

Secondary School Teachers' Perspectives on Applying Online Teaching Strategies during Covid-19 Pandemic

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Abstract

The shifting of the teaching-learning process into online learning encourages most English teachers to adapt and employ the proper teaching strategies to achieve the learning goals. This present study aims to investigate the teachers' perspectives on applying online teaching strategies during the online learning process. A case study was applied in this study and the data were obtained from an observation and a questionnaire that contains two sections including teachers' teaching strategies in delivering material and providing assignments or projects during the online learning process. The findings show that teachers gave positive responses toward the use of their teaching strategies. In delivering the materials, they applied pre-teaching strategy by mentioning and explaining the topic of their learning material briefly, while-teaching strategies by providing supporting learning media and using interactive teaching strategies, and post-teaching strategies by giving feedback and review of learning materials. On the other hand, they used several strategies when giving assignments and projects to their students by providing an individual group works, peer works, and group works. Thus, this study may provide valuable insight for teachers to maintain the efficiency of online learning.

Keywords: assignment, delivering material, online learning, teaching strategies.

INTRODUCTION

Education field has been affected due to Covid-19 pandemic (Mailizar et al., 2020; Nartiningrum & Nugroho, 2021) and urged to shift the process of teaching and learning process from traditional learning into online learning (Sari & Oktaviani, 2021). The performance of face-to-face learning or online instruction has the same challenge but with different treatment because of basic differences in processed interference. Besides, the teacher's ability and knowledge to make effective learning that material presented can be properly received along with the activation of students in online learning are essential to be prepared (Chompton, 2009). Consequently, communication and interaction strategies are needed for effective learning. As with Murphy, Shelley, & Baumann (2010) who emphasized both a teacher's interpersonal skills would affect the success of long-distance learning. This means that the change in teaching interactions from traditional to virtual is not just a class transfer to the existing learning platforms. Still, most important is the teacher's ability to make instruction and materials by tapping into existing learning platforms. Furthermore, Chompton (2009) stresses that teaching online requires skill in pedagogy, evaluation, and clear, easy-to-understand instruction. Due to the different basic characteristics of online learning, it will naturally present new challenges in teaching.

The definition of a teacher's duty has been mandated in Undang-Undang Nomor 14 Tahun 2005 about teachers and lectures chapter 20 explains that the teacher's assignment is below: (1) Planning, carrying out a good learning process, and assessing and evaluating the results of learning. (2) Increasing and developing academic qualifications and competence in conjunction with the development of science, technology, and art. (3) Acting objectively and not discriminating upon consideration of gender, religion, race, race, and specific physical conditions or family background, and social-economic status, learners in learning. (4) Upholding the rules of legislation, the laws and codes of teacher ethics, and the value of religion and ethics. (5) Preserving and fostering the unity of the nation. With a commission from the law concerning the duties of a teacher and lecturer, the learning strategy should be based on that reference.

Being a teacher is noble to educate and to guide the students under any circumstances becomes a challenge for the teacher. In the face of the Covid-19 pandemic, teachers' challenges became even more complex. Apart from taking on a teacher's assignment, the teacher must observe the regulations of the Covid-19. Teachers must be extremely careful to carry out their duties during the Covid-19.

According to Aji (2020), Indonesia's situation with other countries around the world must be rapidly resolved. Under normal circumstances, there is a lot of inequality between areas. The ministry of education, under the leadership of Nadiem Makarim, is buzzing a spirit of increased productivity for students to raise job opportunities when a school graduates. But with the sudden outbreak of the Covid-19, Indonesia's education needs to follow the plots that are intended to help a school in an emergency. Schools need to force themselves to use online media. But the use of technology is not without a problem, many variations of the problems that interfere with the effectiveness of online learning, some of which are the limits of information technology by teachers and students in Indonesia's teacher condition not entirely understanding technology use, which can be seen from teachers born in the year before the 1980s. The information technology constraint keeps them from using online media. So are students in almost the same condition as the teachers referred to understanding technology use (Rachmadtullah, et al., 2020).

The educational conditions at the center of the Covid-19 pandemic have growing problems. Students, teachers, and parents increasingly have formidable, challenging assignments. Collaboration and communication between parents and teachers are urgently needed in the student learning process. The involvement of both sides can play a significant role in the development of student understanding in the middle of the Covid-19. Thus, the focus of the discussion in this study is to document strategies that teachers in SMKN 8 Bandarlampung have adopted for years of online learning challenges.

METHOD

This present study employed a qualitative approach, in form of a case study. The result of qualitative research activities could be a deep description of the observable speech, writing, and or behavior of a particular individual, group,

community, organization within a given circumstance, a particular context discussed from a thorough standpoint. (Jaya, 2020). Data collection is conducted using a questionnaire method. A questionnaire is designed to work out the learning methods and strategies used by teachers during a pandemic. The questionnaire is filled out by five teachers who are capable of English subjects in SMKN 8 Bandar Lampung.

FINDINGS AND DISCUSSION

This section displays the findings and discussion of the research. There are two main points discussed in this section, including the teachers' perspectives on how they used strategies in delivering material and giving assignments or projects to their students during the online teaching and learning process. First, the result of a questionnaire that describes the teachers' perspective on their online teaching strategies when delivering material is seen in Table 1, as follows:

Table 1. Questionnaire's Result of Teachers' Strategies on Delivering Material

Items	Results	
	Yes (%)	No (%)
Statement 1	100%	0%
Statement 2	100%	0%
Statement 3	80%	20%
Statement 4	60%	40%
Statement 5	80%	20%
Statement 6	80%	20%
Statement 7	100%	0%
Statement 8	100%	0%
Statement 9	60%	40%
Statement 10	100%	0%
Statement 11	100%	0%
Statement 12	100%	0%
Statement 13	100%	0%
Statement 14	100%	0%
Statement 15	100%	0%

Based on Table 1, the result of the strategy used by the teacher to deliver material during online class shows positive responses. There were fifteen yes/no statements answered by five English teachers. There were ten statements that gained responses of 100%. On the other side, there were three statements that received responses of 80% and two statements gained 60%.

First of all, the explanation of statements describes the responses of 100%. The first statement that received a 100% "Yes" and 0% "No" response was

statement 1. The five English teachers implemented a material delivery strategy by providing an explanation at the beginning of the lesson for about 5-10 minutes about the topic or material to be discussed. The second item that received a 100% “Yes” and 0% “No” response was statement 2. Five English teacher have implemented strategies that could help students better understand the material with learning videos from Youtube. The third item that received a 100% “Yes” and 0% “No” response was statement 7. The five English teachers implemented a strategy aimed at making the online teaching process effective by providing various supporting resources. The fourth item that received a response of 100% "Yes" and 0% "No" was statement 8. The five English teachers implemented strategies that directed students' activities during learning by providing direct instructions. The fifth item that received a response of 100% "Yes" and 0% "No" was statement 10. The five English teachers implemented strategies that could help students understand the material by providing several examples for each explanation. The sixth item that received a response of 100% "Yes" and 0% "No" is statement 11. The five English teachers implemented a strategy that aims to measure their understanding of the material that has been explained by asking questions. The seventh item that received a 100% “Yes” and 0% “No” response was statement 12. The five English teachers implemented strategies that allowed students to demonstrate what they had learned. The eighth item that received a response of 100% "Yes" and 0% "No" is statement 13. The five English teachers implemented strategies that helped students to answer questions given related to the material by providing instructions. The ninth item that received a response of 100% "Yes" and 0% "No" is statement 14. The five English teachers implemented strategies that responded to student work. The tenth item that received a response of 100% "Yes" and 0% "No" is statement 15. The five English teachers implemented the strategy at the end of the meeting by reviewing and summarizing the material that had been delivered.

Furthermore, the explanation of the statements displays “yes” responses that received 80%. The first item that gets 80% "Yes" and 20% "No" is statement 3. Four English teachers implemented a material delivery strategy using slides which aims to help teachers so that students can understand the lesson well. The second item that gets 80% “Yes” and 20% “No” is statement 5. Four English teachers implemented a strategy of delivering material with a direct online explanation via video conference. The third item that received a response of 80% "Yes" and 20% "No" was statement 6. Four English teachers implemented a material delivery strategy that focused on the main/important points.

The last material delivery strategy is the one that gets the lowest response 60% "Yes" and 40% "No". The first item that received a response of 60% "Yes" and 40% "No" was statement 4. Three teachers implemented a material delivery strategy by opening a chat room/online which was intended for discussion activities during online lessons. The second item that received a response of 60% "Yes" and 40% "No" was statement 9. Three teachers applied the strategy of delivering material repeatedly.

Furthermore, Table 2 displays the result of the questionnaire on how the teachers used teaching strategies on giving assignments and projects to their students. The result could be described clearly, as follows:

Table 2. Questionnaire’s Result of Teachers’ Strategies on Giving Assignment/Project

Items	Results	
	Yes (%)	No (%)
Statement 1	100%	0%
Statement 2	60%	40%
Statement 3	100%	0%
Statement 4	60%	40%
Statement 5	60%	40%
Statement 6	80%	20%

Table 2 shows that the results of the strategies used by the teacher when giving assignments to students. Five English teachers answered six yes/no statements. Two statements received a response of 100% "Yes" and 0% "No", one statement received a response of 80% "Yes" and 20% "No", and three statements received a response of 60% "Yes" and 40% "No".

Explanation of statements that receive a response of 100% "Yes" and 0% "No". The first item that received a response of 100% "Yes" and 0% "No" was statement 1. The five English teachers implemented the assignment/project assignment strategy prepared at each meeting. The second item that received a response of 100% "Yes" and 0% "No" was statement 3. The five English teachers applied the strategy of giving assignments/projects that were done individually to help them understand the material.

Hereafter is an explanation of the statements that get a response of 80% "Yes" and 20% "No". Statement 6 is the only one that gets 80% "Yes" and 20% "No" responses. Four English teachers applied the strategy of giving assignments/projects by giving a final project.

The last is an explanation of statements that get 60% "Yes" and 40% "No" responses. The first item that received a response of 60% "Yes" and 40% "No" was statement 2. Three English teachers implemented a task/project assignment strategy by providing a computer-based test. The second item that received a response of 60% "Yes" and 40% "No" was statement 4. Three English teachers applied the strategy of giving assignments/projects that were done in pairs. The third item that received a response of 60% "Yes" and 40% "No" was statement 5. Three English teachers applied the strategy of giving assignments/projects that were done in groups.

CONCLUSION

In the light of the findings, most English teachers apply several learning strategies when delivering material and giving assignments/projects. There are ten strategies used by all English teachers in the school. They are providing initial knowledge for 5-10 minutes, providing learning videos from Youtube, providing supporting sources of material, providing direct instructions, providing examples for each explanation, asking questions, providing demonstration opportunities to students, giving some instructions to answer questions, providing feedback on student responses, and provide a review and summary at the end of the meeting. Meanwhile, two assignment/project assignment strategies are applied by all English teachers. They are tasks/projects prepared at each meeting and assigned tasks/projects done individually. All the strategies applied aim to provide a good understanding of the students.

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