Analysis of Online Based Learning on Teacher Professionalism in Elementary School during the COVID-19 Pandemic

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Abstract: The implementation of online-based learning as an impact of COVID-19 in Indonesia is the background for this study. This study aims to determine the effect of online-based learning on teacher professionalism in elementary schools. This study uses a qualitative descriptive method. The instrument used a questionnaire using google form. The population in this study were teachers in elementary schools. The sample in this study was 31 respondents. Based on data, it was found that teachers were able to master learning material in online learning, master competency standards, and basic competencies of subjects in online learning, to develop professionalism sustainably by taking reflective action. However, teachers have difficulties in developing learning materials creatively and utilizing information and communication technology in self-development in online learning. The obstacles that are felt by the teacher are the habit of face-to-face learning, school locations in rural areas have more difficulties in term of connection compared to urban areas, the teacher cannot directly control the student development process so that assessment is only carried out based on the assignments that have been collected only, not from daily activities.

INTRODUCTION

At the end of 2019, an outbreak of pneumonia that attacked the body's immune system occurred in Wuhan, China, and spread rapidly until it entered Indonesia in early 2020. After identification and isolation, the pathogen for pneumonia was originally called the 2019 novel coronavirus (2019- nCoV) but officially called Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-CoV-2) by WHO (Zheng, Ma, Zhang, & Xie, 2020). But compared to SARS-CoV which caused the SARS outbreak in 2003, SARS-CoV-2 has a stronger transmission capacity. The rapid increase in confirmed cases makes very serious prevention and control of COVID-19 (Zheng, Ma, Zhang, & Xie, 2020). As of March 2, 2020, a total of 80,174 cases of COVID-19 in China and 8774 cases in 64 countries (and territories) have been confirmed as infected by the coronavirus (Yuan Yuan, et al., 2020). In the next 10 days on March 12, 2020, it was confirmed that around 125,048

people worldwide were affected by the coronavirus outbreak, bringing about 3.7% mortality, compared to a mortality rate of less than 1% from influenza (Puja, Mc Aufley, Brown, Shanchez, Tattersall, & Manson, 2020).

The emergence of the coronavirus in Indonesia in early March 2020 with the outbreak of two Indonesian citizens who met their guests from Japan, until now, quoted from Kompas as of Wednesday (10/6/2020) at 12.00 WIB, there were 34,316 cases of Covid-19 in Indonesia, since the first case announced by President Joko Widodo on March 2, 2020, and the total number of Covid-19 patients who died in Indonesia was recorded as 1,959 people, according to Yurianto, at a press conference from Graha BNPB (Kompas, 2020). Until now, the coronavirus outbreak has affected all the daily activities of Indonesians, from enforcing quarantine at home to impacting education. The government stops all teaching and learning activities in schools

from kindergartens, elementary schools to universities and replaces them with online learning or online-based learning, according to a circular from the Ministry of Education and Culture Number 4 of 2020 concerning Implementation of Education Policies in an Emergency for the Spread of Coronavirus Disease (COVID-19) on March 24, 2020, and considering the Letter of the Minister of Education and Culture Number 36962/PMK.A/HK/2020 dated 17 March 2020 concerning Online Learning and Working from Home in the Context of Prevention of Corona Virus Disease (COVID-19).

The definitions of online learning are so diverse that it is quite difficult to develop an actual definition. Discussions that are often found in conjunction with online learning include e-learning, internet learning, distributed learning, networked learning, del e-learning, virtual learning, computer-assisted learning, web-based learning, and distance learning (Anderson, 2011). Online learning is learning based on the internet and technology as a substitute for traditional (face-to-face) teaching and learning activities currently used by various schools and campuses that carry out instructions from the government. Teachers as teachers should be prepared to face the consequences of carrying out teaching and learning activities online. Based on relevant matters, teachers are required to be familiar with the technology so that teaching and learning activities can be more effective, in connection with the problems faced at this time, namely online learning. (Rahman, Sakti, Widya, & Yugafiati, 2018).

One of the challenges teachers face today is online learning activities. There are still many teachers who are accustomed to doing face-to-face learning activities which cause teachers to adapt to teaching and learning activities online. Teachers are required to be professional in facing every challenge in teaching and learning activities. Professional teachers are not teachers who meet the qualifications but teachers who can apply the knowledge obtained to a learning process (Danim & Khairil, 2015). The online learning process is not easy but apart from this it is a challenge for teachers, but it is one of the opportunities for teachers to develop. It is only natural for teachers to continuously improvise themselves because improvisation is one of the demands of professional teachers (Rahman, 2015). Teachers are required to create integrated and creative online teaching and learning activities without compromising the learning objectives. Knowledge to convey material with fun techniques to attract listeners must be possessed by a professional teacher (Rahman, Sopandi, Widya, & Yugafiat, 2019).

Professional teachers can master the competency standards, basic competencies, and learning objectives which are developed into materials that can be handled creatively in teaching and learning activities. Professional teachers must also take reflective action that can develop skills as a teacher (Permendiknas, 2007). Professional teachers can apply their knowledge in teaching and learning in any situation. But of course, there are obstacles experienced by a professional teacher in the online learning process. Therefore, this study seeks to reveal an analysis of online learning on teacher professionalism as the impact of the emergence of the coronavirus in Indonesia.

METHOD

This study uses a qualitative descriptive method. Qualitative research is an approach to exploring and understanding the meaning of individuals or groups of environmental or human problems. The research process involves questions that arise, data usually collected from respondents, inductively constructive data analysis, and researchers making interpretations of the meaning of the data (Creswell, 2014). This research design uses a case study. A case study in qualitative research is an in-depth exploration by describing a problem. Researchers analyzed data from various sources (interviews, observations, documents) to explain an event (Creswell, 2012). The population of this study was all elementary school

teachers in Sumedang who did online learning. Samples were taken randomly from the specified population (Gall, Gall, & Borg, 2010). The research sample consisted of 31 elementary school teachers. The research instrument used a questionnaire in the form of a questionnaire and interview. Questionnaires are one of the most widely used and useful instruments for collecting survey information, providing structured data, can be administered without the presence of researchers, and are often directly easy to analyze (Cohen, Manion, & Morrison, 2018). Deployment of instruments in data collection using google form. Furthermore, the collected data were analyzed to be described. The components contained in the questionnaire consisted of indicators of teacher professionalism according to Permendiknas No. 16 of 2007, including mastering material, structure, concepts, and scientific mindsets that support the subject being handled,

mastering competency standards and basic competencies in the subject/field of development being handled, developing learning materials that are handled creatively, sustainably develop professionalism by taking reflective action, and utilize information and communication technology to communicate and develop themselves (Permendiknas, Kemendikbud, 2007)

RESULTS AND DISCUSSION

Profile of Respondents

Respondents in this study were elementary school teachers who undergo online learning activities. The number of respondents was 31 elementary school teachers who taught from grade I to grade VI. The distribution data of respondents who filled out the questionnaire is as follows
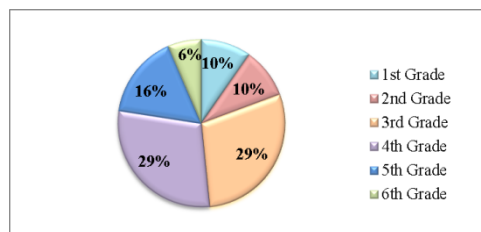

Figure 1. Respondents Who Filled Out Research Questionnaires

Based on this Figure, it can be seen that the number of respondents who gave the most questionnaires was class III and grade IV teachers, respectively 29%. Followed by teachers in class V by 16%, then teachers in class II and class I at 10%, and the last teacher in class VI with a total percentage of 6%.

Result of Material Management Indicator Survey

In this indicator, there are 3 questions regarding mastery of material during online learning activities, providing learning that can be understood by students during online learning activities and online learning facilitate the delivery of material. The percentage of data can be seen in Figure 2, Figure 3, and Figure 4 below.
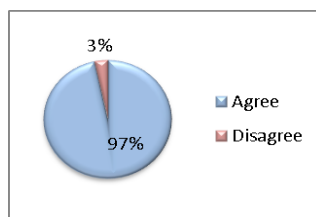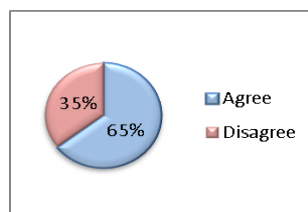

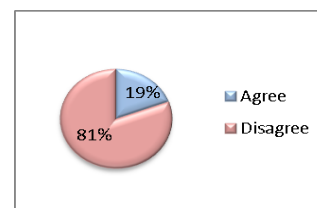**Figure 2.** Mastery of online

Figure 3. Providing learning

Figure 4. Online learning facilitates the delivery of

learning materials	understood by students	material

In Figure 2, around 97% of teachers can master the material, concepts, and learning patterns that each of them is taught in online learning activities. Although there are still teachers who are not confident in mastering material in online learning. For Figure 3, which shows the percentage of the teacher's ability to provide learning that is understood by students, it can be seen that 65% of teachers have been able to implement it and 35% of teachers have not been able to implement it even though 97% of teachers have been able to master the material, it is not certain that learning can be understood by students on online learning activities. Online learning is indeed a challenge for teachers at this time when looking at Figure 4, that around 81% of teachers do not agree that online learning makes it easier to deliver the material. Here it is seen that the teacher is more confident and comfortable with face-to-face learning for one reason or another. If we look at this indicator, many teachers have mastered the material from the subjects that each teacher teaches but there are obstacles in the process of delivering material and carrying out learning activities that can be understood by students which results in teachers having difficulty in delivering material through online learning. Various obstacles faced by the teacher in delivering material, including inadequate facilities from students and parents who made learning activities less suitable with the plan so that the material was difficult to convey and learning objectives were not achieved

Result of Mastery of Competency Standards and Basic Competencies Indicator Survey

There are 3 questions about providing learning according to competency standards and basic competencies of each subject in online learning, online learning makes it difficult for me to deliver material that is following learning objectives and learning objectives can be achieved in online learning. The percentage of data can be seen in Figure 6, Figure 7, and Figure 8 below.
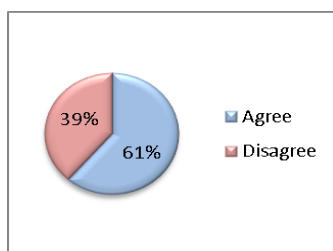

Figure. 6 Learning according to competency standards and basic competencies of each subject in online learning
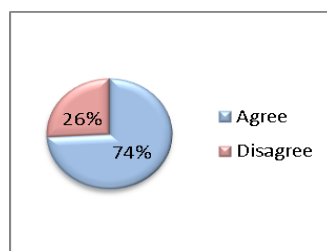

Figure 7. Online learning makes it difficult for me to deliver material that fits the learning objectives
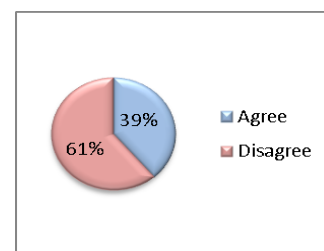

Figure 8. Learning objectives can be achieved in online learning

Based on Figure 6, about 61% of respondents agree that the learning provided by the teacher is by competency standards, basic competencies in each subject. Teachers have tried to provide learning that is by SK and KD although around 39% of teachers do not agree on this by looking at the various obstacles faced during online learning. A teacher should provide learning by competency standards, basic competencies so that learning objectives can be achieved but in online learning, not all teachers can do this because the obstacles faced are not merely providing learning but the learning process which is not easy. such as a direct learning process that results in online learning that makes it difficult for teachers to deliver material that is by learning objectives. It can be seen in Figure 7, 74% of teachers agree with this, even though 26% of teachers disagree with this. Learning objectives are also important things that must be achieved in learning activities. Professional teachers

can formulate their learning objectives in the form of measurable student behavior, namely showing what students can do after taking lessons (Popham & Baker, 2005). It can be seen in Figure 8 that 61% have not been able to achieve the learning objectives in online teaching and learning activities due to certain obstacles

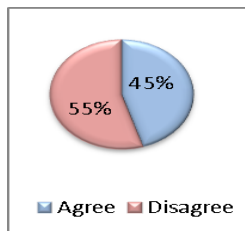## Result of Creative Learning Material Development Indicator Survey

On the indicators of developing creative learning materials, there are 4 questions regarding online learning that makes it difficult to be creative in teaching and learning activities, can process material integrally and creatively in online learning, can develop learning materials that are appropriate to the level of development of students in online learning and can provide creative learning in online learning. The percentage of data can be seen in Figure 8, Figure 9, Figure 10, and Figure 11 below.

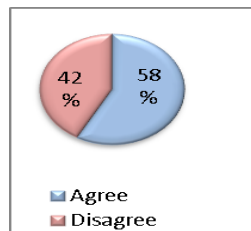**Figure 8.** Online learning makes it difficult to be creative in teaching and learning activities

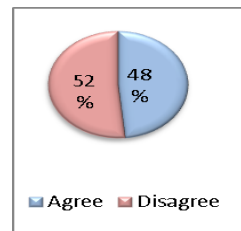**Figure 9.** Can process material in an integrative and creative way in online learning

Figure 10. Able to develop learning materials that are by the level of development of students
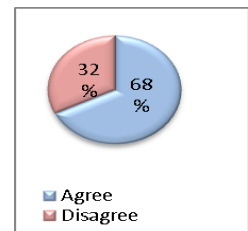
Figure 11. Can provide creative learning in online learning

Based on Figure 8, that 55% of teachers have difficulty being creative in online teaching and learning activities and around 45% of teachers have no difficulty in thinking creatively in online learning. When viewed from the respondents of this study, some teachers who do teach in urban areas and teachers who are updating and technology literate have no difficulty in being creative in their teaching and learning activities, it can be seen in Figure 9 that 58% of teachers agree that they can process material interactively and creatively. The most important factor that prevents teachers from developing learning materials creatively in online learning activities is the existing facilities and infrastructure for schools in remote areas. Teachers can only give assignments from student handbooks,

without utilizing existing technology because the network quality in the regions is still low or the availability of gadgets by parents of students is not sufficient.

Result of Professionalism Development in Reflective Action Indicator Survey

On the indicators of continuous professional development by taking reflective action, there are 3 questions about the performance as a teacher in online learning is good, online learning makes it difficult in the teaching and learning process, it can improve my performance in online learning for the better. The percentage of data can be seen in Figure 12, Figure 13, and Figure 14.
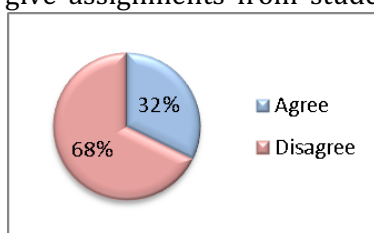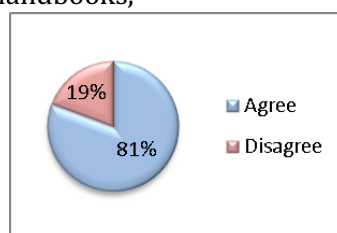
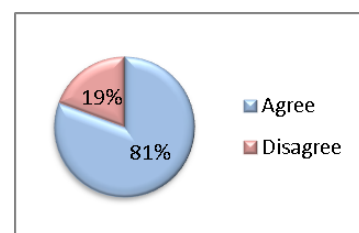**Figure 12.** performance as a

Figure 13. Online learning

Figure 14. Being able to improve

teacher in online learning is good   makes teaching and learning   my performance in online
difficult   learning for the better

Approximately 71% of teachers have done online learning activities well even though 81% of teachers have difficulties in the online learning process. But this does not prevent teachers from always introspecting and correcting their respective mistakes and deficiencies so that teacher performance in online learning is getting better seen from Figure 14 that 81% of teachers agree to improve performance in online learning. Indicators of professional development in reflective action can be implemented well.

Result of Utilization of Information Technology for Communication and Personal Development Indicator Survey

In the development indicators of utilizing information and communication technology to communicate and develop themselves, there are 6 questions including the use of the chat application (WhatsApp) or just one application to teach online, having difficulty using technology and the internet for online learning, being able to master the use of various assistance applications in online learning, being able to use technology to communicate with students in online learning, can create learning media that can be used in the online learning process, and the question and answer process with students runs smoothly in online learning. The percentage of data can be seen in Figure 15, Figure 16 Figure 17, Figure 18 Figure 19, and Figure 20.
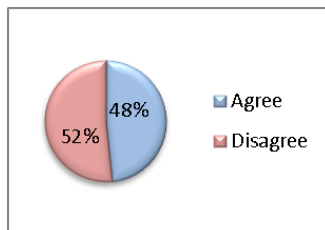

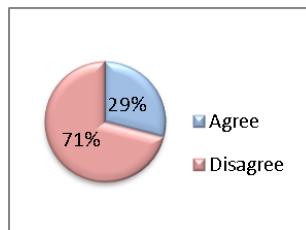**Figure 15.** Using WhatsApp or just one application to teach online

Figure 16. Has difficulty using technology and the internet for online learning
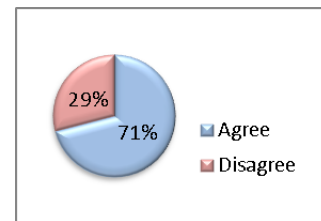

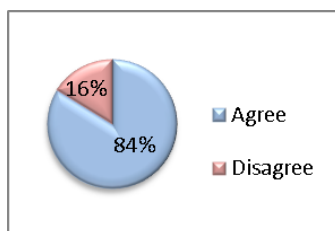**Figure 17.** Able to master the use of various applications in online learning

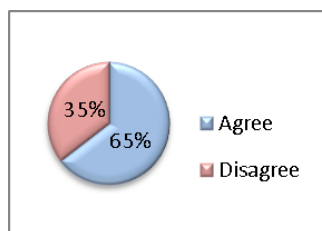**Figure 18.** Able to use technology to communicate with students in online learning

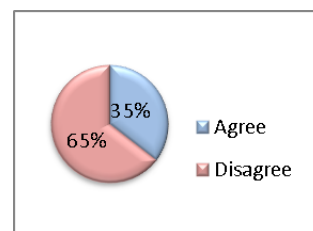**Figure 19.** Able to create learning media that can be used in the online learning process

Figure 20. The question-and-answer process with students runs smoothly in online learning

Based on figure 15, around 52% of teachers use chat applications (such as WhatsApp) to teach online. Teachers give assignments via WhatsApp which are usually accepted by parents of students but 48% of teachers use various applications (more than one) for online learning. As seen in Figure 17, 71% of teachers have been able to use various assistance applications for online learning, although when seen in Figure 16 the

percentage of teachers who have difficulties in using technology and the internet in online learning is 71%. Judging from Figure 19, 64% of teachers have been able to create learning media that can be used in online learning. Schools in urban areas that have better facilities and infrastructure than rural schools have an advantage in the use of technology. Because the inhibiting factor is not just a teacher's self-development, but

in the context of online learning, parents become intermediaries in online learning because not all students are facilitated with adequate gadgets. Based on figure 18, the percentage of teachers who can use technology to communicate with students in online learning is 84%, but if it is seen in Figure 20 that 65% of teachers have difficulty communicating with students in online learning. The use of technology has been maximal, but the fluency of communicating with students in online learning has not been so smooth for various reasons.

Obstacle and Solution of Online Based Learning on Teacher Professionalism

Online learning carried out by educators and students in Sumedang towards the professionalism of teachers who are the object of this research has various obstacles. The most visible obstacle is the habit of teachers in face-to-face learning so that teachers have to adapt to online learning activities. The aspect of character education, which is one of the important things that students have, is neglected by the teacher because the teacher seems to only provide material but in the process of educating not optimal.

Kesan dan kritik Anda terhadap pembelajaran daring. *

Pembelajaran daring memang sangt efektif dan efisien dalam menyampaikan materi, akan tetapi tanpa adanya pembelajaran langsung (tatap muka) kita sebagai pendidik justru tidak mendidik melainkan hanya mengajar saja. Pendidikan karakter untuk anak jadi terabaikan, tidak sedikit juga tugas anak yg kita berikan malah dikerjakan oleh orng tua siswa.

Figure 21. Respondent Opinion

Character education is an education that involves aspects of knowledge (cognitive), feeling (feeling), and action (action). These aspects are essential in character education (Azzet, 2011). In online learning, the aspects of feelings and actions cannot be conveyed by the teacher because, in the aspect of action, the teacher and students must come face to face so that these aspects can be achieved.

The next most visible obstacle is the location of schools in rural areas which have

more difficulties than schools in urban areas because apart from difficulties with the network, not all parents have a smartphone or laptop to help with online learning activities. This is an obstacle for professional teachers who should be able to take advantage of information and communication technology for self-development. The following is one of the opinions of respondents in this study

Kesan dan kritik Anda terhadap pembelajaran daring. *

Pembelajaran daring di sekolah yang berada di pedesaan dan untuk siswa SD menurut saya belum cocok. Walaupun jaringan internet di daerah saya cukup baik tapi masih banyak anak yang orang tuanya tidak memiliki smartphone atau laptop, atau hanya 1 dan ketika orang tuanya bekerja atau memiliki kakak yang juga membutuhkan pasti siswa SD ini yang harus mengalah. Sehingga ini merupakan tantangan bagi saya untuk melaksanakan pembelajaran daring terutama jika ingin pembelajaran menggunakan aplikasi lain seperti quiziz atau google classroom. Jadi selama pembelajaran daring ini setiap harinya hanya memberikan tugas-tugas yang ada di buku pegangan siswa melalui grup WA (walaupun hanya sebagian yang bergabung) ditambah dengan tautan berbagai video dari youtube. Untuk siswa yang tidak ada smartphone di rumahnya saya anjurkan untuk belajar bersama dengan teman yang rumahnya paling dekat. Pengumpulan tugas dilakukan 2 minggu sekali dengan cara saya berkeliling dari rumah ke rumah atau meminta perwakilan untuk mengumpulkan ke sekolah. Namun tetap banyak yang tidak mengumpulkan dengan berbagi alasan. Ketika tatap muka saja banyak yang malas-malasan, apalagi jarak jauh begini. Jadi di sini saya kurang dapat melakukan variasi pembelajaran yang sebenarnya saya rasa mampu untuk menjalakannya. Jika pembelajaran daring ini berlanjut saya berharap perhatian pemerintah terutama untuk fasilitas setiap siswa.

Figure 22. Respondent Opinion

The next obstacle is that the teacher cannot directly control the student development process so that the assessment is only carried out based on the assignments that have been collected, not from the daily scores. This is of course a difficult for teachers to understand whether students have understood correctly the material presented in online learning.

Kesan dan kritik Anda terhadap pembelajaran daring. *

Secara keseluruhan pembelajaran daring di SD saya berjalan dengan lancar dan sesuai prosedur serta penilaian dari sekolah.

Hambatan yang saya dapat :
1. Koneksi jaringan tidak selalu mendukung peserta didik, sehingga ada beberapa siswa yang terlambat bahkan tidak mengumpulkan tugas.
2. Proses sosial anak jadi terhambat, karena jarangnya mereka bermain dan bercengkrama secara langsung dengan temannya.
3. Penilaian yang kurang maksimal, karena proses KBM dilakukan secara daring, jadi guru tidak dapat langsung memantau perkembangan siswanya. sehingga penilaian pun dilakukan berdasarkan tugas* yg sudah dikumpulkan oleh siswa dan penilaian akhir. namun hal ini tidak membuktikan siswa tersebut betul paham dengan materi yg diajarkan melalui daring.

Figure 23. Respondent Opinion

Solutions to improve understanding of online learning include increasing the insight into online learning literacy for both teachers, students, and parents of students, such as conducting training or socialization so that online learning can be carried out properly.

CONCLUSION

The government stops all teaching and learning activities in schools from kindergartens, elementary schools to universities and replaces them with online learning or online-based learning, according to a circular from the Ministry of Education and Culture Number 4 of 2020 concerning Implementation of Education Policies in an Emergency for the Spread of Coronavirus Disease (COVID-19). This influences teacher professionalism seen from the survey obtained from the development of indicators of teacher professionalism. (Permendiknas, Kemendikbud. 2007) Various obstacles are felt by the teacher, including the habit of teachers in face-to-face learning so that teachers have to adapt to online learning activities, school locations in rural areas have more difficulties than schools in urban areas because apart from difficulties with the network, not all parents have smartphones or laptops to assist online learning activities, and teachers cannot directly control the student development process so that assessments are only carried out based on the assignments that have been collected, not from daily values. Solutions that can be given to improve understanding of online learning include increasing insight into online learning literacy for both teachers, students, and parents of students such as conducting training or socialization so that online learning can be carried out properly

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