

Indonesian Teacher and Education Study Area During the Covid-19 Pandemic

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ABSTRACT

The purpose of this study is to determine the area of teacher and education studies in Indonesia during the covid-19 pandemic. In this meta-analysis research, the analysis technique used is a quantitative approach that compares the difference in the scores of the variables studied, namely the impact of globalization on various sectors, educational policy models, developed national education policies, and forms of government support. The results of the study showed various areas of teacher and education studies in Indonesia during the Covid-19 pandemic, in schools, teachers, students, and parents.

Keywords: *Teacher Studies, Education, Covid-19 Pandemic.*

1. INTRODUCTION

The covid-19 pandemic forced school closures, the Indonesian government implemented learning from home starting March 13, 2020, in conjunction with Television of the Republic of Indonesia (TVRI) broadcasting the program of the Ministry of Education and Culture, namely Learning from Home. Since then, various problems began to emerge from schools, teachers, students, and parents. At the same time, sharing of teacher training and education studies is rife, to contribute to solving various problems.

Research in teacher training and education continues to grow, the word teacher related to education, teaching, and teaching methods. For example, in higher education, training is given on teacher issues. According to the Bahasa Indonesia Dictionary (2021), education is a process of changing the attitudes and behavior of a person or group of people to mature humans through teaching and training efforts; process, method, the act of educating.

Although people outside the field of education may use teacher education and teacher training interchangeably, educational theorists distinguish the terms clearly. In the context of teacher preparation, training corresponds to learning real-life classroom skills

while education refers to more abstract knowledge of modes of learning and teaching. When referring to the process of preparing future teachers, education specialists find teacher education to be more consistent with the idea of developing a versatile, reflective practitioner with intellectual property. (Menter, 2017) stated that there are three approaches to teacher education research, namely: research in teacher education — mainly carried out by teacher education practitioners; research on teacher education — primarily conducted by education policy scholars; and research on teacher education — conducted by scholars in a variety of disciplines and seeking to explore the broader social significance of teacher education.

The field of teaching and education is formed with various disciplines that are the focus of research. Disciplines such as philosophy, psychology, sociology, anthropology, social, economics, politics, technology, and religion contributed much to its development. Every discipline becomes one of the competencies of each teacher's field and is studied by prospective teachers. General understanding related to teacher competence is divided into three main areas, namely field competence, pedagogic competence, and cultural competence. The professional competence of teachers can consist of different dimensions apart from the three main areas.

Caena & Redecker (2019) states that teachers need to update their competency profiles for the challenges of the 21st century. Teaching strategies need to change and so do the competencies that teachers need to develop to empower 21st-century learners. The European Framework for Digital Competence of Educators (DigCompEdu) represents a paradigmatic example of this endeavor, bearing in mind this need.

The area of teaching and education studies is currently moving, due to the covid-19 pandemic. Velle et al., (2020) stated in the UK the impact of covid-19 on teacher candidates, as the virtualization of ITE programs by, in some cases, both schools and universities, raised important issues of both equity and pedagogy. Loss of school placement time results in lost opportunities for teaching practice but increases time for reading and reflection. König et al., (2020) stated that teachers are faced with the need to adapt to online teaching, teacher education opportunities to learn digital competencies, are very important in adapting to online teaching during school closures. Daniel (2020) states that convincing students and parents are an important element of institutional response.

To increase the capacity for distance teaching, schools should take advantage of asynchronous learning, which works best in digital formats. It's time to build a curriculum, designing student assessments in advance helps teachers to focus. Based on the preliminary description above, this study aims to determine the area of teaching and education studies in Indonesia during the Covid-19 pandemic.

2. METHOD

The research type used is meta-analysis, namely research conducted by researchers by summarizing, reviewing, and analyzing research data from several previous research results. Research data collection is carried out with a technique of tracing articles contained in research journals in the repository, using various search engines on the internet. The keywords used in the search for articles were teachers and quality of education.

Data collection was obtained from articles in journals related to the specified keywords. Based on a search using these keywords, it was obtained how many articles were then selected that met the criteria, namely the availability of data in the form of scores. The scores obtained were analyzed by looking for percentages. The analysis technique is carried out using a quantitative approach with a comparison method to determine the area of study for teachers and the quality of Indonesian education: the problems of the covid-19 pandemic. The analysis used in this study is to compare the difference in the scores of the variables studied, namely (1) the area of teacher study and (2) the quality of Indonesian education during the covid-19 pandemic.

Research data analysis was carried out in four stages: (1) Data management by tracking the results of research that had been carried out on teachers and the quality of Indonesian education, the covid-19 pandemic, not only testing one dimension of teachers or the quality of education. How many dimensions are measured, and sometimes some dimensions differ from one study to another even though the variable names are the same, there are even different variables but the meanings can be categorized the same so coding needs to be done; (2) Coding is done by grouping variables whose meaning is more or less close to the impact of teachers and the quality of education, and (3) Descriptive analysis was conducted to determine the weight of each variable and its indicators.

Based on the data analysis stage, data was collected from various journals, which are in the Sinta 2 group, which can be downloaded. Journal published in 2020, from January to December. From these steps, 56 types of journals included in Sinta 2 were obtained through search results for the category: "education". After checking with keywords on the 56 journals, 14 journals were selected, which then, after being examined and analyzed according to the theme, were determined to be 20 article manuscripts.

3. RESULT AND DISCUSSION

There are ten areas of study for teacher education and education in Indonesia during the COVID-19 pandemic with a percentage above 4, namely: teacher strategies to increase student interest in learning, obstacles to implementing e-learning in the family aspect, constraints on economic ability in online learning, increasing the effectiveness of implementation e-learning policies, learning consistency, teacher's ability to master technology, difficulty in choosing an appropriate platform for learning, and teacher's ability constraints in online learning, see Table 1 for research results.

Various challenges are faced by teachers to increase student interest in learning, especially those who have difficulty in distance learning. Adnan & Anwar (2020) stated that most students cannot access the internet due to technical and financial problems. The lack of face-to-face interaction with the teacher, response time, and the absence of traditional classroom socialization are also difficulties. The results of this study show that the teacher's strategy to increase student interest in learning becomes the dominant study area. Interest has a very important role in learning. This interest raises motivation in learning and can improve learning outcomes. Sutarto et al., (2020) stated the strategies used by teachers to increase interest in learning by providing understanding to students about the importance of learning, making learning materials short, clear, and interesting, using simple and interesting media, and conducting periodic evaluations. and sustainable.

Table 1. Research Results

Teacher and Education Study Areas	Percentage
Teacher strategies to increase student interest in learning	22.92%
Constraints to implementing e-learning in the family aspect	12.50%
Constraints on economic ability in online learning	12.50%
Increasing the effectiveness of e-learning policy implementation	6.25%
Learning consistency	4.17%
Ability teachers in mastering technology	4.17%
Difficulty in choosing an appropriate platform for learning	4.17%
Obstacles in the ability of teachers in online learning	4.17%
Improve digital literacy skills	2.08%
Online learning planning	2.08%
Online learning implementation	2.08%
National school closure policy without prior data	2.08%
School leadership strategy	2.08%
Adoption of online technology with an e-learning-based platform	2.08%
Improve online learning support facilities	2.08%
Adoption of online technology with a social media-based platform	2.08%
Experience of disabled students navigating online learning	2.08%
Barriers to implementation of e-learning in the pedagogical aspect	2.08%
Evaluation of online learning	2.08%
Developing subject tests	2.08%
Constraints to implementation of e-learning in the technological aspect	2.08%
Constraints in online learning facilities	2.08%
Total	100%

To gain the trust of students and learn what it means to them, teachers can allow students to show what they value most, make better decisions by collecting clear data about students, ask students what they expect from the teacher, and make sure teachers meet student expectations, give students options whenever possible, and so on. According to Marzano, (2011) the positive relationship between teachers and students is among the most frequently cited variables related to effective teaching. If the relationship is strong, the instructional strategy appears to be more effective.

The instructional strategy as long as students study from home means that the role of parents becomes more dominant than the teacher to guide learning. Around the world, due to the spread of the Covid-19 disease, children are affected by physical distancing, quarantines, and nationwide school closures (Jena, 2020). Some children and adolescents may feel more isolated, anxious, bored, and uncertain, they may feel fear, and sadness, over the impact of the virus on their families.

Virtual learning interventions and solutions are launched, spearheaded by the government in the education sector to support continued learning and prevent discontinuation of learning. Parents are faced

with new challenges as parents and teachers at the same time. The results of the study stated that the obstacles to implementing e-learning in the family aspect were quite dominant as an area of teacher and education study. Various factors influence the contribution to children's education, according to Hoover-Dempsey et al., (2005), the factors of parents' ability to actively contribute to children's education are influenced by four constructs.

First, the construction of parental roles formed by beliefs, perceptions, and experience of parents. Second, the invitation of parents by teachers and schools to become active participants in their children's education. Third, the socio-economic status of parents that affect the availability of skills, knowledge, energy, and time of parents. Fourth, the self-efficacy and confidence that parents gain from being active participants.

The results of this study also found that there are economic constraints in online learning. In line with the results of this study, as stated by Muhdi et al., (2020) there are five obstacles in the application of online learning in the field, namely the ability of teachers, parents' abilities, economic capabilities, facility constraints, and pedagogic constraints. Meanwhile, Baticulon et al., (2020) mention barriers are classified

into five categories: technological, individual, domestic, institutional, and community barriers. Most often faced are difficulties adjusting to learning styles, having to carry out responsibilities at home, and poor communication between teachers and students.

To improve learning outcomes from home, the results of this study indicate the need for efforts to increase the effectiveness of e-learning policy implementation, learning consistency, increasing the ability of teachers to master technology, overcoming difficulties in choosing platforms that are appropriate for learning, and solving obstacles to teachers' abilities in online learning. Ghavifekr & Rosdy (2015) stated that ICT integration has great effectiveness for teachers and students.

That teacher preparation complete with ICT tools and facilities is one of the main factors in the success of technology-based learning (Wikan & Molster, 2011). Professional development training programs for teachers also play a key role in improving the quality of student learning. To deal with the uncertain situation due to the pandemic, adaptive school governance is needed for the integration between decentralized and centralized decision-making structures.

Bureaucracy and adaptability can go hand in hand. Janssen & van der Voort (2020) stated that countries around the world must respond to the Covid-19 outbreak with limited information and face a lot of uncertainty. Their ability to be agile and adaptive has been emphasized, particularly in terms of timing of policy action, degree of centralization of decisions, the autonomy of decisions, and balance between change and stability. This is why education and the role of teachers are highlighted during the pandemic as well as the role of parents.

4. CONCLUSION

There are ten areas of study for teacher and education in Indonesia during the COVID-19 pandemic with a percentage above 4, namely: teacher strategies to increase student interest in learning, obstacles to implementing e-learning in the family aspect, constraints on economic ability in online learning, increasing the effectiveness of e-learning policy implementation, learning consistency, teacher's ability to master technology, difficulty in choosing an appropriate platform for learning, and teacher's ability constraints in online learning.

The lack of face-to-face interaction with the teacher, response time, and the absence of traditional classroom socialization are also difficulties. To gain the trust of students and learn what it means to them, teachers can by giving students the opportunity to show what they value most, make better decisions by collecting clear data about students, ask students what they expect from the teacher,

and make sure teachers meet student expectations, give students options whenever possible, and so on.

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