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# Teacher Learning Behavior During the Covid 19 Pandemic.pdf

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## Teacher Learning Behavior During the Covid-19 Pandemic

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<http://dx.doi.org/10.18415/ijmmu.v8i11.3119>

### **Abstract**

During the Covid-19 pandemic, there were many problems that afflicted the entire community, especially in the field of education. This happens because the learning process is carried out remotely or online. Distance learning that is carried out affects the quality of student learning. Teachers must continue to strive to be able to understand and find out whether the subject matter taught to students has been truly understood or not. This must be done because teachers are required to be ready to anticipate, face challenges, and solve problems that occur in the learning process even though online. The purpose of this study was to determine the learning behavior of social studies teachers during the Covid-19 pandemic. The research method used was qualitative descriptive with Miles and Huberman data analysis techniques. Data was collected through interviews, documentation, and observation. The results showed that the learning behavior of social studies teachers at SMPN 33 Bandar Lampung was not optimal in distance learning activities, because teachers were less varied in using teaching materials and learning media, so students were not very active during distance learning and students' social studies learning outcomes were not maximized. There are several efforts that can be made to improve the quality of distance learning by optimizing the asynchronous-synchronous learning model and conducting collaborative learning with teachers, students, and parents.

**Keywords:** Covid-19; Teacher Behavior; Distance Learning

### **Introduction**

During the Covid-19 pandemic that hit Indonesia and other countries, it had an impact on various sectors, one of which was education. Schools must ensure that teaching and learning activities continue, even when students are at home. Teachers in the teaching and learning process are required to design learning media as innovations by utilizing online distance media. During the Covid-19 pandemic, teachers as parents in the school environment act as intermediaries in delivering learning materials following the curriculum used, so teachers must be able to take various steps or strategies so that students in implementing distance learning can understand the material to the fullest.

The role of the teacher during the learning process will be increasingly challenging and requires very high creativity during the Covid-19 pandemic. A teacher today must be able to process and create an active and creative and fun learning activity in distance learning. One of the supporting factors to get a good quality education is by utilizing existing technology and information according to the development of globalization or often called the industrial revolution 4.0. Currently, technology and information affect learning activities in schools. New information and knowledge can be obtained easily through existing technology.

Fuadi, T. M., Musriandi, R., & Suryani, L. research (2020) confirms that distance learning is a type of teaching and learning in which the process of delivering teaching materials to students using the internet. Distance learning emphasizes the learning process by using internet technology to deliver various things that can improve knowledge and skills. The types of applications that are most often used by lecturers at universities in carrying out the distance learning process are as follows; (1) Zoom, (2) Google Classroom, (3) WhatsApp Group, (4) Google Meet, (5) Skype, (6) Webex, (7) Email, (8) Edmodo and (9) CamStudio.

Elyas's research (2018) confirms that the learning model with virtual classes (e-learning) is a breakthrough in the field of teaching and learning because it can minimize differences in teaching methods and materials, thus providing a more consistent standard of learning quality. The e-learning system is necessary to anticipate the times with the support of information technology where everything is heading to the digital era, both mechanism and content.

Based on the results of observations, the media used by the school environment in supporting student education is by conducting distance learning using the WhatsApp application. This distance learning is carried out by each teacher of each subject by utilizing or using learning applications. The researcher found that the teacher of SMP Negeri 33 Bandar Lampung City during the Covid-19 pandemic delivered material through the WhatsApp application during distance learning. The teacher gives directions in the WhatsApp group to study textbooks, take notes and do practice questions.

During the current Covid-19 pandemic, as a professional teacher, you must be able to understand and know whether the subject matter taught to students has been understood by students or not. This must be done because teachers are required to be ready to anticipate, face challenges, and solve problems that occur in the learning process. Before the Covid-19 pandemic hit, previous learning was carried out face-to-face (offline) in class, many teachers considered learning in class more effective, efficient, and even fun which had an impact on the quality of good learning. Quality of learning is the intensity of systematic and synergistic linkages between teachers, students, materials, learning climate, and media in producing optimal learning processes and outcomes following curricular demands (Depdiknas, 2004: 9). In other words, learning is said to be of quality if the learning objectives can be achieved properly. Goals that are well conveyed to students will produce learning outcomes following what is expected by educators on various subjects at school.

The learning process during distance learning during the Covid-19 pandemic has encountered some students who do not follow the lesson well. One of them is the students of SMP Negeri 33 Bandar Lampung found some students who never respond to the learning process such as, students do not do assignments, then students do not actively ask about materials and assignments, delays in sending assignments. In addition, the average learning outcomes obtained by students of SMP Negeri 33 Bandar Lampung City in Social Science subjects during distance learning experienced the problem of a decrease in learning outcomes, as shown in the following table.

Table 1. Student Learning Outcomes of SMP N 33 Bandar Lampung for Academic Year 2020/2021 Even Semester for Social Studies Subjects

Minimum Completeness Criteria	Class						Total	
	VIII E		VIII F		VIII G		f	%
	f	%	f	%	f	%		
>72	4	5	4	5	6	7,5	14	17,5
<72	28	35	20	25	18	22,5	66	82,5
<b>Total</b>	<b>32</b>	<b>40</b>	<b>24</b>	<b>30</b>	<b>24</b>	<b>30</b>	<b>80</b>	<b>100</b>

Source: Study results of SMP Negeri 33 Bandar Lampung City in 2020/2021

Based on table 1 data, shows that there is a decrease in student social studies learning outcomes in grades VIII E, VIII F, and VIII G. Based on the problems described above, researchers are encouraged to describe the role of social studies teachers in improving the quality of student learning during the Covid-19 pandemic.

### **Research Methods**

This paper uses a qualitative research methodology with a phenomenological approach. According to Bogdan and Taylor (Moleong, 2007), qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. Qualitative research is also called naturalistic research because the research is carried out on natural objects, namely objects that develop as they are, not manipulated by researchers and the presence of researchers does not affect these dynamics.

The selection of research subjects was carried out using a purposive sample technique, where the selection of informants was chosen intentionally based on the criteria taken including:

- 3 subject teachers are consisting of social studies teachers
- 6 students consisting of class VIII E, VIII F, and VIII G

In addition to subject teachers, the researchers also took the information and some data from additional informants, namely the Deputy Principal for the Curriculum of SMP Negeri 33 Bandar Lampung. To obtain complete, accurate, and scientifically accountable data, researchers used data collection techniques such as observation, interviews, documentation, and literature study. This research uses the Miles and Huberman analysis technique. Activities in qualitative data analysis are carried out interactively and take place continuously until complete so that the data is saturated.

### **Results and Discussion**

#### **Social Studies Teacher Learning Behavior During the Covid-19 Pandemic**

Learning is a process of change in a person that is positive in nature so that it will get results, namely new skills, skills, and knowledge. The learning process that occurs in everyone is indeed something important because through learning a person will get to know his environment and adapt to the environment around him. The learning process is a self-change from not being able to be able and occurring within a certain period of time (Maulidi, 2017). In the learning process, normally there is the interaction between teachers and students and there is reciprocity between teachers and students in a conducive and educative classroom situation. In fact, education in Indonesia is always evolving with changes and new methods of learning, due to the constraints caused by the Covid-19 pandemic, the teaching and learning process can be carried out with various applications that allow teachers and students not to meet face to face in implementing learning process. One of them is distance learning which is done online so that learning activities can continue.

During the pandemic, distance learning has been carried out almost all over the world. Thus, in distance learning, all elements of education are required to be able to facilitate learning so that it remains active even without face to face. Distance learning utilizes the use of electronic media which should have many benefits for both teachers and students. The correct use of learning media not only makes the learning process more effective and efficient but can also improve the overall quality of learning. The use of virtual learning in the distance learning process is believed to provide more convenience in learning, being able to communicate directly so that the material is easy to accept.

There are several applications that can help teaching and learning activities, such as WhatsApp, Zoom, Web Blog, Edmodo, and others. The government also takes a role in addressing inequality in learning activities during the Covid-19 pandemic. Launching the official website of the Indonesian Ministry of Education and Culture, there are 12 platforms or applications that students can access to study at home, namely (1) Rumah Belajar; (2) Meja Kita; (3) ICANDO; (4) IndonesiAx; (5) Google for Education; (6) Smart Class; (7) Microsoft Office 365; (8) Quipper School (9) Ruang Guru; (10) Sekolahmu; (11) Zenius; (12) Cisco Webex.

SMPN 33 Bandarlampung also takes part in carrying out learning activities in the midst of the Covid-19 pandemic. Based on the results of the study, there are several steps used by teachers at SMPN 33 Bandarlampung in maintaining or improving the quality of learning during the Covid-19 pandemic as follows.

**Table 2. Teacher Learning Behavior During the Covid-19 Pandemic Period at SMPN 33 Bandarlampung**

<b>Perilaku Pembelajaran Guru Pada Masa Pandemi Covid-19</b>		
<b>Aspect</b>	<b>Explanation</b>	<b>Teacher Actions</b>
Teacher Learning Behavior	Distance Learning Planning	Making a Main Lesson Plan
	Learning Media	Using the WhatsApp
	Teaching materials	Take direct photos of reading material from textbooks

Source: Research Data Processing 2020

Based on Table 1, it can be seen that the actions taken by social studies teachers at SMPN 33 Bandarlampung in implementing online distance learning, social studies teachers have not been maximal in social studies learning activities at SMPN 33 Bandarlampung. This is based on a learning process in which the teacher only uses the WhatsApp application and does not make social studies teaching materials. The teaching materials available are only snapping from textbooks or social studies textbooks which are then distributed to students. Teachers must be able to develop their own teaching materials that are processed from various sources and can then be distributed to students. Teaching materials can include videos uploaded to YouTube, learning modules, or other teaching materials. Based on the results of Suwanto's research (2021) the use of the youtube application at SMA Negeri 1 Tawang Sari runs as it should and students are really more motivated to understand the subject matter. The use of youtube has really increased student learning activities, improved the discussion when discussing the subject matter, both discussing with friends, and discussing with teachers who teach.

Learning in the midst of the Covid-19 pandemic, teachers are required to be creative, able to operate technology, and play an important role in achieving a student's educational success. Social studies teachers have not been maximal in using learning media and making teaching materials to be distributed to students. Even though the media is one of the supports in the learning process. The success or failure of the learning process is largely determined by the media used. Media is everything that can be used to transmit messages from sender to receiver so that it can stimulate students' thoughts, feelings, concerns, and interests in such a way that the learning process occurs.

Students can interact with teachers using several applications such as Google Classroom, Video Conference, telephone or live chat, Zoom, or via WhatsApp group. Based on research data conducted by Rahma regarding the effectiveness of online learning using an e-learning platform in the form of Google Classroom, it can be seen that the effectiveness of the implementation of online learning with the results obtained is 67.2% or the same as entering the effective category (Rahma, N.A., & Pujiastuti, H, 2021). Social studies teachers at SMPN 33 Bandarlampung, must further optimize the digital e-learning platform

for the benefit and convenience of student learning, not only using one learning media. Like the research that Ana did for social studies learning media to develop map media based on Android applications that can be downloaded on Playstore with the keywords "Ethnic and Cultural Diversity" and can be used as an alternative media to optimize social studies learning (Mardatila, A. P., Trisnaningsih, T., & Pujiati, P., 2021).

Teachers as the main element in formal education are encouraged to adapt to the implementation of learning that originally used conventional face-to-face methods and switched to distance or online learning. The implementation of good learning is certainly one of the success factors coming from the teacher. A teacher in order to successfully implement distance learning must be able to deliver learning materials effectively and efficiently. Learning is said to be effective if the learning is able to increase interest and motivation if after learning students become more motivated to study harder and obtain better learning outcomes.

### ***Efforts to Improve the Quality of Distance Learning***

The quality of education is currently experiencing challenges as a result of the Covid-19 outbreak. As a result, the government must work together to suppress the spread of the Covid-19 virus by issuing a policy so that all citizens of the community to practice social distancing. No exception in the field of education through the Circular Letter (SE) of the Minister of Education and Culture Number 4 of 2020 concerning "implementation of education policies in the emergency period of the spread of coronavirus disease", it is stipulated that the learning process at all levels of education is carried out online (distance learning).

The problems that exist in distance learning include the availability of internet quotas, unstable internet networks, and supporting tools such as gadgets and laptops. Online learning is considered effective if it is applied during the Covid-19 pandemic, but a more varied model is needed to keep it interesting if used in the long term.

#### **1) Optimizing Synchronous and Asynchronous**

Blended learning is a way in the teaching and learning process that combines, combines, and integrates face-to-face learning systems with digital systems (Discoll, 2002; Graham, 2005). Blended learning is a learning method that combines strategies in learning, namely synchronous online and offline with asynchronous learning both guided/directed and self-guided/guided to achieve personalized learning as needed.

In general, synchronous learning is a learning activity carried out by teachers and students at the same time, thus allowing direct learning to be centered on the teacher (Pakpahan and Fitriani, 2020). Narayana (2016) states that synchronous is also a learning process that causes direct interaction between students and instructors through an online learning community within a set time. Asynchronous is learning activity carried out by teachers and students at different times, where teaching materials that have been distributed by the teacher can be accessed by students whenever and wherever they are (Sadikin and Hamidah, 2020). Asynchronous is also a learning process that takes place indirectly between students and their learning resources, where students can carry out learning activities anytime and anywhere, as shown in Figure 1. below.

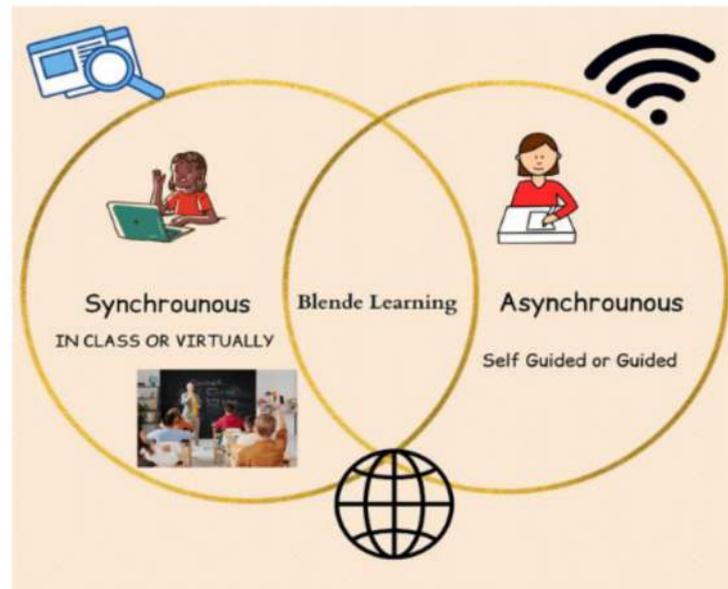


Figure 1. Schematic of Asynchronous and Synchronous Learning  
Source. Researcher Data Processing 2021

Based on Figure 1, in practice, it can be in the form of face-to-face, live e-learning, and independent assignments. This learning is different from e-learning which entirely utilizes technology in learning through internet facilities, so face-to-face is not required. In the midst of Covid-19, it is certainly not possible to implement a complete blended learning model, but at least live e-learning through various available platforms such as zoom, google meet, google classroom is a medium that can be optimized (Syaharuddin, 2020). Blended learning can provide innovation in the learning process because if it does not provide innovation, the teacher will not get good learning outcomes and in the future, the teacher's role will be replaced by technology (Wardani, Toenlio, Wedi: 2018).

The combination of learning in the current new normal era is an effective learning method applied. In accordance with what Piskurich stated, Blended Learning is a combination of components from synchronous and asynchronous learning aspects with the aim of achieving optimal learning effectiveness (Piskurich, 2006). This is also in line with research conducted by Sarah Bibi, there is an increase in student motivation in learning algorithms and programming due to the application of blended learning, where the significance value is  $0.000 < 0.05$ . The average score of initial motivation before blended learning is 120.449, then after applying the blended learning model for seven meetings the average score of learning motivation is 132.154, there is an average increase of 11.705. In general, the use of the blended learning model in the learning process has a significant effect on increasing students' learning motivation (Bibi, S., & Jati, H, 2015). This is because learning with blended learning provides a wider space for students to explore their abilities and independence.

### 1) Fostering Collaboration between Teacher-Parent-Student

Collaboration in the world of education is the relationship between schools and families or teachers and parents in the learning process carried out by their children where both parties know, understand, respect, and support each other in order to achieve success in achieving educational goals in the learning process for children. This collaboration can inform or reach parents and make them aware that they have a responsibility and role in the child's learning process at school.

According to this theory Chattermole and Robinson put forward 3 reasons for the importance of effective communication between parents and teachers, namely (1) Teachers must know the needs and expectations of children and parents who participate in educational programs, (2) Parents need clear information about what they are doing, the school, both the program, its implementation and the provisions imposed at the school. Good communication will help the implementation of a good educational process, (3) the reciprocal influence of teachers and parents where they want to know each other's needs of their children (Soeminarti, 2003: 130).

In line with the theory above, that there is good and effective communication between parents and teachers, teachers must know the needs and expectations of children and parents in the learning process. In social studies learning, teachers must understand their duties in conveying learning and the expectations that children and parents want, namely children are able to understand and achieve social studies learning objectives in assignments and assessments because the learning process is different from the previous one carried out in the network. In this case, the teacher always provides information, assistance, and all matters relating to the program, implementation, and provisions imposed in social studies learning conducted online.

Parents have the responsibility, obligation, and power to make children what they expect. Meanwhile, teachers have the authority to provide education entrusted by parents and the state to students. In the current situation, learning conditions require collaborative collaboration between teachers, parents, and students. Now the process of learning at home is not only between teachers and students. The learning process now is a combination of teachers, students, and parents.

Parental support and enthusiasm for learning activities at home and supported by the involvement of teachers in providing learning materials are very important for the continuity of children's education. This is supported by more and more expert opinions stating that building good relationships between children, parents, and schools in supporting the learning process is able to provide positive things in learning and is accompanied by better learning outcomes. According to (Ahmadi, 2004: 43) states the role of parents is very important. Parents are the children's first teachers. Good and bad children are influenced by the parenting style of their parents. Therefore the responsibilities of parents are very complex. He is responsible for various aspects, ranging from education, lifestyle. Education is also not only formal, non-formal education is also the responsibility of parents. According to Murtiningsih (2013), establishing communication between parents and children is important because it will strengthen the relationship between parents and children. Through communication, parents will be able to know the child's wishes and parents can convey what they want or hopes and support for children.

The concept of distance learning through online school methods also forces parents to be able to use technology. Because he will teach the technology to his children. Parents must be creative and innovative in preparing the implementation of online schools and providing guidance or guidance to children so that they can take advantage of access to modern technology in the learning process which will also improve the quality of the children themselves (Prasojo & Riyanto, 2011). This is in line with research conducted by Anggara, DD (2021), there is an increase in learning independence in students from the collaboration of teachers and parents, students feel a change in learning independence in themselves, this is due to good cooperation between parents and teacher. Students have learning independence indicated by the nature of responsibility, confident or optimistic, able to work alone, deal with problems faced well, and diligently in doing something.

Based on the discussion above, basically, the role of parents is not only to fulfill the material needs of children. Immaterial needs must also get the same portion. Because the busyness and density of parental affairs can backfire when it is not balanced properly in family life. Without good assistance from parents, the results of education from school will not leave a mark and be meaningful in society. Once again, the supervision and control of school-age children really need the role of parents. This is because

academic abilities that cover all aspects of character, even body, and soul, must be carried out in collaboration between teachers and parents, especially in the era of distance learning.

### Conclusion

Based on the results of research and discussion, it can be concluded that, the learning behavior of social studies teachers at SMPN 33 Bandar Lampung During the Covid 19 Pandemic, it was not optimal in carrying out distance learning activities online, this could be seen from the teaching materials and learning media used were less varied so that students' social studies learning outcomes were not maximized. The quality of education is currently experiencing challenges as a result of the outbreak of the covid-19 virus, several efforts can be made to improve the quality of learning such as optimizing asynchronous-synchronous learning and collaborative learning between teachers, students, and parents.

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