TEACHERS' PERSPECTIVE TOWARD E-LEARNING CLASSES DURING COVID-19 PANDEMIC

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ABSTRACT

Electronic-learning (e-learning) has given an impact on the teaching and learning process, where the learners may get the material from the internet and the improvement of the education system is helped by technology. This study aims to gain the teachers' perspective toward e-learning classes during the COVID-19 pandemic. A survey was applied by using qualitative research as general and the researcher plan to investigate more about teachers' perspectives, and the interviews as instrument for getting more information that was distributed to two teachers in Indonesia during lockdown. The interviews include teachers' experience toward the e-learning during the lockdown, advantages, and obstacles of e-learning, and teachers' activities in the teaching and learning process in e-learning. This study showed there are two themes. The first is teachers' perspective toward e-learning classes during the pandemic, and the second is the way how to overcome the obstacle that the teachers faced.

Keyword: Teachers perspective, e-learning classes, COVID-19 pandemic.

ABSTRAK

Pembelajaran elektronik (e-learning) telah memberikan dampak pada proses belajar mengajar, dimana siswa dapat memperoleh materi pembelajaran dari internet dan sistem perkembangan di dunia pendidikan sangat terbantu dengan adanya teknologi. Penelitian ini bertujuan untuk mendapatkan perspektif guru mengenai kelas pembelajaan electronik selama pandemi COVID-19. Survey yang diterapkan dengan menggunakan penelitian kualitatif secara umum dan penelitian berencana untuk mengetahui lebih lanjut tentang perspektif guru, dan wawancara sebagai instrumen untuk mendapakan lebih banyak informasi yang diterapkan pada dua guru di Indonesia selama lockdown. Wawancara meliputi pengalaman guru – guru mengenai pembelajaran elektronik selama lockdown, kelebihan dan tantangan dari pembelajaran elektronik dan kegiatan guru dalam proses kegiatan belajar mengajar pada pembelajaran eletronik. Penelitian ini telah menunjukan ada dua pembahasan. Yang pertama, perspektif guru mengenai kelas pembelajaran elektonik selama pandemic dan yang ke dua, adalah cara mengatasi halangan yang guru hadapi.

Keywords: Perspektif guru, kelas e-learning, pandemi COVID-19

INTRODUCTION

Nowadays, teachers are needed to learn and use technology as their media in teaching and learning, because the world is afflicted by the pandemic that is Coronavirus Disease (COVID-19). COVID-19 gave a big impact on human life according to Favale T., Soro F., Trevisan M., et al. (2020), "The country most affected by the virus spreading is facing an unprecedented health crisis, whose impact their economic and social structure for a long time" (p.1). Hence, teachers require to find out other media than classroom activity in classes. The development of technology can help teachers to explain the material to the students, one of the technologies that teachers may use out of the classes is electronic learning (e-learning). E-learning becomes a platform that depends on electronic devices and technology instead of papers and classroom activity, according to Al-Fraihat D., Mike J., Ra'ed M., & Jane S. (2020) defined e-learning has expanded rapidly with a variety of technologies and devices to access learning resources, such as

laptops, computers, smartphones, and tablets. It means the role of technology is necessary to support the learning process.

Al-Fraihat D., Mike J., Ra'ed M., & Jane S. (2020) found "The development of Information Technology (IT) has motivated improvements in various fields such as finance, business, health, and education". They assumed that technology has a massive impact on human development in their life. They believed that human life, include educational activities should be taken in online conditions. Therefore, e-learning is not confined to online learning, it includes any form of digital communication use to deliver information. As Barbara Means (2007) online learning is complementary with the broader classification of expanse learning that encompasses earlier technologies such as correspondence courses, educational television, and video conferencing (Windiarti S., et al., 2019, p. 118). It means the process of teaching and learning process can be shared through online learning every time and everywhere. E-learning become one of the ways for the teachers to do teaching and learning activity during the pandemic.

Related to approaches to e-learning, Alqudah et al., (2020), "There are two main types of e-Learning: time-independent asynchronous type, where students study from downloadable courseware at their convenient time, and the synchronous type, where real-time online learning with the ability to interact and chat with students in live conferences is scheduled at set times". It means learning asynchronous we can postpone the time of learning, for learners may gain the course every time, while the learning synchronous we are like combining the real-time and condition through the internet. As a telecommunication method, e-learning is growing as a media that is more effective than traditional learning, according to Bandhu, S., & Raje, S. (2014), "E-learning is emerging as a modern technology that may have some advantages over traditional teaching methods including cost-effectiveness, regular updates, flexibility to time and place and accessibility to instructional information". However, e-learning is helping teachers in learning and teaching activities and also e-learning grows effective in teaching development because teachers can teach learn where they want when they want, and at their own pace. The

new method of learning (e-learning) becomes more suitable than direct learning, the level of communication and the time to comment is excellent, along with the best planning of the course be able to clarify the physical conditions to the development of knowledge (Chen and Yang., 2006). E-learning can either be used to replace traditional face-to-face teaching completely or only partially to support traditional methods with access to complimentary electronic information and possibilities to communicate (Penny, 2011). It means that e-learning gives beneficial in the teaching and learning process. Likewise, e-learning is giving opportunities to the teachers to learn new methods and material from the internet then teachers can teach their students by using a new method that they learn from the internet. Windiarti S., et al., 2019, p.119 stated "Using technology in the learning and teaching process need some devices to support the success of the study". It is the principal point in implementing the electric learning method.

Many researchers study the opportunities and challenges in e-learning for the teachers or learners. Teachers should have good knowledge and good concept. It is because students' concept is based on the concept of the teaching material and how the teachers apply the material inside the classes. According to Lee and Tsai (2005), "Teachers' perceptions form a significant component to describe the environment of the learning process". Teachers' understanding of e-learning is basic teachers should know how to apply e-learning in their classes during the lockdown.

The COVID-19 pandemic grew quickly from its first emergence to a truly global phenomenon. While the importance of the securitization of face-to-face schooling lies in the social transmission of the virus, a brief review of the rise of the virus provides context. The first reported illness onset date for COVID-19 was December 1, 2019, and the first hospital intake date was December 16, 2019. (Huang et al., 2020, p. 499 cited in Murphy, 2020). After about four months in the global crisis, we have started realizing that COVID-19 is here to stay and we need to find a solution to move on. (Rajhans V,. et al., 2020, p. 4). It means the pandemic is the big changes in the world then we have to get the solution to that tragedy.

This study aims to get the teachers' perspective toward the e-learning classes during the COVID-19 pandemic. The research question of this study are (1) What are the teachers' perceptions toward e-learning classes during the pandemic? (2) What are the suggestions that can be supposed to overcome the teachers' perception of e-learning classes during the pandemic?

METHOD
In this study, the researcher is going to use qualitative research. Based on the Hancock B., et al., (2009), "Qualitative research is concerned with developing explanations of social phenomena. That is to say, it aims to help us to understand the social world in which we live and why things are the way they are".

Therefore, the researcher plans to a descriptive qualitative that to investigate more about teaching and learning toward teachers perspective toward e-learning during the COVID-19 pandemic.
Then, case study will be used in this research. Hancock and Algozzine (2006) explains, "although case study research sometimes focuses on an individual representative of a group (e.g., a female principal), more often it addresses a phenomenon (e.g., a particular event, situation, program, or activity). For example, a school administrator might want to learn about what happens in his district during a transition from traditional to block scheduling (*event*), a classroom teacher may want to explore factors that influence student attrition at her school (*situation*), a nurse may desire to learn more about employment practices at his hospital (*program*), or a technology specialist may seek greater insights into decision making processes that influence the adoption of software programs in his organization (*activity*)."

The researcher does interview two teachers to get their point of view of teaching and learning toward e-learning classes during the COVID-19 pandemic. Hancock and Algozzine (2006) explained that Having identified a disciplinary orientation and design for the investigation, a researcher gathers information that will address the fundamental research question. Interviews allow the researcher to gain more information from the participants. The researcher became an investigator where he documented and inspected the process among English teachers and learners. The research participant were two teachers. The data of this research is obtained to be organized for the researcher can analyze the problem of this study. In this research, the researcher is going to collect the data from interview instruments needed to complete data of the research which acquire the views of teachers perception on using e-learning classes during the pandemic.

FINDING AND DISCUSSION
Several themes emerged from the data analysis of interviews. The teachers' perspective in e-learning classes during the pandemic and how to overcome the teachers' perspective in e-learning during the pandemic can be shown from the transcript of interviews. Several themes will be shown below.

Table 1. Teachers' perspective toward e-learning classes during pandemic

Teachers' perspective	Interview 1	Interview 2
a. E- learning during pandemic	T1: "e-learning is the new process in teaching …"	T2: "e-learning one method in teaching for me …" "… It become the helpful tool in teaching learners during the pandemic."
b. Teachers' obstacle	T1: "the signal become main aspect in e-learning …" T1: "teachers cannot control the learners totally"	T2: "teachers are still not used to using e-learning". T2: "there are some parents that they are not cooperative with teachers"
c. Teachers' advantage	T1: "teachers become more creative …" " … flexibility in time …"	T2: "teachers are more understand in technology"
Teachers' knowledge		
a. How to apply e-learning	T1: "… teachers used	T2: "teachers used WhatsApp

in teaching process	WhatsApp group …" "… teachers used google meet, google classroom and sometimes we used zoom meeting"	group and google classroom

T1: Teacher 1, T2: Teacher 2

Table 1 shows that the teachers' perspective toward e-learning classes during the COVID-19 pandemic has two themes. The first, teachers' perspective that contains three sub-themes. The second, teachers' knowledge that contains one sub-theme. Teachers said that using the electronic platform in learning can upgrade learners thinking in using technology. E-learning is a new method in teaching for them and it can help teachers in teaching learners during the pandemic. Third, teachers' obstacle that teachers are still not used to using e-learning, teachers cannot control the learners, some parents of the learners are not cooperative with the teachers, and the signal becomes the main aspect in doing e-learning classes. The fourth, teachers' advantages that teachers said teachers become more creative, teachers are more understand in technology and e-learning has flexibility in time.

Table 2. Teachers' suggestion to overcome teachers' perspective in e-learning

Teachers' suggestions		
a. How to overcome the obstacle	T1: "teachers overcome the obstacle by making group discussion and give the gift to the one who did the task well …"	T2: "teachers do the meeting with learners guardian once in a week …"

Table 2 shown several suggestions to overcome the teachers' perspective toward e-learning classes during the pandemic. Teachers make group discussions with the learners, and give some gifts for them, and also teachers make a meeting once a week with the learners' guardian to review the obstacle in doing e-learning classes and also to make good cooperation among teachers and learners' guardian.

As many results, the teachers' perspective toward e-learning classes during the COVID-19 pandemic stated that e-learning is the new method for the teachers in teaching practice because of the pandemic. The researcher has collected the data from interviews. Some findings were discovered by the researcher. They are teachers' perspectives toward e-learning classes during the pandemic and how to overcome the teachers' perspective. The findings will be discussed below:

(i) Teachers' perspective toward e-learning classes during the COVID-19 pandemic

E-learning becomes something new for the teachers in the teaching process. Since the pandemic teachers used e-learning as the method that they used for teaching. Hence, teachers should be able to use e-learning in their classrooms. Merzouk, A., Kurosinski, P., & Kostikas, K. (2014) stated a crucial issue in the e-learning process is the matching of the content that is provided online with the involvement of the participants. An attractive and easy-to-navigate environment in combination with effective guidance is crucial to this process. It is always important to bear in mind that learners are not always familiar with the specific process and constant support should be available. Teachers' obstacle in doing e-learning classes during the pandemic

In implementing e-learning classes needed a device to push the process of learning can run effectively. The appearance of the device was crucial because it could not run without the device for e-learning classes. One of the problems with the device is the signal from the internet connection. Feldmen and Zucker (2002) explained that online teaching and online learning as a new program sent doctrine through the internet network (Windiarti S., et al., 2019, p.123). If there is some problem with the internet

connection the teaching and learning process will not be able to run effectively. The obstacle also emerged for the teachers were still not used to using e-learning classes. To succeed in the teaching process teachers have to apply the usage of e-learning. The teachers still have a problem with it. Based on the findings, e-learning still becomes a new method that they used in the teaching process. Teachers in teaching used e-learning classes cannot control their learners at home because the policy of transferring learning activity from school to home has implications for changing learning and teaching model. Teacher and learner guardian have to have a good cooperation. Pajarianto, H., Kadir, A., Galugu, N., Sari, P., and Februanti, S. (2020) stated that Schools, Teachers, and Parents should provide social support at home so that children are comfortable in learning. The constituent should encourage modeling changes in the home environment, this is a significant part of the initial program to improve childcare.

Teachers should have good knowledge of online learning. It is because of the understanding of the learner based on the understanding of the teachers. The findings of this research, the teachers are helpful by the e-learning platform such as google classroom, zoom meeting, WhatsApp group, and google meet. Gupta, A, & Pathania, P. (2020) stated Google Classroom as a web-based technology that has been recently used in the field of education to facilitate the teaching-learning process. E-learning platform has played a major role in improving the modern educational system. So, teachers should study technology to make it obtainable in the teaching process.

(ii) Suggestion to overcome teachers' perspective toward e-learning classed during the pandemic

Teachers' perspective toward e-learning classes during the COVID-19 pandemic get some obstacles. Then, the teachers gave the solution to solve the obstacle. One of the suggestions gives the learners a gift after they finished their task. According to Aydin, I., Demir, T.G, Toptaş, B., & Erdemli, Ö (2020) stated In terms of altruism, one-sided gifts aim to make someone happy and strengthen relations.

The teachers said that meeting learners' guardian is essential to support teachers in teaching by using e-learning. It can help teachers to control their learners at home when the e-learning process, and the teachers and the guardian will build good cooperation. That activity can help teachers to select the material that they want to use in e-learning classes.

CONCLUSION

This study showed that e-learning still not close to the teachers. The teachers faced some perspective in doing e-learning classes during the pandemic. The perspective provides the obstacles and advantages of e-learning. The obstacles come from an internet connection. If the internet is good the teachers can operate the e-learning classes effectively. The other obstacles are the cooperation between the teachers and the learners' guardian and teachers cannot control their learners during e-learning classes. Therefore, good cooperation among teachers and learners' guardian is needed. Besides that teachers gain the advantage, they are teachers become more creative because they learn something new them that is e-learning, by learning the new method they also understand with the technology currently. E-learning can be able to access in anytime because it is flexible. Teachers used e-learning platforms to make their classes more effective. In overcoming the obstacle, the e-learning teachers give some suggestions. The teachers should make a meeting among teachers and learners' guardians to review and discuss the e-learning process. Teachers have to give a gift to take learners' passion, in order, the e-learning classes can run effectively.

From the result of the interview, it can be concluded that teachers' perspective toward e-learning classes during the pandemic shows that e-learning still not used by the teachers, the teachers still get the obstacle in doing e-learning classes, the teachers also gain the advantages because of the e-learning classes, the teachers can apply the e-learning classes and the teachers provide the settlement of the obstacle that they found in e-learning classes during the pandemic.

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