

Teachers' Understanding on Their Roles in Online Learning (A Case Study at A Senior High School in Makassar)

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Abstract

This research tried to investigate the teacher's understanding on their roles, to find out problems and to reveal solutions of the problems that the teacher met during online learning. This research was qualitative research, a case study, with two teachers as subjects. The instruments used were interview and documentation. There were five aspects used to find teachers' understanding, namely designer/ planning role, social role, cognitive role, technological domain and managerial domain. It was found out that teachers had done and understood their role in online learning. The problems were from their students, namely lack understanding of instruction from the teacher, attendance, submitting task, and feeling bored and tired with online learning. There was also problem from the teacher related to the app used. The teachers overcame the problems from students by giving repetition so the students understood, reporting the lateness of students and sending material via WhatsApp group to the students who can't join the class, giving additional time to submit task, trying to communicate well about the problem students had and giving clear instructions. For the Zoom app, the teacher had to login again.

Keywords: *Teacher's understanding, teachers' role, online learning*

INTRODUCTION

To get education is the right for every human. These decades, both teacher and students have been using information and communication technology (ICT) in teaching-learning process in the classroom. Because of pandemic issue (Covid-19), it urges both teacher and students to do distance learning. Both teachers and students should stay at home to avoid the pandemic. Consequently, they must use online apps or website in teaching- learning process. In Indonesia, this type of learning for pandemic is called online learning. In this learning, ability and skill in using technology are much needed.

Rahmawati, Sudyanto, and Sumaryati (2015) mentioned there were four factors that can influence the success of online learning such as teacher who able to use technology for support the learning process, time and application, students (it relates to the way of teacher makes interesting material presentation and easy to be understood so the students feel comfortable and

interest in studying) and infrastructure (it relates with availability of technology such as computers, laptops or hand phone). Some studies have been done that relate between teacher and online learning. Uzunboylu (2007), Bingimlas (2009), Hafifah and Sulisty (2020) from their research they found that some of teachers were still lack competence in technology and the way to resolve, the needed more training and practice with ICT.

Based on the background, the writer can infer that the teachers' understanding in online learning is very needed to make online learning successful. Understanding problems and solutions of the problems in online learning are also needed to help teacher facing online learning.

1. Teacher Understanding

Purwanto (2001) stated that understanding is ability to comprehend meaning or concept, situation, and also fact known. While teacher is someone who helps, guides, facilitates learning, gives instruction, sets condition, allowing students to learn how to do something, so the students know and understand (Brown, 2000). From definition, it is clear that the definition of teacher relate with the role of teacher in teaching. So, it can be concluded that teacher's understanding is ability of teacher to comprehend his/ her role in teaching

2. Online Learning

Online learning (sometimes called e-learning) refers on using of internet technology to deliver broad set of instructions, information resources and solutions that can enhance knowledge and performance. Much of this is delivered via internet, audio and videotape, satellite broadcast, interactive TV and CD-ROM (Mason & Rennie, 2006). By using online learning, it enables participant to lose the distance between time and space (Cole, 2000). So in preparing the materials of the learning should be designed properly.

There are 3 matters that can make online leaning to be effective (Dillon, and Gunawardena, 1995) such as:

- a. Technology, in particular the network settings should allow for synchronization exchanges and asynchronization; students should have easy access; and the network should take minimal time to exchange documents.
- b. Teachers' characteristics, teachers play central role in the effectiveness of online learning, not a technology is important but it is the instructional application of the instructor's technology that determines the effect on learning.
- c. Students' characteristics, students who are intelligent and have discipline and high self-confidence will be able to do learning with online learning method (Leidner & Jarvenpaa, 1993).

3. Roles of Teachers in Online Learning

Roles of teachers stated by Alvarez, Guash and Espasa (2009) are divided in five aspects regarding to task carried out by teacher in online learning.

a. Designer/ planning role

This role relates the ability of teacher as course planner, organizer, leader and controller. The tasks include finding out strategies of guidelines plan; considering the resources and the assessment in a virtual setting; presenting content/ questions; translation of conventional content

in online contents with interactive exercises for students; creation of online interactive content; written and speech presentation of an instructionally outlined arrangement with mentoring environment; and setting time parameters.

b. Social role

This role relates with attitude of teacher to the students that can influence relationship between teacher and student; and the relationship between students. In this role, the teacher position as tutor, assessor, prompter and mediator. The tasks include setting cooperative interactions among students; setting online interaction with distance students through its synchronous activities; communication in the virtual room; diagnosing misconceptions; understanding, encouraging, acknowledging or reinforcing student contributions; setting climate for learning; drawing in participants; prompting discussion; assessing the effective process; confirming understanding through assessment and explanatory feedback.

c. Cognitive role

This role relates to the mental processes of learning to get knowledge. Tasks include: learning direction and evaluation and factors that impact interaction on the internet; mentoring in a distance learning environment over the web; validation of information obtained by web-assisted learning; providing in-practice strategies around how to drive a virtual classroom; to know perspective of collaborative, active, constructive, reflective and true learning; informative organization; and assessment of web-based teaching.

d. Technological domain

This role relates to the teacher's understanding on using ICT. The teacher has basic technology and access knowledge, and skill in software and data analysis. The tasks include: functionalities in the virtual class; styles of virtual communication; virtual environment uses of applications for web-based teaching; online platform tools usable for tutoring; applications and resources; and establishing working with ICT in school and flexible courses.

METHOD

This research used Qualitative approach and case study as research design. The subjects of this research are two English teachers at one of Senior High School in Makassar. The instruments used are interview and documentation.

FINDINGS AND DISCUSSIONS

1. Teachers' understanding on their role in online learning

Teachers' understanding on their role in online learning was depicted by five aspects. They are designer/ planning role, social role, cognitive role, technological domain and managerial domain. The result of the findings showed that the teachers were able to do their task and role in online teaching learning process well. Teachers made a new lesson plan adjusted with online learning. They attempted to give learning environment that made their students interested and follow the online learning process. They tried to build relationship between students by using communication via WhatsApp group. The teachers used some online apps such as Zoom, Google Classroom, Quipper, WhatsApp, Zoom and Zenius to support their teaching in online learning process. They learned to use the apps and manage their class by themselves. It was clear that the teachers were able to show that they have ability, skill, knowledge and experience in online learning. As many researchers said, one of the matters that can make online learning to be

effective or success was teacher who was able to use technology well, to create learning methods that can make students interested in online learning (Dilton & Gunawerdana, 1995; Rahmawati, Sudiyanto & Sumaryati, 2015; Dadang, 2020).

2. Problems that teacher faced during online teaching learning process

The result of problems and solutions of problems that teachers face in online learning as clearly shown on the table below:

Table 1
Problems and Solutions of Teachers during Online Learning

	Problems	Solutions
Teacher A	1. Most students didn't understand with task or course.	Teacher did repetition or re-explained about task or course. He also offered the students to chat or to call him privately to tell their problems. He gave option to ask their other classmate who understood the case.
	2. Students were late in online meeting due to less credit pulse, or the phone used by their sibling at the same time.	Teacher sent material to their WhatsApp group for student who didn't get the material.
Teacher B	1. It was difficult to build interaction with students	Teacher asked students to activate their video so they can do virtual face to face. While there were still of students who didn't obey it.
	2. For the students who didn't have any facility	Teacher offered students to come to school because school has prepared the facility both for students and teachers.
	3. Many students were lazy to do task and to submit it on-time.	Teacher gave additional time for submitting task. While there are still students who didn't do that.
	4. Some students came late in online class or only come in short time.	The online app (Zoom) used by teacher had automatically program recording the duration of students' attendance. Teacher gave report to class WhatsApp group for that.
	5. Some students didn't come in online class.	Teacher asked them to find the information about task from their classmates and to collect it on-time.
	6. Exceeding data and information to read and to reply to all of it because the number of students.	The teacher didn't suggest the students to chat or call her privately. She suggested if they have problem or want to ask something, they could report it in their class WhatsApp group or communicate privately to their other classmate.
	7. Some students felt tired and boring with online learning.	Teacher just tried to communicate with them, gave direction about how to do the task, asked what their problems, and told when they will collect the assignment.
	8. The app used by teacher had limited time.	She had to login again and send new invitation to her students.

Based on the result of findings, the mayor problems that the teachers met mainly are from the students and the minor from the teacher herself. The problems that the students faced actually can be solved that was discipline. As the Leidner and Jarvenpaa (1993) stated about the characteristics of students that were able to do learning with online learning method namely were intelligent, had discipline and high self-confidence. The discipline of students can be realized that depended on the awareness of students to study well.

CONCLUSIONS

There were three conclusions based on the problem statements:

1. There were five aspects to know the teachers' understanding on their roles in online learning. The first, designer/ planning role showed the ability of teachers as course planner, organizer, leader and controller. The second, social role showed the ability of teachers as tutor, assessor prompter and mediator. The third, cognitive role showed the ability of teachers in understanding what learning method made students interested in online leaning and using various learning method depend on material taught. The fourth, technological domain showed the ability of teachers in using various online media in teaching and the knowledge in technological access. The last, managerial domain showed the ability of teachers in administering their online class.
2. There were some obstacles that the teachers met in online learning especially from students. Teacher A had two problems were lack understanding of students to the instruction from the teacher and lateness of students coming in online class. While teacher B faced the problems namely; (1) difficulty to build interaction with students; (2) the students didn't have any facility; (3); Many students were lazy to do task and to submit it on-time; (4) Some students came late in online class or only come in short time; (5) Some student's didn't come in online class; (6) Exceeding data and information to read and to reply to all of it because the number of students; (7) Some students felt tired and boring with online learning; and (8) The app used by teacher has limited time. Teacher A and teacher B had similar problem was the lateness of students in online class.
3. There were some ways used by teacher to overcome the problems they faced. Teacher A gave repetition of material or instruction so the students understood, if they still didn't understand they can ask to their friends who understood. The other problem, teacher A overcame by sending material via WhatsApp to the students who didn't get the material due to coming late. Teacher B overcome her problems as sequence; (1) To build interaction, teacher asked students to activate their video so they can do virtual face to face; (2) Teacher offered students to come to school if they didn't have any facility at their house.; (3) Teacher gave additional time for submitting task; (4) Teacher gave report to class WhatsApp group about students who came late or just came in a short time; (5) teacher asked students who were absence to find the information about task from their classmates and to collect it on-time; (6) She suggested her students to report in their class WhatsApp group if they had any problems; (7) Teacher tried to communicate with them by giving clear instruction; and (8) For app, Zoom used by teacher, she needed to login again.

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