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Teacher's Perceptions of Online Learning During COVID-19: A Study in SHS Indonesian Context

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Abstract. This study aims to investigate the English teachers' perception in Indonesia of online learning during COVID-19. This study applied a descriptive analysis approach, and the data were collected through interviews with English Teachers in Indonesia. The result shows that the English teachers' perceptions toward online learning in the pandemic era are divided into three parts. First, they support facilitation like internet connection, gadgets, and quota. They were then followed by the learning process, such as the interaction, the explanation, the generation gap between teacher and students, the way to control students, and the challenges to create an effective climate towards the process.

Keywords: *English Teachers, Perception, Online Learning and COVID-19*

1. Introduction

COVID-19 has altered human beings' lifestyles. It had an impact on almost every factor of existence, which includes schooling, and Indonesia changed into now not resistant to these changes. Corona Virus disease (COVID-19) is a brand-new coronavirus that assaults the human respiratory system (Pratiwi, 2020; Wijayanengtias & Claretta, 2020). The disease was first diagnosed in December 2019 in Wuhan, China's Hubei Province's capital, and has considering that unfold globally without exception. This circumstance rapidly influences every component of human lifestyles. The COVID-19 pandemic has precipitated exceptional harm to the global training machine. There is an intangible crumble in academic institutions, in addition to measurable financial influences in the brief and long term (Basilaia & Kvavadze, 2020). due to COVID-19, educators, the most crucial highbrow assets of any instructional employer, should face an expansion of demanding financial, physical, and intellectual situations.

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The Coronavirus, or COVID-19, now not only asserted heaps of lives, but it also altered how humans live and interact with one another around the world (Nakhriyah & Muzakky, 2021). As a result, humans are required to conduct their activities (which include working and reading) from their homes using modern-day technology. Given the considerable risks during this pandemic, online studying may be an effective solution for activating lecture rooms even if schools or universities are closed (Herliandry et al., 2020). moreover, educators' capability to master technology might be increasingly endorsed to enhance their online getting-to-know abilities (Miaty, 2020). In Indonesia, the worldwide pandemic has had a superficial impact on the training system, with the authorities making public policy to shift face-to-face learning in formal classrooms to online getting to know past the study room, which includes EFL coaching. The Indonesian Ministry of training and culture responds to the educational regulations noted in the round Letter of the Ministry of training and Indonesia No. Four, 2020. one of the guidelines is that during the spread of coronavirus sickness (Covid-19), all tiers of schooling may be taught and discovered at home via online learning. This policy calls for all teachers in Indonesia to shift their teaching strategies from face-to-face to online learning.

The shift from direct learning within the school room to online getting to know outside the study room has had several outcomes. First, teachers and college students were taken aback by the abrupt shift from direct to online learning, which had now not been predicted (Atmojo & Nugroho, 2020). Second, teachers and college students must adapt to adjustments within the teaching and learning system, which includes using technology, assessing college students' work online, and designing online materials (Lai et al., 2015; Yamagata-lynch, 2020). Finally, 0.33, transferring from an inner to an outside language school room affords some challenges and problems, generally for teachers (Satar, 2018). in this international pandemic, it is essential to look at teachers' demanding situations and their perceptions of online coaching.

Online learning has an effect on college students in a similar context. Transitioning from face-to-face to online learning has become a significant issue for them. Furthermore, most Indonesian college students determined it hard to adjust to the web learning gadget. Therefore, it could be a better healthy for college kids even though previous research from the European Commission (2001) confirmed that online getting to know provides good blessings for college kids and some packages that practical resource academics inside the coaching and studying technique in addition to students in receiving classes and sending assignments. However, many issues arise whilst college students use a number of these programs. Other troubles they encountered covered a risky connection, net quotas, and a loss of assisting technology. as a result of this case, teachers' roles as facilitators and educators are vital in online learning. Knowing their demanding situations and perceptions of online learning will permit them to find quality answers to their challenges in online studying.

The teacher's challenges and notions were chosen because the teacher is the hyperlink between the materials and the mastering objectives. Therefore, the teacher is the maximum essential person in the studying procedure online mastering. Therefore, a teacher should be capable of creating interactive and attractive learning materials. Furthermore, teachers need to ensure that their students recognize a way to use generation for online studying. For the duration of this challenging duration, the priority is only sometimes whether or not online teaching-learning strategies can offer excellent schooling. However, as a substitute, educational establishments might be capable of adopting online getting to know on such a considerable scale (Carey, 2020). Students can understand studying fabric better if the teacher inside the triangle is deactivated.

Nevertheless, within the midst of the sector's modern-day outbreak conditions, studying is conducted online. Therefore, the teacher needs to be capable of layout learning to reach learning goals. Therefore, this study explores teachers' demanding situations and perceptions regarding online mastering. Eventually, the description of teacher challenges and perceptions might be used to evaluate online lectures to enhance subsequent lecture implementation.

2. Literature Review

In Indonesia, the Ministry of schooling and culture responded to the pandemic scenario with educational policies mentioned within the Ministry of education and Indonesia round Letter No. 4, 2020. one of the pointers is that during the spread of coronavirus ailment (COVID-19), all tiers of schooling will be taught and discovered at domestic thru online studying. This coverage requires all teachers in Indonesia to shift their teaching techniques from face-to-face to online learning.

There are numerous terminologies used in online studying, which may be difficult for some. online learning is a type of remote mastering wherein students and teachers do not meet in a traditional lecture room placing, and the internet serves because the number one medium of verbal exchange (Stern, 2018; Jamil & Hamre, 2018). There are varieties of verbal exchange: synchronous (members communicate in actual time, which includes online thru zoom, Google Meet, and others) and asynchronous (members concerned are no longer in real-time conversation as an example, interplay in the chat room in social media or mastering discussion board).

Meanwhile, Gikas and supply (2013) emphasized that enforcing online learning necessitates the use of cellular gadgets with smartphones, pills, and laptops that can access information anywhere and at any time. Furthermore, Abidah et al. (2020) mentioned numerous infrastructures supporting unfastened, simple online studying that would be accessed via smartphones, including Google Classroom, WhatsApp, Kelas Cerdas, Zenius, Quipper, and Microsoft. In addition, online getting to know could take location through social media such as FB and Instagram (Kumar & Nanda, 2018). As a result, throughout the pandemic, the definition of online mastering is that teachers and students no longer go to high school, but as a substitute, educate and look from home using technology. Generation, such as smartphones, laptops, iPads, and pills, may be used, and many platforms for online getting to know that can be integrated with generation are to be had.

Online synchronous guidance in a digital schoolroom is regularly complicated for teachers. It is becoming increasingly more challenging to gather the magnificence online, provide structured lectures and encourage studying sports. Time zones, internet get right of entry, bandwidth, technological breakdowns, and individual pupil schedules (paintings vs examination) are all troubles that online teachers and students face. Even though a teacher is a hit in getting all college students to wait for virtual school rooms at the equal time, fundamental troubles, which include loss of lip coordination and verbal cues, time lags, terrible sound and photograph quality, turn-around, and so forth, become large demanding situations. Researchers' solutions to such issues and challenges are generally "techno-training" for both teachers and students, both before and in the course of the path.

However, Dewi's (2020) studies found that implementing online learning in fundamental schools throughout the COVID-19 pandemic can be accomplished quite nicely due to collaboration between teachers, students, and parents in learning at domestic. Furthermore, the findings of (Purwanto et al., 2020) research that used 15 respondents from two basic faculties in Tangerang, Indonesia, found numerous demanding situations and barriers

encountered by students, teachers, and parents in online mastering. Those difficulties blanketed constrained communication among college students associated with socialization, difficulties for students with great academic desires, and extended display time. However, dad and mom believed that the troubles that arose had been more significantly associated with a loss of getting to know the field at home, a massive amount of time spent with the aid of dad and mom to assist children in getting to know at home (mainly for youngsters in Grade four in number one schools), a loss of technical talents, and better internet bills. Putria et al. (2020) observed several assisting factors for educators in the online learning technique, including phone availability, quotas, and a stable internet community because not all college students have smartphones.

Most teachers are digital migrants born before the 20th century, while younger first-year students are digital natives born after the 20th century. The achievement of online learning structures relies heavily on several interconnected additives concerning students, lecturers, mastering sources, and the present generation (Mustofa et al., 2019). Singh carried out a take look at further to the preceding one (2016). that is the purpose of technology that comes so easily and naturally to college students but not teachers. Making harmony between those two generations within the coaching and learning manner is one of the most demanding situations in this pandemic scenario. These problems occur when imposing a tremendous online training gadget in Indonesia. There is a technology hole between the teacher and the scholars. The age distinction is because of when they were born. Whilst there was no online mastering conduct, the academics had been born. Since global education has been modified, it casts teachers as migrant-era generations who used the era. It is a distinctive situation for students in this era.

On the other hand, most people of students were born in the twenty-first century. They are at ease with mobile telephones, technology, and digital international. Consequently, scholars realize more about generation than the teacher.

Additionally, Lestiyanawati and Widyantoro (2020) found three teaching methods utilized by Indonesian teachers: best online chat, video conference, and an aggregate of both online chat and video conference in the online coaching and getting-to-know manner. Meanwhile, they encountered some challenges during e-getting to know, which included a loss of technical skills, infrastructure and centres, teachers' teaching techniques, and monetary issues. In addition, teachers confronted challenges during online learning in an epidemic generation because of a lack of technological infrastructure, high net costs, and a family economic disaster.

Each teacher has an exclusive attitude on the way to implement e-studying. Perceptions will result in similar behaviour (Bargh et al., 1996). perception is a concept approximately something that has taken place, and it can be expressed through mindset. Teachers' perceptions are essential in describing the learning surroundings (Lee & Tsai, 2005). It means that teachers' perceptions can impact students' conduct. The primary purpose for reading teachers' perceptions is that a learner's behaviour is known as a result of his or her beliefs (Ajzen & Fishbein, 1980; Cooney, 2001). Teachers' views might be considered as a part of the mastering evaluation technique to make sure a hit getting to know.

3. Method

The study employed a qualitative descriptive interview to obtain a rich and in-depth analysis of respondents' perceptions. Moreover, 20 English teachers from an excessive senior faculty in North Sumatera, Indonesia, took component in this take a look at. The participants selected a purposive sampling technique that considered the teachers'

backgrounds and duration of coaching. All of the individuals have used one or extra platforms to teach online. Then, from March to July 2021, the teacher used online teaching, and its opportunities would be kept. First, an interview technique was applied to collect the data. Then, the data were analyzed based on the perception indicators.

4. Findings and Discussion

After analyzing the facts, the outcomes confirmed that each of the teacher's notions in coaching English during the COVID-19 pandemic changed into a version of coaching and tough coaching online. Teacher perceptions were examined in 3 areas: supporting facilitation, the studying process, and the demanding situations of creating an effective climate for the process. The questionnaire provided this study with a wealth of data on online learning from the teacher's factor of view. The similarities between online and offline studying, in keeping with nearly all, are inside the system itself. Even in online or offline learning, teachers should prepare a lesson plan, materials, and a first-rate aim (KD) to reap.

Further to the findings of Zhang et al. (2020), studies on online getting to know in several Chinese language colleges and universities at some stage in the COVID-19 pandemic revealed ambiguity and disagreement about what to train, the way to educate, the workload of teachers and students, the coaching environment, and its implications for equitable training. To support shared understanding inside the context of shared desires, proper relational coordination among teachers is required in e-learning, including supplying common and well-timed verbal exchange mechanisms and trouble-fixing. The difference between online and offline getting to know best affects how college students are taught. Teachers agree that there are variations between online and offline mastering in how the teacher conducts the coaching procedure. The teacher and students meet in one place and at one time in offline learning, but not in online studying; the teachers can use zoom as a medium, but they are separated via distance. Lestiyanawati and Widyantoro (2020) discovered three teaching strategies used by Indonesian teachers: simplest online chat, video conference, and a mixture of each online chat and video convention inside the online teaching and getting-to-know system. in this pandemic state of affairs, WhatsApp is the maximum typically used media by using teachers for accomplishing on line mastering activities, observed with the aid of Google school room, Zoom, and Telegram. The teacher concurs that they used those media because they were simple, technologically friendly, and suitable for this case. The convenience and problems of online studying are mentioned next. Maximum teachers agree that the benefit of implementing online getting-to-know is the ability in time and region, the exploration of more generations, and the scholars' new experiences. Most people of them have an equal notion of online learning. Online mastering is adaptable. It may be carried out at any time and from any region. Academics agree that WhatsApp is the most technologically advanced medium that may be used for online coaching in this Pandemic situation.

Even though online learning appears to be conceptually simple, it is also tough to implement. Academics agree that the demanding situations of imposing online learning are divided into three categories. They are within the helping facilitation, which includes internet connection, scholar system specs, and internet quota and the studying technique together with less communicative whilst the activities due to the fact the teacher and students have constrained time to have interaction with each different, cannot provide an explanation for element about the fabric, and can not feel and manage students' affective elements while learning method. For that reason, they stated that the challenges for teachers in implementing online learning are: teachers' competency to apply technology, teachers'

method to conduct powerful online learning activities, supporting facilitation, and teachers' creativity as the number one position in online learning sports. It is also associated with the initial assertion that there may be an opening between the teacher and the scholars, making the teaching and learning method hard. As a result, the researchers want to explain the challenges teachers face when imposing complete online learning.

Numerous online education technologies are available, but they can sometimes be challenging to use. These difficulties and problems with modern technology include downloading errors, installation issues, login issues, audio and video problems, and so on. Online teaching can be tedious and uninteresting for students at times. Students never find time to learn online because it requires much time and flexibility. Personal attention is another major issue with online learning. Students want two-way interaction, which can be challenging to implement at times. The learning process can only be fully realized once students apply what they have learned. Online content can sometimes be theoretical, making it difficult for students to practice and learn effectively. Poor course content is another major issue. Students believe that the main barriers to online learning are a need for more community, technical issues, and difficulties understanding instructional goals. According to one study, students need to be adequately prepared to balance their work, family, and social lives with their studies in an online learning environment. Students were also found to be underprepared for various e-learning and academic-type competencies. In addition, students need a higher level of preparedness when using Learning Management Systems.

The teacher's perception of students' achievement in online and offline learning is then examined. Most teachers believe that offline learning is more effective for students; therefore, when students learn in offline learning, the teacher can control the students and determine their achievement based on their ability. The teachers perceived online learning to be the same as traditional learning in that it has a process to assess a student's achievement through a quiz or exercise, but the teacher cannot control the students. As a result, they need to be made aware of students' actual achievements, whether or not they are based on their ability. When students complete a task, test, or exercise at home, the teacher cannot tell if they did it alone or with assistance from their parents, brother, or sister. It is one of the difficulties that the teacher faces. Then proceed to explain the relationship between the learning process and student achievement. Most teachers "agree" that there is a link between the learning process and student achievement. Students who learn using the offline system will be concerned about the materials because the teacher controls them. Students who need help understanding the material can ask their teacher questions during the learning process. This factor influences students' comprehension and is linked to their achievement. The teachers also explain the difficulties in achieving learning goals (KD) in the online learning process, such as not all students submitting their assignments on time and students not quickly understanding without an explanation from the teacher, so the teacher cannot reach KD optimally. Students sometimes need help to follow the online class due to data quotas or the internet is not supported. Finally, the teaching and learning process's goal could not be met—the teacher's difficulty in assigning a grade. When teachers cannot provide their students with a comprehensive explanation, KD or basic competence cannot be achieved. Furthermore, some materials require face-to-face learning to be comprehended, so the learning process needs to be maximized when online learning is used.

Based on the findings, the teacher's challenges toward online learning in the pandemic era can be divided into three categories. They support facilitation, the learning process, and the learning environment itself. Teachers miss their students' deep interactions, so they cannot

control students' affective factors, which are also crucial for the teaching and learning process. It is also supported by Kennedy and Archambault (2012), who claim that there are better learning methods than online learning. It is emphasized that online learning is difficult to understand how or why people would want to learn anything without human contact. It means that, from their perspective, online learning is not a learning activity because of the need for more interactions. Social contact and interaction are necessary for students to feel connected and to form interpersonal relationships; however, interaction alone does not guarantee student participation in the cognitive investigation process, nor does it guarantee that cognitive presence is formed automatically. It contrasts with the previous study, which stated that interaction is the best way for teachers to maximize online learning activities. Several research studies have found that a lack of access to facilities, including home access, is an emotional barrier that prevents teachers from incorporating modern technology into education (Ghavifekr et al., 2010). (2016).

Then, the essential aspect of online learning is facilitation, such as an internet connection. If one of the roles, teachers, or students, lost connection, the online learning activities could not occur. Therefore, teachers must reconsider their involvement in delivering lessons rather than face-to-face experiences during difficult times. Schools play an essential role in this path because they provide teachers with distance learning skills and information through instruction and seminars.

Meanwhile, the present day looks at the teachers' perspectives on the challenges they confronted when carrying out online learning in this pandemic era. The teachers also agree that interaction styles range between online and offline learning. Even though each learning sport in online learning should interact with every other, the interplay must be different in offline learning. It has also been supported by using Dabbagh and Nanna Ritland (2005), as cited in Keengwe and Kidd (2010), who investigated the differences between traditional and online studying environments and argued that traditional learning environments are sure through (a) the location and presence of teachers and college students; (b) being provided in actual time; (c) being governed via teachers; and (d) being linear in their teaching strategies. On the other hand, the application of recent know-how and communique technology, asynchronous communication and actual-time records, as well as online coaching and studying environments, is limitless and complicated. In keeping with the initial examination, the teacher's perspective on online and offline learning is similar to this previous study.

Teachers agree that offline learning forces students to pay attention to the learning system. In comparison, Rasheed et al. (2020) found that teachers' number one assignment is their unwillingness and terrible perception of using the era for instruction. In step with an initial examination carried out with the aid of Rasheed et al. (2020), the most challenging issue of doing online learning is the teacher's feelings. The teacher's willingness to explore new technology is influenced by his or her terrible perception of the era.

5. Conclusion

Based on the study's findings and discussion, it is feasible to conclude that teachers' perceptions of online learning in the pandemic technology are categorized into three categories. They may be the supporting facilities, including an internet connection, a device, and a quota. The getting-to-know method is then accompanied by the interplay, explanation, technology hole among teacher and college students, and the manner to control students, in addition to the challenges to create good weather toward the manner. This modern-day study identifies prevalent challenges from teachers' perspectives in North Sumatra. The researchers propose undertaking future research, especially on demanding pedagogic situations for online learning to maximize studying goals. Meanwhile, the research is narrowing its attention and delving deeper into the pedagogy issue. As a result, destiny studies may be carried out in other Indonesian provinces to determine a practical coverage closer to the proper ongoing process for online learning.

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