

## Teacher Strategy in Online Teaching and Learning: A Case Study in a Private Junior High School at Bantul

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### Abstract

*The objective of this research is to describe teacher strategies in online teaching and learning and the problems found in online learning activities. This study employs a descriptive qualitative research design using data from teacher practices in online teaching and learning. The data was gathered through interviews and online class observations with the teacher at a private junior high school. The strategies reveal the teacher used, such as using video, practicing dialogue, discussing the material learning, the model of teaching with media utilized, providing feedback on the material lesson, collecting assignments, and motivating students to participate in online learning activities. Regarding problems, the issues were about students are lack of participation. They did not listen to the explanations in online learning, they played with their phones, they did not do tasks or activities, they did not activate the camera. They turned on the camera merely at the beginning and the end of online learning.*

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## Introduction

In order to stop the spread of COVID-19, the government decided to temporarily halt school-based learning activities. School activities were previously considered as a transmission medium that could potentially elevate the COVID-19 spread due to close interactions between students, teachers, and parents. The school closure was only temporary and lasted only two weeks [UNICEF \(2020\)](#). However, as the number of pandemic infections rises in many areas, schools are being forced to use alternative media learning at home.

The government issued a circular on November 4 2020 outlining the implementation of education policies during the COVID-19 outbreak emergency period. The decision was made that learning activities are done from home and suited with interest and the condition of teachers and students. Teachers give qualitative grades to students who complete their tasks as a result of their home learning activities.

To respond this, teachers need to create teaching and learning from offline to online. A strategy is described as a series of methods in learning, thinking, and teaching that were

employed to achieve clear objectives (Richards,1990). Individuals have their own strategies for achieving the goals that have been established. Teachers' strategies may differ from one another. It is dependent on the needs of their students, which must be matched with the goals that the teacher wishes to attain based on the syllabus.

One factor that contributes to problems when learning at home is a lack of preparation on the part of teachers who are still attempting to adapt to online learning. Praptono contends that new online learning has the potential to improve online skill teaching. This situation is unpredictable because teachers who were forced to do online learning had never done it before (Praptono, 2020).

The purpose of this study is to delve into the emerging inequalities in learning from home implementations among students and teachers. The preparations convey out teaching activities that reflect the diverse learning abilities of each student in their class. Teachers in urban areas, whether in Java or outside the Java island, are more actively engaged in learning and teaching. Learning at home requires systematic quality to improve learning implementation, which is expected to continue indeterminately.

## **Method**

In this study, the writer uses descriptive qualitative research with an emphasis on teacher strategies utilized in online learning. This study examines the online learning methodologies used by teachers at a private junior high school in Bantul. The researcher use qualitative descriptive techniques to explain the model, tactics, applications, and modifications used by the instructor in online learning. The data collecting techniques used include, interview with transcription and recorder, online classroom observation, document subjected with lesson plan, syllabus of the most recent audiovisual materials Creswell (2012).

This study employs qualitative data analysis methodologies. The data was collected orally and in writing, without the use of numbers. A descriptive qualitative technique was used for data analysis. On this data analysis, the researcher used Miles and Huberman method (1994) which describes the step for analyzing data as follows: data reduction, data display and data verification.

## **Results and Discussion**

A teacher strategy is a broad plan for a lesson process that contains structures, instructional objectives, and an outline of planned techniques that will be used to put the strategies into action (Stones & Morris, 1972). Furthermore, Issac (2010) defines teaching techniques as the teacher's demeanor in the classroom, the formulation of a teaching approach, providing appropriate stimuli for times and answers, and enhancing response with extra activities.

### **Using Videos**

In this strategy the teacher used the videos related to the material lesson. The videos take by the teacher from the youtube and share it in whatsapp group, then in online class activities teacher ask students to interpret the vocabulary related the videos, from the statement above we can concluded that teacher was use the videos to attract the students' attention in online learning process.

Video studies have proven to be a powerful methodology in teaching, particularly for doing demonstrations, discussing the material lesson, and presenting the interactive dialog in online education. According to Bajrami and Ismaili (2016), video material can be used as an

input of real materials as well as a motivational tool. With these videos, teachers may make online learning more entertaining, relevant, and useful, as well as provide encouragement for online class exercises..

WhatsApp is a messaging app that is used for communicating, issuing directions, and sharing Zoom link meetings. According to [Siemens \(2014\)](#), when students utilize digital tools to connect, they are able to reflect on and learn about the instructions. When the teacher published instructions on WhatsApp, students noticed it and responded to the instructions. On the other hand, when students respond by replying to the message, they have the opportunity to practice using some language.

Zoom meeting is a useful alternative application in online learning because it can facilitate online meetings, long-distance interactions, and it can promote online teaching and learning ([Pratiwi & Afandi et al. 2019](#)). This application can be loaded on both a laptop and a smartphone. Students who do not have a laptop can participate in online classes using mobile phones. Zoom meeting applications are useful in online teaching and learning since they can not only be used to have meetings but also to exchange power point presentations as learning materials.

The Google Classroom is an application used for collecting tasks. The application creates new learning environment for students ([Iftakhar, 2016](#)). The collection of tasks using Google Classroom can be more simple because the teacher can give the instructions and corrections by using one application.

## **Dialogue**

The teacher uses dialog as a practice method in learning to speak; the teacher asks each student to practice, and after the practice, the teacher explains the meaning and structure of the dialogue. The teacher hopes that by doing so, students will be more easily able to understand the topic.

The dialogue is a brief conversation between two or more speakers about the learning subject. According to Larsen (2011), teachers allow students to express themselves independently by asking them to offer their opinions on a frequent basis. The teacher hopes that through using dialogues, students will be able to strengthen their language abilities and engage in communicative interactions, giving them more opportunities to express themselves in the online classroom.

Individuals' speaking methods vary; speaking styles tend to get something done, explore ideas, and figure out some part of the word ([Ricard, 1990](#)). Furthermore, according to Fulcher and Davidson (2006), there are five components of speaking skill that can be defined as follows: first, pronunciations is a technique for pupils to generate clearer English while they are speaking. Second, grammar is required for pupils to arrange correct sentences in written or oral dialogue. The third important part is knowing the meanings of words which is under vocabulary aspect. Fourth, fluency is described as the ability to communicate in a conversational, fluent, and accurate manner. Fifth, comprehension is defined as the ability to recognize and process the stresses of discourse in order to construct representations of the sentence's meaning.

## **Discussion of the learning material**

The online class's learning materials are discussed. With this dialogue, the teacher encourages students to participate more actively in their online study. The discussion of the learning materials centered not only on the primary topic of the lesson but also on the students'

understanding of each portion of the lesson. The teacher in online learning ensures that the students grasp the instructional materials rather than simply following them.

The teaching technique, which is employed in small groups of 2-10 people who tackle the task, involves exchanging points of view while working together to solve the problems. According to [Srinivasan & Slavin et al. \(2007\)](#), the group concentrates on creative problem solving with some preparation. The framework of the study allowed both students and facilitators to share responsibility for achieving closure on points in significant learning.

Discussion is a teaching style used in small groups of 2-10 individuals to accomplish a problem. It involves discussing points of view while working together to solve difficulties. The group, according to [Srinivasan and Slavin et al. \(2007\)](#), focuses on creative problem solving with some preparation. The study's approach allowed both students and facilitators to share responsibility for bringing major learning moments to a conclusion.

## Media

The teacher created the material delivery under this model by responding to the students' needs. The teacher hopes that by doing so, the students will be more focused on their studies. The delivery of learning material is more structured, with announcements, information, and the distribution of a link for an online class. The teacher chose media that is easily accessible. According to [Sewyn \(2013\)](#), teachers may undertake face-to-face teaching online, which implies they can teach in virtual platforms or programs such as zoom, Google Classroom, Whatsapp, and other applications that offer video conferencing.

Online learning is a method of learning that involves the use of media or a device, such as a phone or a laptop, that has internet connectivity so that learners or teachers may study or teach from anywhere ([Sing and Thurman, 2019](#)). Because there are many apps that support online learning, online learning may be a tool that can make the teacher learning process more inventive and flexible. The learning is flexible to adapt numerous learning methods.

Indonesia uses this new learning approach and has become a new alternative method for pupils to avoid transmission of the COVID-19 virus Dahwan (2020). Teachers are persuaded that e-learning and offline learning are completely different in terms of classroom interaction outcomes. As per [Johnson \(2017\)](#), students require an inspiring person as well as student-teacher interactions for the formation and progression of learning achievement. Because most cities are under community quarantine, online lessons are the greatest option for students to deal without the danger of contracting COVID-19.

## Feedback

In this technique, the teacher provides feedback on all learning activities. The teacher receives three points for providing comments on all learning activities. The first is lesson reflection, followed by action, and finally evaluation, with the goal of assessing whether online learning is still successful.

The results of the evaluations have been used to provide feedback or correction to students or teachers ([Sujarwo, 2010](#)). They can identify strengths and weaknesses in the teacher's strategy as well as students' problems using the teacher's feedback. The feedback aids in the improvement of teaching strategies and increases students' understanding of the learning process.

As a motivator, teachers must be able to build characters for their students using a variety of online learning activities that increase their skills. As a result, in order to achieve the best results from online learning, teachers must instill motivation in their students. According to [Sanjaya \(2007\)](#), the following methods can be used to increase student motivation: 1) establish

the goals of the learning, 2) pique the students' interest, 3) make online learning more interactive, 4) give account to students who answer questions or perform tasks, and 5) encourage students to collaborate with their peers.

### **Assignment Collection**

In this approach, the teacher provides directions for each assignment and explains what students should do. There is a time constraint in place to check whether or not students are completing their homework. In this manner, the teacher expects that students will continue to study and will not forget the lesson materials once the online class activities are over.

The assignment should include clear directions, specific details, a timeline, and detailed instructions for students on each part of the assignment (Rademacher et al 1997). When it comes to assignments, teachers should deliver them to students in a way that is straightforward, simple, and can provide an example of the work.

### **General obstacles in Online Teaching and Learning**

In this scenario, teachers attempt to lessen the approach that makes it harder for pupils to follow the learning activities. In every learning process, the teacher provides options, but some students face challenges such as lost internet connections and other issues.

### **Motivating Students in Online Teaching and Learning**

The first step in online learning activities is to motivate pupils. Students will be more interested in online learning activities if they are motivated. To make students more interested in all online activities, teachers always stimulate students before.

In the pandemic COVID-19, online teaching and learning are the best means of studying; teachers have expertise in the teaching strategy in learning activity, material delivery, learning model, and media support in learning processes. The interview captioned "Teacher strategies in online teaching and learning use video" According to Morris (1962), one of the functions of modern media is to assist the teacher by increasing his effectiveness in the classroom.

Dialogue is used for the communication learning material. By practicing the dialogue and having the students to act it out without any assistance, the students can potentially introduce some additional factor by allowing them to choose own target scenarios. Dialogue is an useful way for students to practice communicating the materials they are learning without fear of being misunderstood because of the environment (Penny, 1996). That is, dialogue can assist students improve their conversation skills while practicing English.

The resources are used to facilitate discussion of the learning materials. For the learning process, the teacher always supplies discussion. The curriculum should be followed when it comes to learning materials, tasks, and subjects. During the pandemic, online teaching and learning are advantageous since they do not increase the number of COVID-19 cases while still allowing teachers to teach students by adopting strategies that keep them engaged and motivated.

The teacher states that media are mostly employed in online teaching and learning with the model of teaching, and that the teacher modifies the online teaching model with the curriculums used. The pandemic also shows how flexible the budget may be in order to give autonomy at the school level in order to take ideas related to school requirements (Makarim, 2021).

Online learning and teaching both include feedback. The teacher emphasizes the importance of feedback in the learning process. Feedback can help students gain a better comprehension of the learning materials. Feedback might take the form of a summative

evaluation, in which students' work is graded, or it can take the form of an end-of-semester study (Lee, 2017).

The assignment collection in online classes is handled by the teacher, who assigns tasks to students and give them a set amount of time to complete them. The teacher focuses on practicing the student to submit work with the allotted time. With this method, the teacher directs students to be on time and to do their assignments during their leisure time.

According to the data obtained from the teacher interview, the obstacles discovered in online teaching and learning were, in the first time online learning was held, there are less interested students who join online class and some of them are not activating their camera, which makes the teacher go as far as to motivate each student and make the online learning more interactive

According to Dimiyanti and Mudjiono (2010), the teachers' preparations in teaching is how to convey the learning materials, making students interested in lesson, and online classroom discipline are the variables that influence students' motivation. In this scenario, teacher's motivation is the most important part of online learning. The learning process becomes more energetic and interesting for students when this strategy is used.

## Conclusion

In the teacher strategies, it was concluded that teacher used variety of strategies for teaching to increase students interest, motivate and online learning process. Based on the research findings, there are seven strategies used by the teacher in learning process as follows: (a) using videos as introduction to the learning materials, (b) practice the use of dialogue in online learning activities, (c) discuss the learning materials, (d) the model of the teaching with media used, (e) give a feedback of the material lesson, (f) the assignment collection, (h) give motivation to students during online learning activities.

The following issues were discovered in online learning activities: students did not pay attention to the teacher; students played their phones; they left online class activities; they turned on the camera merely at the beginning and in the end of online learning activities.

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