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The Role of Teachers in Online Learning during the Covid-19 Pandemic

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The Role of Teachers in Online Learning during the Covid-19 Pandemic

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Article Info

Keywords

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Abstract

During the Covid-19 pandemic, schools and teachers implemented government policies, namely learning from home. The role of teachers as educators must be able to adapt to the digital world so that learning can continue even in a pandemic. The purpose of the study was to determine the role of teachers in online learning during the Covid-19 pandemic. This research is a literature study. The subject of the study consists of literature sources in the form of published journals taken from 2010 to 2020. The data needed in the research can be obtained from library sources or documents. The data that has been obtained will be analyzed so that conclusions can be drawn using the analysis of the Miles and Huberman model. The results of the study suggest that learning success is still determined by the role of the teacher, while technology is only present as a complement in the learning process. Online learning cannot be separated from obstacles, both in terms of human resources and facilities and infrastructure. Network limitations, lack of training were stated as the main challenges faced. Some areas in Indonesia online learning is not running optimally, especially in remote areas with limited technology and networks. The readiness of school infrastructure, the ability of teachers to teach, and the availability of facilities are other problems in the implementation of online learning in Indonesia.

Keywords: The role of teachers, Online learning, Covid-19 pandemic

Introduction

Currently, various countries around the world are being hit by an outbreak of a disease caused by a virus called corona or better known as covid-19 (Corona Virus Disenses-19) (Rothan & Byrareddy, 2020). This virus originally developed in Wuhan, China. This virus outbreak is indeed very fast spreading to various countries in the world. So the World Health Organization (WHO), declared the outbreak of the Covid-19 virus as a world pandemic today (Owusu-Fordjour, Koomson, & & Hanson, 2020).

The spread of the Covid-19 virus is the cause of high death rates in various countries around the world today. Many victims have died. Even many medical personnel who became victims and died. This is a problem that must be faced by the world today, to carry out various policies, including in Indonesia. Indonesia is also feeling the impact of the spread of this virus because it is rapidly spreading to a number of regions in Indonesia.

The solution to limit the spread of the Covid-19 pandemic is that the government issues a policy to break the chain of the spread of the Covid-19 virus in Indonesia. One of the efforts made by the Indonesian government is to apply an appeal to the public to practice physical distancing, namely an appeal to maintain distance between people, stay away from activities in all forms of crowds, associations, and avoid gatherings that involve many people (Republik Indonesia, 2020). This effort is aimed at the community so that it can be done to break the chain of the spread of the Covid-19 pandemic that is currently happening.

The government implements a policy, namely Work from Home (WFH). This policy is an effort that is applied to the community so that they can complete all work at home. Education in Indonesia is also one of the areas affected by the Covid-19 pandemic. With the limitation of interaction, the Ministry of Education in Indonesia also issued a policy, namely by closing schools and replacing the learning process by using an online system.

Steps to learn from home and school closures must be taken to save the education sector. Based on data obtained from UNESCO, it was revealed that the Covid-19 pandemic threatened 557 million students in the world with a total of 39 countries implementing school closures (Nugroho, 2020). The data shows that the total number of students who are potentially at risk from pre-primary to high school education is approximately 577,305,660, while the number of students who are potentially at risk from higher education is approximately 86,034,287 people. In Indonesia, based on data released by the Ministry of Education and Culture on April 14, 2020, it shows that there are at least 68,729,037 students studying at home (“Infografik jumlah peserta didik yang belajar dari rumah,” n.d.).

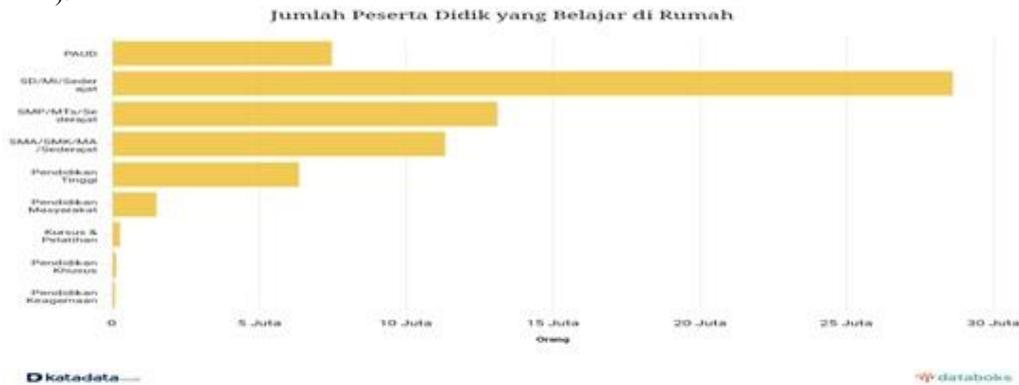


Figure 1. Number of Students Studying at Home

Based on Figure 1, the number of students who study at home is mostly at the elementary school level. Of course, it is a challenge for elementary school teachers to carry out effective and quality learning. By using this online learning system, sometimes various problems faced by students and teachers arise, such as uneven access to the internet network, inadequate devices, high quota fees, uneven mastery of science and technology among educators or teachers, unprepared implementation of the learning process. teaching using distance learning methods, and the difficulty of parents in assisting their children in carrying out online learning activities.

In this COVID-19 pandemic situation, the role of the teacher is becoming increasingly important to contribute as well as a tough challenge in providing distance learning, paying attention to and supporting vulnerable groups, reopening schools, and ensuring an effective evaluation of student learning outcomes (Moko, 2020). Another challenge in the midst of a networked learning process, the development of technology is a challenge for the teaching profession and education staff.

According to Nizam as the Director General of Higher Education of the Ministry of Education and Culture, the current pandemic is a challenge in developing creativity in the use of technology, not only transmitting knowledge, but also how to ensure learning is conveyed properly (Hendayana, 2020). The educational transition due to the Covid-19 pandemic is very clear, starting from the online teaching and learning process. Of course, not all education personnel are able to keep up with the flow of changes that are so fast.

Method

This research is a literature study. The subject of the study consists of literature sources in the form of published journals taken from 2010 to 2020. The data needed in research can be obtained from library sources or documents derived from research results that have been carried out and published in national online journals and international. In conducting this study, the researchers searched for research journals published on the internet. The data collection process is carried out by filtering based on criteria determined by the authors of each journal taken. The criteria for journal collection are as follows:

1. The year of the literature source taken from 2010 to 2020.
2. Strategies in collecting journals of various literatures using accredited journal sites.
3. An effective way of writing for journal settings by entering keywords according to the title of writing.
4. Search by full text
5. Assessing journals from abstracts based on research objectives and conducting critical appraisals with existing tools.

Systematically the steps in writing a literature review are as follows:

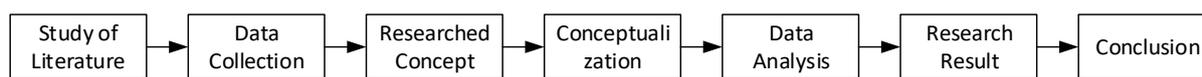


Figure 2. Flow of literature review

The data that has been obtained will be analyzed so that conclusions can be drawn. In this study using the analysis of the Miles and Huberman model, which suggests that the activities in qualitative data analysis are carried out interactively and take place continuously until complete, so that the data is saturated (Ridder, Miles, Michael Huberman, & Saldaña, 2014). Activities in data analysis, namely data reduction, data display, and conclusion drawing/verification.

Results and Discussion

The results of this study are presented by explaining the answers to the study questions and arranged according to the order of the study questions, namely, what is the role of teachers in online learning during the Covid-19 pandemic? The teacher's role is so complex that it must be realized by the teacher himself to advance his students. The role of the teacher cannot be replaced by technology. During the Covid-19 pandemic, educators and students are required to carry out online learning. Although face-to-face learning has many advantages, educators must continue to maximize online learning so that the teaching and learning process continues (Alea, Fabrea, Roldan, & Farooqi, 2020; Code, Ralph, & Forde, 2020; Fauzi & Sastra Khusuma, 2020). All things must have benefits and challenges in implementing it, including online learning, it requires teacher creativity in utilizing existing infrastructure, systems and applications, including platforms provided by the government. Online learning as a distance learning method is a new normal era for the world of education in Indonesia because so far online learning has only been limited to concepts and technical learning tools. Of course this requires teachers to transform in improving their pedagogical competence regarding online learning.

In the era of the Covid-19 pandemic, education must continue to be carried out so that students can study quietly and safely. The spearhead of the learning process that continues to run well is the need for the role of teachers who are able to understand the current situation. Several teacher roles are needed during the Covid-19 pandemic, namely (Herrie Kurniawan, 2020; Kraft, Simon, & Lyon, 2021; Sohlehuddin, 2021; van der Spoel, Noroozi, Schuurink, & van Ginkel, 2020):

Motivator, motivation is needed in every child's learning activities. Motivation is an inseparable part of the world of education. One of the success factors of students in the learning process is the presence of motivation. During the Covid-19 pandemic, the motivation and encouragement of teachers to students is very much needed so that they remain enthusiastic about learning without any burden. Teachers must continue to give positive advice so that students are not afraid and phobic of the Covid-19 pandemic. Encouragement to keep the spirit of learning so that students are not stressed by the current situation and conditions.

Facilitator, the success of students in learning is the main goal of the teacher's role in teaching. In order for student learning to continue to be successful during the pandemic, teachers are required to facilitate their students to continue to study comfortably and safely, not only by giving assignments that can burden their students in learning. The teacher's task is not only to convey information to students, but also to be a facilitator whose job is to provide ease of learning in a pleasant, happy, enthusiastic, not anxious, and eager to express opinion openly. Feeling excited, enthusiastic, not anxious, and daring to express opinions openly is the basic capital for students to grow and develop into human beings who are ready to adapt, face various possibilities, and enter the era of globalization which with various challenges. Thus, what is referred to as a facilitator is that teachers must prepare themselves in any circumstances, including in the current pandemic situation. If there are students who cannot take lessons in class and are required to learn online, the teacher must be able to facilitate the online learning. If students cannot go online, one example is the teacher can go to students' homes or students who come to the teacher's house.

Transformation, learning during the Covid-19 pandemic requires teachers to change the learning paradigm from the on-site learning process to online. Usually face-to-face becomes face-to-screen. All interactions are all digital. The internet network and of course the existence of quotas are the backbone of all these processes. The conditions of Work from Home and Study from Home force all parties to maximize the learning process. Thus, teachers must be able to transform this situation into a new challenge in the world of digital-based education. Teachers must be able to innovate the needs of students by optimizing online-based learning.

Adaptation, in the past, teachers taught by explaining and students listening, the teacher took notes. However, during the pandemic, teachers are expected to be able to adapt to situations and conditions. The online learning process requires teachers to master technology. Teachers must be innovative towards media and methods that are constantly evolving. In accordance with the current situation, teachers should master several ways to learn online, for example via zoom, google classroom, whatsapp, and so on. The method applied will also be different from usual because learning does not take place "face to face". Teachers must be smart in choosing the methods that will be used in the online learning process.

In the Covid-19 pandemic situation, teachers now have and are required to carry out many additional roles and demands for competence. Including the following; 1) Ability to innovate, utilize various digital tools, conduct online classes, implement curriculum that strengthens multidisciplinary and collaborative models in teaching and learning; 2) Ability to reorganize accountability, determine methods in the assessment process; 3) the ability to provide education that helps students develop academically, physically and psychologically, by balancing old knowledge with digital mechanisms; 4) Ability to provide equal education and teaching, including for the most vulnerable; 5) communication skills to synergize the views and visions of children's education process with school principals including parents/families (Darazha, Lyazzat, Ulzharkyn, Saira, & Manat, 2021; Hindun, Husamah, Nurwidodo, Fatmawati, & Fauzi, 2021; König, Jäger-Biela, & Glutsch, 2020).

The COVID-19 pandemic has had an impact on the world of education, this outbreak has hampered teaching and learning activities that usually take place face-to-face, which have now turned into online learning. Online learning can be used as a distance learning solution when a natural disaster occurs. As happened when the government set a social distancing policy. Social distancing is implemented by the government in order to limit human interaction and prevent people from crowding in order to avoid the spread of the Covid-19 virus. This policy makes teaching and learning activities in the face-to-face context temporarily suspended. The government replaces learning with an online learning system through existing online learning applications. With this policy, online learning, which was previously not optimally implemented, becomes the only choice of form of learning. There are big challenges in implementing the online learning model. Learning using new technologies has been going on for decades. However, it can be said that the transformation impact as expected has not been achieved.

The emergence of an online learning system as a form of utilizing telecommunications technology for learning activities in the midst of the Covid-19 pandemic is an effective strategy so that the learning process continues even though it is from different places. The term online is an acronym for "in the network". So online learning is an online learning method or done via the internet. In implementing online learning as a form of distance learning for students, it is obligatory to prioritize the principles, namely: 1) No harm, where online learning does not create more stress and anxiety for students and their families, and 2) Realistic, effective learning implemented by online teachers have realistic expectations of the learning objectives to be achieved.

The implementation of online learning is not without problems. In some countries, it is reported that among those who adopt online learning, the average actual benefits are much smaller than expected. Network problems, lack of training, and lack of awareness are stated as the main challenges faced by educators. Lack of awareness was stated as the most important reason for those not adopting online learning followed by lack of interest and doubts about the usefulness of online learning. Lack of presence, lack of personal touch, and lack of interaction due to connectivity issues were found to be significant drawbacks of online learning (Arora & Srinivasan, 2020; Pokhrel & Chhetri, 2021). The obstacles that most often arise during the implementation of online learning are internet packages that are not owned by students, limited internet access by lecturers and students, and unfamiliarity with online learning (Gunawan, Suranti, & Fathoroni, 2020).

The internet for online learning is like the heart for the human body, if the heart does not beat then humans will die. If the internet does not exist, online learning cannot be carried out. Advances in learning technology must be supported by adequate facilities and infrastructure, such as the distribution of the internet network to existing schools to remote villages. Obstacles faced in online learning, especially during the Covid-19 pandemic, include the need for a stable internet network, large internet needs, uneven internet coverage and the ability of human resources to use online learning technology.

In this regard, the transition to online learning is certainly not a perfect solution. Internet is a problem for the majority of people. No internet hence no online learning. The instability of the internet network connection is certainly very disturbing learning, especially if online learning is taking place. Online learning has obstacles/constraints both from the aspect of human resources and infrastructure. Network limitations, lack of training, lack of awareness, and interest were stated as the main challenges faced.

Conclusion

During the Covid-19 pandemic, schools and teachers implemented government policies to carry out learning from home. The role of teachers as educators must be able to adapt to the digital world so that learning can continue even in a pandemic. All learning success is still determined by the role of the teacher, technology is present only as a complement in the learning process. Online learning cannot be separated from obstacles, both in terms of human resources and facilities and infrastructure. Network limitations, lack of training were stated as the main challenges faced. A number of areas in Indonesia online learning is not running optimally, especially in remote areas with limited technology and networks. The readiness of school infrastructure, the ability of teachers to teach, and the availability of facilities are other issues in the implementation of online learning in Indonesia.

Recommendations

The role of teachers in online learning during the COVID-19 pandemic has many tasks and roles. Good communication, collaboration, cooperation and coordination are needed. The competence of teachers is the main determinant of the success of the online learning process so they must continue to enrich their competencies and skills. Related parties also need to evaluate the online learning so that its objectives can be achieved optimally.

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