



THE PERCEPTION OF ELEMENTARY SCHOOL TEACHERS TO ONLINE LEARNING DURING THE COVID-19: A CASE STUDY

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Abstract

This study discussed the impact of covid-19 on online learning programs in elementary schools. This program is called School from Home (SFH), developed and implemented by elementary school teachers to help students learn during the COVID-19 Pandemic. This study aimed to investigate the elementary school teachers' perception to online learning during the Covid-19. This qualitative study used a case study as the research design. The instrument of the research was a questionnaire. The findings show teachers' perception who acquired some advantages and disadvantages when using the online learning system for teaching English.

Keywords: Case Study, EFL, Online Learning

INTRODUCTION

The signs of the first appearance of the coronavirus in Indonesia (COVID-19) were seen on March 2, 2020, in Depok, West Java. Based on data from The GISAID Global Initiative on Sharing All Influenza Data by Johns Hopkins CSSE, at least 69 countries continue to struggle against the threat of the coronavirus (Dong et al., 2020). Furthermore, the transmission of the COVID-19 virus began to spread to all regions in Indonesia. The spread of the COVID-19 pandemic virus has brought major changes in various sectors in Indonesia. Not only in the economic sector and the tourism sector, but the education sector has also undergone major changes (Ariyanti, 2020). According to O'Sullivan et al. (2020), 1,186,127,211 students were affected worldwide, or about 67.7% of the total enrolled students of 144 closures across countries, and countries should change their learning systems due to COVID -19.

The changes in the learning system during this pandemic forced schools to implement distance learning systems, e-learning, correspondence education, external studies, flexible learning, and massive open online courses. Moreover, planning for implementing online learning or e-learning, which includes learning with a digital system and distance learning (PJJ), was deemed appropriate to guarantee the continuity of education for students during the Pandemic. Schools decided to implement the

School from Home (SFH) system by implementing a distance learning system or online learning system (H. Yulia, 2020).

SFH is a program created to migrate learning programs from school to home. According to the Ministry of Education's instructions, by organizing online learning, schools can provide useful learning knowledge for students without burdening students with meeting curriculum requirements (Ludji & Marpaung, 2021). In the current area, online learning is divided into 2, namely Synchronous and Asynchronous. Synchronous learning is learning that is carried out directly or in real-time. The learning is carried out by teachers and students directly using conferences or social media chat, such as WhatsApp groups. Asynchronous learning is learning that is done indirectly through an independent learning approach. There is material planned and implemented in the LMS on Moodle, or other email systems, blogs, online chat, Wikipedia, educational shows, articles, and educational applications for conducting asynchronous learning (Anditasari & Sitompul, 2022).

According to Kohnke & Moorhouse (2020), there are several benefits to online learning; namely, it can improve students' thinking, can review learning knowledge and knowledge, and similarities between students. Implementing online learning in education can bring benefits in a variety of contexts. This program is seen as an activity that focuses on student needs. Therefore, the learning needs of students to fulfill understanding and knowledge in the digital era can be more efficient than the interests of educational institutions or teachers (Bayu Saputra et al., 2022).

In contrast, there are some drawbacks of implementing online learning during pandemic corona. The weakness is the lack of student interest in learning during online learning. Students who lack self-motivation and independence had reduced success rates compared to their peers (Muir et al., 2019). Moreover, students who lack self-regulation tend not to be able to have enough time to complete their assignments or be late. These problems include school facilities and infrastructure, such as the quality of the internet network that has not been distributed, especially in rural areas that can be explored by all schools (Wong, 2020). Furthermore, another obstacle could be found in the role between parents and teachers when implementing online learning, such as preparing supporting media like smartphones, laptops/computers (A. Yulia et al., 2019).

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The previous research related to this study showed the positive impact of implementing online learning during the COVID-19 Pandemic (Anditasari & Sitompul, 2022). Another research showed that some countries still choose to teach face-to-face during the Covid-19 Pandemic (Bayu Saputra et al., 2022). Furthermore, Mulyah et al. (2020) explained the readiness to use technology in online learning strategies during the COVID-19 Pandemic in Indonesia, which should be in line with the syllabus, government regulations, and cooperation between schools, teachers, parents, and society. Moreover, Halim & Sunarti (2021) proposed some techniques that can be used in teaching applied by Indonesian language teachers: chat online using video conferencing, which can be collaborated with distance learning (PJJ) or online. According to the previous researches, the researchers found that no research which discussed elementary school teachers' perception of their online learning activity in teaching English. Therefore, this study discussed the perception and impact of online learning on EFL teachers in elementary schools.

RESEARCH METHOD

This research employed a case study. According to Glaser & Strauss (2017), obtaining data can be in the form of people, students or school staff. Case study data comprehensively describes real life (Cheung, 2021). This study aimed to determine the impact of SFH on elementary school teachers. The data was obtained by collecting data and interviewing teachers who were doing online learning. Moreover, data analysis was carried out by following the established procedures to validate the results.

The participants in this study were 17 teachers who teach English at some elementary school in Lampung. The method used was to use a google web forum distributed to the teachers who participated in this research. This research was conducted online by involving 3 elementary schools in Lampung. The data below includes gender, and length of teaching, which is presented in table I below:

Table 1 Profile of participants

	Frequency	%
Gender		
Female	15	88,2
Male	2	11,8
Last Education Teachers		
Senior High School	1	5,9
Diploma-3	1	5,9
Strata-1	14	82,5
Strata-2	1	5,9

Data was obtained by collecting data through the use of Google Forms which is distributed via WhatsApp group. Each participant answered 11 questions related to the research covering parts of the learning, mental and social systems of teachers from the three different schools. This information was collected from May 18 2022, to May 21, 2022, and 17 respondents were interested in participating in the study. Once information and consequence record were collected, then a preliminary code generated.

According to Abid Azhar & Iqbal (2018), collecting data involved identifying the learning process and what obstacles occur during this activity. Moreover, many teachers do not understand about using e-learning. The researchers could implement online chat, use group video calls and provide educational videos that novice teachers had to watch to understand this online learning process. According to Taman et al. (2021), there are many obstacles in the process of online learning activities. The obstacles consisted of the teacher's lack of knowledge about online learning and also the constraints on how to motivate students to be enthusiastic about learning even though they do not meet at school.

Data were analyzed using inductive and thematic analysis to identify, evaluate, and create themes expressed by participants. Each participant had a different answer according to their respective perceptions. The data was analyzed through several steps: questionnaire assessment, finding percentage, interpreting data analysis and state conclusion. According to Islam (2019), this inductive technique examines respondents' themes in collecting data through google formulas.

Credibility and dependability were considered during the study. After the data was collected, member checks were used to check the credibility of which teachers could account for their contribution to the previous accurate data. According to Itmeizeh et al. (2021), triangulation research can also reduce students' injustice because triangulation uses cross-correction to train students' honesty.

FINDINGS AND DISCUSSION

The methods of learning activities commonly used are questions and answers (Q&A) and lectures. The Q&A strategy was the most straightforward way for teachers to quantify comprehension understudies might interpret the topic being instructed. The conversation technique considers two-way cooperation among instructors and

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understudies (Tirtanawati, 2021). Instructors completed the Q&A technique and conversation utilizing Zoom, Google, Classroom, and YouTube. Teachers utilized the talk strategy because of time limitations and different issues, for example, poor Internet signals and the state of virtual homerooms that are less helpful for learning.

School From Home (SFH) powers instructors to utilize speedy and simple educational techniques. The first participant said that she had experience issues utilizing educational techniques that are more appealing to understudies, like in the homeroom, because the circumstances are unrealistic. Everything is restricted, including quantity accessibility; once in a while, terrible signs and understudies are not prepared. Along these lines, she utilized the responsive technique to see if understudies knew about the material she submitted in School From Home (SFH). Educators should have the option to utilize limited time, which consequently impacts the speed of learning, informative targets, and learning evaluation.

The educational time that educators typically utilized in one gathering before School from Home (SFH) was 1.5-2 hours, yet during School from Home (SFH), the time was more limited because of the mediation of guardians, as well as the restricted utilization of use time. At the point when understudies work on tasks or do questions and replies with the instructor, guardians assist them by offering responses. Hence, they, with canning, rapidly answer questions. Furthermore, the utilization of online applications makes educators convey significant marks of topics that should be conveyed to understudies. The utilization of the educational time that adjustments of each gathering likewise influences the informative advances, remembering the discipline of understudies for the accompanying learning.

The teacher's perception was examined using one aspect, namely the advantages and disadvantages of online learning that the teacher felt. According to Khusniyah & Khusniyah (2020), perceived advantages and disadvantages are defined as a person who believes that using certain learning programs can improve the quality of their work. It means that some people feel the advantages when using online learning systems and the disadvantages when learning online.

Table 2 The Advantages and Disadvantages Felt by The Teacher When Using The Online Learning System

No	Perceived Advantages and Disadvantages	Yes		No		Maybe		Others		Total Participants	Interpretation
		N	%	N	%	N	%	N	%		
1.	Is the online learning system in elementary schools very easy to operate?	6	35,3	8	47,1	2	11,8	1	5,9	17	Disagree
2.	Can the online learning system in elementary schools make an interaction clear and easy to understand?	7	41,2	9	52,9	1	5,9			17	Disagree
3.	Is the online learning system in elementary schools effective enough to be used in Indonesia?	3	17,6	13	76,5	1	5,9			17	Disagree
4.	Are there any obstacles to the online learning system in elementary schools?	12	70,6	4	23,5	1	5,9			17	Agree
5.	Can the online learning system in elementary schools make students more developed in their mindset and knowledge?	4	23,5	10	58,8	3	17,7			17	Disagree
6.	How do you deal with parents who don't understand technology?	2	11,8	1	5,9	1	5,9	13	76,4	17	Neutral
7.	How do you deal with students less interested in online learning systems?	3	17,6	2	11,8	1	5,9	11	64,7	17	Neutral
8.	Would you like to recommend an online learning system in elementary schools in every region of Indonesia?	6	35,3	7	41,2	4	23,5			17	Disagree
9.	Does the online learning system make you comfortable while teaching?	4	23,5	11	64,7	1	5,9	1	5,9	17	Disagree
10.	Does the online learning system make your performance improve?	3	17,6	10	58,8	4	23,6			17	Disagree
11.	Is the online learning system in elementary schools mandatory in every Schoolschool or not?	6	35,3	8	47,1	3	17,6			17	Disagree

Based on the first statement in table 2, the researchers found that most teachers disagree that the online learning system in elementary schools is very easy to operate. There are 6, or 35.3% of respondents, stated that the online learning system in elementary schools is very easy to operate. On the other hand, 8 or 47.1% of respondents disagree that the online learning system in elementary schools is very easy to operate. In addition, 2 or 11.8% of respondents answered maybe, and there were 1 or 5.9% of respondents who answered other, meaning the word maybe. Other respondents

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are between agreeing and disagree or, more accurately called neutral, that the online learning system in elementary schools is very easy to operate. This finding is supported by Nurani & Widiati (2021) who stated that the teacher can conduct online learning effectively because that students can learn anywhere and anytime.

In the second statement in table 2, the researchers found that most teachers disagree that the online learning system in elementary schools makes an interaction clear and easy to understand. 7 or 41.2% of respondents stated that the online learning system in elementary schools makes an interaction clear and easy to understand. On the other hand, 9 or 52.9% of respondents disagree that the online learning system in elementary schools makes an interaction clear and easy to understand. In addition, 1 or 5.9% of respondents answered maybe it means the respondent is between agreeing and disagreeing or, more accurately called neutral, that the online learning system in elementary schools makes an interaction clear and easy to understand. This finding is supported by previous research which stated that drawbacks of this learning system are that many students cannot absorb the material properly due to several factors (Stöhr et al., 2020). The example of these problems were poor internet connection and the lack of direct interaction between teachers and students.

In the third statement in table 2, the researchers found that most teachers disagree that the online learning system in elementary schools was effective enough to be used in Indonesia. 3 or 17.6% of respondents stated that the online learning system in elementary schools is effective enough to be used in Indonesia. On the other hand, 13 or 76.5% of respondents disagree that the online learning system in elementary schools is effective enough to be used in Indonesia. In addition, 1 or 5.9% of respondents answered maybe it means that the respondent is in the middle between agreeing and disagreeing or, more accurately called neutral, that the online learning system in elementary schools is effective enough to be used in Indonesia. This finding is in line with previous research which stated that English teacher in Indonesia can use online learning for conducting teaching-learning activity (A. Yulia et al., 2019).

In the fourth statement in table 2, the researchers found that most teachers agree that there any obstacles to the online learning system in elementary schools. There are 12 or 70.6% of respondents stated that there are any obstacles in the online learning system in elementary schools. On the other hand, 4 or 23.5% of respondents disagree

that there are any obstacles in the online learning system in elementary schools. In addition, there is 1 or 5.9% of respondents answered other, which means that in other words, respondents are in the middle between agreeing and disagreeing or, more accurately called, neutral that there any obstacles in the online learning system in elementary schools. This finding is supported by previous research which stated that teachers often do not understand technology in this modern era, therefore they must learn first to operate this online learning media (Dwivedi et al., 2019). In this activity program, educators must consult and discuss how to achieve learning objectives effectively and decide what media will be given to students in the online learning process.

In the fifth statement in table 2, the researchers found that most teachers disagree that the online learning system in elementary schools made students more developed in terms of their mindset and knowledge. 4 or 23.5% of respondents stated that the online learning system in elementary schools makes students more developed in terms of their mindset and knowledge. On the other hand, 10 or 58.8% of respondents disagree that the online learning system in elementary schools makes students more developed in their mindset and knowledge. In addition, 3 or 17.7% of respondents answered in the middle between agreeing and disagree or, more accurately called neutral, that the online learning system in elementary schools makes students more developed in terms of their mindset and knowledge. This finding is not in line with previous research which stated that online learning can facilitate students' to achieve learning ability (Soffer & Cohen, 2019).

In the sixth statement, table 2, the researchers found that most teachers answered other or were neutral in dealing with parents who do not understand technology. 2 or 11.8% of respondents said they deal with parents who do not understand technology. On the other hand, 1 or 5.9% of respondents disagree that they deal with parents who don't understand technology. In addition, there is 1 or 5.9% of respondents answered maybe, and there are 13 or 76.4% of respondents answered other, meaning that with the word maybe or other, respondents are in the middle between agreeing and disagree or more accurately called neutral that they are deal with parents who do not understand technology. This finding is in line with previous research which stated that many parents did not understand technology (Baron & Baron, 2020). Therefore, teachers must

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adjust the instructional objectives by teaching in the new learning media. Moreover, parents must be more careful when teachers give their children lessons because of the learning process during these pandemic.

In the seventh statement, table 2, the researchers found that most teachers answered other or were neutral in dealing with students who are less interested in online learning systems. 3 or 17.6% of respondents stated that they deal with students who are less interested in online learning systems. On the other hand, 2 or 11.8% of respondents disagree that they are dealing with students who are less interested in online learning systems. In addition, there is 1 or 5.9% of respondents answered maybe, and there are 11 or 64.7% of respondents answered other, meaning that the word maybe or other respondents are in the middle between agreeing and disagree or more accurately called neutral that they are dealing with students who are less interested in online learning systems. According to Mulyani et al. (2021), the use of good learning techniques will affect the students' enthusiasm for participating in online learning activity. In this case, the quality of the web-based program must be better to help achieve the planned goals of this program. Materials shared online are free of charge and can be of benefit to students.

In the eighth statement, table 2, the researchers found that most teachers disagree that they like to recommend an online learning system in elementary schools in every region of Indonesia. There are 6, or 35.3% of respondents, stated that they would like to recommend an online learning system in elementary schools in every region of Indonesia. On the other hand, there are 7 or 41.2% of respondents who disagree that they like to recommend an online learning system in elementary schools in every region in Indonesia. In addition, there are 3 or 23.5% of respondents who answered maybe it means in words maybe the respondent is in the middle between agreeing and disagree or more accurately called neutral that they are like to recommend an online learning system in elementary schools in every region in Indonesia. Therefore, online learning can not be applied to every region of Indonesia because many places have poor internet connection and the lack of direct interaction between teachers and students (Fitria, 2020).

In the ninth statement in table 2, the researchers found that most teachers disagree that the online learning system made them comfortable while teaching. 4 or

23.5% of respondents stated that the online learning system makes them comfortable while teaching. On the other hand, 11 or 64.7% of respondents disagree that the online learning system makes them comfortable while teaching. In addition, there is 1 or 5.9% of respondents answered maybe, and there 1 or 5.9% of respondents answered other, meaning that the word maybe and other respondents are in the middle between agreeing and disagree or more accurately called neutral that online learning system makes them comfortable while teaching. This statement is not in line with previous research which stated that online learning can make the teachers comfortable while teaching (Y et al., 2020). The teachers can teach anywhere and anytime because the existing learning media allows it to be done as long as the internet network supports it, the relationship between teachers and parents becomes closer, and it does not take a long time, therefore students can spend more time with their families.

In the tenth statement in table 2, the researchers found that most teachers disagree that the online learning system improves your performance. 3 or 17.6% of respondents stated that the online learning system improves your performance. On the other hand, 10 or 58.8% of respondents disagree that the online learning system improves your performance. In addition, 4 or 23.6% of respondents answered maybe it means that words may be in the middle between agreeing and disagreeing or, more accurately called neutral, that the online learning system improves your performance. This finding is not supported by previous research which stated that online learning can improve teachers' performance (Amin et al., 2022). A teacher can explore their teaching ability because they must adjust the instructional objectives and technology by teaching in the new learning media.

In the eleventh statement in table 2, the researchers found that most teachers disagree that the online learning system in elementary schools is mandatory in every school. There are 6, or 35.3% of respondents, stated that the online learning system in elementary schools is mandatory in every school. On the other hand, 8 or 47.1% of respondents disagree that the online learning system in elementary schools is mandatory in every school. In addition, 3 or 17.6% of respondents answered maybe it means in words maybe the respondent is in the middle between agreeing and disagreeing or, more accurately called neutral, that the online learning system in elementary schools is mandatory in every school. Therefore, the respondents are more dominant in

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disagreeing with what the teacher felt when using the online learning system. This finding is contradicted by previous research which stated that online learning can be conducted in every school (Putri et al., 2022). To help achieve good learning goals in online learning, the government must provide media in the form of educational video shows that can be accessed via a YouTube account or can also be broadcast on TV. Therefore, students can learn at ease without feeling bored because they only have to watch, listen and listen to educational broadcasts aired on television or YouTube.

CONCLUSION

According to finding and discussion, there are some advantages and disadvantages felt by the teachers when using the online learning system. The implementation of an online learning system, namely school from home, during the COVID-19 Pandemic had an impact on schools around the world. The situation was starting to become unfavourable due to the very fast spread of the virus; countries have implemented various policies to change the learning system. The experimental period for online learning was carried out over several months, using learning applications, TV channels, radio, and learning modules. Therefore, adjusting the learning methods used at the start is important with this change. These changes were also designed to increase students' innovation and adaptability. The teachers involved must also be able to adapt and increase their understanding of technology to carry out this online learning program. In the end, as a government effort, schools and educators choose appropriate learning techniques and ensure students are not left behind in lessons.

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