



Teacher's Experience towards Online Learning Pre Covid-19 Pandemic in Aceh

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Abstract

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The Covid-19 pandemic has affected every aspect of life, including education. The learning process that was originally done face-to-face at school is diverted to the home using the online learning model. The inequality of the teacher's ability to utilize technology affects the achievement of this online learning goal. The ability of teachers to conduct online learning depends on knowledge and experience in online teaching before the Covid-19 pandemic. This study aimed to expose information related to teachers' experience toward online learning before the Covid-19 pandemic. The study was conducted by implementing a descriptive quantitative method. The instrument used in this study was questionnaires distributed online using the Google Form application. The data were analyzed through the stages of data reduction, data interpretation, and conclusion drawing. The results showed that 75% of teachers stated that they already had basic knowledge about online learning before the Covid-19 pandemic. 45.80% of teachers said they obtained information about online learning through school-facilitated training while 16.70% gathered information about online learning before the Covid-19 pandemic from government-facilitated training, and 37.50% obtained information about online learning from independent learning. A total of 54.10% of teachers stated had conducted online learning before the Covid-19 pandemic. However, only 20.80% of them stated that online learning is very effective to be implemented. The readiness of teachers to implement online teaching-learning depends on their knowledge and experience related to online learning. Inadequate teaching training cause the lack of understanding of teachers towards the benefits of supported information technology-based learning media.

Keywords:

covid-19, online learning, pandemic, teacher

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INTRODUCTION

The existence of the Covid-19 virus for almost two years has had a tremendous impact on people's lives in the world, including in Indonesia. Covid-19 is one of the viruses that attack human breathing (Bunyamin, Lindawati, Amalia, Silviana, & Sari, 2020). It's massively spread has forced the government to limit the movement of people (Wahyuni, Aulia, & Febrianno Boer, 2021). Besides economy, another the most impacted sectors of the Covid-19 pandemic is education (Abidah, Hidaayatullaah, Simamora, Fehabutar, & Mutakinati, 2020); (Reuge et al., 2021). Education is one of the key factors determining the development and progress of a country. For this reason, the government continues



to strive to overcome the learning process during the Covid-19 pandemic issue (Pokhrel & Chhetri, 2021). The Indonesian Government, through the Ministry of Education and Culture (MOEC), issued guidelines for the implementation of learning in the emergency period of the spread of the Covid-19 virus (Rifa'ie, 2020). The learning process that should be carried out face-to-face in school is shifted learning from home. Learning from home is implemented with a distance learning system using internet intermediaries. The teaching and learning process is expected to continue even though teachers and students do not meet directly at school as a conventional learning mode (Efriana, 2021).

Basically, every kind of learning process carried out is directed to achieve predetermined goals. Indeed, online learning is not something new in the education sector. The Internet has become an integral part of the lifestyle of Indonesian society (Zulfitria, Ansharullah, 2020). The online learning, which is part of e-learning, is a distance learning based on applications of information and communication technology (Hoerunnisa, Suryani, & Efendi, 2019). In order to stimulate the attention, thoughts, feelings, and interests of students during online learning process, it requires good communication between teachers and students (Wahyuni et al., 2021). Several platforms support the online learning process including Whatsapp Group, Google Classroom, Edmodo, and Zoom Cloud Meeting (Assidiqi & Sumarni, 2020). The development of technology in education facilitates online learning in two directions during the Covid-19.

A survey related to the using of platform and learning media in learning activities during the Covid-19 pandemic in 2020 conducted by Kompas.com on 1000 samples from 34 provinces in Indonesia. The results found that the most widely used platforms in learning was Google Classroom, which is 26.1%, followed by the use of the Ruangguru (17.1%) and Rumah Belajar (15.2%). Meanwhile, the most widely used of online learning media in the form of video calls was Zoom application, which is 57.2%, followed by Google Meet (18.5%), CisWebex (8.3%), U-Meet-Me (5.0%), and MS-Teams (2.0%) (Bahtiar, 2021).

There are many pieces of research on the implementation of online learning during the Covid-19 pandemic (Aini, Budiarto, Putra, & Rahardja, 2020). The availability of varied learning facilities and platforms has optimally helped student's ability to follow online learning (Herliandry, Nurhasanah, Suban, & Kuswanto, 2020). Furthermore, online learning allows students to interact with learning resources anytime and from any location because learning resources have been packaged electronically and are available online (Mariono et al., 2021). A study by (Kamal & Illiyan, 2021) found that majority of teachers have a positive perception of online education during the Covid-19. In addition, young teachers have more actively engaged in online learning. The using internet in learning increased the average grade of student exams. The achievement of final test obtained were significantly higher compared to the achievement of participants using the combination online mode (Awaluddin, 2018); (Prasetyo & Nurhidayah, 2021).

On the other hand, some researchers concluded that the implementation of online learning is considered ineffective and limited (Nurchaili, 2010). It requires media such as mobile phones supporting certain application, laptops, computers, and adequate internet access (Muhammad Zikri Wiguna;Dini Hajjafiani, 2021).

The lack of readiness of teachers and students to operate various applications of learning technology causes difficulty in the interaction between teachers and students (Dwikurnaningsih & Waruwu, 2021). In addition, the existence of various facilities if not supported by the ability of teachers in using them, then cannot be optimally utilized.

In Aceh, online teaching-learning has practically been implemented in all schools and Universities during the Covid-19 pandemic. The teachers are required to master technology in preparing and providing subject matter. Whereas, students are required to be able to learn independently at home. However, the disparity in the teacher's ability to use technology has an impact on the achievement of the online learning goal. Teachers' abilities in conducting online learning are influenced by their teaching online experience before the Covid-19 pandemic (Müller, Goh, Lim, & Gao, 2021). Nevertheless, there is no study regarding teacher's experience towards teaching online before the Covid-19 Pandemic in Aceh. Therefore, this research is fundamental because it can present information regarding school teachers' experience toward online learning in Aceh Province before the Covid-19 pandemic. The result of this study is expected to be used as a reference in designing effort to increase the teacher's ability in teaching online in order to successfully implement e-learning system.

METHODS

This study was conducted to explore the experience of Aceh school teachers regarding online teaching before the Covid-19 pandemic. In this study, a quantitative research method with random sampling is used. Quantitative research method is one type of research in which specifications are systematic, planned, and clearly structured research design. Quantitative research involves quantifying and analyzing variables to obtain results (Apuke, 2017). In this study, 34 of school teachers from elementary, junior high, and senior high schools participated as respondents. The research process of this study is presented in figure 1.

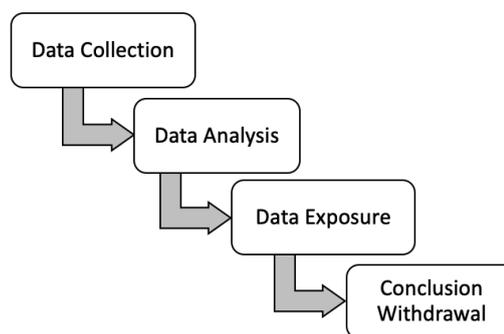


Figure 1. Research process

1. Data Collection

The techniques of data collection in this study were carried out through literature review and questionnaires sheet. The literature review was carried out

for 1 month to obtain the necessary data by reading the literature sources, including academic articles of periodical journal, e-book and other relevant sources as reference in conducting research. The questionnaire instruments were used to collect of critical information related to the school teacher's experience on the online learning process before the Covid-19. The questionnaire assesses teachers' knowledge, insight, and difficulties with online learning prior to the COVID-19. The questioner is distributed online (online) through email and WhatsApp application. The responses were compiled in Microsoft Excel sheet.

2. Data Analysis

The data analysis technique used is descriptive quantitative statistical analysis. It was conducted by calculating the percentage of the number of the respondents answer scores. The collected data is then interpreted in the form of a brief description.

3. Data Exposure

The analyzed data is then grouped, presented graphically, and then described in the form of words.

4. Conclusion Withdrawal

The final stage of the study is verification the data and then withdrawal the conclusions.

RESULTS & DISCUSSION

RESULT

Teacher Experience Participating in Online Learning Training

One of the factors that influence the knowledge and competence of teachers in implementing online learning during the Covid-19 pandemic is the experience of teacher participation in related training. Figure 2 shows the percentage of respondents' participation rates in online learning training before the Covid-19 pandemic.

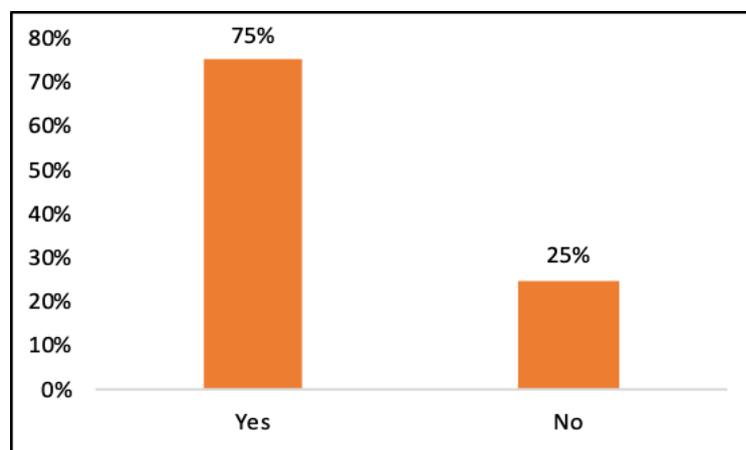


Figure 2. Teacher Participation in Online Learning Training

Data in Figure 2 shows that 75% of respondents stated that they had attended training or technical guidance related to online learning before the Covid-19 pandemic. The remaining 25% of respondents said that they did not participate. It means that 75% of respondents already had a basic understanding of online learning (e-learning) pre the Covid-19 pandemic. So, it can be said that respondents have shown readiness to carry out online-based learning with the help of supporting information technology.

Teachers' Knowledge on Online Teaching before the Covid-19 Pandemic

Figure 3 presents the source of teacher knowledge toward online learning implementation in school pre Covid-19 pandemic.

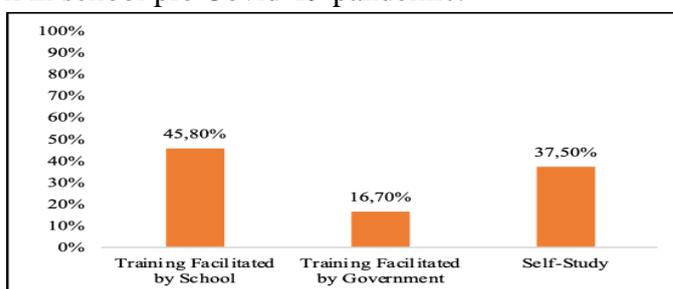


Figure 3. Teachers' Knowledge Source in Online Learning

In Figure 3, it can be seen that the teachers obtained information and basic knowledge about online teaching and learning from various sources. It is including training materials facilitated by the school, training materials facilitated by the government, and the results of their independent learning. 45,80% of teachers stated that they obtained information about online learning before the Covid-19 pandemic from training materials facilitated by the school. Additionally, 16,70% of teachers said that they gained basic information about online teaching and learning before the Covid-19 pandemic from training materials facilitated by the government. In addition, 37,50% of teachers said they obtained information about online learning before the Covid-19 pandemic from their self-study outcomes.

Teacher's Experience in Online Teaching before the Covid-19 Pandemic

Figure 4 shows teachers' experience in teaching online before the Covid-19 pandemic.

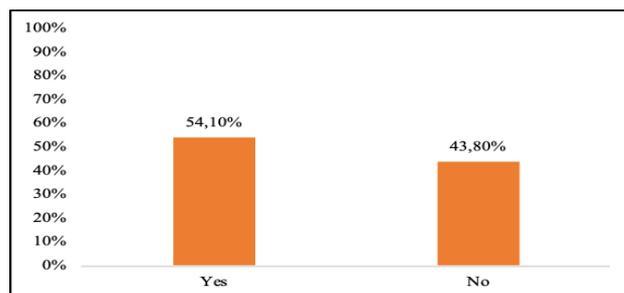


Figure 4. Teachers' Experience in Online Teaching

Figure 4 displays that 54,10% of respondents said they had practiced online teaching before the Covid-19 pandemics. 43,80% of respondents said they had no experience in online teaching before.

Teachers' Perception of Online Teaching before the Covid-19 Pandemic

The continuity and discontinuity of online learning implementation in school is related to learning process effectiveness. The indicator of effectiveness is proven through teachers' ability to provide syllabus, learning instructional, student's response and student achievement (Nahdi, Ramdhani, Lutfi, Marzuki, & Asror, 2020). The results of teachers' perceptions about online education in regard to the effectiveness of online teaching and learning practices in this study is presented in Figure 5.

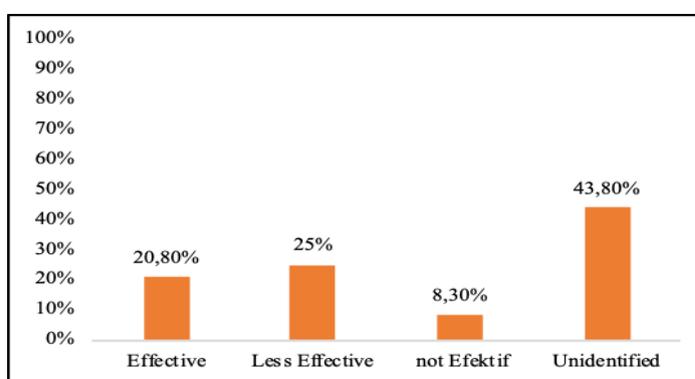


Figure 5. The effectiveness of Online Teaching

Figure 5 shows 20.80% of respondents said they had taught online before the Covid-19 pandemic. According to them, online learning is effective to be implemented. It is very helpful for respondents to manage their time. 25% of respondents said they had done hybrid learning mode, online and face-to-face fusion learning. Based on their perspective, conventional face-to-face interaction is still much more effective than online teaching-learning. Likewise, 8.30% of respondents said they had taught online before the pandemic but found it was not effective. It was very troublesome for them to manage their time. On the other hand, 43.50% said they had never and were not interested in doing online learning.

DISCUSSION

The Covid-19 pandemic has impacted all aspects of life including education. The online learning process itself faced some challenges and obstacles for both the teacher and the students. The readiness of teachers to implement online teaching-learning depends on their knowledge and experience related to online learning. In general, teachers already have a basis for developing their creativity by utilizing supporting media in packaging online-based subject matter during the Covid-19 pandemic. Basically, training is carried out to correct deficiencies and

improve skills. For school teachers, participation in training will increase their knowledge and experience in related to learning and teaching online. According to (Budhayanti & Praba, 2021) learning training activities is a strategy to help teachers to develop their pedagogical competence in designing online learning strategies, not only related to digital-based learning applications used but also the use of varied learning methods so as to provide many learning experiences for students.

Teacher is a main figure in shaping the character of students. Thus, in improving their performance in teaching, teachers must be aware of the need for new information, learning new skills, and a desire to continue learning. In order to motivate students in online learning, teachers must equip themselves with a wide range of knowledge. Teachers must have a clear understanding of the knowledge related to the process of online teaching and learning. It is important to underline that teachers have shown their high curiosity to explore the use of the technological possibilities related to the process of teaching and learning. Independent learning is very essential to gain skills and improve self-competence. Generally known, the Internet allows everybody to explore various information and knowledge at any time and in any situation with no boundaries. One of the factors that cause low quality of online teaching and learning is the lack of maximum use of learning resources and technology. Improving the quality of teachers can be carried out through good professional development in the form of seminars and workshops as well as those conducted online through social media.

Although they have already attended related training, teachers still have difficulty disengagement from conventional model learning face-to-face in the classroom. It might be caused by the lack of preparation of teachers and students towards shifting the mode of learning from face-to-face in the classroom to the online model (Selvaraj, Radhin, KA, Benson, & Mathew, 2021). The knowledge in technology application is essential for a teacher to interact with and adopt technologies as resources in teaching activity. Teachers must creatively utilize technology in packaging learning materials to be easily understood by students (Suparini, Rusdi, & Ristanto, 2020). The ability of teachers to integrate technology in online learning, certainly attract and motivate the student to follow the instructional learning. Experience and knowledge allow a teacher to create better ideas in teaching compare to the one who lack experience. The more experience and knowledge, the more creative a teacher will be. With the experience, respondents can increase their ability and confidence to teach online during the Covid-19 pandemic.

CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that 75% of teachers stated that they already had basic knowledge about online learning before the Covid-19 pandemic. 45.80% of teachers said they obtained information about online learning from school-facilitated training while 16.70% gathered information about online learning before the Covid-19 pandemic from government-facilitated training. 37.50% of teachers obtained information about

online learning from independent learning. An overall of 54.10% of teachers said had practiced online studying earlier than the Covid-19 pandemic. Nevertheless, only 20.80% of them stated that online learning is very effective to be implemented. Inadequate teaching training cause the lack of understanding of teachers towards the benefits of information technology-based learning media.

CONFLICT OF INTEREST

The authors declare that there is no conflict of interest in this paper.

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