

Post Covid 19 Learning Adaptation: Teachers' Strategies And Innovations In Teaching English In The Post Pandemic

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Abstract

Limited Face-to-face Learning is a government initiative program to solve the problem of learning loss during online learning in the Covid 19 outbreaks by implementing strict health protocol procedures to prioritize student safety. This research aimed to describe the preparation for learning in the new normal period, explore the practice of limited face to face learning in English subject, and teachers' strategies in teaching English in the post pandemic. This research used a descriptive qualitative method with a case study with the total respondents were 45 English teachers of Senior high school in Banyuwangi. The data needed was obtained through questionnaire and interview. The findings showed that the implementation of limited face to face learning had followed the government rules in the new normal period. English teaching learning process had generally been going well and was presented through several interesting strategies and fun methods, although a number of obstacles arise such as the reduction in school hours and the division of student groups or shifts in the learning process which encouraged the teachers to apply blended learning by still utilizing learning platforms in their teaching. The most favorable learning platform was Whatsapp.

Keywords: Post Covid 19, Teachers' Strategies, Teaching English.

1. Introduction

The condition of Covid-19 pandemic in Indonesia has disrupted education, especially for students. Disruption of formal education has a negative impact on student learning outcomes, especially those who are not lucky due to unequal access to educational resources. Many problems appeared in the distance learning activities, so the education quality in Indonesia is assessed to be decreased during the pandemic. The decline in the quality of education during the Covid-19 pandemic was unavoidable because it had a significant impact on the quality of the country's needs including education (Rionga & Alwi, 2021). The distance learning process creates limitations in terms of learning for both students and teachers. Students do not have friends in learning; as a result learning difficulties are borne by themselves and become a psychological burden for them. Not all learners can be success in e-learning because of some factors including student characteristics and learning environment, especially for subjects that require detailed explanations and problem-solving steps (La Ode Onde et al., 2021). For this reason, the government has begun to set strategies in order that learning can be carried out face to face. So, the government released a new policy about limited face to face learning implementation which can be started in July 2021 as the beginning of the school year with provided that all personnel in school had been vaccinated and learning was carried out by limiting meeting hours, as well as implementing strict health protocols.

The limited Face to face learning process started from the emergence of distance learning problems from the parents point of view as children's learning companions at home, the readiness of technology and its devices by teachers and students at home, the erratic internet network, the explanation of material by the teacher is deemed less optimal, and there are too many assignments that involve parents in the learning process which causing learning loss during the online learning process. Online learning implementation amidst the covid19 pandemic got many problems in the form of limited access to student supervision, the teachers' ICT skills are low, students do not participate actively in learning, limited infrastructures and internet access, limited time for parents to accompany their children during online learning (Asmuni, 2020). So it is very appropriate to apply limited face-to-face learning to prevent the number of students being

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lazy to study, dropping out of school to work, increasing students' academic achievement to prevent learning loss, and preventing students' psychological and social disturbances during studying from home.

English learning is also affected during the pandemic because it is not only requires theory, but also a lot of practice, so it requires interactive learning that can actively involve students during the learning process. The implementation of English online learning is a new thing so that learning adaptation was needed such as the use of the internet, online learning application, and some students cannot understand the material when learning online so they still need face to face learning where the teacher has to re-explain the material. English as a foreign language in Indonesia is one of the subjects that need more in-depth explanation and the majority of parents cannot help their children in learning English during studying from home. By the online learning system, students have difficulty understanding the English material explained by the teachers especially during conversation practice so that English learning becomes less effective. Distance learning is considered very monotonous and boring for students because many teachers provide materials and give many assignments. It is in line with (Zati, 2020) who stated that along with time the implementation of distance learning has a negative impact where many students begin to lose their interest and concentration in learning because they feel bored. Besides, many students considered that English is a difficult subject where not all students are interested in learning it.

The learning changes process from offline to online and nowadays it must be done to offline again definitely needs adaptation and some adjustments, this is called as the new normal era. The current situation certainly needs to be carefully prepared related to the learning process that will affect the student learning outcomes. (Adawiyah et al., 2021) explained that the effect of new normal era in education is to implement something new regarding the limited face-to-face learning in schools. So, in limited face-to-face learning occasion, teachers are encouraged to explore and find the right and appropriate learning methods or strategies and redesigning various effective learning activities to attract students' interest in subject matter. Effective and innovative learning can only be obtained if teachers have good creativity in managing the learning system and are able to adapt to the current situation and circumstances of students, are responsible and professional so that educational goals can be achieved where students are able to acquire knowledge transferred by the teachers.

Previous studies concerning the limited face to face learning implementation had been conducted such as in MAN 1 Jepara conducted by (Dewi et al., 2022) about the practice of limited face to face learning in Mathematic subject with the results the facilities and infrastructure provided were in accordance with the provisions and in mathematics teaching learning process, each teacher used different methods and media depending on the material being discussed. Then some problems arise such as time constraint, the limitation of students' capacity in class which was only 50% of the total students which makes the teachers got difficulties to deliver material that must be divided into face-to-face and online learning. Similar research conducted by (Kustantri et al., 2022) about the implementation and indicator of face to face physical education in covid19 at SMPN Metro Lampung. The findings showed that there was a reduction of teaching hours. The facilities, indicators and applications of learning were categorized as sufficient. There were four learning models applied during limited learning such as project based learning, blended learning, problem based learning, and individual learning. From the 4 models, individual learning was the best choice to be applied in limited face to face learning.

Another study performed by (Sugiarto, 2022) about the implementation of limited face to face learning policy at DKI Jakarta schools from early childhood to senior high school. The result revealed that the policy of limited face to face learning implementation depended on the spread of the covid-19 virus conditions, discussions with the school, and input from parents. Limited face-to-face learning needs careful planning, direction, and regular evaluation on learning activities to reduce the barriers appeared in limited learning. Then (Norhasanah, 2021) also did a study related to the students' preferences and perceptions on online and face to face learning with the findings that 83% students responded more positively and preferred face-to-face learning although they also recognized the flexibility presented by online learning such as course ease, convenience, and saving time become the students' reason in choosing online learning. While direct interaction and learning experiences were the students' reasons in choosing face-to-face learning. Most students had an internet connection to have online class but they still considered face-to-face as an ideal learning in class because 87% students realized that not all regions in Indonesia have good internet access to do online learning.

The practice of limited face to face learning in some regions in Indonesia since early 2022 varies. Some schools carried out four days of face to face and one day online learning, reducing teaching hours, some have 50% capacity learning adapted to school conditions. Schools with large land facilities and classrooms that meet the requirements can carry out face-to-face learning 100 percent simultaneously. Meanwhile, small schools with large numbers of students can deal with the current conditions by dividing groups or shifts because the health and safety of all citizens of the education

unit must remain a priority in its implementation. Even though we are familiar with direct face to face meeting in the classroom before the pandemic, face to face learning implementation in the new normal period post-pandemic is not exactly the same as learning in normal times, so it is necessary to choose the appropriate strategy so the learning process runs optimally.

The learning time given during limited face-to-face learning was reduced and only could teach a limited number of students. Due to the limited time when face to face meeting in class, it often makes learning English less effective. Due to the diverse abilities of each student in the classroom and the limited learning time, teachers are required to help students mastering English adequately. Therefore, teachers are encouraged to use various ways and strategies to optimize their time by using various techniques to improve students' English skills in accordance with the students' conditions in class. This research was carried out to describe the preparation for learning in the new normal period, explore the implementation of limited face to face learning in English subject, the obstacles appears in its implementation, teachers' strategies in teaching English in the post pandemic, as well as the efforts make to provide good solutions to the problems happened, so that English teaching learning process can run smoothly and be more attractive and meaningful for students.

2. Research Methods

This study used a descriptive qualitative method with a case study. The case study is part of a qualitative method to explore a particular case in greater depth by involving the collection of information sources (Raco, 2018). A qualitative descriptive method reveals problems, circumstances, or events as they actually occur in the sense of finding facts in the field. So the researchers should clearly describe the data obtained (Bungin, 2017). This study revealed the facts and conditions that describe the phenomenon of teaching English in limited face-to-face learning in the post pandemic, various obstacles and teachers' strategies in teaching English during limited face to face learning in school. This research was conducted in Banyuwangi with the total respondents were 45 English teachers of Senior high school in Banyuwangi. The data needed was obtained through questionnaire. For getting more information interview was also needed through whatsapp or telephone call.

3. Results and Discussion

The first question in the questionnaire was “Does the implementation of limited face to face learning in your school follow the regulation in the new normal era with strict health protocols?”. 100% respondents answered yes. All school members were required to keep distance and students occupied the seats provided, break hours were abolished; extracurricular activities, sports, School routine culture such as ceremonies, celebrations of religious holidays as well as other activities that provoke close-range physical activity were still abolished. But sometimes some students took off their mask in school area, so the teachers must remind them to always wear a mask so that there is no spread of corona virus transmission which has not been 100 percent over. Then the second question was about the facilities prepared and the pattern of applying health protocols during limited face to face learning in schools with the result as follows:

Table 1. The pattern of applying health protocols during limited face-to-face learning in schools

Health Protocols	Total	Percentage
Availability of hand washing using soap with running water	45	100%
Availability of hand sanitizer	38	84%
Availability of thermo gun	41	91%
Obligation to wear mask/face shield	45	100%
Set the layout of rooms	32	71%

Based on the table 1, 45 teachers (100%) mentioned that there was a facility of hand washing using soap with running water, 38 schools (84%) provided hand sanitizer, 41 schools (91%) had thermo gun. Then all teachers stated that their schools required wearing mask or face shield, and 32 schools (71%) had set the layout of rooms to keep the distance. In general, it can be concluded that all schools had facilitated infrastructure and the limited face to face learning implementation had complied with government regulations. The schools had implemented it according to health protocol procedures to break the chain of corona virus.

The third question was about the provisions of limited face-to-face learning implementation in each school.

Table 2. The provisions of limited face-to-face learning in schools

Provisions	Total	Percentage
50% in school, 50% from home in one time	10	22%
2 shifts per class, morning and afternoon	9	20%
1 shift per grade level	6	13%
Face to face alternately according to the group division	13	29%
100% simultaneously	5	11%
Others	2	5%

Related to the provisions of face to face learning 10 schools (22%) applied the combination between offline and online learning with the distribution of 50% students coming to school and the other 50% studying and following the learning process from home at the same time. 9 schools (20%) applied 2 shifts per class, morning and afternoon. Teaching and learning activities were divided into two shifts, so that one class was divided into two groups. Then 6 schools (13%) applied one shift per grade level, 13 schools (29%) did face to face alternately according to the group division, 5 schools (11%) implemented 100% face to face learning simultaneously due to large land facilities and classrooms that meet the requirements to carry out 100 percent face-to-face learning and schools with small number of students. Then 1 school implemented three days face to face learning and two days online and 1 school applied four days face to face and one day online learning. Lesson hours were also reduced by 50% so that students only enter 3-5 hours a day. The subject matter received by students was quite compacted and emphasized on assignments that students do in their homes. During the learning process, it was ensured that student activities were safe, in control, and always kept distance. The teaching learning activities were carried out quite well, starting from opening activities by emphasizing on providing learning motivation and strengthening literacy. Furthermore in the main activity, the teachers conveyed the basics or important points of English material, then continued with practice. The closing activity was giving worksheets as evaluation material and provide online follow-up. Although limited face to face learning had been implemented, teachers still implemented an online learning system because the limited hours of at school caused the delivery of subject matter being considered less than optimal.

The fourth question was about the learning application or platform used by English teachers to support limited face to face learning.

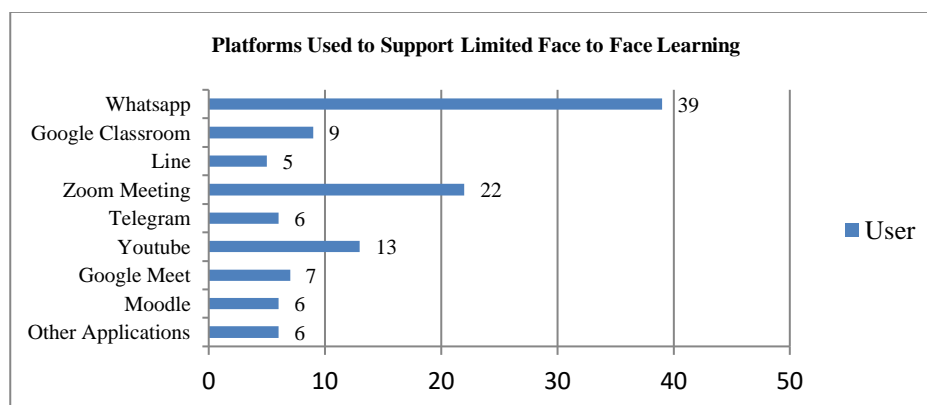


Figure 1. The platforms used to support limited face to face learning

In implementing limited face-to-face learning, the teachers must deal with 50% online learning so that the use of learning platform is still needed. Some teachers used more than one platform in their teaching. The most used application to support limited face to face learning was Whatsapp, there were 39 teachers utilized it because all students were already familiar and used this application for nowadays communication, easy to use and provide features for making group and video call. Then 9 teachers used Google classroom, 5 teachers used line which provides live conference feature and the user capacity is capable of more than 100 people and is easy to use anywhere, 22 teachers used zoom cloud meeting to

get around 50% face-to-face and 50% online learning, 6 teachers used telegram, 13 teachers used YouTube to share the materials so that students can play many times and watch the teachers' explanation whenever they want, 7 teachers used Google meet, 6 teachers used moodle, and 6 teachers used other applications such as tiktok, Instagram, and Edmodo. Learning during the pandemic which has begun to subside is a period that requires special attention because it is a transition period from online learning to new normal learning or face-to-face learning again. The positive thing at this time is that almost all teachers and students are digitally literate and able to operate sophisticated digital-based devices such as computers, internet, smart phones, and others application that support learning.

Then to obtain data or information from the development of process and student learning outcomes, an assessment is needed. In every learning process, assessment is an important component that must be considered by teachers because learning is closely related to a planned and measurable process to achieve goals and content in accordance with the applicable curriculum provisions (Arifin, 2016). Assessment functions to obtain feedback as part of a continuous improvement cycle to determine learning needs and achievement of student learning outcomes, and to improve processes or learning styles for students. The following were some of the assessment models used by English teachers to check compliance with learning outcomes and provide value for student learning processes and outcomes.

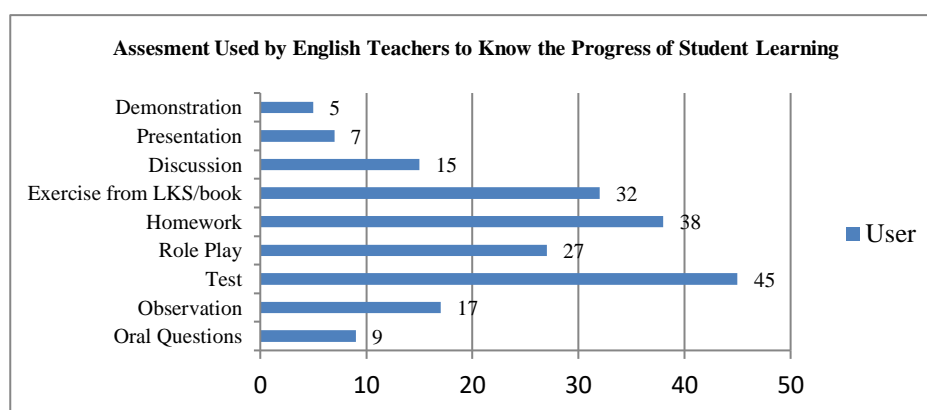


Figure 2. The assessments used by English teachers to know the progress of student learning

Based on the figure 2 above the most type of assessment used by English teachers was test as many as 45 teachers (100%), it could be in the form of midterm test, semester test, and daily test after finishing one to three chapters of the materials being taught. Then the second type of assessment mostly used was homework (38 teachers) due to the limited time of learning in the classroom because of time reduction in each subject matter including English. The third favourite assessment was exercise from LKS (students' worksheet) or book (32 teachers) because most schools used LKS for their students. Then there were 5 teachers used demonstration and 7 teachers used presentation because these tests model took a long time, while class hours were cut. On the other hand, there were 15 teachers used discussion, 27 teachers used role play, 17 teachers used observation, and 9 teachers used oral questions. In giving assessments some teachers used more than one model.

Then to dig more information, the researchers conducted interview. Based on the interview some teachers found various obstacles in the implementation of limited face to face learning such as the quality of the teachers' voice because they used a mask / face shield caused students in the back row could not hear the voice clearly so the teachers had to make more effort to increase the volume of their voice. The same thing was also experienced by students who learning online from home where when the teachers' position was far from the device used, the sound quality decreased. Besides, the teachers got difficulty dividing attention between students in face-to-face and online learning. The limited duration of each subject including English made the teachers felt that it limited them if they want to use varied learning methods like games or group discussions to increase students' interest in learning English. The material files and discussion of exercises from the teachers using voice notes or videos were sometimes not opened and learnt by students, so the material was not delivered optimally. Another problem was the students who had been online class since they were at the first grade never met and socialized directly with their friends at school which had an impact on awkwardness and they tended to be passive because they were not so close to each other. Sometimes there were some students who had difficulty in finding partners when doing group assignments or conversations, but some of them choose to work individually. The other English teachers complain was about students who were in the zoom meeting chose to turn off the camera with the reason of internet signal interference, so the teachers cannot monitor whether the students followed

the class carefully or not, they were opening the camera only in the process of conversation and speaking or explaining their ideas.

In implementing English teaching learning process, the material was quite condensed due to the reduction of learning hours at school and only conveyed the important points and focused on conversational practice, so that students must maximize the time available to focus on following the lesson. Some teachers only focused on LKS (worksheet) and books available in schools due to fear of the material was not being completed according to the learning target and they did not use interactive learning and innovative media to support their teaching. On the other hand, there were teachers who try to keep using cell phones for learning English, for example giving quizzes using Moodle or games in the form of looking for English words in word search puzzle games because they are used to using cell phones in learning while studying from home since the pandemic. English teachers or lecturers can use the Word Puzzle application to teach vocabulary and many other English learning support applications is very much needed especially to support online learning activities during the current pandemic (Solikhah & Suripah, 2021). So in this case the teachers applied blended learning in which combining online learning and face to face meeting. In the post Covid-19 pandemic, the learning process is not enough to just focus on e-learning, because it cannot fully fulfil the learning objectives, but it can only be used as a complement to face-to-face learning in class (Rohana & Syahputra, 2021).

Further related to the teachers' planning in dealing with teaching English in the post COVID-19 pandemic were they focused in learning media and resources because the students were already in the habit of studying while playing on their cell phones at home, this habit will be carried away. So the teachers tried to keep their students focused on learning and leave the habit of studying while playing cell phones. They can still utilize cell phone when their turn to study from home. Besides most of teachers thought that the important things they have to plan were infrastructure, facilities that support strict health protocols, media, strategies and learning model because students had experienced distance learning habits for approximately more than a year, so it needed careful planning from various aspects, so that the educational process and learning activities in the post Covid19 pandemic can run smoothly and maximally in accordance with educational goals. The learning process was presented through several interesting and fun methods. Teachers' creativity and innovation in developing interesting English materials and motivating students to study harder, including creating English teaching materials in the form of power point presentation files designed with colourful displays, using moving pictures to attract students' attention and also equipped with animation video to complete the explanation of material. The other teachers also prepared interesting video and upload it in YouTube to provide students who turn to learn online from home. Furthermore, for tests or examinations the teachers made item questions and uploads them on the website, Google drive, Google classroom or social media where all students could see it. Besides they also used interesting online applications such as Quizy, Quizizz, Moodle, and others.

The teachers did not only rely on the materials available in textbooks and worksheets. They were creative in developing learning materials and worksheets that were adapted to the character and context of the environment around students. It is very important to think over the demographics of student and their digital equity to make sure the right approach will be applied to serve all students (Bashir et al., 2021). Materials and learning resources were combined from books, teacher thoughts and internet. Teachers were also open minded and had high enthusiasm for learning in order not to be out of date. Some teachers were very enthusiastic in watching and learning videos related to material being taught on the internet so that they could explain the material to students more easily, so that no one said that the material on the internet was better and easier to understand than the teacher's explanation. Some English teachers also asked their students to make videos while practicing conversations, reading news, and introducing themselves then uploaded it into YouTube or other social media such as Instagram, Facebook, or tiktok. Students felt very happy if their work was seen and liked by others. This activity was expected to motivate students to learn English better. Likewise, for students whose work did not get a response or was less interesting, the teachers will help them by giving constructive ideas.

4. Conclusion

The implementation of limited face to face learning at Banyuwangi Senior High Schools had complied with strict health protocols according to government regulations and English teaching learning process in limited face-to-face meeting had generally been going well, although several obstacles arise such as the reduction in school hours and the division of student groups or shifts in the learning process. Teachers deal with learning activities by blended learning and still utilizing the learning platforms commonly used in online learning during the pandemic like Whatsapp, Moodle, Telegram, YouTube, Zoom, and other. The English teachers also made innovation and were very creative in designing learning by choosing the appropriate strategies, models, and media to support learning and gain students interest to improve their English skill. The selection of the appropriate learning media during the limited face to face learning is

able to produce good output according to the needs and existing conditions. According to the Minister of Education and Culture Nadiem Anwar Makarim face-to-face learning is the best learning model that cannot be replaced. In the future, face-to-face learning will be further strengthened by the combination of technology usage that has been applied massively during the Covid19 pandemic. The advantages of limited face to face learning were the students did not feel learning loss in a long period of time but the short time duration caused the students' incomplete understanding of the material being taught, they should continue learning at home independently.

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