ONLINE LEARNING ACTIVITIES PORTRAIT THROUGHOUT CORONAVIRUS OUTBREAK: PRE-SERVICE EFL TEACHERS' EXPERIENCE

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ABSTRAK

Transformasi kegiatan belajar-mengajar yang sepenuhnya berpindah ke rumah dengan menerapkan pembelajaran online merupakan salah satu dampak yang merugikan di banyak sektor, termasuk bidang pendidikan atas pandemi ini. Sejalan dengan itu, kebijakan pemerintah Indonesia mengambil tanggung jawab besar untuk memutus mata rantai pandemi yang meluas, dimana para siswa dan guru bekerja dan belajar dari rumah. Penelitian ini bertujuan untuk mengidentifikasi penempatan pengajaran online yang dialami oleh guru EFL pra-jabatan selama wabah pandemi dan untuk membahas transisi pembelajaran tatap muka ke pembelajaran jarak jauh oleh guru pra-jabatan. Lima guru pra-jabatan EFL diundang sebagai peserta penelitian dalam penelitian ini. Desain penelitian yang digunakan menggunakan desain studi kasus eksplorasi dan wawancara semi-terstruktur dielaborasi untuk mendapatkan data tentang guru EFL pra-jabatan yang digambarkan mengenai praktik mereka dalam menerapkan pembelajaran online. Hasil penelitian menunjukkan bahwa persiapan dan perencanaan harus dilakukan secara pasti karena membutuhkan waktu yang lebih lama untuk mempersiapkan dengan baik daripada pembelajaran offline, mulai dari materi pembelajaran yang akan dibahas, platform yang sesuai yang dapat berguna untuk kegiatan pembelajaran, dan lainnya. Namun munculnya tantangan tersebut tidak dapat dipungkiri dari keberadaannya saat menerapkan pembelajaran online beserta peluangnya.

Kata Kunci: Guru EFL Pra-Layanan, Pembelajaran EFL Online, Studi Kasus Eksplorasi, Wawancara Semi-terstruktur.

ABSTRACT

The transformation of teaching-learning activity which fully moves into the home by implementing online learning is one inflicted on adverse effects in many sectors, including the education field upon this pandemic. Accordingly, the Indonesian government policy took big responsibility to break the chain of pandemic widespread, where the students and teachers work and learn from home. The aims of this research are to identify online teaching placement experienced by the pre-service EFL teachers during pandemic outbreaks and to examine the transition of face-to-face learning to remote learning by the pre-service teachers. Five EFL pre-service teachers were invited as the research participants in this study. The research design employed using exploratory case study design and a semi-structured interview was elaborated to get the data on pre-service EFL teachers portrayed regarding their practices in implementing online learning. The results show the preparation and planning should be done definitely since take more time to be well-prepared than offline learning, ranging from the learning materials to be discussed, appropriate platforms which can be useful for the learning activity, and more. However, the emergence of its challenges cannot be denied from their existence while implementing online learning along with its opportunities.

Keywords: Pre-Service EFL teachers, Online EFL Learning, Exploratory Case Study, Semi-structured Interview

INTRODUCTION

The changing aspects of everyday and professional life have been made overwhelmed due to the Covid-19 pandemic. Since a 'new normal' exchanged become non-contact social, the national government determined all the school-related activities are being postponed nationally in March 2020. Accordingly, due to the increasing number of Covid-19 new cases, the policy took big responsibility to break the chain of pandemic widespread in which the students and teachers should learn and work from home. The Ministry of Education and Culture of Republic Indonesia has instructed schools to carry out online learning from 24th March 2020 until the beginning of the year in

2021. In this case, teaching and learning language also have been enforced to move online.

It becomes a new one for having the classroom interaction should replace into online learning. As many teachers are new to face online learning and hold difficulty transferring face-to-face courses to the online atmosphere in terms of developing technical skills and securing pedagogical resources (Shin, 2020). Therefore, this E-learning implementation required students and teachers to be technologically literate, to be creative, to behave high motivation, and to be able to make an innovation which a purpose to get ready become a Milineal with the challenges of globalization (Zaharah, 2020).

The closure of schools and universities effect is to stop overwhelming the worst-case situations for health systems and some nations have practically agreed to close down, including Indonesia by switching the system from face-to-face to remote teaching (Ellis, Steadman, & Mao, 2020). As a result, the programs and activities built to train the future teachers for schools have also closed down. Since buildings were closed down, pre-service teachers could not go to universities or colleges. Like other education leaders, leaders of initial teacher education (ITE) programs responded to the closure of institutional infrastructure and business suspension as normal by inventing fresh arrangements using asynchronous and synchronous mode from their own homes. They didn't even know at the beginning how long they were preparing for weeks, months, or even years (Ellis, Steadman, & Mao, 2020). In other words, they have attempted to prepare better online learning instruction for future student teachers to their online classroom. Even though they are in online learning, the ITE practical that English Education program has should be taken even in this situation.

The number of quality online instruction criteria should involve solving digital divide issues regarding students' race, class, language, disabilities, and gender (Shin, as cited in Shin & Seger, 2016). However, instead of rating the effectiveness of online learning activity, this research engaged the teacher to comprehend the challenges and some while success by pre-service teachers' experiences as research participants. Ideally, we could adopt and learn from the present study to our teaching-learning activity and develop the strategies to be more gradual and well-planned (Marshall, Shannon, & Love, 2020).

To build remote learning achievable,

the aims of this research are to identify online teaching placement experienced by the pre-service EFL teachers during pandemic outbreaks, and to examine the transition of face-to-face learning to remote learning by the pre-service teachers that gain an occasion to contribute the online teaching-learning through practical teaching in the recent semester passed. This online environment certainly carried out by a sudden and completely unprepared situation considering the come up of Coronavirus also terribly in sudden. It is such a significant sequence of occasions that can be extremely affected the teaching-learning process as pre-service teachers' experiences by exploring what online learning activities portrait took place within the number of challenges and opportunities appeared for English language teaching.

Therefore, research questions were formulated as follows: (1) How do the pre-service teachers experienced the teaching placement remotely?
(2) How do the pre-service teachers carried out the transition of face-to-face learning to remote learning? (3) What are the challenges and opportunities that occurred during online teaching placement?

Online Teaching Learning

The online teaching-learning could be more student-centered, more innovative, and even more flexible because it can be named as a tool for the teaching-learning process. Online learning is illustrated as the use of different devices technology, for instance, mobile phones, laptop, and more with internet access is made as learning experiences in a synchronous and asynchronous environment (Dhawan, 2020) as cited in Singh & Thurman, 2019).

In synchronous learning, teachers and students attend the classroom just like in face-to-face situations through applications which ultimately exist real-time interactions between teacher and students. There is also a probability of instant feedback existence, while in asynchronous learning environment there is no available live lectures or classes and learning content also; it has in different learning systems and forums. Instant feedback and immediate response surely get no possibility performed in such a situation. Thus, the synchronous learning environment is more structured than asynchronous where it is not properly structured. Consequently, synchronous learning can provide a lot of opportunities for social interactions in the English Classroom

(Dhawan, 2020) as cited in Littlefield, 2018). The need for online platforms midst the pandemic where

a) The possibility at least 40-50 students in video conference, b) Keep classes organic by discussing with the students remotely, c) The stable internet connections, d) Learning can be done whether in mobile phones or laptops, e) Recorded learning could be watched after learning, f) The accomplishment of getting instant students' feedback and take an assignment (Dhawan, 2020) as cited in Basilaia et al., 2020).

Online Teaching Necessity as Remote Learning

The institutions made to go from offline mode pedagogy to online mode pedagogy because of the coronavirus pandemic where the number of institutions were earlier unwilling to shift and admit modern technology made by this crisis. The advantageous side of online teaching and learning will be shown to us by this calamity. We could preach to a large number of students by utilizing this online teaching mode on any part of the world. Several online pedagogical approaches option are done by all the institutions and try to utilize technology exactly. The full digitalization on operations understanding due to the urgent need for this current situation which is carried out by the number of schools and universities in the world. Arisen of online learning today as a victor ludorum amidst the chaos. In consequence, the crucial thing of this stage is enhancing the quality of online teaching-learning (Dhawan, 2020).

Chinese universities' online education has been increased rapidly after the covid-19 pandemic. There was a shift of face-to-face classroom to e-classroom where educators must adapt to the changing situations. For this complicated time, the concern is not about whether the quality of education can be provided by online teaching-learning it is rather how online learning in which massive manner will be able to be adopted by academic institutions (Dhawan, 2020).

The only possible solution due to this situation is from face-to-face classes into online classes. Absolutely, all of the curricula wouldn't be able to be transformed overnight by academic institutions into an online resource. The three biggest challenges for online teaching are distance, scale, and personalized teaching and learning. The institutions give us innovative solutions that will be able to help us to deal

with this outbreak (Dhawan, 2020) as cited in Liguori & Winkler, 2020).

METHODS

This study offered the seventh semester of EFL initial teachers education program selected in a teaching placement at certain schools in Bogor by which ranges from one hour-weekly contact schedule at school. Even though there are several schools closure due to the Indonesian education policy, the teaching practical program decided to keep on by teaching placement and pre-service teachers continued to cooperate with their tutor teacher in guiding and cooperating them virtually. Depending on how the pre-service teachers adapted to the schools teaching activities (e.g. synchronous classes and making learning video).

An exploratory case study has been defined in this research study. The representation, analysis, and interpretation have described the pre- service teachers' experiences through interaction with participants and their online teaching experiences. Case studies offer an in-depth analysis of situations and giving a detailed description of that specific unit of interactions between participants in natural settings (Sepulveda-Escobar & Morrison, 2020) as cited in Hamilton and Corbett-Whittier 2013). Moreover, qualitative research approach took in this study.

Five pre-service EFL teachers were recruited as participants of this research voluntarily through a semi-structured online individual interview with the researchers. The pre-service teachers' reflections elicited their viewpoints regarding their experiences during remote teaching online. They narrated their impression according to the questions list into reflections regarding to their practical teaching online experiences. Throughout the presentations of findings, the pseudonyms for the pre-service teachers took part in this study; there were mentioned by PT1, PT2, PT3, PT4, and PT5.

FINDINGS AND DISCUSSION

The five main themes developed through the thematic analysis of the data in the table 1 below. It was produced in list of emerging themes that inductive coding conducted there. In each theme, the EFL pre-service teachers described their perspectives and been examined to investigate how this online teaching placement activities portrait during the covid-19 pandemic has been regarded as an experience where challenges and opportunities included within for

their teacher education learning process.

Table 1. List of emerging themes from data analysis.

Theme	Interpretation
Meaningful Digital TrainingProvision	Description of pre-service teachers attending in an onlineteaching seminar or workshop.
Placement Activities (PLP)	The roles and activities descriptionperformed by EFL pre-service teachers during pandemic.
An Opportunity for Experimentation	Positive aspects that pre-service teachers took from the online teaching placement.
The Online Teaching PlacementDeficiency	Challenges teacher candidates faced during remote learning and negative aspects emerged during online teaching-learning.
Supportive Agents	The cooperating teacher and university supervisor roles duringthe online teaching experience.

Meaningful Digital Training Provision

A huge majority of teacher candidates denoted that it is extremely the first occasion to face online mode pedagogy before the emergency transition, and they found much hesitation whether it could be passed greatly or not in this online teaching placement. They counted toward the number of consideration that they need well-prepared in advance of carryingonline teaching. Finally, they received a meaningful training from their university department. As one teacher explained, "I assumed that teaching-learning activity would take place in face-to-face instruction as in mypedagogical training all this time."

As the PT5 reflected, they had already received the meaningful digital training with the aim of a more mature online teaching preparation forpre-service teachers. "Yes, we have. Because the seminar must be followed by all of the pre-service teachers before starting the PLP activities in the online teaching seminar. There, we were taught how to create online learning activities, learning objectives, etc. Also explaining the media or platforms that can be utilized during online learning such as Padlet, Google Classroom and so on. In seminar, we practiced it to master our online pedagogy used in online teaching before it is applied to the students." She added that the training lasted for one month and was held every week asynchronously and synchronously.

In addition, the training advantages followed by the pre-service teachers obtained amount of adequate knowledge and skill for the learning will be maximized. They have to be familiarized with online learning mode pedagogy to enhance their digital literacy and clarify misperception about online learning (Sepulveda-Escobar & Morrison, 2020).

Placement Activities

The background explanation about where and how the EFL pre- service teachers took on their remote teaching-learning was presented by this subsection. The pre-service teachers overview did during remote teaching experience on covid-19 pandemic has been outlined in the table 2.

Table 2. Placement activities conducted by pre-service teachers duringremote teaching.

	Online Teaching Mode			
	Synchronousexclusively	Asynchronous exclusively	Mixed Mode	Total
Junior High School	0	1	1	2
Senior High School	2	0	1	3

In table 2 shows that three EFL pre-service teachers taught synchronously using platforms such as Google meet and Zoom. The other participants revealed they worked asynchronously through creating learning video about the content, the learning material and

learning objectives production that certainly were shared with the students in online platforms such as WhatsApp group and Google Classroom. This utilization of synchronous mode had a mixture with asynchronous mode activity by collecting students' work via Google Classroom or other online platforms, asking their students to clarify an unclear learning material, giving feedback in students' learning process, and giving instructions weekly.

All the participants shared their readiness in delivering learning materials. The flow of the preparation is a crucial aspect to be discussed of how the pre-service teachers would take for the online classroom activity. Each of them has their own preparation according to the needs. PT1, PT3 and PT5 declared they would identify the learning syllabus, then explored the appropriate learning media to be used and created it. However, it needed to be examined whether it is worthy to be utilized or not until they made their own learning syllabus. On the other hand, also PT5 and PT2 said they would study more about the material content that will be given to the students briefly and clearly. Another participant, PT4 claimed that the preparation was just the same as face-to-face instruction and the only difference is the use of the media.

Because this pandemic presence is greatly sudden, certainly the online teaching placement is the first experience conducted in almost all the teachers whole over the world. Especially towards the pre-service teachers who are just about entering a field of education study; how prepared they felt for delivering instruction remotely was definitely a little difficult to be adapted by which remotely. As PT5 said, "I was quite tense and a little nervous in preparation for submitting the material online. Because I thought, I was afraid that the students would not understand what I explained, or the instructions I gave were unclear and I was afraid that there would be obstacles when teaching. In fact, I lacked confidence when I delivered the material. And there are students were less active or not responsive when I asked questions related to the material." Thus, it needs more creativity so that it can make students interested in and not bored with the process, but also does not make it difficult for students in the learning process like PT1 stated.

An Opportunity for Experimentation
According to the analysis of the interview, the participants noted this experience as a beneficial aspect that occurs during this time. Firstly, the fact of the most interrelated and significant learning experience the participants admitted during the remote teaching was they have to learn how to prepare materials for learning activity and how to deal with students especially in these different situations. Also, they have to work with software and tools they haven't familiarized with. The PT3 and PT4 pointed out that, "It has been lucky to still gain a chance in the remote teaching placement. We ultimately experienced such a new thing that might never be found previously and also the schools simplify the teaching-learning process."

However, the participants reported they all get familiarized with teleconference platforms such as Zoom and Google meet utilization. It means that the opportunity of this online teaching placement implemented by pre-service teachers offered to discover and learn how to undertake with different online platforms. The PT5 stated that, "If I had not been in such this experience, I wouldn't gain any learning experiences and not being able to interact with students, it can also provide knowledge related to platforms that can be used online so students don't get bored easily."

In fact, the participants evaluated that they could adapt in hesitant situations and a new scheme, solve unexpected problems, learn from the experience, and noticed pandemic educational consequences from a perspective positive. Also the participants recognized, it made them be more creative as they worked and managed the learning activity based on up to them for creating learning content but still regarding as students' needs and students' access availability.

The Online Teaching Placement Deficiency
When we check out the pre-service EFL teachers' uncommon experience they had to do, the particular shortcoming and challenges raised in each participant. The most major experience drawback was the deficiency of direct communication between pre-service teachers and the students. PT3 pointed out that actually, she hasn't known how teaching face-to-face looks like as the communication is done directly with the students. Also, PT4 added that it made the family element couldn't be obtained by adopted this online learning. The direct shortcoming communication eventually affected this teaching experience as the participants decidedly said it so which caused much anxiety and decreasing motivation levels.

PT3 asserted there was no regular contact with the students even from the teaching

placement started on day one, as normally happened in the face-to-face classroom made her getting difficult in preparing appropriate learning media for all students and also difficulty in adapting teaching materials, as they have no opportunity to meet their students to seek what kind of learning they would like. Furthermore, the participants showed there was a lack of virtually teaching experience. For instance, the usually behavioral situations where emerge in offline teaching situations weakened their learning process since they couldn't implement the classroom management strategies that they have learned in their teaching programs. The teacher candidates had to face a virtual environment that seemed highly affected their education because the teaching placement becomes the culmination of many semesters within the English teaching education program (Sepulveda-Escobar & Morrison, 2020).

Besides, participants reported the challenges they face during teaching online. However, the most widely occurred among them was the limitation of internet access and unstable internet connection because some of them come from rural areas and it also caused by the financial condition of the students' family (Atmojo & Nugroho, 2020). In view of this, one participant (PT4) stated, the school's policy due to the coronavirus outbreak doesn't recommend learning asynchronously in utilizing teleconference platforms such as Zoom and Google Meet, considering there are several students couldn't be gathered to study. Also PT5 reported there were students who are less active in learning activities, and students' lack discipline when the lessons just began, such as late joining Google Meet. Even often the lesson has been completed, these students had just joined Google Meet and many students didn't collect the assignments.

It can be said they have low-engagement during online learning. It might because the misinterpretation caused where online learning is not too important as usually takes in offline learning. They assumed online learning is informal so that they face it too relaxed then finally got bored during the learning process (Atmojo & Nugroho, 2020).

Supportive Agents

The participants have been provided with new opportunities to keep learning throughout the surroundings by the Covid-19 scenario with the help of their supervisors and cooperating teacher. PT2 and PT5 who were involved in asynchronous mode actively stated even though they haven't ready to deal with this virtual teaching setting, they were encouraged to learn new things in this context with the limitations of digital literacy. As a key supportive agent in the pre-service teachers' process, the communication, the relationship, and care they received from both the school cooperating teachers and the supervisors' university being discussed by the participants. Moreover, the role of a link between the schools and pre-service teachers, the participants explained that the supervisor provided not only the support of technical but also emotional. It is what the cooperating teacher does to them, as the PT2 highlighted, "Alhamdulillah, my cooperating teacher and supervisor are very supportive and always guide me for every activity that I plan. Moreover, they are really kind and made it easy for me during the online teaching placement."

The role of the professionals had been acknowledged by the participants during the experience which sharing ideas of new teaching and giving feedback on material preparation. PT5 stated that "The role of my cooperating teacher is in good communication where it was going smooth, and she gave me criticism and suggestions when I taught even reminded me of the time when the lesson was going to be finished." While PT3 added that her cooperating teacher gave her relief and did not burden her during teaching placement (take it easy).

On the contrary, the presented data also shows the cooperating teacher provided difficulties as well as the mentioned support above. On one side, both participant and cooperative teacher shared the teaching practice ideas and knowledge about the students, however on either side, there was a sustainable lack of support and communication. The participant confirmed this lack of communication and support because the teachers of the school have to adapt themselves to this new environment so that they were simultaneously learning how to teach virtually. PT4 stated, "The role of cooperating teacher at my teaching placement was less than optimal. She only directed the material that must be delivered in the coming week. There are communication difficulties where we are required to continue to attend school because of the current pandemic situation." PT4 acknowledged too that he had to be constantly visiting the school due to the picket schedule that was in the school.

The analysis from data collection

provided pretty information to investigate the participants' experience during remote teaching placement. Future language teachers got themselves in such different settings depending on their schools' policy to implement the teaching online whether adapting asynchronously or synchronously teaching. However, the most considered aspects that were challenging and negative was the lack of interaction with the students and the unstable connection due to the students' location in the rural area, and it also might affect the development of professionals (Sepulveda-Escobar & Morrison, 2020) as cited in Flores and Gago, 2020). The participants expressed this was not a 'live' learning experience, thus they couldn't know the experience of a real-life teaching setting would be.

One of the aspects faced by the participant was the lack of communication with the cooperating teacher. According to Sepulveda- Escobar & Morrison (as cited in Payant and Murphy, 2012), the pre-service teachers shouldn't only be encouraged to explore and navigate learning opportunities through technology utilization and challenges in such an environment by the cooperating teacher, but they have to try to sustain the relationship with participants into a more personal enough confidence to develop their teaching selves (Sepulveda-Escobar & Morrison, 2020) as cited in Rajuan, Beijaard, and Nico Verloop, 2007).

Not only pedagogical guidance for teacher candidates that is provided by mentoring, but also emotional support and professional socialization (Sepulveda-Escobar & Morrison, 2020) as cited in Schwille 2008; Hawkey 2006). The interactions between pre-service teachers with their mentors are for essentially developing resilience to meet the challenges and difficulties that might face in their teaching process. Both of the teachers and teacher candidates need this psychological assistance in particular during the pandemic. Sepulveda-Escobar & Morrison as cited in Hargreaves and Fullan (2000) stated that even the teachers who have been experienced also need emotional support to manage arising situations where they haven't prepared before, as it is in the case of remote teaching-learning.

The lack of face-to-face contact with the learners affected the pre- service teachers in taking their teaching placement as the opportunities were rare under this circumstance to teach which usually takes like offline. This is the kind of relationship that is missed out with the learners undertaken by the pre-service

influencing their motivation and effectiveness of their online work, causing a turning point of relational in student-teacher (Sepulveda-Escobar & Morrison, 2020) as cited in Docan-Morgan 2011). The core of successful teaching-learning is relationships. The interaction between students and teacher occurs in teaching and learning in the case of the pre-service teacher along with the members of the school community as well (Sepulveda-Escobar & Morrison, 2020) as cited in Black (2020).

Despite these aspects affecting the participants' final teaching placement, most of the student teachers agreed that this experience has enhanced their teacher preparation to a certain extent. They had to learn how to adapt to unexpected situations and to learn how to work with different technological platforms that might have to be used in the near future, designing strategies to try and reach their students without actually seeing them. Here, teacher education program takes a predominant role in providing opportunities for student teachers to build a continuum of experienced teacher–pupil encounters to help future teachers become aware of emergent classroom strategies (Sepulveda-Escobar & Morrison, 2020) as cited in Heikonen et al. 2017).

All of the pre-service teacher participants concurred that their teacher preparation has been enhanced through this experience of teaching online placement. They had to adapt to learn how to utilize the different technological platforms and tools in such unexpected situations that might be used in their future learning activity and how to design learning materials and strategies to try and engage the students even when remote teaching. The one that highlighted from the participants is they tried to learn of exploring their digital literacy to be enhanced well. In addition, the primary role in presenting the opportunities for EFL pre-service teachers by the teacher education program is to construct an experienced teacher-pupils meeting continuum to help the candidate teachers become aware of arisen classroom management (Sepulveda-Escobar & Morrison, 2020) as cited in Heikonen et al. 2017).

CONCLUSION

The goals of this study are to examine the transition of face-to-face learning to remote learning by the pre-service teachers that gain an occasion to contribute the online teaching-learning through practical teaching in the recent semester passed, and to identify online teaching

placement experienced by the pre-service EFL teachers during pandemic outbreaks. Despite its difficulty, teaching placement is still considered to be an integral component of most of the teaching programs.

The results indicated that there are the obstacles faced by prospective teachers they have experienced and also the advantages where there is the ability to explore and learn new technologies. The lack of prior experience in the virtual education subfield, the lack of communication with the students and also the cooperating teacher, and the perceived lack of knowledge from both school teachers and university managers may also have contributed directly to making the experience more complicated.

This research also shed a light on the difference in the teaching experiences of the pre-service teachers, as some of them had daily contact with the students by synchronously teaching a lot, while others lost full contact with both students and cooperating teachers or using asynchronous mode. In addition, teaching degrees must pave the way not only for the learning of pre-service teachers, but also for their future teaching careers to integrate ICT literacy into their curricula (Sepulveda-Escobar & Morrison, 2020) as cited in Forbes and Khoo 2015).

The important consequences from the results, which now face the need to address a new academic phase in the form of remote learning arrangements. Through these results, the researcher provided actively examine the experiences of teacher candidates during their online placements in order to support their teacher growth, bearing in mind that during this unusual scenario, many aspects of teaching could not be established. In order to provide the required support for teacher candidates in all areas to be learned during a teaching placement, these results should be included in the design and preparation of possible online field experiences. The program by English Education Department should be mindful of how meeting this unforeseen scenario could have a detrimental effect on the learning process of pre-service teachers without the proper planning, encouragement, and guidance from higher education institutions. Without proper preparation, providing online teaching placements for the sake of it may have negative side effects for teacher applicants and their desire to remain in the profession (Sepulveda-Escobar & Morrison, 2020).

The research also made the most

significant suggestion for schools to integrate digital learning training before the teachers faced into the remote teaching. It is by meant to help them prepare for any abrupt change to remote instruction. This study's contribution will inform future and current studies about online teacher education and could cause the development of various frameworks to participate in this teaching experience in a way that effectively and benefits future teacher education.

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