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Virtual Learning Method During The Covid Pandemic Era

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Abstract

The COVID-19 epidemic has enabled students to study and teachers to teach remotely. Teachers must be able to modify course materials so that students are taught the proper methods. Research on education during the epidemic reveals two broad patterns. 1. According to current research, instructors are a cause of worry for pupils during the epidemic. 2. In place of instructors, both studies stress the importance of parents being involved in their children's education. This report aims to address the issue of instructors and students not communicating effectively throughout the epidemic. Primary and secondary data were used, and research informants included instructors, students, parents, and security personnel. Participants in the study were chosen using the direct experience criterion.

Keywords: Virtual, Learning, Method, Pandemic Era

Introduction

Educational institutions have faced additional obstacles as a result of the Corona Virus Disease (Covid-19) epidemic, which has affected more than 200 nations worldwide. Institutions of higher learning are compelled to switch from in-person to online instruction. The Ministry of Education and Culture reports that around 68 million pupils are studying from home as a result of the closure of hundreds of thousands of schools to stop the spread (Dong et al., 2020). The Minister of Education said that only 6 percent of the student population in the green zone will be allowed to take the decision to attend school face-to-face (Fazar Nuriansyah, 2020). Instructors must be ready to develop relevant materials and delivery techniques, as well as provide parental assistance at home, due to the changes that necessitate proper technical infrastructure and internet literacy abilities.

Research on education during the epidemic reveals two broad patterns. First, current research indicates that instructors are a cause of stress for pupils throughout the epidemic (D. Sari & Usmadi, 2017). This may occur as a result of teachers substituting tasks for meetings without offering an escape route. Second, research that highlights parents' participation in their children's education as an alternative to teachers (Fitriyani et al., 2020). This study shows that the delegation of teaching tasks from teachers to parents raises many problems in the development of student understanding. Both studies leave one big question about the complexity of the process that influences the achievement of learning objectives. This work aims to address the limitations of earlier research that often saw the issue of instructors and students in the learning process as one in which parents are normatively involved as teachers' stand-ins. In order to address these fundamental questions, this article will concentrate on 1) teacher preparation for material preparation, material mastery, online learning method preparation, and the appropriateness of learning materials, and 2) parents' capacity to bridge the delivery of learning materials. Parents have a critical role in attaining learning abilities as a result of the shift of learning locations from schools to homes. This study places a lot of emphasis on how well parents comprehend the information and then communicate it to their kids. The premise of this essay is that there are two primary causes of misunderstanding in the online learning process. First, teachers' lack of readiness for online learning stems from both their inability to effectively use technology in the classroom and their significant challenges comprehending and interpreting content using novel teaching strategies. The second is the incompatibility of parents who are abruptly compelled to instruct their kids at home. Learning

materials are delivered differently depending on parents' jobs and educational backgrounds. It is undoubtedly simpler for parents with a higher academic background to assist in delivering the content.

Methods

The focus of this study is the existence of miscommunication between the actors involved in the learning process. Teachers are the focus of this research analysis which is based on the following two considerations; 1) Teachers play a central role in education where students join. 2) Teachers are figures who have a direct influence on students' learning conditions. the relationship between teachers and students as givers and receivers, including parents as student helpers, their task is to connect teachers and students to take and deliver assignments, which can arouse students' learning motivation. Parents on the other hand are important actors in the online learning process because they are the recipients of the learning mandate from the teacher/school. Parents in this case are not only liaisons in delivering material, but parents are recipients of the 'mandate who must play the role of teachers in learning at home. These considerations are the considerations that the study chose teachers and parents as representatives of teaching in the pandemic era.

The study will use two types of data, namely primary data and secondary data (Creswell, 2021). The first uses primary data collected by observation through a series of visits to the school. Interviews with school administrators, teachers, and parents of students are the main data sources. Second, secondary data in the form of statistical data, and official documents issued by the school. Statistical data in the form of official documents were obtained with permission from the school to interview teachers and students and security guards. The number of teachers interviewed was 4 people, the number of students interviewed was 15 people, the number of parents interviewed was 10 people, even 2 security guards were interviewed as supporting informants. The security guards were interviewed as related to the material/assignments that were always entrusted by the teacher and taken by the parents. Both primary data in the form of visits to the school and secondary data in the form of official statistics are comparable bases in the analysis of this paper (Sugiyono, 2018).

Participants in this study were 31 people with the following details: 1) 15 people representing students who were selected purposively to evenly represent the socio-economic status of their parents; 2) 10 parents who were also selected purposively based on their socio-economic status; 3) 4 teachers were interviewed regarding the preparations made, teachers' understanding of the material, and teaching techniques. The parents and teachers were also controlled by their ability to use the internet, especially in relation to learning. Two security guards were also interviewed to find out how the process of 'transferring' tasks from teachers that they usually entrusted.

The research process consists of 3 stages, including; Preparation, data collection stage, and data collection method (Moleong, 2012). a) The research preparation stage is carried out by observing the research location and delivering the instruments to be used in the research. The research uses interviews and questionnaires. b). Data collection begins with a pre-survey to determine the informants to be selected and studied using interviews, then interviewing informants in the school environment. c). In data collection, a structured interview method is used with previously determined informants. Focus group discussions (FGD) took place involving 10 selected respondents to obtain respondent evaluations of the initial research findings. The data collected were then analyzed using the restatement, description and interpretation methods. Restatement is done by citing the results of the interview according to the Issues discussed. Description is done by

building a data typology that shows a regular pattern of data tendencies, interpretation is done by looking at contextual meanings or data (Mudjia Rahardjo, 2010).

Result and Discussion

Online Learning

With the rampant COVID-19 pandemic, more and more people are taking an approach with an online learning system (Yu, 2021). In line with online learning has been widely promoted to replace traditional face-to-face learning during the COVID-19 pandemic to maintain children's learning and play at home (Dong et al., 2020). This shift in learning is shown by several studies to have an impact on the level of learning effectiveness (Bahasoan et al., 2020; Sari et al., 2020; Fazar Nuriansyah, 2020; Aisyah & Sari, 2021). Online learning is a new opportunity and challenge in the world of learning (Adedoyin & Soykan, 2020). In line with that Bahasoan et al., (2020) in his study said the online learning system implemented during the COVID-19 pandemic was effective and inefficient. Effective was implemented because of conditions that required online learning, as shown by Lasfeto & Ulfa (2020) and Volungevičienė et al. (2020) that online learning can occur in unlimited space and time. Then it is not efficient when seen from the costs incurred more when compared to offline lectures (Bahasoan et al., 2020).

Several existing studies have discussed the actors related to online learning, including children, teachers and parents. Children as learning subjects are required to be able to manage their time in learning. This is in line with efficacy as the key to the success of online learning, although more time is used to focus on the computer (Shen et al., 2013). Then the teacher as a teaching agent feels that this online learning is less effective, even 80% of teachers feel dissatisfied with online learning as a whole (Fauzi & Sastra Khusuma, 2020). However, although teachers face many problems in online teaching, they can show the right attitude in using technology to teach online (Rahayu & Wirza, 2020). Furthermore, parents as actors tend to reject and even reject online learning for three main reasons: the shortcomings of online learning, children's inadequate self-regulation, and their lack of time and professional knowledge in supporting children's online learning (Dong et al., 2020). Therefore, it can be concluded that the implementation of online learning during the pandemic is problematic and challenging for families (Dong et al., 2020).

Teacher Competence

Teacher competence is a set of knowledge, skills and behavior that must be possessed, experienced and mastered by teachers in carrying out their professional duties (Sutarmanto, 2015; Saragih, 2008; Tabrani, 1989). In line with teachers being an important element in the education system, the government provides teacher evaluation and qualifications through competency tests (Zaki et al., 2021; Kaiser & König, 2019). One of them is testing the digital literacy competency of a teacher (Instefjord & Munthe, 2017; Falloon, 2020; Fraile et al., 2018). Then Hakim's study (2015) and Suhaimi et al (2018) adding that the concept that takes a person's competence is needed in learning management is called pedagogical competence. Pedagogic competence is the competence possessed by a teacher in managing students which includes understanding students, curriculum/syllabus development, learning design, implementation of educational and dialogic learning, evaluation of learning outcomes and student development (Syahrial et al., 2019). In line with this, pedagogical competence is seen as the main aspect that must be mastered by an educator, which can have a

direct influence on the performance, motivation and attitude of teachers (Suhaimi et al., 2018).

Furthermore, there is a professional model of teacher competency which identifies four aspects of non-hierarchical structured competency, namely knowledge, beliefs, motivation and self-regulation (Burgener & Barth, 2018). In line with that Burgener & Barth (2018) adding that knowledge is a key component of a teacher's professional knowledge. Knowledge can be divided into different domains with more specific aspects, namely content knowledge, for example, implies a deep understanding of the content of a particular discipline (Gess-Newsome et al., 2019; Kleickmann et al., 2013). In line with that, Pantić & Wubbles (2010) identified four components that underline teachers' perceptions of competence related to values and raising children, understanding of the education system and contributions to its development, subject knowledge, pedagogy and curriculum, and self-evaluation and professional development. Furthermore, Maklasa (2013) showed that Teacher Competency Standards are developed by four main competencies, namely pedagogical, personality, social, and professional competence.

Study of Evaluation

Experts have different views on evaluation studies. Meter and Van Horn state the evaluation process as “policy implementation encompasses those action by public or private individuals groups that are directed the achievement of objectives set forth in prior decisions” (Susetocahyo, 2013). In other words, Meter and Van Horn refer to evaluation as an action carried out by individuals or government or private groups that is directed at achieving the goals outlined in policy decisions (Susetocahyo, 2013). According to Sukaharta et al. (2017), evaluation study is an activity that aims to collect information about how something works, which information is then used to determine the right alternative in making a decision. A very famous expert in evaluation studies named Stufflebeam stated that evaluation is a process of describing, searching for, and providing information that is very useful for decision makers in determining alternative decisions (Sukaharta et al., 2017). Meanwhile, Parsons stated that evaluation studies are studies of change, namely related to how change occurs and how possible changes can be brought about (Rochhaeni, 2014). Thus, it can be concluded that evaluation studies have marked the boundaries of policy and analysis for (policy) making.

There are at least two models that can be used in evaluation studies (Sutarto et al., 2020). First, the CIPP model. The CIPP model considers evaluation as a process of obtaining and providing meaningful information that can be used as a basis for making and selecting alternative decisions. Ultimately, the impact and results achieved by a program become one of the references in an evaluation study (Candiasa, 2014). A program can be said to be successful if it contains two concepts, namely effectiveness and efficiency, which indicate the level of utilization of input to produce output through a process (Candiasa, 2014). Second, the Edward III model. This model emphasizes that in analyzing evaluation four variables are needed, namely resources, attitudes (dispositions or attitudes), bureaucratic structure, and communication (Susetocahyo, 2013). These four variables ultimately determine the success or failure of an evaluation. Furthermore, the behavior of the implementer is also no less important in determining the effectiveness of the policy. If the implementer agrees with the contents of the policy, they will implement it happily. However, if their views differ from those of the policy makers, the evaluation process will experience many problems. In other words, evaluation studies still require other contributions even though the

evaluation process has been completed ([Limbong & Lumbantoruan, 2022](#)).

Results

Based on the results found in the field, it shows that teachers are not prepared in preparing learning materials, the learning materials prepared by teachers are only in the form of topics or themes that students will then search for on Google, the existing materials are collected, then summarized, then reported in the form of assignments. The unpreparedness of teachers in preparing learning materials can be seen from three things; 1) The absence of a structured Learning Implementation Plan (RPP), 2. The absence of balanced materials, and 3) the lack of teacher understanding of the material. The following is an excerpt from an interview with a teacher with the initials S " I didn't make a RPP, there was no school, no examination, besides there was an old RPP and I just used it to see the topic/material. The teacher with the initials K said that " I don't need to make a RPP anymore because of the corona, the important thing is that I give them the material that they have to find on the internet, later discussed at the Google Meet but previously parents were asked to take assignments at school through the security guard ([Minarni, 2022](#)).

The teacher does not include the competency standards and learning objectives before the assignment is given, only the topic or theme as the final target of learning. The following is a student's statement; "The assignment that I took was only asked to search based on the specified topic, but the teacher mentioned the learning objectives at the following meeting via Google Meet ([Boiliu, 2020](#)). There is no balanced material. The topics/themes are always different at each meeting. Students are confused and ask questions every time they are given a topic/theme. Between the teacher and students but also fellow students who are not satisfied with the teacher's answer immediately respond by discussing it among themselves via WA. The discontinuous material is also seen through the teacher's explanation on Google Meet. The following is an excerpt from a student's answer with the initials G; "The teacher only concluded that we didn't have a chance to ask questions. She said our time was limited even though I wanted to ask about the previous material with the current material ". The teacher does not build students' minds that there is a relationship between the previous topic and the current topic or the one being discussed. It is illustrated that every meeting on Google Meet in discussing assignments is always complete and then discusses another topic/theme ([Fitriyani et al., 2020](#)).

The teacher's lack of understanding of the material is reflected in the teacher's way of being in the Google Meet room or even the WA group. The teacher only responds to students' assignments by combining several multicultural student and immediately giving a conclusion ([Suardana et al., 2023](#)). The teacher's conclusion is not based on the sequence of the material but on student reports through assignments. What the teacher should provide as a learning resource turns out to be non-existent. The teacher's lack of understanding of the material is also seen when a topic/theme a few weeks ago was asked by a student who was absent during the discussion of the topic/theme, the teacher always answered with why are you only asking now, the topic/theme was discussed last week. The following is an excerpt from the teacher's answer with the initials R. why did you ask? The question is over. You're just wasting time.

Thus, the teacher's lack of clarity is caused by the teacher's unpreparedness in making lesson plans as part of the teacher's preparation before teaching, and in teaching the teacher, it does not appear that the material presented has continuity between the material before and the material after,

so that it is clear that there is a lack of teacher understanding.

Other evidence presented also shows that teachers give material and teaching burdens to parents. The material and teaching burdens to parents are illustrated by 3 things, including: 1) the material is taken by parents, 2) the material instructions are not explained in detail, 3) finally leading parents to always search, read and complete assignments (Fazar Nuriansyah, 2020). Unclear material instructions lead students to search and find difficulties in doing it. Unclear material instructions are also reflected in students' questions to their parents who are taking the material. The following is an excerpt from a student's answer; "Dad, this is just the assignment, it's okay, there are other messages, bro'.

Parents who are entrusted by teachers to take materials for students to study in order to avoid the threat of the corona virus 19 are the parents of students. The teacher waits for the parents with a specified time limit, then passes the time limit determined by the teacher to leave the materials at the security desk. Students wait for their parents to take the materials and will work according to instructions. Unclear instructions according to students are always asked to their parents. Answers from parents that are considered less understood by students will make students ask for an explanation from their parents as recipients of the materials. Another evidence is that parents avoid students' questions by helping students find and make assignments given by the teacher. "dad please do the assignment, I don't know" Parents also help teach students by providing assignments that are ready to be collected.

The condition of parents who are entrusted to pick up materials at the security guard makes parents have to play the role of teachers as evidenced by the statement of parents when picking up student learning outcome reports "actually the task of picking up materials that we do is the teacher's task if the students don't want to pick them up themselves. As if we are the students' teachers. It also happens when in the family there are family members who express the statement "are students prohibited from going to school but parents are asked to go to school? What's the difference.

Another finding is that learning outcomes and evaluation of learning outcomes are not running properly. Learning outcomes and evaluation of learning outcomes are seen through 3 things, including (Kurniawati et al., 2018); 1) Not returning student assignments. 2) Students are not given the opportunity to give opinions on Google Meet. 3) Wrong assessment procedures. The teacher did not return the students' assignments. The following is a student statement; " yes our assignments were never returned to us' we do not know whether the assignments that papa made were right or wrong, complete or incomplete. The evidence is also strengthened by the teacher's answer; " I did not return the assignment. It is stored as an archive/evidence that they collect. The teacher does not realize that the assignments that are collected are always awaited by students by giving grades or notes. Parents become a place for students to ask questions so that there is anxiety and even fear that the assignments that are done are wrong. Every time parents deliver student assignments, they always ask the security guard with dissatisfaction. The following is a quote; " sir security guard has my child's assignment been returned last week.

Another finding is that students are not given the opportunity to give opinions in Google Meet meetings. Teachers use Google Meet only to provide conclusions from students' work results. This is proven by the teacher's answer quote; "We (teachers and students) use Google Meet only to discuss assignments. I provide conclusions about students' assignments. I keep their assignments as

archives, students are not given the opportunity to ask questions. The following is a quote from a student's answer; "Every time I want to ask but am not given the opportunity, sometimes the teacher says what do you want to ask, our time is limited, later. Students only note down the conclusions mentioned by the teacher. Conclusions are given to each student, making it difficult for students to grasp the meaning of the material.

Another finding is also the wrong assessment procedure. The assessment conducted by the teacher is not based on the process of giving marks to student assignments and student activity through goggle meet, but there is an assessment given in the middle of the semester. The proof is the teacher's answer; "I assess students only in the middle and end of the semester. Mid-semester through filling out the LKS by working on each question in the evaluation column according to the topic. End of semester through student attendance at gogle meet through photos, and test questions in the form of PG and essays. The following is an excerpt from the teacher's answer; "I assess students based on 2 things; 1). The results of cognitive measurements are taken through the value of student worksheets (LKS) of 60% and student activity at goggle meet of 40% ([Sutarmanto, 2015](#)).

The results of knowledge measurement in the form of LKS assessment have not shown the accuracy of teachers in assessing. LKS cannot be done by students indicating that students are not equipped with the correct materials. Skill assessment through attendance at Google Meet based on attendance. Does not guarantee that students understand everything the teacher said. Teachers only make conclusions that confuse parents with a number of questions about student dissatisfaction ([Aisyah & Sari, 2021](#)).

Discussion

Research aimed at analyzing the problem of teacher miscommunication in teaching that occurred during the pandemic showed three important things. First, the unpreparedness of teachers in teaching has caused the burden of teaching to be placed on students. Students are asked to complete the topic of discussion by exploring independently at the teacher's request ([Kinseng, 2021](#)). Second, the material provided by the teacher is not structured with a clear structure, causing the teacher's teaching actions to take place not according to procedure ([Mujahid, 2022](#)). Third, student learning outcomes are low cognitively as a result of parental involvement in the learning process. Parents are conditioned to be involved in working on student material on the idea that parents are replacing teachers at home ([Wuwung & Tulung, 2021](#)). This condition causes student achievement to decline. The low commitment of teachers in teaching during the pandemic has created difficulties for parents and children. At the same time, student achievement has also declined in the online learning process.

The weakness of teachers in carrying out their duties during the pandemic reflects three important things. First, the low commitment of teachers as educators during the pandemic. The Covid-19 pandemic has become a precondition that has also caused widespread trauma, including teachers. Second, the weakness of teachers in carrying out their duties shows the low responsibility of teachers towards students and the world of education. Teachers should have responsibility for the continuity of education considering the importance of students' positions as the next generation (Tanzil 2020). Third, the weakness of teachers in carrying out their duties reflects the weakness of educational institutions. Schools as educational institutions are unable to regulate their main tasks. Schools as educational institutions are unable to regulate their main tasks ([Mujahid, 2022](#)). Schools

as educational institutions are unable to regulate the main tasks and functions that teachers must carry out properly. The weakness of teachers has had broad implications for the competence of graduates and the climate of teaching and learning during the pandemic. The lack of teacher knowledge about the role of teaching has given rise to three implications, *first* teaching professionally to display professionalism as a person is less difficult to realize. The goal of achieving professionalism is constrained by the implementation of less than ideal teaching, as a result of teacher laziness in teaching (Sutarto et al., 2020). *Second*, the lack of teacher concern causes professionalism not to be well integrated in the teaching and learning process (Adedoyin & Soykan, 2020). The concept of teaching is not defined in the actions of teachers who do not make lesson plans, are not well structured in the subject matter, which is carried out by teachers. *Third*, the lack of teacher knowledge weakens the support that should be given to the development of student competence. parents are required to become teachers by doing student work. teacher weaknesses have become a very important basis for determining student success and teacher professionalism (Isnawijayani et al., 2022).

The results of the study show a difference with the results of previous studies. *First*, the results of this study confirm the phenomenon of low teacher professionalism who tend to ignore their main tasks, roles and functions as important components in learning institutions (Sampaleng et al., 2021). This is in contrast to previous studies that emphasize teacher professionalism in carrying out their roles and functions in the teaching process. *Second*, the results of the study show that differences in the context of the problem actually give rise to fundamental differences with the results of previous studies. In previous studies, teacher professionalism, which was reflected in how teachers carried out their roles and functions which went well in the era before the pandemic, actually experienced a substantial decline during the pandemic (Yu, 2021). The pandemic situation in this case is an important determinant that differentiates teacher professionalism. The results of the study show that the pandemic period has also affected teacher professionalism and has become a major obstacle to the success of the learning process. In line with that, 3 action plans can be formulated as follows. *First*, a workshop is needed as a forum to hone teacher skills online to enable teachers to build their professional awareness (Wuwung & Tulung, 2021). Workshop activities must provide awareness and commitment. *Second*, honing teacher skills requires cooperation between the school (with interested parties to carry out activities such as training in preparing lesson plans using the 2013 curriculum concept with various approaches to learning. Schools can mobilize cooperation networks in an effort to meet the needs of the learning process in schools through the procurement of learning devices. *Third*, the difficulties experienced by teachers require a commitment with the government (school) to support efforts to meet the needs of educational facilities. A policy is needed that provides a budget commitment for the provision of the required facilities. Thus, the refreshments that are implemented which are basic educational needs get support from various parties through affirmative policies (Rahayu & Wirza, 2020).

CONCLUSION

It turns out that what has been believed that teachers are able to perform well in learning because of professionalism is not true. This study, in contrast to previous studies, found something different that teachers cannot be said to be professional if the following 2 things are ignored. Among others; 1) teachers are not prepared in preparing materials. 2). Transferring the burden of teaching to others

(parents) who do not understand the profession of a teacher. Teachers who are not prepared in teaching This can be seen in 3 things, including; a) there is no RPP, making the learning process unmonitored; b) the material is not structured, making topic determination unfocused; c). teachers do not understand the material chosen. Transferring the burden of teaching to others (parents). All of these things happen because of miscommunication between teachers in the online learning process. He scientific contribution of this study puts forward a new concept which sharpens previous studies on findings that state that professional teachers are manifested through their appearance in teaching. The reality is that teachers do not just appear. But a good appearance as a professional must be realized in the learning process by paying attention to 2 things, including 1). Preparation in preparing the material well. 2). Not transferring the burden of teaching to others who do not have a profession as a teacher. Good material if designed through RPP. has a good structure, the teacher understands the selected material. The burden of teaching is not delegated to parents who do not understand the learning procedure in the form of giving authority to parents to take material, will result in material instructions not being able to be explained properly to students, ultimately requiring parents to work on the material taken by their parents. This study is limited to one school, limited to one class, limited to one age group, limited to one case, limited to a certain time, not diachronic, limited to one method (so that it is not possible for the generalization process, reality cannot be understood comprehensively). In line with these limitations, further research needs to be conducted by paying attention to the phenomena that occur around teacher professionalism, student character in learning and parental support for children's learning in order to obtain more comprehensive and cooperative results. With this approach, policy actions to overcome problems can be formulated more appropriately.

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