



Preparation of Basic School Teachers in Online Teaching in the Pandemic Time Covid-19

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Abstract

The transfer of online learning by utilizing internet networks and various supporting learning applications certainly requires a variety of skills, expertise, commitment, and good self-regulation so that teachers have the readiness to conduct online learning. This study aims for this study to determine the readiness of teachers in implementing online learning. The sample of this study is 322 teachers who teach in elementary schools (SD) in the district of Pidie, Aceh Province, and will be selected by convenience. The research analysis used in the research is descriptive analysis. Based on the research that has been done, based on the results of research that has been conducted on research respondents, only 57.76% feel ready, meanwhile 32.91% of teachers feel less ready to do online learning, and 9.31% of teachers feel not ready to do online learning.

Keywords: *The Covid-19 Pandemic; Teacher Readiness; Online Learning*

Introduction

The Corona Virus Disease (Covid-19) virus has stopped all sectors, including the education sector. So, the government took orders as a precaution so that the virus would no longer spread (Farid, 2021). One of them is through a circular letter from the Ministry of Education and Culture (Kemendikbud) of the Directorate of Higher Education No.1 of 2020 concerning the prevention of the spread of Covid-19 in every region starting from Provinces, Districts / Cities to organize online learning as a way to get around so that students can still learn (Setiawan et al., 2020; Setiawan & Iasha, 2020b). Many Education Offices responded swiftly to these instructions, one of which is the Education Office in Pidie District, Aceh. This regency issued a circular on alertness and prevention of the spread of Covid-19 infection in the Pidie Regency environment (Setiawan & Iasha, 2020a).

Various countries have implemented social distancing which is designed to reduce interaction between people in the wider community, where individuals may be infected but have not been identified so that they have not been isolated (Freedman, 2020). Another perspective states, if social containment (social confinement) on a large scale is also applied (Nicholas, 2020). According to (Freedman, 2020), Social Containment is a government intervention that is applied to the entire community, city or region,

which is specifically designed to reduce personal interaction, except at least to ensure vital supplies (Pramujiono et al., 2020). Indeed, as some experts have pointed out, if prevention policies fail and social distancing measures cannot be sustained until a vaccine is available, the next best approach is to use interventions that reduce mortality and prevent over-infection (Miller, Sciences, Ge, & Fung, 2020).

Most of the research on online learning for teachers has focused on the use of e-learning in teaching. For example, Arbaugh (2010) examined the characteristics and behavior of faculty in online MBA courses at U.S. universities. Mid-Western. Schoonenboom (2014) examined why Dutch instructors in higher education intend to use tools for learning management systems. Regarding the primary and secondary school level, Hrtonová, Kohout, Rohlíková, and Zounek (2015) explore the factors that influence teacher acceptance of e-learning courses in the Czech Republic. However, little effort has been put into exploring teacher-as-learner in online learning environments (Darab & Montazer, 2011; Keramati, Afshari-Mofrad, & Kamrani, 2011). In fact, adult learners as well as teacher-as-learners are different from traditional students. Many adult learners have more responsibilities (for example, family and work) that can interfere with learning (Cerccone, 2008). In addition, many older adults, as children and as young adults, are taught in traditional and passive classes. Adult students need to adapt to the novelty of the online learning environment (Iasha et al., 2020). Like young students, adult learners need motivation to sustain their learning process. So, I have chosen to check if so, the extent to which school teachers are ready for online learning (Asrifah et al., 2020).

Among universities, online learning is not new because many universities have implemented online-based courses. While at the school level, learning is more face-to-face and interacts directly with students (Mahnun & Management, 2018). This is also in contrast to the existence of schools, especially elementary - high school levels, which prohibit their students from bringing cellphones to school for various reasons.

The emergence of this Corona virus will force teachers to optimize online-based learning because face to face face-to-face is not recommended by the government. According to Iras Aprilia (2020), like it or not, like it or not, teachers are forced to invite students to use cellphones or laptops at home. (Rahman, 2020) argues that one of the efforts to carry out an alternative learning process during the Covid-19 emergency is online learning. Although according to Humanities (2020), not all students have laptops and few students have cellphones. So, once the term online learning is raised, then HP will become the main medium that is affordable to use.

Learning has also been further assisted when during this global pandemic there have been many applications that provide free study spaces for students and teachers. This certainly deserves a thumbs up for these service providers, such as the Teacher Room, Zenius, Your School, Bahaso, Smart Class, Quipper and so on. They are ready with a variety of learning content for all grade levels, from materials, learning videos, to question sets. According to Palloff and Pratt (Florence Martin, Chuang Wang, 2011), their focus on readiness for online instructors is based on the criteria for excellent online instructors that include visibility, compassion, communication, commitment, and organization. The point is to focus their readiness for online instructors based on the criteria of an excellent online instructor which includes visibility, compassion, communication, commitment and organization (Juniarso et al., 2020).

Online learning in its implementation requires the support of mobile devices such as smartphones, tablets and laptops that can be used to access information anywhere and anytime (Gikas & Grant, 2013). The use of mobile technology has a major contribution in the world of education, including the achievement of distance learning goals, various media can also be used to support the implementation of online learning. For example, virtual classes use Cassroom, Edmodo, Zoom and instant messaging services such as WhatsApp (S0, 2016). In addition, we also have to know between online learning and face-to-face learning. According to Daniela Castellanos Reyes, et.al (2018) argues that, “the differences

between online courses and face-to-face (F2F) courses (Boettcher and Conrad, 2016, p. 8-10) Instructor role adjustment, Learner autonomy, Content flexibility, Asynchronous / Synchronous communication and Continuous assessment. In essence the differences between online courses and face-to-face courses are the adjustment of instructor roles, Participant autonomy, flexibility of content, Asynchronous / Synchronous communication and Continuous assessment.

However, the problem in our country is the extent to which teachers are prepared or teachers' competence in terms of mastery of technology. It is undeniable that there are still many teachers who are not familiar with information technology (Acesta et al., 2021). They have quite sophisticated cellphones, but they still cannot take advantage of the facilities they have. Indeed, not all teachers are like that because there are still many teachers who are always updating and upgrading their abilities, insights and knowledge in the field of technology. According to Yaumi (Hidayatur, 2020) limitations in Internet accessibility, hardware (hardware) and software (software), as well as financing are often a friend in maximizing online learning resources. So, according to Latip in Rodame (2020), the role of technological literacy is very important during the current pandemic.

(Lampuhyang, Mutu, Religion, & Amlapura, 2020) argues that shortly after students are closed, it is the teacher's turn to be busy looking for online learning patterns. In addition, according to Gaung (2019). Communicating in an online learning environment is difficult. Thus, many teachers only give assignments or homework (PR) to students and are collected when they return to school or are sent via online media. Komang & Astini, (2020) argue that teachers are also satisfied with using the methods that have been implemented, without trying to develop methods that are currently developing.

According to Amalis Styaningrum & Mila Krismawati Paseleng (2017) that there are teacher barriers in integrating ICT in a junior high school in Magelang Regency, Central Java, namely school facilities and infrastructure, teachers' personal technology facilities, the ability of teachers to use facilities, and their application in learning. 86% of teachers in these schools own laptops but not all use them for learning. 47% have cell phones with advanced features, but 9.5% use them for learning. 57% have internet at home, and 43% choose books as a medium of learning. Only 14% of teachers use educational applications in learning. In addition, according to Lina (2020) there are deficiencies in online learning, namely network stability of 38.34%, one-sided interaction and a response rate of 18.31%, concentration is reduced by 23.13%. Dede Rahmat Hidayat (2020). The title is independent learning of students in online learning during the Covid -19 pandemic. The results of the measurement of learning independence show that respondents have low independence (mean = 2.78 / St. Dev. 0.289 on a scale of 5) and the lowest components are responsibility and learning initiative. These results indicate that the learners (students / students) are not quite ready to learn online, the cause is due to study habits, and less supportive technology.

The findings and opinions of the researchers above also explain the conditions that exist in Indonesia in general. Facilities, teacher abilities, time constraints, and teacher age factors are some of the things that influence each other and have an impact on the ability of teachers to use technology (Setiawan et al., 2021). The age factor makes teachers not motivated to use and learn developing technology. Time constraints will also prevent teachers from integrating technology.

These various opinions spread the readiness of the teacher in learning which is very important. Moreover, the world is experiencing the Covid-19 pandemic which has an impact on the education sector, namely learning cannot be done at school but at home. According to Wahyuni & Reswita (2020). Learning carried out by teachers and children through online learning and online tutorial learning through the YouTube application uses technology that is currently developing.

Readiness in carrying out online learning activities must of course be prepared by the teacher as a teacher. As for according to Syamsul Jamal (2020). Readiness is the overall condition of a person that makes him ready to respond / answer in a certain way to a situation. Of course, there are things that must be considered in determining the readiness for the implementation of online learning during this pandemic. According to Hardianto in the Online Learning Concept module written by Dr. Cepi Riayana (2020). There are 8 competencies that online learning teachers must have, (1) Mastering and updating the development of the Internet (2) Better mastering basic and companion knowledge (3) Creative and innovative in presenting material (4) Able to motivate students (5) Ability in online learning design (6) Ability to manage online learning systems (7) Accuracy in the selection of online learning teaching materials (8) Ability to control the learning process. To better understand how to achieve effective online learning for elementary school teachers, researchers measured their readiness with a scale developed by Hung, 2015 which states there are 4 dimensions, namely the Teacher Readiness for Online Learning Measrue (TROL M) scale. On the TROL M scale, it looks at 4 types of dimensions, namely Communication self-efficacy (CSE), Institutional support (IS), Self-directed learning (SDL), and Learning transfer self-efficacy (LTSE).

Previously, several studies had been conducted on the readiness of online teaching and learning. First, Indah Purwandani (2017) whose research results state that measuring the level of readiness with the Chapnick ELR method which is divided into 8 ELR categories and uses the Aydin & Tasci index with the results of online learning readiness at the Academy is ready only needs improvement. Second, Syamsul Jamal (2020) whose research result is the readiness factor of students, a score of 3.8 on a scale of 5. According to the table of value ranges and categories, this value is declared ready but requires a little improvement. Third, Dede Rahmat Hidayat et al (2020) whose research results are these results indicate that learners (students / students) are not quite ready to learn online, the cause is due to study habits, and less supportive technology. The conclusion of the 3 studies shows readiness and unpreparedness in online-based learning. So, this motivates researchers to further deepen the study of distance learning readiness during the Covid-19 pandemic.

Methodology

This type of research is a descriptive study. The approach used in this research is a quantitative approach. The research model in this study used a questionnaire instrument. The purpose of the questionnaire instrument is to obtain information relevant to the research objectives and to obtain information about a problem simultaneously. The questionnaire was distributed to respondents with the aim of obtaining data that would be used as relevant information. The questionnaire used in this study used a Likert scale of 1 to 5 points (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree. Respondents in this study are teachers.

The model used in this study is the Hung TROL M model to measure teacher readiness in online teaching. The TroLM model has been developed and adapted so that it can be used in this study. The Hung TROL M model uses four readiness factors, namely Communication Self-Efficacy (CSE). Institutional Support (IS). Self-Directed (SDL). Learning Transfer Self-Efficacy (LTSE). This model will provide a score for the level of teacher readiness in teaching online.

The places for conducting this research are schools in Pidie District, Aceh. The schools that are the research targets are schools that carry out online learning, namely all State Elementary Schools (SDN) in Pidie Aceh District. The number of schools and the number of Primary School (SD) Teachers in Pidie District are 272 elementary schools.

According to Sugiyono (2018) population is a generalization area consisting of: objects / subjects that have certain qualities and characteristics. In this study the population used was all State Elementary School Civil Servant Teachers (SDN) in Pidie District totaling 2,320 people.

According to Sugiyono (2018) the sample is part of the number and characteristics of the population. The sampling technique used in this research is the snowball sampling technique. According to Suharsimi Arikunto (2018) if the population is less than 100 people, the total sample is taken, but if the population is greater than 100 people, 10-15% or 20-25% of the population can be taken. Therefore the number of samples in this study was 348 people (15%) of the total population of 2,320 people.

The variable in this study is the readiness of teachers in teaching online which is seen from several dimensions, namely (1) Communication Self-Efficacy (CSE) (2) Institutional Support (IS) (3) Self-Directed (SDL) (4) Learning Transfer Self-Efficacy (LTSE). This study used a questionnaire containing questions based on the Sakla model developed by Hung, (2015) for four dimensions, namely (1) Communication Self-Efficacy (CSE) (2) Institutional Support (IS) (3) Self -Directed (SDL) (4) Learning Transfer Self-Efficacy (LTSE). This questionnaire instrument was used to determine the readiness of teachers in teaching online. The model used in this study was the sclaa model developed by Hung, (2015) to measure teacher readiness. in online teaching

Result and Discussion

Result

The research was conducted from March to April 2021, involving 322 teachers who were assigned to Elementary Schools (SD) in Pidie Regency, Aceh Province. Of the 322 data samples taken, 68 teachers (21.11 %) were male and 254 teachers (78.88%) were female, can be seen in the Table 1.

Table 1. Gender distribution data

No.	Gender	Number	Percentage
1	Male	68	21.11%
2	Female	254	78.88%
Total		322	100%

In addition, there were 287 teachers (89.13%) with a bachelor degree (S1) education background and 35 teachers (10.86%) with an educational background (S2), the data can be seen in the Table 2.

Table 2. Educational background distribution data

No.	Education Background	Number	Percentage
1	Bachelor degree	287	89.13%
2	Master degree	35	10.86%
Total		322	100%

This study aims to determine the readiness of teachers in implementing elementary school teacher readiness in teaching online during the Covid 19 pandemic that is currently hitting Indonesia. Based on the sample data that has been taken, the hypothetical mean is 54 and the hypothetical standard deviation is

12. To determine the readiness of the teacher in carrying out online learning, it is divided into 3 categories, namely the following categories:

Table 3. Teacher Readiness Categorization to Do Online learning

No	Category	Criteria	Number	Percentage
1	Ready	>81,58	186	57,76%
2	Intermediate	63,31 -81,58	106	32,91%
3	Not ready	<63,31	30	9,31%
Total			322	100%

The data above (Table 3) shows that the number of teachers in Pidie District, Aceh who are ready to carry out online learning is 57.76%, meanwhile 32.91% of teachers feel less ready to do online learning, and 9.31% of teachers feel not ready to do online learning.

Discussion

Since the first case of Covid-19 was announced by the Indonesian government in early March 2020, the number of sufferers of this virus has shown an increase every day. This has led the government to officially close schools and education centers to this day. The readiness of educators to carry out online learning is critical to the success of learning carried out during this pandemic. Based on the results of research conducted at the Pidie District Primary School (SD), Aceh Province, to the research respondents, only 57.76% felt ready, meanwhile 32.91% of teachers felt less ready to do online learning, and 9.31% of teachers felt not ready to do online learning.

The readiness of teachers at the Pidie District Primary School (SD), Aceh in organizing online learning is influenced by various factors. Some of the factors found in this study were the first to be ineffective in the training carried out in schools. Most of the respondents in the study felt that the training carried out at school was not going well. The impact of this is that training is not able to improve teacher skills in using various media that support learning virtually, so that it has an impact on students.

The second factor that affects the readiness of teachers at Elementary Schools (SD) in Pidie District, Aceh to carry out online learning is that teachers feel that they are not confident in expressing various emotions in virtual media. Low self-confidence in this case will interfere with teachers in interacting with students virtually so that it can affect the learning process.

The next factor which is also the finding of this research is Self-Directed Learning. Setyawati (2015) states that self-directed learning (SDL) is a person's ability to take the initiative to take responsibility for their work or tasks with or without other people which includes aspects of awareness, work strategies, evaluation, and interpersonal skills. In this study, it was found that the SDL of teachers was a weak indicator that affected the readiness of teachers in learning online.

Some indicators that show the weakness of SDL in teachers are difficulty managing time because they have to teach from home, being distracted by other online activities while teaching, not having optimism in using online learning applications, and not being able to enjoy new challenges at work.

Conclusion

Based on the research that has been done, based on the results of research that has been conducted on research respondents, only 57.76% feel ready, meanwhile 32.91% of teachers feel less ready to do online learning, and 9.31% of teachers feel unprepared for learning on line. Various factors that affect the readiness of teachers in implementing online learning are institutional support factors in organizing online learning training for teachers, teacher confidence in learning online and self-directed learning owned by teachers at Elementary Schools (SD), Pidie Regency, Aceh. Suggestions that can be given by researchers based on the findings in this study are that it would be much better if educational institutions prepare their resources to organize education online. The uncertainty regarding the end of the covid-19 outbreak is one of the reasons why teachers at the Pidie District Primary School (SD), Aceh and education personnel are mentally and physically ready to carry out virtual learning.

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