' Roles in Remote Teaching Context

Ni G.A Made Ari Dharma^{1*}, IGA L. Purnamika Utami², Luh Gd Rahayu Budiarta³ 

^{1,2,3}English Language Education, Universitas Pendidikan Ganesha, Indonesia

*Corresponding author: ari.dharma.pattni@undiksha.ac.id

Abstrak

Pengajaran jarak jauh telah muncul sebagai strategi pembelajaran yang semakin banyak digunakan di tengah pandemi untuk memitigasi penyebaran virus COVID-19. Oleh karena itu penelitian ini bertujuan untuk menganalisis peran guru dan tantangannya dalam konteks pengajaran jarak jauh. Selain itu, penelitian ini diteliti dengan menggunakan metode kualitatif dimana data akan disajikan secara deskriptif. Secara khusus, metode observasi dan wawancara digunakan untuk mengumpulkan data dari dua guru EFL di tingkat SMA. Analisis data terdiri dari empat proses yaitu pengumpulan data, reduksi data, display data, dan penarikan kesimpulan dan verifikasi. Hasil penelitian ini menunjukkan bahwa guru menerapkan delapan peran berbeda dalam konteks pengajaran jarak jauh yaitu controller, organizer, assessor, prompter, peserta, narasumber, tutor, dan pengamat. Selain itu, dalam menjalankan peran tersebut, para guru juga menghadapi beberapa tantangan dari berbagai kategori seperti koneksi yang buruk, motivasi siswa yang rendah, kesulitan dalam berbagi dan menyiapkan materi pembelajaran, akses platform pembelajaran yang terbatas, dan kesulitan dalam proses penugasan.

Kata Kunci: Pembelajaran online, peran guru, tantangan mengajar.

Abstract

Remote teaching has emerged as an increasingly utilized learning strategy amidst the pandemic in order to mitigate the spread of the COVID-19 virus. Therefore this study aims to analyze the teachers' roles and their challenges in the context of remote teaching. Moreover, the study was researched by using a qualitative method in which the data will be served descriptively. Specifically, observation and interview methods are used to collect data from two EFL teachers at the senior high school level. Data analysis consist of four process there are data collection, data reduction, data display, and conclusion drawing and verification. The result of this study showed that the teachers implemented eight different roles in the context of remote teaching namely controller, organizer, assessor, prompter, participant, resource, tutor, and observer. Furthermore, in applying for these roles, the teachers also faced some challenges from different categories such as poor connection, low motivation of students, difficulty in sharing and in preparing the learning material, limited access to learning platforms, and difficulty in the assignment process.

Keywords: Online learning, teachers' role, teaching challenges.

1. INTRODUCTION

One of the learning strategies that is being employed more and more during the pandemic to stop the COVID-19 virus is remote teaching (Febrianto et al., 2020; Rinekso et al., 2021). Due to this approach, education in Indonesia is now largely delivered online, especially in the context of EFL (Lusiyani & Dara Anindya, 2021; Nyudak et al., 2021). However, because of technological advancements in the twenty-first century, teachers can now include various learning platforms in their lessons, including Google Classroom, WhatsApp, and video conferencing tools like Zoom or Google Meet (Nyudak et al., 2021; Safira et al., 2021). Teachers are compelled to be proficient in using digital tools and innovative with them during distance learning due to technological advancements and changes in learning activities (Makarova & Makarova, 2018; Mukarromah & Wijayanti, 2021). The success of learning activities in the implementation of online learning depends not only on the use of technology tools but also on the responsibilities that teachers play as professional educators. Depending on the circumstance, the time of day, and the activities in

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the classroom, teachers are expected to play a variety of roles in the learning process (Anggriani et al., 2022; Aziz & Kazi, 2019). According to previous study teachers play eight different functions, including controller, organizer, assessor, prompter, participant, resource, tutor, and observer (Nurhalisah, 2010; Sadykhan et al., 2022).

First the role of teachers as controller. This function strives to provide teachers control over drill organization, announcements that must be made, explanations that must be given, questions and answers that must be led, and any other variety of activities that indicate teacher-fronted features. The second one is organizer, is in charge of instructing students on what they should do in class and how the activity should be completed. Third role is assessor. The purpose of this position is to assess a student's efforts or performance during a learning exercise. The fourth one is the prompter. It refers to role of teacher when pupils encounter some challenges during the learning process. Giving stimulation and encouragement are also covered in this role. Next is participant, this role can be applied when teachers participate in the class activity rather than only plan or supervise it. Sixth is resource. This function is carried out when teachers serve as trustworthy resources for the students. Seventh is the role as the tutor, is in charge to give guidance and help for students individually or in a group. The last role is observer, in carrying this role teachers must watch the learning activity in order to give the students helpful feedback.

Moreover, in conducting the learning activity, the teachers need to fulfill their roles optimally in order to achieve effective learning, especially in online learning, lots of challenges arise that disrupt learning activities. For instance, due to a lack of abilities, many teachers have found it challenging to implement (Annisa et al., 2021; Surakarta et al., 2021). Additionally, previous study added that when remote teaching first began, teachers had sufficient expertise in incorporating technology into educational activities (Karuniasih, 2022). Other study noted that teachers, particularly those in rural regions, lacked experience using technology for learning, also corroborated this finding (Ahmad & Triastuti, 2021). Therefore, it can be claimed that the ability of teachers to integrate technological tools into teaching and learning determines how effective the use of technology is. Besides that, the others challenges are the lack enthusiasm of students (Akbarjono et al., 2022; Nasrullah et al., 2022). Many students feel that online learning is boring and activities tend to be monotonous, so students feel online classes are not interesting. From this, it can be seen that students' motivation to learn decreases so that it affects student participation when compared to traditional learning.

Numerous academics have expressed interest in the study of teachers' functions. For instance, a study on the roles of teachers in managing classes was made (Lai et al., 2021; Rindu & Ariyanti, 2017). Additionally, SMP Advent Samarinda is used as the study's setting in this study. Another illustration looked into teachers' roles in online learning (Huang, 2018). This study aims to investigate how students view the teacher's function in an online learning environment. Additionally, 153 university students' information was gathered for this study. In addition there is study also conducted a study about teachers' roles in English online teaching (Anggriani et al., 2022). In examining the teachers' roles, previous study investigate two English teachers at one private Junior High School (Anggriani et al., 2022). The study showed that the two teachers applied eight roles during remote teaching namely resource, prompter, organizer, tutor, observer, assessor, controller, and participant. These demonstrate that in-depth research on the functions of teachers has been done in the past. However, despite the numerous studies that have been conducted previously, the studies still focus on higher education levels and junior high school. Thus, the study in other level settings namely senior high school is unclear. It needs more investigation about the teachers' roles in senior high school level. Therefore, to discover the problems, the researcher already

formulated research questions to be investigated. The aim of this study is to analyze the teachers' roles and their challenges in the context of remote teaching.

2. METHOD

In this study, a qualitative approach was used as the basic guideline for carrying out this research. Qualitative approach focuses on certain phenomena and focuses on describing the research results of these phenomena to achieve new different distinctions to increase understanding of the phenomenon being researched (Aspers & Corte, 2019). In this study the researcher explains the results found during carrying out this study in descriptive way. To collect data, there are two instruments used by researchers, the first is an observation sheet and the second is an interview guide. To check the validity of the instruments that have been made, both of the instruments have been checked by two experts in the field of English Language Teaching. Furthermore, the validity of these instruments was checked using from Gregory formula.

These two instruments are used to investigate the role of the teacher during the remote teaching context and the challenges faced while carrying out these roles. Moreover, there are two EFL teachers that will be examined as well as being the subject of this study. The researcher used a purposive sampling method to select the subjects in this study. The researchers chose teachers who not only used chat applications and learning management systems to conduct online learning but also focused on video conferencing applications such as Google Meet and Zoom. This is because, through learning activities carried out via video conferencing, researchers can see more freely the roles or actions carried out by teachers in remote teaching contexts. Moreover, the investigation of the research will be focused on teachers' role during remote teaching context and its challenges during the implementation. The data also will be display based on Miles and Huberman theory. Consist of four process there are data collection, data reduction, data display, and conclusion drawing and verification (Miles et al., 2014).

3. RESULT AND DISCUSSION

Result

Teachers' Roles

Table 1. The Result of Teacher's Roles in Remote Teaching Context

No	Teachers' Roles Category	Teacher 1	Teacher 2
1	Teacher Role as a Controller	The teacher controlled the students by checking the students with present list, asking them to turn on the camera, and call the students	The teacher monitored by informing the students to turn on the camera, and checked through present list
2	Teacher Role as an Organizer	The teacher organized the students with providing students with class activity and arranged them into group	The teacher managed the students by informing students with instruction about learning activity.
3	Teacher Role as an Assessor	The teacher provided feedback and checked	The teacher gave provided through

No	Teachers' Roles Category	Teacher 1	Teacher 2
4	Teacher Role as a Prompter	students' assignment by using polling The teacher motivated the students with compliment, prompt students with previous material, and provide students with interesting media	discussion as well and using quizzes The teacher prompted the students with interactive learning media and verbal rewards.
5	Teacher Role as a Participant	The teacher joined discussion and group through break-out room.	The teacher joined break-out room with students and discussion
6	Teacher Role as a Resource	The teacher provided students with learning material and additional information related learning material	The teacher gave students learning material to students
7	Teacher Role as a Tutor	The teacher helped students during break-out room	The teacher guided help students by giving hints to students
8	Teacher Role as an Observer	The teacher observed the students by asking questions and checked the students	The teacher asked students questions to make sure that students understand and investigated them through quizzes.

Based on the [Table 1](#), it can be seen that both of the teachers have played eight roles during remote teaching. First role that is implemented is role as a controller. As a controller, take a lead the activity by checking the students' attendance at the beginning of the activity. Moreover, to monitor the students during meeting, the teachers also asked the students to turn on the camera while joining the meeting so that teachers can see the students in class. In addition, students' names are also mentioned randomly by teachers in order to always ready in meeting. These actions indicate the role of teacher as a controller. The second role of teacher is organizer. In order to play the role of organizer, the teachers during the class provided students with instruction and information about learning activity. The teachers explained about what students are going to do, how the activity will be conducted. Specifically, the first teacher also performed this role by arranging the students into groups through break-out room. Giving information related to class activity and arranging students are done in purpose of making the learning activity run well.

The third role is an assessor. From the findings, it can be seen that the teachers assessed the students' assignment by using media technology such as Straw Poll and Quizzes to check the students' comprehension. Furthermore, in assessing the students, the teachers also directly involved while checking the assignment. For example, when teacher 1 joined the students in polling, and teacher 2 monitor the quizzes as well. Besides that, providing feedback during learning process is conducted, so that teacher can measure students understanding. The fourth role of teacher is as a prompter. Moreover, the way the teachers prompted the students is by giving positive reinforcement such praises, or compliments for students in order to increase students' engagement during the class. Besides that, interactive

learning media such as video and pictures related to learning material are used to make the learning activity interactive and interesting.

Next, the fifth role of teacher is as a participant. As a participant, the teachers joined directly the activity same as students. For example, the teachers participated in discussion and break-out room. While involving in discussion, the teachers not only monitor the students, however also expressed idea and question in order to make the discussion active and stimulate the students to join. These indicate that the teachers join the activity as participant during learning activity. Next role is a resource. Teacher role as a resource in this study is fulfilled by providing learning material and additional information related material to students. In context of remote teaching, the teachers supplied the students with PowerPoint and is shared during the meeting. In addition, the teacher also provided the students with video and pictures to support the learning activity.

The seventh role of teacher is tutor. The teachers possessed the role of tutor helped the students individually. The teachers guided the students by giving hints. Moreover, the teachers also gave opportunity for students during learning process to ask questions if the pupils face any difficulties. The last role is an observer. In implementing the role of observer, the teachers make sure that students understand by asking questions. From the response, the teachers can interpret the students' comprehension. For example, if the students' responses positive it means that students already understand the material. Besides that, the teachers also checked the students by directly involved in the activity.

Challenges of Teachers in Playing Teacher Roles

Table 2. The Challenges that Encountered by The Teachers

No	Category	Teacher 1	Teacher 2
1	Internet connection	Unstable internet connection	Unstable internet connection
2	Caused by students	Low motivation	Low motivation
3	Learning material	Difficulty in sharing material	Preparation of learning material
4	Learning platforms	Limited access to learning platforms	Limited access to learning platforms
5	Assessment	Difficulty in providing direct feedback and collecting assignment	Difficulty in collecting assignment

In playing the roles, teachers also faced several obstacles that inhibited the implementation of teachers' roles. It can be seen from [Table 2](#). The challenges during remote teaching context. The first obstacle is from connectivity. Both of the teachers faced unstable signal as one of the main problems during remote teaching. This challenge often makes the learning activity. This challenge disrupts learning activities to make the duration of learning longer. Besides that, the unstable signals also make interaction and communication space for teachers and students very limited, so that the learning activities carried out are not optimal.

The next challenge is from the students. It was found that the teacher faced difficulty from students' readiness and lack of responses from students. During the learning activity, it can be said that the students have less preparation during the class. This is specifically faced by teacher 1. Even though the teacher already informed about the activity, yet still there were some students who did not know what should to do. This challenge led to the next challenge which is students' passive response. It can be said, they don't want to actively ask questions or even when asked whether it's about instruction or subject matter, only a few students answer. So, it is difficult for the teacher to know whether students really understand or not. In

addition, the teachers also make sure that students understand about the activity or the material by asking the pupils. The third challenge is from learning material. The teacher especially teacher 1 found difficulty in sharing the learning material during the learning activity. This challenge is caused by the internet connection which inhibit the teacher to provide material for students. Based on the finding, it was found when the teacher faced this obstacle, the teacher used WhatsApp application to support the learning activity. Next, in terms of learning material, teacher 2 also encountered challenge specifically in preparing the learning material. Learning activity that is conducted online makes the teacher need to modify the learning material, so it can suitable for distance learning. Thus, much effort and times need to be taken for the teacher to prepare material which is become one of obstacle faced by teacher 2.

The fourth obstacle is the limited access from learning platforms. This is especially faced by the teachers during using video conference application for conducting online learning. It was found that both of the teacher used Zoom application in implementing distance learning activity. However, the Zoom application has limited time unless it is premium application. Therefore, while learning process is being conducted, the activity stops automatically which often inhibit the learning activity. Moreover, because of this problem, the teachers also initiated to combine the learning activity with WhatsApp application.

The last challenge is assessment process. In online learning, the teachers found obstacle in collecting assignments. This is because students often late submitting the assignment which make the teachers difficult in giving evaluation. Even though the teachers always remind about the deadline, yet still there are several students who are ignorant and late submit assignments. Furthermore, the teacher especially teacher 1 also face difficulty in providing direct feedback to students. Limited time during online learning and unstable signal makes the assessment process specifically in giving feedback difficult.

Discussion

Teacher Roles

In response to the first question which is concerned about the teachers' roles that is implemented during online learning. The data showed that all teachers have implemented the teachers' roles. Moreover, this study also confirmed studies of which mentioned that teachers played eight roles in conducting the learning activity namely controller, organizer, assessor, prompter, participant, resource, tutor, and observer (Anggriani et al., 2022). This study supported that teacher can implement eight roles during conducting learning activity. In addition, other study also stated similar result with the findings of this study (Rindu & Ariyanti, 2017). It was found that the teachers applied several roles during learning as a controller, assessor, manager, motivator, participant, informer, facilitator, demonstrator, and as a guide.

Moreover, for the first role which is controller, the teachers have implemented the roles which is described with the actions of teachers, such as supervising the students by asking them to turn on camera, mentioned their names and checking attendance list which is also controlled the learning activity as well (Cerezo et al., 2016; Maria Josephine Arokia Marie, 2021). Next the second role namely an organizer which mentioned role in which the teacher needs to manage the learn (Sadiku, 2015; Widyastuti et al., 2021). In addition, the result of this study also has confirmed the study which is showed that organizer role is possessed one of them by giving direction to students (Anggriani et al., 2022). It seems that providing instructions can help the teacher manage the class as well as students. The third role is an assessor. This role required the teachers to conduct evaluation process in the learning activity (Fahmi et al., 2021; Sharma et al., 2016). Moreover, in line with the previous result showed that the teachers already assessed the students during learning activity

(Nieto-Escamez & Roldán-Tapia, 2021). In addition, the findings above supported the study which stated that the teacher evaluated the students by checking students' assignments and mistake in the learning process (Rindu & Ariyanti, 2017). It proves that the teachers already accomplished their role as assessor. The fourth role is prompter. Moreover, prompter can be said as a motivator role as well because this role required the teacher encourage and stimulate the students to join in the learning activity. Based on the result the teachers already implemented the role as a prompter. It showed from the action that teachers stimulated the students by providing them interesting learning media as well as giving positive reinforcement to the students.

The fifth role that is implemented by the teachers is participant. The result of finding showed that the teachers joined discussion and break-out room to play the role as participant. The action mentioned here supported with the study which mentioned that teachers also involved in break-out room through Zoom (Anggriani et al., 2022). In addition, by joining and involving in discussion with students. The teachers need to provide material as well as additional information to support the learning activity. In line with this theory, the teachers have provided related learning material in form of Power Point to students (Haka et al., 2020). Furthermore, pictures and videos are also given in order to make the learning activities more engaging. The seventh role is tutor. The role of tutor in this study depicted by the way the teachers helped the pupils such as giving hints and guidance to answer the questions. Specifically, while students participating in the learning process, the teachers always help the students to get proceed in class. Teacher already possessed the role as tutor. The last role is an observer. As observer, the teacher needs to investigate the students' performance as well as learning activity in class. In observing the learning process, the teacher checked the learning by asking questions and look at their responses.

Challenges of Teachers in Playing Teachers' Roles

In response regarding to the second questions, the study found that there are several challenges that found by the teachers in distance learning. First challenge is unstable connection during the learning process. It confirmed the study which has aligned result that stated that poor connection is one of the main problems in distance learning (Clarín & Baluyos, 2022). Moreover, this obstacle also often disturbed the learning activity which has resulted in effectivities of learning (Agustina et al., 2020; Ilias et al., 2020). The unstable connection also caused the time of learning activity become extended.

The next obstacle found by the teachers is the passive response from the students. This result echoes the finding according to these studies, most of students have no more interest in learning online (Alhamuddin & Zebua, 2021). This led to reduction of students' motivation which is shown throughout the learning activity. Passive response and participation from students proved that the pupils' motivation during online learning is not as great as in conventional learning. This is supported with other study which mentioned that motivation really affect the participation in learning (Akbarjono et al., 2022; Nasrullah et al., 2022). Moreover, the third obstacles are the learning activity. The teacher 1 especially encountered difficulty in sharing learning material. It caused by the poor connection that disturbed the activity. The result also supported with other study which stated that the learning activity often disturbed the activity of teachers including in sharing learning material through share screen (Clarín & Baluyos, 2022). Besides that, teacher 2 faced a different problem which the preparation of the material. For online learning activity, the teachers need to modify and takes more preparation for the learning material in order to adjust with the activity so that it suitable with online learning (Rehman & Fatima, 2021; Rinekso et al., 2021). Therefore, it can be said appropriate learning material really matters which make the teachers also need to prepare the material carefully and appropriately. The next challenge is

the limitation in using learning platforms. Based on the findings, it was found that both of teachers used Zoom to conduct learning activity. However, the teachers discovered limitation in using video conference especially Zoom because it has limited time in using it because it is not premium. Thus, during the learning process, the activity will stop automatically. Moreover, regarding this result, a similar study also found which mentioned that the use of video conference also has weaknesses which is time limitation and required more internet quota (Dantes et al., 2022).

The last challenge is encountered during assessment process. For the first teacher experienced difficulty in providing direct feedback and collecting students' assignment. Because of limitation in communicating and interacting with students, the teacher found difficult in giving feedback for students (Liliana et al., 2020; Musdalifah & Jumiaty, 2022). Time limitation which tends to be shorter also inhibit the teachers to send feedback for each student. Next is problem in collecting students' tasks which is discovered by both of the teachers. It seems that because of online learning cannot allowed the teacher and students to interact directly, the tasks need to be sent through some learning platforms. In submitting the tasks, the students itself really have discipline especially in time. However, in reality many of students are late in submitting their assignment. This result also supported with study which mentioned that many students during online learning often procrastinate and delayed their task which resulted in late submitting assignment (Santelli et al., 2020).

4. CONCLUSION

Based on the study conducted, it can be concluded that the teachers have played eight different roles in context of remote teaching. The roles that are implemented namely controller, organizer, assessor, prompter, participant, resource, tutor, and observer. Moreover, online learning activities have many shortcomings and limitations that hinder the teacher's role from being carried out. As shown in the results, the teacher experienced several challenges such as unstable connection, low motivation of students, difficulty in sharing and preparing the learning material, limited access to learning platforms, and obstacles in assessment processes such as difficulty in providing direct feedback and in collecting assignments. Furthermore, by knowing the weaknesses that exist, teachers are expected to always anticipate and prepare themselves in carrying out learning activities.

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