



THE PROBLEM OF LANGUAGE TEACHERS IN ONLINE LEARNING DURING THE PANDEMIC, AN ANALYSIS OF TEACHING DISCOURSE IN SCHOOLS

PROBLEM GURU BAHASA DALAM PEMBELAJARAN DARING MASA PANDEMIK, SEBUAH ANALISIS PENGAJARAN WACANA DI SEKOLAH

Ulinsa^{1*}, Rinaldi², Vincent Oringo³

^{1,2} Universitas Tadulako, Indonesia

³Central University of Technology

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Abstract: The problems in the research are how problematic Indonesian language teachers are in online learning during the pandemic, and how to solve problems for Indonesian language teachers in online learning during the pandemic. The purpose of this study is to describe the problems of Indonesian language teachers in online learning during the pandemic and to describe problem solving solutions for Indonesian language teachers in online learning during the pandemic. This research is a qualitative descriptive research. This type of research does not have a comparison group. The subjects in this study were Indonesian language teachers at SMP and SMA Negeri 1 Ampibabo in Ampibabo village. Data collection in this study were questionnaires, interviews and documentation. The data from the evaluation were analyzed using qualitative data analysis methods. The results of this study are (1) Inadequate internet network access during the online learning process. (2) The teacher is a "debt collector" in carrying out the online teaching and learning process, the teacher only gives assignments continuously and collects assignments at a predetermined time. (3) Teachers still stutter in mastering technology so that in the implementation of online learning it is still difficult to choose relevant applications and teaching methods are still not varied. (4) The implementation of online learning greatly affects the psychological condition of students where in online learning these students experience boredom

¹: Corresponding Author: : ulinsa.bahasaindonesia@gmail.com

²rinaldi0696@gmail.com

³oringovincen26@gmail.com



and are lazy to participate in learning. The teacher's practical solution in implementing online learning is by applying offline learning by visiting from home to home where in the offline learning process students are very active in the learning process compared to online learning which cannot be carried out effectively

Keywords: problem, teacher, online learning, pandemic period

INTRODUCTION

Education is a teaching taught by teachers to students with the aim of developing the abilities that exist in students so that they have a good spiritual personality and intelligence, through a good and regular learning process. The role of education is to ensure the survival of a nation, because through good education it will create intelligent and well-mannered students. Education consists of several components in it. One of the most important components in education is the teacher. Husnul Chotimah (2008), a teacher is a person who facilitates the process of transferring knowledge from learning resources to students. Teachers play a major role in the development of formally organized education. Teachers really determine the success of students, especially in relation to the learning process.

The COVID-19 pandemic that has hit the world, including Indonesia, has had an impact on aspects of life, one of which is education. So educational institutions carry out the process of distance learning activities. Related to circular letter Number 4 of 2020 by the Minister of Education and Culture regarding education policies in the emergency period of the spread of covid 19. Various initiatives were carried out to ensure that learning activities continued even though there were no face-to-face sessions. The learning system that was originally implemented face-to-face in the classroom is now being shifted to online distance learning using various applications that have been continuously developing. This is certainly felt heavy by educators and students, because they are not ready to face changes that are so fast. Of course this is a challenge for teachers as educators because they have to prepare materials, models and learning methods used. It is not uncommon for teachers to experience difficulties in mastering IT so that the learning process does not take place optimally.

Almost all education circles experience the same thing, as well as in SMA Negeri 1 Ampibabo, especially for Indonesian language teachers, teachers experience problems not only in mastering materials, models and learning methods, but also experience problems with lack of student motivation in learning, teachers also experience problems in learning. students whose home locations are not covered by the internet network and network access is not good at school, it is difficult to know the progress of students in



learning, mastery of technology which tends to be unknown in using applications such as zoom, goggle classroom and other supporting applications.

From the description of the problems above, it can be understood that online learning is an alternative solution for implementing learning during the pandemic, so the aim of the researcher is to find out more deeply what problems are experienced by Indonesian language teachers at SMA Negeri 1 Ampibabo in online learning and how to solve problems faced. Indonesian language teacher at SMA Negeri 1 Ampibabo in online learning.

METHOD

This research is a descriptive qualitative research, which is conducting research to obtain descriptive data from a case, state of attitude, relationship, or a problem that is the object of a study. This research was conducted to obtain a systematic, factual and accurate description or description of the facts found in research with Indonesian language teachers at SMA Negeri 1 Ampibabo. Moleong (2017: 4) says that what is meant by qualitative research is research that produces descriptive data in the form of written or spoken words from people and observable behavior. The study was conducted at SMA Negeri 1 Ampibabo in Ampibabo district, when the research was carried out, the observations were finished. Research data is important in research. The main data of this research are the results of interviews with Indonesian language teachers who are informants. The source of research data is a questionnaire containing questions that will be filled in by the teacher who becomes the informant.

Data collection techniques are a way that researchers must go through to obtain data. Sugiyono (2016:71) said that in research, the accuracy of choosing data collection techniques is very important because by using the right technique, the data obtained will be right as well. For that we need a certain way so that all data can be collected and will be analyzed according to certain procedures. The following data collection techniques used in this study are three kinds, namely a questionnaire that will be filled out by Indonesian language teachers and in which there are questions about the problems of online learning, interviews that will be conducted directly with high school and SMP Negeri 1 Ampibabo teachers, note-taking techniques, namely recording everything that is learned. It is important to note the obstacles faced by Indonesian language teachers in online learning at SMA and SMP Negeri 1 Ampibabo and the documentation that proves that the research was carried out.

Research instrument is a tool used to collect data or information that is useful to answer research problems. In this study, the research instrument was a book and a pen as a tool for recording important



things, a cellphone as a tool for taking pictures and recording during the interview process and a questionnaire containing questions about informants' problems in online learning in SMA and Negeri 1 Ampibabo. Data Analysis Techniques Miles and Huberman (in Sugiono, 2009: 91), data analysis consists of four streams of activities that occur simultaneously, namely, data collection, data reduction, data presentation and drawing conclusions.

The researcher collected data from a questionnaire that had been filled out by the teacher and interviews conducted with Indonesian language teachers about the problems of online learning in SMA and SMP Negeri 1 Ampibabo. Data analysis in this qualitative study was carried out at the time of data collection. Data reduction is a form of analysis that sharpens, categorizes, directs, discards unnecessary, and organizes data in such a way that final conclusions can be drawn and verified. With data reduction, researchers do not need to interpret it as quantification. Data obtained from questionnaires or interviews with Indonesian language teachers will be selected strictly and written in a shorter description with a broader pattern. Presentation of data in this study can be done by grouping similar data. The data in question is the result of distributing questionnaires filled out by Indonesian language teachers about problems in online learning. Researchers draw conclusions by collecting data from questionnaires that have been filled out by teachers and interviews conducted with Indonesian language teachers in which there are problems with Indonesian language teachers in online learning.

RESULT AND DISCUSSION

As for the findings of the researchers at the research location related to the research objectives through interviews, various information were found as material to be analyzed into research results. The results of interviews that have been carried out by researchers in the field, in this case the problem with Indonesian language teachers in carrying out online learning is that the first is constrained by uneven internet network access, and it is very difficult to assess student progress in learning, then able to be emphasized by respondents.

1. Interview with Mr. Abubakar

"During this pandemic, it is very difficult to know and assess the level of understanding of students and teachers, it is also difficult to apply assessments, especially assessments of student attitudes in solving a problem in accordance with the demands of the 2013 curriculum" and the internet network is less supportive.



Based on the results of interviews with Mr. Abubakar can be concluded that the achievement in the assessment process that is based on the 2013 curriculum is less effective because the learning system during the pandemic does not carry out face-to-face so that the assessment process tends to be measurable on the tasks given to students so that the assessment can only be done on the student's cognitive shutter. and inadequate internet network in the learning process.

2. Interview with Mr. Ali Muntasir

"Indeed, online learning initially made it difficult for teachers to do online learning, because this was the first time it was done so it was difficult to use technology"

Based on the results of interviews with Mr. Ali Mutansir it can be concluded that learning during the pandemic is relatively new. Learning is done through media such as Whatsapp, Facebook, Classroom and other online learning support applications, this is an obstacle for teachers who have poor science and technology. This can be overcome through trainings that are followed while the online learning system is implemented.

3. Interview with Mrs. Cicilia J. Dumanauw

"During this pandemic, learning activities were not carried out in accordance with the RPP because of the unequal distribution of students who had internet quota facilities to participate in online learning, and communication was not smooth so that students did not respond to learning."

Based on the results of interviews with Mrs. Cicilia J. Dumanauw, it can be concluded that the low response and learning activities of students are caused by students having difficulty understanding learning materials delivered online. The learning materials prepared by the teacher are not studied well at home. The main cause is the divided focus of student learning due to various applications on gadgets that affect their learning activities.

4. Interview with Mrs. Sumiati,

"I don't know what applications are relevant to use and I don't know how to make interesting learning videos, plus I can't stay in front of the laptop too long because it affects eye conditions so I only give assignments to students."

Based on interviews with Mrs. Sumiati, who only gave assignments to students so that the learning process ran monotonously, it can be concluded that the change in the learning system during this pandemic is a form of unexpected transformation and will further color the development of learning dynamics at all levels in Indonesia. future when the storm of Covid 19 has passed.



The problems of SMA Negeri 1 Ampibabo teachers in online learning

Based on the results of the questionnaire distributed and the ongoing interview, it was obtained information about the problems of Indonesian language teachers in learning during the pandemic period of SMA Negeri 1 Ampibabo, that local teachers carrying out the online learning process experienced problems, namely internet network access that was less supportive. This can be seen when the Indonesian teacher gives an assignment through the Whatsapp application, the assignment is not sent immediately and it takes 5-10 minutes for the task to be conveyed to students in the process of implementing online learning. The problems of Indonesian language teachers in online learning are as follows:

a) Internet network access

Access to the internet network is not evenly distributed in various regions and one of them is in SMA Negeri 1 Ampibabo which makes it very difficult for teachers to carry out online learning where basically network access is needed for continuity of learning. The problem of internet network access is certainly a serious concern for all. Starting from educational institutions, regional and central governments and even parents to provide adequate internet network access services so that the online learning process can run well. No matter how good the learning method used in online learning is, without being supported by internet network access, the impact is certainly less than optimal.

b) Teacher "Debt Collector"

The learning method that is still deeply embedded in a teacher is the conventional learning method. The habit of a teacher or educator who uses conventional methods is very surprised by the implementation of online learning due to the Covid-19 pandemic, and just imagine in the online learning process there is a type of teacher in teaching, namely the "debt collector" type, which is in the implementation of the online learning process. The teacher only gives assignments to students to do and collects the assignments with the time determined by the teacher. Therefore, it is necessary to evaluate learning in online learning based on the preferred modality theory (Munir, 2004) regarding implementing the online learning process, it is necessary to pay attention to the Learning Implementation Plan by displaying non-monotonous learning through a combination of text, sound, even animations or videos. interesting videos according to the learning material so that because of this learning students have a modality through listening and seeing activities.

c) The limited ability of teachers in mastering technology

Another problem in the online learning process is that teachers still stutter in mastering technology. Mastery of technology is needed for the continuity of the process and results of an online learning, because with mastery of technology so that learning methods can vary. But now there is a lack of quality improvement activities in the mastery and use of information technology in learning. So far, there are still many who have not taken advantage of the development of information technology. Many teachers are still trapped in conventional learning methods, even though with the advancement of technology such as the internet, it can be a learning resource that helps teachers to improve online learning. This is the parable that technology is like a double-edged sword. On the one hand, if the development of information technology can be followed then everything will feel easy and can help ease the task and burden of teachers. On the other hand, technology will be a disaster for teachers when they are not able to keep up with the development of information technology. So that mastery of technology is now part of the demands of teacher competence, both to support the implementation of their duties such as planning, presenting learning, and conducting evaluations as well as a means to find data and download learning resources.

d) Psychological conditions

In the midst of the COVID-19 pandemic as it is now, all school agencies are required to remain active in the process of teaching and learning activities by implementing online learning. In online learning, the most important factor is the human psyche itself. The human psychic condition plays a very, very important role for the success of online learning.

The question that often arises is about what is the reason why psychological conditions are one of the important factors in the online learning process. Because the psychic condition is a special energy that functions as work input. According to Thomason in (Makmur, 2007) there are two things that are in a psychic condition, among others, 1) the ability to determine and act in this case related to skills and, 2) work together with other people or around and in this case it concerns motivation.

Solving the problem solving problems of SMA Negeri 1 Ampibabo teachers in online learning

This online learning process can actually be carried out properly as long as the facilities and infrastructure are met and evenly distributed. In particular, schools must prepare facilities and infrastructure, especially a supporting internet network, for teachers, teachers must prepare material as attractive as possible in the



form of power points complete with illustrations and videos related to the material so as to make students focus and interested in learning. Besides, the teacher can make interesting learning videos so that the material is felt more alive. In mastering IT, teachers can use simple applications such as WhatsApp to send learning materials both presented in the form of power points, audio and video, but little by little the teacher must improve IT competence, by participating in training and asking questions with teachers who have higher IT knowledge. .

Teachers can enrich their teaching materials and abilities from YouTube which provides learning applications and rare uses and how to produce learning videos so that online learning is not boring and students are more interested in participating in learning. For teachers who want to know the progress of students, they can test students' homes while still complying with health protocols.

CONCLUSION

From the research that has been carried out on the problems of Indonesian language teachers in online learning at Ampibabo High School and Ampibabo Middle School, it can be concluded that there are 4 teacher problems in online learning, namely Internet network access that is not adequate during the online learning process. carry out the online teaching and learning process, the teacher only gives assignments continuously and collects assignments at the appointed time. In the implementation of online learning, the teacher still stutters in mastering technology so that in the implementation of online learning it is still difficult to choose relevant applications and teaching methods still not varied, the implementation of online learning greatly affects the psychological condition of students where in online learning these students experience boredom and are lazy to participate in learning and the teacher's practical solution in implementing online learning is that the school provides information better network services, so that the online learning process is no longer constrained due to the internet network, teachers should not only be "debt collectors" giving assignments that accumulate to students, teachers are even more creative in providing material to students, teachers must attend training on the use of technology, so that it is easy for teachers to use technology and be able to provide creative learning to prevent student boredom in online learning, and apply offline learning by visiting from home to home where in the offline learning process students are very active in the learning process compared to online learning which cannot be implemented directly. effective.



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