Teacher Professionalism Certified Educators in the Implementation of Online Learning during the Covid-19 Pandemic

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Abstract

This study aims to find out how professional teachers are in online learning during the covid-19 pandemic. The method used is a structured interview using a questionnaire in the form of a questionnaire and analyzed using a qualitative descriptive analysis. The subjects of this study were teachers who worked in senior high schools in Maumere and were certified educators. The research sample consisted of 10 people. From this research, it shows that the learning process has been implemented well but there are also obstacles in the learning process in the network. Where many students are unable to participate in learning activities due to the lack of good facilities by students when learning online which is caused because not all students have smartphones as online learning media, in addition, students are also found who cannot participate in learning because they are in areas with poor internet networks good.

I. Introduction

The Covid-19 pandemic, which has been going on for several years now and the increasingly widespread spread of the corona virus, has forced the government to issue a Large-Scale Social Restriction (PSBB) policy. At times like today, it requires us to carry out social distancing or social restrictions or more often called physical distancing, namely by limiting all activities carried out from home, such as work, study, worship, and others. After the enactment of the PSBB, starting with the new life order, the implementation of the new normal has an effect on education. The learning process that should not be done face-to-face but face-to-face or through cyberspace. The learning process carried out is distance learning.

Distance learning designed by the government so that students and students can still learn virtually by utilizing information technology. Although distance learning is carried out, it does not mean that learning is carried out without obstacles. This distance learning can create learning barriers, because all can not learn face to face in class but must study at home using existing information technology. If seen, not all teachers and students have adequate ability to carry out Distance Learning (PJJ), the halter is one of the obstacles. It is not only a matter of financial ability and technology ownership, but also the problem of the ability to operate applications used for the learning process. Distance learning forces the world of education to adapt to information technology and various digital platforms to support the distance learning process. But unfortunately the very diverse conditions of course become a separate obstacle in the implementation of Distance Learning (PJJ), especially the problem of facilities and infrastructure as well as the quality of human resources.

The outbreak of this virus has an impact of a nation and Globally (Ningrum et al, 2020). The presence of Covid-19 as a pandemic certainly has an economic, social and psychological impact on society (Saleh and Mujahiddin, 2020). Covid 19 pandemic caused all efforts not to be as maximal as expected (Sihombing and Nasib, 2020).

In this pandemic period, learning must continue to be carried out, the aim is to keep the teaching and learning process going even though in the process there are still some obstacles. Circular number 4 of 2020 concerning the implementation of education policies in the emergency period of the spread of Coronavirus Disease (Covid-19) the learning process from home is carried out with the following conditions: a) Learning from home through online/distance learning is carried out to provide a meaningful learning experience for students, without being burdened with demands to complete all curriculum achievements for grade promotion and graduation; b) learning from home can be focused on life skills education, including regarding this pandemic, c) learning activities and assignments for learning from home may vary between students, according to their respective interests and conditions, including considering access/facilities for learning at home, (d) Evidence or products of learning activities from home are provided with qualitative and useful feedback from the teacher, without being required to give quantitative scores/values. The benefits of online/distance learning during this pandemic, one of which is that we can learn anytime and anywhere which will provide convenience for those of us who are studying online/distance..

Learning and teaching are two concepts that cannot be separated from each other. These two concepts become integrated in one activity where there is interaction between teachers and students, as well as students and students during learning. In this case, the author is interested in researching the professional competence of teachers in online learning during the covid-19 pandemic.

II. Review of Literature

2.1 Teacher Professionalism

The teacher is someone who must be admired and imitated, in the sense that the teacher has authority and charisma so that he can be imitated and imitated. Teachers not only teach people but also have the ability to manage and organize classes. So, teachers are adults who are consciously responsible for educating, teaching and guiding students. People who are called teachers are people who have the ability to design learning programs and are able to organize and manage classes so that students can learn and in the end can reach the maturity level as the ultimate goal of the educational process (Uno, 2007).

The professionalism of a teacher emphasizes the mastery of knowledge and management skills and their application. The professionalism of a teacher is a must in realizing a knowledge-based school, namely an understanding of learning, curriculum, and human development including learning styles (Kariman, 2002). Teacher professionalism is not just technological knowledge but rather an attitude of professional development that is more than a technician who only has a high ability but has the required behavior. Based on the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, the position of a teacher as an educator is a professional position. Therefore, teachers are required to continue to develop their capacities in accordance with the times, science and technology, as well as the needs of the community, including the need for quality human resources with the capability to be able to compete in regional, national and international forums.

2.2 Learning during the Covid-19 Pandemic

Online learning as a solution for educational institutions. According to the Arizona Department of Education (2020) in the "Continuity of Education Instruction" subsection, it has been emphasized that it is important to maintain learning, and to engage students in constructive activities when they are not in school. Involving students at any level will give them a sense of normality during a crisis, as well as provide a constructive way out of learning interactions. Maintaining routine or normal activities during an emergency is a positive response step that helps speed up recovery after a crisis. The continuity of education during the pandemic will depend on various factors, such as the level of school preparation, the readiness of parents/families, and the readiness of teachers. Consideration must be given to the need for all students to continue to provide education during the pandemic. In addition to using copies of teaching materials, such as books, workbooks, and other documents sent by post or courier, schools can use various technology-based solutions to increase the likelihood that students can continue their learning activities.

According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future problems (Azhar, 2018).

It was further elaborated that the level of continuation and possible educational interventions include: (1) Exposure to content: Students will be able to see broad content related to the material being taught, such as literacy and numeracy. Skill development that is too focused tends to be unexpected because it will make students bored. Materials used may include textbooks, workbooks, worksheets, email, television (e.g., DVD, cable, streaming), and Internet content (e.g. websites and games), but it depends on grade level and school ability. (2) Additional content: Students will be able to see and participate in activities that are directly related to skills, but there should be no need for assessment or job evaluation, this is more just enrichment. It is hoped that there will be progress made by students, even though it is limited. In addition to the materials listed above, more specific subject matter can be provided through downloadable content (eg using laptops and smartphones) and telephone communication (eg video conferencing and one-on-one video call communication). (3) Separate continuation: Students can also access other content and course materials. If instructional support (including assessment and job evaluation) is provided through other media, continuous learning may be necessary. In this regard, student progress may be measurable. The teaching materials and methods used may include all of the above as well as synchronous online learning (eg chat, streaming, video, instant messaging, and/or web conferencing). (4) Full continuation: Students can access course content and materials. Instructional support is provided, including job appraisal and evaluation. Measurable student progress is expected. Teaching materials and methods used may include all of the above as well as asynchronous online learning with capabilities for remote communication and assessment (e.g., e-mail, learning management systems, tracking, and classroom or project management). (5) Assessment: the statewide exam schedule will open as scheduled; the education office works with vendors if the exam time needs to be extended. Schools are required to take exams that are scheduled according to plan. If there is a closure, the school may need to postpone the exam and regroup at the time of the opening. If there is a closure, the exam time will be extended. The Department of Education works closely with the State Board of Education to resolve any issues that arise during exams and the possible impact on accountability.

2.3 Media Used in Online Learning

Media is everything that can be used to transmit messages from sender to receiver so that it can stimulate the thoughts, feelings, concerns, and interests and concerns of students in such a way that the learning process occurs. Online learning is a learning model based on ICT (Information Communication Technology). (Yohana, et al, 2020). Online learning is a student-centered learning model. learners. Thus, students are required to be independent and responsible for the learning process. Usually the media that is widely used in online learning is using Android-based Smartphone media, laptops or computers.

2.4 Challenges of Online Learning and Solutions to Overcome Them

Distance Learning (PJJ) or online, which was held in March 2020, refers to the circular letter of the Ministry of Education and Culture No. 40 of 2020, regarding the implementation of education policies in the emergency period of the spread of corona virus disease, the impact of the covid 19 virus, the learning process is carried out from home online in educational units by using various learning resources through communication, information, and media technology that supports the concept of having the same goals. good. Distance learning is carried out by teachers through online media such as Whatsapp, Google Meet, Google Form and other types. However, this system needs special learning designs and techniques in order to be implemented. Policy evaluation needs to be carried out to evaluate the distance learning system that has been implemented in schools at all levels of education.

The problems of distance learning include the unequal access to the internet network, inadequate devices, the high cost of quotas, the uneven mastery of science and technology among educators or teachers, the unprepared implementation of the teaching and learning process using distance learning methods, and the difficulty of parents in assisting their children. their children doing teaching and learning activities are the obstacles encountered during the distance learning process.

Some solutions that have been provided by the government are that there are several regulations that clearly regulate and provide an overview of how the distance learning process is implemented, such as Circular No. 15 of 2020 concerning Guidelines for Organizing Learning from Home during the Emergency Period for the Spread of Covid-19, Flexibility in the use of BOS funds to subsidize teacher and student quotas is one of the policies issued by the government in overcoming the high cost of quotas in the context of implementing distance learning.

The role of school principals in encouraging educators and education personnel to be literate in science and technology during this pandemic is an important element in the implementation of distance education. With the policy of providing training through webinars or workshops on the teaching and learning process for educators and education staff, it can improve the quality of these educational institutions in providing services for students.

The collaboration between the school and the provider to improve internet services in schools is one of the efforts to solve the problem of limited facilities and infrastructure to support science and technology in schools for quality improvement. The importance of the principal's role in collaborating with providers in the process of providing quota subsidies is an aid that can relieve parents and students themselves.

For this reason, a comprehensive evaluation needs to be carried out by stakeholders, from the school, school committee, community leaders, parents, guardians of students and the Department of Education so that the quality of education does not decline. Because education is a long-term investment for a nation concerning the future (adv/nch/nin).

III. Research Method

This study uses a qualitative approach with the type of descriptive research. This research was conducted on Wednesday, April 21, 2021. The subjects of this study were teachers who were certified educators in Maumere, and a sample of 10 people was taken. Data collection techniques were carried out through observation and interviews. The data analysis technique uses data reduction, data presentation, data verification and drawing conclusions. (Sugiyono, 2010). Data reduction means that the researcher carefully records the data obtained and then summarizes it based on the main points. Then the presentation of the data means that based on the data from the data reduction in the research, presenting it in the form of tables or graphs to make it easier to understand. And lastly, data verification means that the data that has been presented is based on the results of the study and then conclusions are drawn.

IV. Results and Discussion

The results of the evaluation of the professionalism of certified educators in terms of the results of monitoring observations and interviews on the implementation of online learning in four senior high schools in Sikka district with a sample of 10 teachers are presented by looking at the four pillars of teacher performance evaluation including online learning planning, learning implementation online learning as well as online learning evaluation and conclude in several categories including very good category, good category, quite good and not good.

4.1 Lesson Planning

In terms of preparation for online learning, from the results of interviews with several teachers who already have educator certificates in several secondary schools in Sikka district, it was found that before teachers start learning they first choose learning media that are easy to access by students in order to reduce risk. network constraints then they also choose interesting media for students to follow online. From the findings in several schools that became the object of observation, it was found that teachers tend to use Zoom media, google class, and some use Microsoft Teams. As in face-to-face learning before starting the learning process, teachers also prepare learning tools in the form of lesson plans that refer to the RPP K13 guidelines, complete with learning scenarios and assessment rubrics from the results of observations of the preparation of lesson plans from 10 teachers who were observed. Approximately 84% prepared lesson plans well in the sense that the learning tools are fully prepared while the findings in the field about 16% of teachers are still confused in compiling learning tools, both RPP K13 and assessment rubrics for measuring learning outcomes which include three important domains according to Bloom, namely cognitive or assessment based on aspects of student knowledge, affective aspects, namely aspects of assessment based on student attitudes during the learning process, and also psychomotor aspects or assessments based on student skills in the learning process. This is due to the lack of awareness of the stakeholders in education to conduct training on the preparation of appropriate learning tools based on the level of education and the level of the curriculum unit which tends to continue to change.

4.2 Implementation of Online Learning

In terms of the implementation of learning from the findings during observations in several high schools, it was found that even though there was PPKM level 4 in Sikka district where there were regulations from the local government which required that all students were not allowed to be in school, but the education staff teachers were based on school policy required to remain in school carrying out online learning from school by utilizing internet supplies provided by the school. 2 out of 5 schools visited there were only 2 schools that completely closed all activities in schools and teachers carried out online learning from their respective places of residence. Furthermore, when observing several teachers when carrying out learning, some teachers always open their learning by checking the readiness of students by opening questions to establish good and comfortable communication with students, namely by asking students' conditions, where students live and encouraging students to stay in the area who have a good internet network to follow the lessons well in online learning. Furthermore, when explaining the material, it was seen that some teachers were observed using teaching aids media, although not all of them and the results of the interviews also concluded that teachers did not always use teaching aids when explaining the teaching aids material used only occasionally from 10 teachers who were observed 75% rarely or quite good use of teaching aids 15% of them do not use props during the learning process. In terms of considering the validity and relevance of the material when the teacher selects learning materials for students based on interviews with several teachers, it is concluded that all of them have considered the validity and relevance of the material very well in the sense that they always refer to the appropriate syllabus for each meeting. Furthermore, in terms of developing learning materials that are presented during online learning, 96% of teachers use strategies or tactics so that students are able to understand the material given in the form of PPT, Video, PDF the rest by providing practice questions. Then from the results of the interview it was also found that the learning reference used by the teacher refers to the curriculum syllabus contained in KI and KD. From the results of the interviews it was also found that the teachers were very good at choosing good learning resource media including the learning resources used were textbooks, modules, internet, Youtube.

4.3 Evaluation of Online Learning

In terms of evaluating online learning from the results of interviews in the field, it was concluded that in each online learning each teacher had prepared a good evaluation of the results of observations at the end of each online learning the teacher assessed and measured student learning outcomes based on three domains in the aspect of measuring learning outcomes, namely evaluation on aspects of student knowledge including some teachers providing practice questions as an evaluation of students' understanding to determine the extent to which students understand the material being taught and in carrying out these measurements each teacher has also prepared a rubric for measuring students' cognitive assessment as well as for assessing attitudes and and student skills. Attitude assessment is measured during the online learning process taking into account the student's efforts in overcoming network problems that tend to interfere with the smooth online learning process and besides that, the time provisions in collecting assignments are also the teacher's assessment of aspects of student attitudes. Then when conducting discussions which during face-to-face learning the teacher can easily pay attention to their students and during online learning this discussion forum the teacher changes it into the form of a Chat application from the results of interviews with several teachers saying that student responses by actively asking questions in chat have a positive impact on the aspect of

student affective assessment. Meanwhile, in the aspect of measuring students' psychomotor in the online learning process, some of the teachers they interviewed said that in order to conduct an assessment of the psychomotor aspects of students in the learning process they found several obstacles, including when reports on the results of student practicum work were made in groups the teacher did not can know for sure which students take measurements and observations during data collection therefore from the results of observations and interviews with several teachers they explain that for measurement psychomotor students in their online learning prefer to give project assignments to each student so that they are more optimal when giving assessments.

V. Conclusion

From the results of this study, the learning carried out by a professional teacher during online learning activities was measured based on aspects of learning planning, learning implementation and learning evaluation. educators are in a good category in preparing lesson plans, then in the implementation of learning it can be concluded in a good category and then in the aspect of learning evaluation it is also included in the fairly good category even though in the implementation process there are many obstacles related to the internet network which is often disrupted as well as teacher skills in compiling learning tools that still need attention from the government to more often conduct training training related to the preparation of teaching materials what Maumere did went well. In overcoming this online learning problem, a professional teacher must be able to try to find out and find ways so that the material presented is well received and interesting. Based on the results and discussion, the author concludes that professional teachers in Sikka Regency have carried out their functions and duties quite well according to their profession during online learning during the COVID-19 pandemic.

Suggestion

Suggestions for professional teachers to continue to carry out their functions and duties properly in face-to-face learning and online learning and also to continue to develop their competencies and become a concern for the government. In this case, education stakeholders to continue to support the development of teacher professionalism in Sikka district by continuing to improve all kinds of training activities related to the preparation of teaching materials for learning devices to the development of educational evaluations

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