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TEACHER'S CHALLENGES TOWARDS ONLINE LEARNING IN PANDEMIC ERA

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The teaching and learning process has a big revolution since Corona Virus Disease 19 (COVID19) has spread out to the world. Education is one of the sectors that have a huge impact on its condition. COVID 19 changes everything in the education system. The teaching and learning process which do face to face must be changed to an online system. Thus, in this research, the researchers want to identify the teacher's challenges for doing online teaching and learning. The researchers also describe the strength and weaknesses of online learning based on teachers' perceptions. This research used a qualitative approach because the researchers describe teacher challenges toward online learning and the easiness and the difficulties of online learning in the pandemic era. The participants of this research were 14 English teachers from a different level of education in South Kalimantan. The instruments used in this study consisted of 12 open-ended questionnaires made online using Google form. The findings of this research are most of the teachers agree that the challenges to applying online learning are in facilitation such as internet connection, quota, the places of home living, and the process of online learning itself such as the teacher's less in technology

Elsa Rosalina

for designing interesting online learning activities, less communicative, lack of interaction, and fostering an effective online learning climate and for the strength and the weakness of online learning activities most of the teachers agree that the strength of online learning is flexible in time and place, thus the teaching and learning can be conducted everywhere and anytime, for the weakness the teachers agree that online learning cannot conduct maximal pedagogical process in learning activities.

INTRODUCTION

The teaching and learning process has a big revolution since Corona Virus Disease 19 (COVID19) has spread out to the world. Education is one of the sectors that have a mostly big impact on its condition. COVID 19 changes everything in the education system. The announcement on the global pandemic of the coronavirus (COVID-19) was taken place on12 March 2020 and it causes policy to have social distancing which render a problem such the school closing affecting the learning of millions of children and adolescents. COVID-19 has pinpointed the problem of school managements and way of learning between teacher and students. The teaching and learning process which do face to face must be changed to an online system. (Lapada et al., 2020) in their previous study stated that COVID-19 not only causes health crises around the world, but it also affects all aspects of life , including education. This condition has an impact directly in the world of education. Institution formal, informal and education non-formal closed face-to-face learning advance and move on with learning online (online). Transition learning from face to face to be online learning spawns a lot barriers for teachers, given this happened suddenly without being prior preparation Educators have used online platforms to reach out to students, webinars have become temporary classrooms, parents have been asked to monitor home, and students have been deprived of social interaction between peers. In face-to-face learning activities advance, learning media can be people, objects around, environment and everything that can be used teacher as an intermediary convey subject matter. It

will be different when learning implemented online. All media or tools that can be presented by new real, turned into a visual medium due to distance limitations. Online learning can be done by combining several types learning resources such as documents, pictures, video, audio in learning. This learning can be used by students by viewing or reading. The source of learning like this is the main capital in developing online learning. Because, if the teacher' packaging is interesting for possible learning and based on the students' characteristics, the learning objectives can be attainable even in online activities. This condition is added by social distancing and PSBB which has been occurred in each province in Indonesia. This makes all of our activities were limited. In this current situation; most of the teachers all over the world are struggling for conducting their teaching and learning process. In this respect, teachers must integrate ICT in the way of their teaching and learning activities. It looks simple but hard to reach. Beggs (2000) as cited in Ghavifekr et al. (2016) found that the lack of instruction was one of the top three obstacles to the use of ICT by teachers in teaching. It is also one of the big reasons why using ICT suddenly in education hard to reach. The incorporation of ICT into the curriculum is not simple nor quick (Coutinho, 2010; as cited in (Coutinho & Lisbôa, 2013)). The difficulties that they have for conducting their process are called a challenge. It is also supported by Schoepp (2005) cited in Ghavifekr et al.(2016) stated that integrating ICT into teaching and learning is a dynamic pro   cess that may face a variety of difficulties.

Online learning can be characterized as guidance conveyed on an advanced gadget that is expected to uphold learning (Clark and Mayer (2016)). In the writing, a few focal points of internet learning have been featured: concentrating from anyplace, whenever; plausibility of setting aside huge measures of cash; no driving on swarmed transports or neighborhood trains; adaptability to pick; and sparing time (Bijeesh, N.A. (2017), Brown, C (2017), Bijeesh, N.A.(2017)). Internet learning is accordingly getting increasingly more significant for training during the hour of the overall well-being crisis, offering the occasion to stay in touch, regardless of whether distantly, with colleagues and educators furthermore, to follow exercises. Be that as it may, numerous difficulties have been seen in various nations. The most obvious and generally talked

about by specialists and policymakers is that socially impeded gatherings face troubles in gathering the fundamental conditions needed by internet learning (Eyles, A.; Gibbons, S.; Montebruno, P. (2020)). The following segment presents past examinations on online learning in crisis circumstances. In reality, on the one side, there is the fundamental goal of shielding well-being, while on the opposite side the previously mentioned issues are arising.

Online learning basically has different kind of terminologies and it is becoming a particular challenge for some. It has been found that many terms, according to Watson et al. (2012:12) do not provide an easily understandable definition or even many of them extend the terms without defining them. In broad sense online learning refers to an education which is led by teacher by using Internet and web-based educational delivery system where teacher and students separated physically and geographically by also using software in proving a learning with structure learning Popularly there are synchronous (participants involved are in real time communication for example online mode by using zoom, google meet and many others) and asynchronous (participants involved are in not real time communication for example interaction in chat room in social media or learning discussion forum).

First from beginning, online synchronous instruction in a virtual classroom is problematic. The truth is that collecting the class online at the same time is becoming harder and harder, let alone being able to offer structured lectures and encourage learning activities. Time zones, Internet access and bandwidth, technological breakdowns, individual student schedules (work vs. study), are all real problems facing online teachers and learners. Even if an instructor manages to get all students to come to virtual classrooms at the same moment, basic things like lack of lip coordination and verbal clues, time lags, bad sound and pictures, turn-around, etc., become major challenges (Coverdale-Jones, 2000; Hampel & Stickler, 2005; Wang, 2004). The solutions proposed by researchers to such problems and challenges are normally "techno-training" for both teachers and learners, both before and during the course (see for example, Kabata & Wiebe, 2005; Stickler & Hauck, 2006a; Winke, Goertker, &

Amuzie, 2010). Many researchers genuinely believe that digital-age students will without adequate preparation, have a feeling of confusion and anxiety, put up with discomfort, waste their time, and linger in virtual classrooms. Research on learners' expectations of synchrony within the virtual classroom needs to be carried out but current literature does not concentrate on this. (Parker & Martin, 2010). It is simplistic to attribute the problems surrounding virtual classroom to purely technical ones. The existing online learning management system (LMS) in our case blackboard is equipped with many features and resources that are asynchronous, e.g. learning materials management, blog, wiki, discussion forum, community emailing, etc. They do not encourage synchronous interactions. Teachers are acutely aware that the only way to encourage synchronous interaction is a virtual classroom (in our case, Elluminate), where versatility of space and most importantly, time coordination are possible. Various types of online exercises have been generated for each lesson using the Blackboard test and assignment software. Online exercise questions are highly time-consuming, but very sophisticated and user-friendly. They are not only asynchronous, allowing students to access them at anytime and anywhere, but they also provide features such as multiple attempts, automatic saving (students can pause and restart at any time), automatic correction and score, questions-randomization, instructor input for individuals or classes, etc. The types of questions that teachers can choose from are also extensive: Blanks, Matching, Multiple Choice, Ordering, Short Answer, True/False, Essay, File Response, just to name a few. In addition, images, files (text/audio/video) and external links can be easily connected to questions from teachers or answers from students. That's why a lot of effort has been made to coordinate classes in virtual classrooms. We purposely put virtual classrooms within the Online Learning Group in an effort to encourage, as far as possible, "synchronous multi-way interaction" (Wang and Chen, 2009: 5) between class members. We insist that the virtual classroom has to work.

The accesses for interaction are taken place in many places or meeting venues which could be held out or in school (Watson et al., 2012: 12). The other names of

online learning which is used interchangeably covers e-learning, cyber learning, or even virtual learning (iNACOL, 2011a: 6).

Learning in a manner online is a new way of learning teaching that makes use of the device electronics especially the deep internet delivery of learning. Online learning, entirely dependent on access Internet Network. According to Imania (2019), online learning is a form in the delivery of conventional learning which is reflected on digital format Through the internet. Online learning is considered to be the medium for delivering material between teachers and students during a pandemic emergency moment.

The use of the virtual environment to support student education can be understood as a spectrum, on one extreme are courses using no virtual technology, while on the other extreme the entire course is provided, accessed, and completed online. Allen and Seaman (2013) defined four categories based on the extent virtual technology is used. Traditional courses (0% delivered online) use no online technology, with the entire course delivered via oral or written means. Web facilitated courses (1-29% delivered online) use online technology to support the face-to-face course, including the posting of syllabi or assignments. Blended/hybrid courses (20-79% delivered online) blend online and face-to face delivery. Fewer face-to-face meetings are held as portions of the course are delivered online. Online courses (80-100% delivered online) use online technology to deliver most or all course content. Most courses do not meet face-to face. Based on Watson et al.'s (2012) definition, what Allen and Seaman (2013) described as Online Courses and Blended/Hybrid Courses qualify as online learning as they both deliver content via online technologies. In addition, the online and blended courses reduce, if not eliminate, in-class time. Most online learning situations use a Learning Management System (LMS) to house the online learning materials. An LMS is "the web-based software application used to design, develop, teach, and manage online courses. It is ultimately the virtual environment in which the learner engages with the content, peers, and teacher" (Vai & Sosulski, 2011:10).

Online learning is a situation of emergency is different from those in normal condition. This prompts a shift from the concept of online learning to emergency remote teaching, which extends "a not permanent shift of delivery in instruction to an alternative mode of delivery due to crisis circumstances" (Hodges, C.; Moore, S.; Lockee, B.; Trust, T.; Bond, A. (2020)). UNESCO Director-General Audrey Azoulay stated that "We are coming to place and working with countries to find hi-tech, low-tech and no-tech solutions to assure the aim of continuity of learning". For this reason, new challenges and opportunities at a social and technological level may emerge. It enables us to reflect experiences on the variety of approaches and lessons that can be learned in numerous countries and come up with the chances to find new solutions. So, a deep reflection on and study of challenges in the social realm with regard to the current pandemic then generally more to universal crises are of importance (Rudnick, A. (2020)).

For further investigation, problems are usually known as challenges. Challenges in online learning needs to be identified. Online distance learning involves a 'learning space' which is usually a website containing an organized set of learning materials, activities, discussion boards/forums and assessment tasks (Andrew, 2012; Yoany, 2006; as cited in(Prior et al., 2016)). It is also because online learning need media or application to elaborate the material of the students. The sudden change of this situation forcing all of the teachers and students adapted to the new situation, they no need time to make a preparation. It is a problem that must be finished to maximize the teaching and learning process. Based on the previous studies conducted, online learning needs special preparations. It contrasts with the situation happened in Indonesia and all over the world. Education in the world does this system spontaneously and of course it has effect to teaching and learning process. The previous study was conducted by Singh (2016). It has been noticed that most teachers are now digital migrants born after the 19th century, while young learners are digital natives born after the 19th century, when the technological revolution began. That's why technology comes to them so easily and naturally. It seems to make harmony between two generations in the teaching and learning process is the challenges in that situation.

Elsa Rosalina

It is also the challenges for doing the good online education system in Indonesia. The teacher and the student's generation have a gap. The gap itself relates to the era when they had born. The teachers were born when there was no online learning conduct. It makes the teachers as migrant era generations that used technology because the education world has changed. Its condition different with the students in this era. The students are born in 21st century. They are familiar in using mobile phone, technology, and digital world. The gap between this condition makes the students know more about the technology than the teacher. It makes the researchers want to identify the teachers' challenges toward online learning in the pandemic era. Because the researchers know that the balance or the harmony between two generation, the teacher as migrant era and the students as 21st century or millennial era is the important thing to create a synergy, and it gets impact to learning process itself. The next previous study was conducted by Sun (2011) who reported that it is safe to say that online learning has dramatically changed the way people learn, as we have mentioned here on the delivery of two full online articles. It is also stated that online learning not only changes the teacher's way to teach but also changes the student's way of learning. Based on both of the previous studies stated that the challenges for doing online learning are challenges for the teacher as a main role in the learning process, the challenges for the students to change their learning way from offline to online. But those research conduct before the pandemic. Thus, in this research, the researchers want to identify the teacher's challenges for doing online teaching and learning. The researchers also describe the strength and the weakness of online learning based on teachers' perceptions during this pandemic. Because the pandemic not only causes a crisis in all of the sectors but also in a mental crisis. The mental crisis such as feeling anxious about this condition, and all of the negative feelings through this condition. This current research tries to identify the challenges of teachers' perceptions of online learning during this condition. Is it different or similar to teacher's perceptions about the challenges before and after pandemic for conducting online learning?

METHOD

This research used a descriptive research because the researchers describe the teacher's challenges toward online learning (time, management, media, and engage the material with full online class) and the easiness and the difficulties to conduct online learning in the pandemic era. The participants of this research were 14 English teachers from a different level of educations in South Kalimantan. The instruments used in this study consisted of 13 open-ended questionnaires made online using Google form. The instrument has spread out using an online platform to the participants. The result of the questionnaire that has filled out by the participants recorded in the researcher's email, then based on this result of the questionnaire the researcher describes the findings and related it to the relevant theory.

FINDINGS

Based on the questionnaire the findings of the research are firstly about the definition of online learning from the teacher's perspective. Most of the teachers can describe the meaning of online learning briefly. Almost all of them stated that online learning is the process of learning activities using an online platform, internet connection, media, but flexible in with unlimited time and distance. Secondly, about the difference and similarity of online learning based on the teacher's perspective. Almost all of them stated that the similarities between online and offline learning are in the process itself. Even online or offline learning the teachers must prepare the lesson plan, material, and have the main goal (KD) that must be achieved. The difference between these two only getting in the way how to teach the students. The teachers agree that online learning and offline learning have differences in how the way the teacher does the teaching process. In offline learning, the teacher and the students meet in one place and one time, but in online learning they can't, even they can use zoom as a media, but they are separated in distance. And about the media, WhatsApp is the media that is mostly used by the teacher for conducting online learning activities, then followed by Google Classroom, Zoom, and Telegram in this pandemic situation. The teacher agrees that they used those media because easy for using, techno-friendly, and

that media appropriate to be used in this situation. Next about the easiness and the difficulties of online learning. Most of the teachers agree that the easiness of implementation online learning is flexible in time and place, explore more technology, and student's new experiences. Most of them have same perception about online learning. Online learning is flexible. It can be conducted anytime and anywhere. The teachers also agree that WhatsApp is the most techno-friendly media which can be used as media for online teaching in this Pandemic situation.

In addition, although online learning looks easy to be understood conceptually, it also has difficulties for implementing. The teachers also agree that the difficulties of implementation online learning divide into three parts. They are in the supporting facilitation such as internet connection, students' gadgets specifications, and internet quota and the learning process like less communicative when the activities because the teacher and students have limited time to interact between each other, can't explain detail about the material, and can't feel and control students' affective factors when learning process. Thus, they also stated that teachers' challenges in the implementation of online learning are: teacher's competency to use technology, teacher's strategy to conduct effective online learning activities, supporting facilitation, and the creativity of teachers as the main role in online learning activities. It is also related with the previous statement stated that between teacher and students have a gap that make the conducting of teaching and learning process having challenges. Thus, the researchers want to describe the challenges of the teacher when they do full online learning.

Next teacher's perception of students' achievement when doing online and offline learning. Most of the teachers said that offline learning is more effective to the students; so, when the students learn in offline learning, the teacher can control the students, and then they can find out that their achievement based on their ability. In online learning, they perceived that it is the same as learning has a process to get a student's achievement by quiz or exercise, but the teacher can't control the students. So, they don't know students' real achievement, whether it is based on their ability or not. It is because, when the students do the task, test, or exercise in their home, the

teacher cannot see if it is done by themselves or maybe they help by their parents, brother, or sister. This is one of the challenges faced by the teacher. Then, move to the next explanation about the correlation between the learning process and student achievement. Most of the teachers said "agree" that there is a correlation between the learning process and student achievement. Students who learn by using the offline system will concern about the materials, because the teacher always controls them and when in the learning process, the students who do not understand the material can ask the question to their teacher. This thing influences students' understanding and is related to their achievement. The teachers also explain about difficulties to achieve learning goal (KD) in the Online learning process are not all of the students submitted their assignment on time, students do not easily understand without an explanation from the teacher, so the teacher can't reach KD optimally, sometimes the students could not follow the online class because of data quota or internet which is not support. Finally, the goal of the teaching and learning process could not be achieved. Here, the teacher's problem in giving the score. When the teacher cannot give a maximal explanation to their students, automatically KD or basic competence cannot be reached. In addition, some of the materials need to be comprehended by using face to face learning, so when online learning is conducted, the process of learning is not maximal

DISCUSSION

Based on those findings, it can be highlighted that the teacher's challenges toward online learning in the pandemic era is divided into three points of view. They are supporting facilitation, the process of learning, and the climate of learning activities itself. The teachers miss the deep interactions of their students, so they cannot control students' affective factors which also important for the teaching and learning process. Liu et al (2009) found that social presence is a predictor of community college retention and final achievement in online community college environments. Social presence, an important way to promote the social and interpersonal communication needed for online teaching and learning (Lowenthal & Dunlap, 2014), involves emotional responses and speech, open communication with others during the course, and coherent

communicative responses (Ice, Swan, Diaz, Kupczynski, & Swan Dagen, 2010; Rourke et al., 2001; Rubin et al., 2013). The delivery of online courses often involves some form of interaction between students, content and technology. These functions are known as cognitive, emotional and administrative functions (Coppola et al., (2002); as cited in Keengwe & Kidd, (2010)). It is also supported by Kennedy & Archambault (2012) who stated that that online learning is not the way for learning. They emphasized that it is hard to understand how people would learn anything without human contact — or why they would even want to". It means that on their perspectives online learning is not an activity to learn because of lack of interactions. It is in contrast with study conducted by Garrison & Cleveland-Innes (2005) cited in Yang et al., (2016) who stated that social contact and interaction are important for students to feel linked and to form interpersonal relationships; interaction alone does not guarantee student participation in the cognitive investigation process, nor does it ensure that cognitive presence is automatically formed. It is contrasted with the previous study that stated interaction is the way to the teacher to maximal the online learning activities. Several research studies have shown that lack of access to facilities, including home access, is another dynamic obstacle that prevents teachers from incorporating modern technology into education (Ghavifekr et al., (2016)). These challenges also happened in the previous study which was conducted before. The most important part of doing online learning is supporting facilitation like an internet connection. If one of the roles, teachers or students lost the connection the online learning activities failed to conduct. In these difficult times, teachers must reconsider their involvement to deliver their lessons rather than face-to-face experiences. Schools play a crucial role in this path, as they are the ones that provide instruction and seminars for teachers to be equipped with distance learning skills and information (Darling-Hammond et al., (2019) as cited in Lapada et al., 2020)).

In addition, the findings stated that the way students learning also correlated with their achievement. It is also supported by Kozma (2003) as cited in Mathevula & Uwizeyimana (2014)) who found a negative association between the level of use of computers and the achievement of schooling, although others, such as Isaacs (2007) as

Elsa Rosalina

cited in Mathevula & Uwizeyimana (2014)) who found an increasing evidence indicating that the use of ICTs may potentially be the only feasible and economically sound means of expanding access to and enhancing the standard of secondary education in the short term. Based on the previous study, and related to online learning activities have a pro and cons through it. In this current research, online learning will affect students' achievement. Meanwhile, this current research focuses on the teacher's perspective on the challenges that the teachers faced when doing online learning in this pandemic era. The teachers also agree that online and offline learning have different ways of interaction. Although both of the learning activities have to interact with each other in online learning the interaction cannot be optimal as such in offline learning. It is also supported by Dabbagh & Nanna Ritland (2005) as cited in Keengwe & Kidd (2010)) who explored the distinctions between traditional and online learning environments and argued that traditional learning environments are bound by (a) the location and presence of instructors and students; (b) provided in real time; (c) governed by instructors; and (d) linear in teaching methods. The use of new knowledge and communication technologies, asynchronous communication and real-time information, online teaching and learning environments are both unbound and complex. Based on the previous study, it can be found that the teacher's perspective towards online and offline learning similar to this previous study. Nelson & Thompson (2005) as cited in Keengwe & Kidd, (2010)) stated that faculty time, benefits, workload, lack of administrative help, expenditure, quality of classes, student engagement and equipment problems as barriers to online teaching practices. Many problems are surrounding the usage of social networks in education, such as anonymity, time-limiting, and miscommunication (Jalal & Zaidieh (2012)). More attention needs to center on the practitioner's use of BL regarding their perception of effective instruction for social presence and language learning. In addition, focus needs to shift in BL research to community colleges where instructors tend to face more challenges in the implementation and delivery process than in 4-year institutions (Crawford, Barker, & Seyam (2014); Crookston & Hooks (2012). Seeking meaningful learning and defining their group role are based on the benefits and limitations of the

Elsa Rosalina

contexts in which they find themselves, including cultural norms, social expectations, and institutional ideologies, as well as students' goals, personal histories, and familial obligations (Fuchs, 2016; Jang & Jiménez, 2011; Yu and Lee, 2016). The teachers also agree that offline learning makes the students focus on the learning process itself. It is contrast with the research conducted by (Rasheed et al., (2020) who stated that teachers' main challenge is their unwillingness and negative perception of using technology for instruction. Based on the previous study conducted by Rasheed et al. (2020), the biggest challenge for doing online learning is in the teacher's feeling itself. The negative perception about technology influences the willingness of the teacher to explore more technologies.

CONCLUSION

Based on the research findings and discussion, it can be concluded that the teachers' challenges toward online learning in the pandemic era are divided into three parts. They are the supporting facilitation like internet connection, gadget, and quota. Then followed by the learning process such as the interaction, the explanation, the generation gap between teacher and students, and the way to control students also the challenges to create an effective climate towards the process. This current research identifies the challenges in general based on the teacher's perspective in South Kalimantan. For future research, the researchers suggest conducting the research specifically on pedagogic challenges for conducting online learning to get learning goals maximally. Meanwhile, the research more focus and gives the detail to pedagogy component. Hence, future research also can be conducted in other provinces of Indonesia to find out the sensible policy toward the proper ongoing process for online learning

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Elsa Rosalina

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Elsa Rosalina

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