

Evaluation of Teaching Attendance in Implementation of Distance Learning in English Lessons during Covid-19 at Muhammadiyah Serui

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Abstract

Distance learning with an online format is one of the channels that are widely practiced by educational institutions during the COVID-19 pandemic. Inevitably, the practice of distance education has attracted the attention of many researchers to examine it from various perspectives, considering that the change in the format of learning from face-to-face to distance learning occurs rapidly and massively affects all educational institutions around the world, including them. Indonesia. This rapid change in learning formats presents both challenges and opportunities in integrating technology with distance formats. This study investigates the online teaching practice of English teachers in presenting English lessons at SMP Muhammadiyah Serui during the COVID-19 pandemic. This study uses the lens of the teaching attendance framework to analyze online teaching practices, considering that a strong teaching presence element is needed in learning that only relies on written language in online learning. This study uses a qualitative design. The data set, consisting of transcripts of online discussion posts and interviews with an English teacher, principal, and 13 deliberately selected students, was analyzed deductively. The findings of this study are that English teachers have not presented teaching attendance based on indicators in the three components of teaching attendance, including the categories of design & organization, facilitation discourse, and direct teaching.

Keywords

distance learning; online teaching; teaching attendance; covid-19 pandemic



I. Introduction

According to UNESCO, 74% of the total students in 186 countries have been affected by the COVID-19 pandemic (UNESCO, 2020b). One of the widespread impacts due to the outbreak of COVID-19 was experienced by the education sector following the policy of physical school closures in which most educational institutions around the world, including Indonesia, stopped teaching face-to-face activities, switching them to distance learning. delivery of learning (Di Pietro et al., 2020). In Indonesia, students affected by school closures are around 60 million children out of 1.5 billion school-age children in 188 countries (Suharwoto, 2020). The Ministry of Education and Culture stated that 96.6% of students studied from home during the Covid-19 pandemic (GTK Dikmen Diksus, 2020).

Distance learning is used to ensure continuity of learning in an emergency due to covid. Online learning is the most preferred channel, with 81% of 118 countries reporting using online platforms and 68% of countries combining digital and non-digital approaches (Examples et al, 2020).

In Indonesia, to ensure that learning from home continues, the Ministry of Education and Culture has created a learning from home (BDR) program through the Circular of the Secretary General of the Ministry of Education and Culture. The Objectives of Studying from Home (BDR) during Covid-19 are 1). Guarantee the rights of students to obtain educational services during the Covid-19 emergency; 2). Protecting education unit residents from the bad effects of covid 19; 3). They prevent the spread and transmission of covid 19 in the education unit; 4. Ensure the fulfillment of psychosocial support for educators, students, and parents/guardians.

Learning from Home is carried out using the Remote Learning method with two approaches, namely online and offline. However, in practice, several reports and studies reveal various obstacles that arise as challenges for distance learning policies, especially for online learning pathways.

The survey results of the Ministry of Education and Culture revealed that 53. 55% of teachers experienced difficulties in classroom management during distance learning, and 49. 24% of teachers experienced problems in conducting learning assessments during distance learning. At the same time, 48. 45% of teachers have difficulty using technology during distance learning (GTK Dikdas, 2020). Teacher skills in using technology are one of the issues highlighted during the COVID-19 pandemic in online learning policies (Churiyah et al. , 2020).

Several surveys and studies on challenges seem to reflect such as in Serui, Yapen Islands, Papua. As applied at the Muhammadiyah Serui Junior High School, Yapen Islands, Papua. In this school, distance learning with online channels is carried out using the WhatsApp application during school closures. Most of the teachers implement the WhatsApp application for the delivery of distance learning. Each teacher creates their own subject group to share lessons or assignments with students.

WhatsApp application as a distance learning medium for online channels is a relatively realistic choice for this school from various factors such as user readiness. The main reason is because the WhatsApp application is considered familiar to teachers and students. At least, this was revealed through informal interviews and pre-observations with teachers. Furthermore, in interviews and observations, obstacles in implementing distance learning include the lack of student attendance, lack of student response in learning activities, sometimes some students do not do assignments and teacher instructions, and some students are not present in learning. online classes, all of which are issue areas of online teaching in the practical dimension of teaching in distance learning formats (Examples et al. , 2020).

Although several researchers have conducted evaluation research on teacher skills in adapting technology in implementing distance learning during Covid-19. However, skills evaluation focuses more on describing the general online teaching experience of teachers and making evaluation packages of various aspects of distance learning (eg, Bilgiç, 2021; Nyudak et al. , 2021). The experience of English teachers in designing & organizing, creating learning communities, and developing knowledge of online environment content is still lacking, all of which are covered in the teaching attendance framework. The lack of interaction in online formats during the implementation of distance learning is a major problem revealed by several studies (e. g. , GTK Dikdas, 2020; KPAI, 2020; Research and Development and Education, Ministry of Religion, 2020; U-Report Indonesia Voice Matters, 2020). In addition, the WhatsApp application is reported as one of the most widely used media by teachers in the distance learning format. Investigating teaching practice through a teaching attendance framework can create inquiries into the

problematics of interaction, especially in the context of teaching English. Creating interaction requires the role of the teacher (Conrad & Donaldson, 2004).

Implementation of distance learning at SMP Muhammadiyah Serui including English subjects using the WhatsApp application as an online medium. The teacher's role in facilitating interaction using the WhatsApp application in learning English can be investigated through the lens of the inquiry community teaching presence framework. In addition, an evaluation of the online teaching practice of English teachers through the framework of teaching attendance during the COVID-19 pandemic is under research. Teaching attendance can investigate online teaching practices in computer conferencing with text-based environments (Anderson et al., 2001). 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). Text-based environment is a text-based online teaching activity that is applied to the WhatsApp application. For this reason, this study uses a community of inquiry teaching attendance framework to evaluate the online teaching practice of English teachers during the COVID-19 pandemic at SMP Muhammadiyah Serui.

The current research is expected to be able to increase teachers' insight into the delivery of distance learning, especially in learning English with online channels at SMP Muhammadiyah Serui. In general, there are two important things in research, namely the use to develop knowledge called theoretical use and practical use, namely to help solve and anticipate problems that may arise in the object being explored.

II. Review of Literature

2.1 Some Previous Related Research Findings

Many previous researchers have conducted several studies related to the presentation of distance learning from various aspects. Regarding the focus in this study, several studies were selected and concluded in the findings of previous studies.

One of the important variables in distance learning is the teacher factor (UNESCO, 2020). According to UNESCO, many teachers are unfamiliar or untrained with distance learning formats; teachers find it difficult to fit subjects and learning into a distance learning format. Howard et al. (2020) stated that teachers related to COVID-19 experienced a rapid change in the learning system from face-to-face delivery to truly remote delivery, while many lacked knowledge about online learning. Therefore, UNESCO underlines that teachers must be able to change the pedagogy of subjects and learning processes into distance learning formats. In many cases, teachers lack ability in online pedagogy and lack of skills to carry out online implementation due to inequalities in training programs (McAllister & Graham, 2016). In support, Di Pietro et al. (2020) note that teachers who are not prepared for digital technology contribute to inequalities in online learning outcomes. Several studies examine aspects of teacher readiness in carrying out online learning during the Covid-19 pandemic (eg, Du & Chaaban, 2020; Gay (2016) states that teacher readiness provides positive benefits to teachers' online teaching skills. (2020) note that teachers who are not prepared for digital technology contribute to inequalities in online learning outcomes.

2.2. Some Related Ideas

a. Short Overview of Remote Learning

In this discussion, the so-called 'distance learning' refers to the general description of distance education as a pioneer in the history of distance learning. (JL Moore et al., 2011). In this case, 'distance learning' with the concept of 'distance education', which according to (Holmberg, 1988) includes various forms of teaching and learning at all levels that are not directly and continuously by the teacher in the classroom. The evolution of distance learning is rapidly expanding from correspondence studies, electronic studies, and distance teaching universities. Correspondence studies were conducted by way of correspondence with the teacher. The teacher provides material through correspondence in guided reading guidance and gives tests.

b. Distance Learning Delivery System

It is very important to categorize media for use over long distances to understand remote delivery systems. At the beginning of long-distance delivery, a correspondence or postal system was implemented in the form of printed materials and then changed the presentation where instructional presentations used videocassettes that were sent along with printed materials. (Roblyer & Doering, 2014, p. 226) then changed the presentation model along with the development of fiber optic where the presentation was done online.

c. Distance Education Technology Taxonomy

Based on Simonson et al. (2015), in distance education, teachers must consider how communication occurs and apply experiences that promote effective and efficient learning. Various techniques are needed by teachers to provide learning experiences that are relevant to students' learning needs.

2.3 Technology for Online Instruction

The success of online classes does not lie in the type of technology used, but relies on how the technology is applied and how information is presented with that technology. The type of technology in online classes is included in 'telecommunication technology', while how technology offers remote learning is called 'instructional technology'. Telecommunications is defined as a tool for communicating over long distances, and instructional technology is defined as an electronic method for connecting between teachers, students, and various resources (Simonson et al., 2015).

2.4 Online Teaching

Online teaching refers to teaching activities via the internet either partially or wholly using the Web or Applications on mobile applications that allow for creating online learning elements (Ko & Rossen, 2017). Some of the advantages of online teaching according to Ko (2017): teaching activities can be done anywhere. Teachers do not need classes to gather, appear in front of students so that teachers must pay attention to body language, and teachers do not need to prepare a set of teaching equipment such as writing utensils on the blackboard, carrying bags of paper or textbooks to class. With online teaching, teachers can carry out teaching activities anywhere as long as an internet network is available; even teachers can do online teaching activities while taking care of other small jobs. Advantages from the student side: online teaching offers freedom on the student side where students can listen to lessons, submit assignments, ask questions to the teacher, access test scores, all of which are done online.

a. Motivation

The amount of time people is willing to dedicate to learning is influenced by their motivation (Bransford, Brown, & Cocking, 1999). The desire to succeed and the desire to avoid failure drive motivation (Snow, 1997). When students are having a hard time, effective motivational tactics can help them stay on track to achieve their educational goals. In learning, motivation drives behavior, persistence, and goal achievement. Understanding the factors that drive motivation can assist in the development of effective techniques to keep students engaged during the learning process to achieve learning objectives.

b. Supporting Learner Thinking with Cognitive Strategies

The capacity to help learners develop effective learning strategies to improve their thinking is one of the most significant abilities that instructors bring to the online learning environment. The online environment allows teachers to scaffold the learning environment to fit the needs of all students and provide the right level of support to help them keep using it. Procedural, metacognitive, conceptual, and strategic scaffolding techniques are described by Hannifin, Land, and Oliver (1999) as four types of scaffolding strategies that can support learning.

c. Cognitive, Social, and Online Teaching Presence

Learning occurs in the community of inquiry through cognitive, social interactions, and teaching attendance (2001). The ability of learners to produce shared knowledge as they interact is called cognitive presence. Social presence enhances the learning experience by establishing learners as individuals and assisting in developing interpersonal relationships, both of which can increase participation in learning activities. The way an instructor supports learning activities to encourage social and cognitive presence to help students achieve course outcomes is referred to as teaching attendance. Various synchronous and asynchronous communication techniques can build cognitive presence, social presence, and instructor presence.

III. Research Method

This research is a qualitative research methodology. This research was conducted at SMP Muhammadiyah Serui, Yapen Islands Regency, Papua. The researcher chose the school because the researcher had worked as an educator for a long time, so that the researcher was familiar with this site. This research was conducted in July 2021 in the form of pre-observation and for all stages it is estimated to last until July 2022. Research subjects use purposive techniques, the determination of research subjects is carried out by taking subjects not based on strata, random, or region but based on certain goals. The object of this research is the implementation of distance learning in English subjects at SMP Muhammadiyah Serui. This study uses data collection techniques by means of interviews and online discussion post transcripts.

IV. Results and Discussion

4.1 Participant Demographics

This section provides participant demographics and a description of the data collected in this study. The researcher selected a target sample of 8 students of SMP Muhammadiyah Serui and 7 former students, an English teacher, and an administrator. Eligible participants include those who meet the representative criteria mentioned earlier in Chapter three. The following table displays participant demographic information:

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Table 1. Participant demographic information

Participant	Age	Gender	Participant status	Online elements that support during online learning			Experience in using WhatsApp Application	Skills to operate WhatsApp features
				Device	internet access status	Internet quota/data while online		
P01	37	Man	Administrator	Cellphones & Computers	Very good	Always available	More than 5 years	Proficient
P02	38	Woman	English teacher	Mobile	Pretty good	Always available	More than five years	Proficient
P03	15	Man	Student	Cellphones & Computers	Very good	Always available	Less than five years	Proficient
P04	14	Man	Student	Mobile	Good	Always available	Less than five years	Proficient
P05	14	Man	Student	Mobile	Very good	Always available	Less than five years	Proficient
P06	14	Man	Student	Mobile	Very good	Always available	Less than five years	Proficient
P07	14	Man	Student	Cellphones & Computers	Very good	Always available	Less than five years	Proficient
P08	14	Woman	Student	Cellphones & Computers	Good	Always available	Less than five years	Proficient
P09	14	Woman	Student	Mobile	Good	Always available	Less than five years	Proficient
P10	14	Woman	Student	Mobile	Very good	Always available	Less than five years	Proficient
P11	15	Woman	Student	Mobile	Very good	Always available	Less than five years	Proficient
P12	15	Woman	Student	Cellphones & Computers	Good	Always available	Less than five years	Proficient
P13	15	Woman	Student	Mobile	Good	Always available	Less than five years	Proficient
P14	15	Woman	Student	Mobile	Good	Always available	Less than five years	Proficient
P15	15	Woman	Student	Mobile	Very good	Always available	Less than five years	Proficient
P16	16	Woman	Student	Mobile	Good	Always available	Less than five years	Proficient

In addition to participant demographic data, the following are interview activity data (Table 8) followed by online discussion posting data (Table 2):

Table 2. Interview Time and Setting Data

Participant	Time/Date	Duration	The place	Equipment
Former class IX student	17. 42 May 9, 2022	47. 06 minutes	Class	Interview protocol, mobile audio recording feature
class VIII	09. 38 April 13, 2022	62. 00 minutes	School hall	Interview protocol, mobile audio recording feature
Teacher	11. 11 April 13, 2022	74. 00 minutes	School hall	Interview protocol, mobile audio recording feature
Administrator	06. 52 April 16, 2022	65. 00 minutes	administrator room	Interview protocol, mobile audio recording feature

Table 3. Online discussion post data

Number of discussions based on posts via WhatsApp	
English Teacher & Aura (Student)	86 posts
English Teacher & Nabil (Student)	101 posts
English Teacher & Akram (Student)	103 posts
English teacher & online group	189 posts

4.3 Discussion Result

The results of the deductive thematic analysis resulted in data segmentation based on the coding given from the codebook consisting of design & organization, discourse facilitation, and direct instruction. Design & organization dealing with teachers posting design & organization categories in online English teaching practice; facilitate a discourse on investigating teacher posts about how teachers maintain student interest, motivation, and involvement in active learning at SMP Muhammadiyah Serui during the implementation of distance learning due to covid-19; la instructions just looking for a teacher's post on How teachers provide intellectual leadership and share subject matter knowledge through direct instruction. The online discussion post dataset used to address this RQ1. Online discussion posts provide evidence-based data about how is online learning of English subjects during covid-19 at SMP Muhammadiyah Serui.

a. Design & Organization Area

This category includes setting curriculum indicators, design methods, setting time parameters, using media, and determining netiquette. Based on the analysis, this activity represents this category which is managed from the online discussion post data set.

Table 4. Teacher posts by category Design & Organization

HD setting curriculum	HD- Design method	HD-Establishing time parameters:	HD-Utilizing media:	Netiquette HD-Build:
group introduction;	Encourage active student	Posting schedules	Encouraging to get involved	Be thankful Reply with

material preparation	monitoring and participation; Remind to sync with schedule; Asking students' readiness to learn; The teacher reminds students to study at home; Instruct students to make attendance lists; Controlling online contributions;	online; Reposted online schedule; Remind the upcoming online schedule 21. 25 Remind to sync with schedule Instructions for completing tasks 11. 37 – No time limit	provide access to invite participants; Tell others to join the group; English teacher Share link to join group;	emoticons Teacher says 'very nice' and smiles with love emoticon Teacher answers greetings Teacher greets students Teacher says thank you
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Based on Anderson et al. (2001), 'curriculum setting' includes building curriculum materials and creating and integrating external learning objects. Based on Shea et al. (2003), define the overall curriculum, the teacher communicates important course results (eg, provides documentation of course objectives), and the teacher shares important course topics (eg, provides a clear and accurate course description). Anderson (2001) gives an example in coding schemes: "This week we will discuss. The historical records of the English teacher's online discussion posts do not show communication that leads or approaches such as this example. However the researcher categorizes 'group introduction' in this indicator following Shea (2003) who categorizes the 'welcome' component in this indicator Online group introduction can touch on this indicator even though it does not cover the core dimensions of this indicator In posting the recording, the teacher has not communicated components such as; (PJ Shea et al. , 2003).

b. Facilitate Lecture

This category includes indicators Identifying areas of agreement/disagreement, seeking consensus/understanding, encouraging student contributions, establishing a climate for learning, attracting participants, and assessing the success of the process. The following table describes teacher activities based on each indicator in this category.

Table 5. Teacher activities by category of Facilitation Discourse

HF-identification area of agreement/contradiction	HF-trying to reach consensus/understand	HF-Encouraging student contributions	Climate setting HF	HF withdrawal on participants	HF-Rated efficacy
No presence	No presence	Teachers Reinforce student work Teachers Strengthen student contributions The teacher answered by	No presence	No presence	Post the following material with assignments A teacher asks students to do an assignment; The teacher makes sure to

reinforcing	give the selection; The teacher confirms to do the assignment and submits it the next day; The teacher thanked him and stated that it would be the next assignment;
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The Facilitating discourse component includes the teacher's role in maintaining student interest, motivation, and involvement in active learning (Anderson et al. , 2001). According to Anderson, this component overlaps with the 'social presence' model. However, this component emphasizes the role of the teacher more than the others so that the teacher has a high responsibility to build and maintain discourses that create and sustain a social presence. According to Anderson, in meeting teaching attendance in this component, teachers should read and comment on student posts regularly and continuously to develop a learning community.

c. Direct Instruction

Direct instruction includes indicators of presenting content, focusing discussion on specific issues, summarizing discussions, confirming understanding through assessment and explanatory feedback, diagnosing misunderstandings, injecting knowledge from multiple sources, and responding to technical issues.

4.4 How is How is the online teaching of English subjects during Covid-19 from the point of view of Teachers, Administrators and Students?

Researchers used a collection of teacher, administrator, and student interview data to investigate the perspective of online teaching practice in English subjects during COVID-19. The researcher used the component of teaching attendance in the inquiry model community to investigate teacher attitudes to evaluate the online teaching practices applied. The results of the interviews were analyzed deductively with three components of teaching attendance: Design & Organization, Facilitating discourse, and direct instruction. The following is the perspective of teachers, administrators, and students based on the three components of teaching attendance.

a. Teacher's Perspective in Design & Organization

The teacher's perspective in the field of design & organization is a self-evaluation of the forms of teaching attendance presented by the teacher in the online teaching design & organization component. The teacher's perspective was obtained through interviews. By deductive analysis, teachers' perceptions in the field of design & organization are described as follows descriptively: For the question: How does an English teacher communicate important course outcomes (eg, provide an explanation of course objectives, provide an overview of the course, provide curriculum, evaluation, online schedule)? The teacher answered.

b. Teacher's Perspective in the Field of Facilitating Discourse

Seeking teacher perspectives in the facilitation discourse component is an activity to link teacher perspectives in the form of online teaching practices into the facilitation discourse area, which consists of indicators: identifying areas of agreement/disagreement; trying to reach consensus/understanding; encourage student contributions; climate regulation; drawing participants; assessing efficacy, how teachers perceive online teaching practices in the Facilitating discourse area based on the indicators in this component.

c. Administrator's perspective in design & organization in online teaching practice

The administrator's perspective on the design & organization component in online teaching practice for English teachers is to investigate the administrator's perspective on online teaching practice on the design & organization component, which includes indicators: setting curriculum, designing methods, setting time parameters, utilizing media effectively, and set time parameters.

d. Administrator's Perspective in the field of Facilitating discourse in online teaching practice

The administrator's perspective on online teaching practices in the area of facilitation discourse is the administrator's perspective on the form of teaching presence in online teaching practices related to facilitation discourse indicators which include: identifying areas deal; strive to reach consensus; encourage student contributions; climate settings for learning; attract participants, encourage discussion; and assess its effectiveness.

e. Administrator's perspective in the area of direct instruction in online teaching practice

The administrator's perspective in the direct instruction area is the administrator's perspective on teaching attendance in online teaching practices in the direct instruction area, which includes: presentation of content/questions; focus on discussion; summarize the discussion; confirm understanding; diagnosing misunderstandings; inject knowledge from multiple sources, and respond to technical issues.

f. Student Perspectives in the field of design & organization in online teaching practice

The student's perspective of online teaching practice in the field of design & organization is the student's perspective on the forms of teaching attendance with indicators including: curriculum determination, method design, time parameter determination, media utilization, and netiquette determination.

g. Student Perspectives in the field of facilitating discourse in online teaching practice

Students' perspectives on the field of facilitating discourse in online teaching practice are students' perspectives on forms of teaching presence in the field of facilitating discourse components with indicators: identifying areas of agreement; strive to reach consensus; encourage student contributions; climate settings for learning; attract participants, encourage discussion; assess the success of the process.

h. Student Perspectives in the area of direct instruction in online teaching practice

Students' perspectives in the field of direct instruction are students' perspectives on online teaching practices that show direct instruction indicators including: presentation of content/questions; focus the discussion on specific issues; summarize the discussion; confirm understanding; diagnosing misunderstandings; inject knowledge from multiple sources; and respond to technical issues.

i. Community Framework View

For the development of the Inquiry Community, the findings of this study can also be reviewed with two other frameworks in the inquiry community, namely social presence and cognitive presence, in addition to the presence of teaching, because after all, the community inquiry framework thinks that learning occurs in society through the interaction of three elements. Core: teaching presence, social presence, and cognitive presence. In short, the CoI framework is a dynamic model of the core elements necessary for community development and inquiry seeking in educational settings (Garrison et al. , 2000). The first of the three components of the CoI model framework are social presence. According to Garrison et al. (2000), social presence refers to the learner's capacity to emotionally and socially project oneself in the community of inquiry.

j. Social Presence

1) Affective display

According to Garrison et al., one of the defining aspects of social presence is the expression of emotions, feelings, and moods (2000). Words of intimacy, warmth, affiliation, attractiveness, and openness related to social presence and instructor closeness indicated affective contact.

2) Interaction/Open communication view

Based on Akyol (2009), In online discussions, the category of open communication (occurs as continuing the thread, quoting from and referring to other people's messages, asking questions, praising, or expressing agreement/disagreement). In posting online discussions of English teachers about online teaching practices during the COVID-19 pandemic, this category can be revealed through indicators of facilitation discourse in the teaching attendance component.

3) Cohesive look

The three indicators in the cohesive category are vocative, namely greeting or calling participants by name. Regarding vocatives in teachers' online teaching practices, especially in private chats, teachers occasionally mention students' names to remind them to do assignments and participate online. In Rourke & Anderson (2007) templates, vocative examples that refer to students' names are carried out in the context of discussing content; the second indicator in the cohesive category is 'referring to groups using inclusive pronouns' such as we, we, us.

k. Cognitive presence

In Garrison et al. (2000), cognitive presence is the most fundamental requirement for success in education. Garrison et al. (2001) postulated that cognitive presence refers to the learner's capacity to create and verify meaning through contemplation and extended conversation. In other words, it requires expanded dialogue and reflection that relies heavily on text-based communication to promote the analysis, production, and reinforcement of meaning in the learner community. Cognitive presence is the extent to which learners can construct and confirm meaning through continuous reflection and discourse in a critical community of inquiry (Garrison et al. , 2000).

4.5 Discovery Summary

Through posting online discussions and supporting participant perspectives, the presence of online teaching of English teaching practices during the covid-19 pandemic

revealed that in the design & organization component, online teaching practices were not essential in some indicators. Teachers have not communicated descriptions of courses and online learning outcomes in curriculum determination indicators. The teacher only posted the introduction of the group at the start of the online launch in the WhatsApp chat room. The indicator of curriculum determination is designing curriculum materials, including creating and integrating learning objectives (Anderson et al. , 2001); indicator design method, looking for teacher posts related to designing and managing individual and group activities during online learning. The form of posting by the English teacher regarding this indicator consists of encouraging student activity in monitoring the group, reminding them to watch the online schedule (at the start of the launch); reminding students to study at home, reminding students to prepare before starting the lesson, instructing students to write names on a list to check attendance, and controlling assignments to be done.

Based on the findings of online learning of English subjects during covid-19 at SMP Muhammadiyah Serui, both through posts and participant perspectives, overall teachers have not been exposed to essential teaching attendance on all indicators of teaching attendance, even for certain indicators that are not available at all. This finding also explicitly reveals its relation to the presentation of English subjects using the WhatsApp application. This shows that the English teacher does not use the WhatsApp feature to support English learning. With the 'use of media' indicator, challenging teachers to present teaching attendance through the introduction of WhatsApp features that can help learn English, this step is not seen in the English teacher's post. From a media perspective,

Consequently, from the participant's perspective along with the analysis of online discussion posts, the important issues that were revealed were in online teaching practice; the absence of teachers in the various components of teaching attendance indicates that the main cause is placing students' learning needs on the text in the material. With this indication, the teacher considers that designing materials efficiently with explanations in Indonesian can meet students' online learning needs. These indications are revealed through the meanings behind the various perspectives of the three participants, as well as evidence through online discussion posts. Maybe what is thisMG Moore, (1989) call the didactic text method.

V. Conclusion

The practice of online teaching at SMP Muhammadiyah Serui, through indicators of teaching attendance, reflects how online teaching practices are present in the form of teaching attendance. designer, facilitator, and director of cognitive and social processes to achieve learning outcomes. The manifestation of this role is seen through indicators spread across three categories: design & organization, facilitating discourse, and direct instruction. Through four research questions, this study investigates how online teaching practices in learning English during the covid-19 pandemic. Research question 1 (RQ1) looks for forms of teaching attendance using evidence-based data, namely recordings of posting online discussions during online teaching practices during the covid-19 pandemic; and for RQ 2,3 and 4 looking for forms of teaching attendance based on the perceptions of teachers, administrators, and students. Based on the findings of online discussion uploads, using three indicators of teaching attendance, online teaching practice of English subjects during covid-19 at SMP Muhammadiyah Serui, both in the category of design & organization, facilitation discourse, and direct teaching.

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