The Reality and Role of Teachers in E-Learning During the Covid-19 Pandemic

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Abstract. The Covid-19 pandemic period forced us all to adapt to the new environment, in the field of education to respond to this situation the government issued a learning policy from home based e-learning. Teachers as educators inevitably apply e-learning in carrying out the learning process. This article is a research literature article that tries to describe the phenomenon of e-learning in the covid-19 period. This article aims to explain the reality of e-learning being carried out during this pandemic, and how teachers carry out their role in e-learning based learning. During the pandemic, e-learning had been carried out in most schools in Indonesia, but most of the teachers carried out e-learning only to give assignments to children, and to complete curriculum achievements. Teachers tend to use one-way learning media and are not interactive so the teacher's role as a child's learning guide is very minimal due to closed interactions. Evaluation of the implementation of e-learning is needed so that teachers are able to be more creative in using more interactive learning media, so as not to degrade the teacher's role as a child's learning guide.

Keywords: Teacher's Role · e-learning · Covid-19 Pandemic

1 Introduction

At the beginning of 2020 the world was shocked by the emergence of a new virus named by WHO by Coronavirus Disease 19 (COVID 19) caused by Severe Acute Respiratory Syndrome Coronavirus-2 (SARS-CoV-2). The virus was reportedly first discovered in the Hubei Province Animal Market, Tiongkok. Since it was discovered in December 2019 to February 2020 it has experienced a rapid increase (Susilo, Rumende, Pitoyo, Santoso, Yulianti, Heri Kurniawan, … Yunihastuti, 2020). In fact, until March it has infected 114 countries and infected more than 118,000 people. This makes the World Health Organization (WHO) announce that COVID 19 is a global pandemic (Kompas International, 2020). Meanwhile, in the face of the corona pandemic, the Indonesian government has implemented a restrictive policy (physical distancing) In an effort to break the chain of virus spread, the government officially issued a Presidential Decree number 11 Year 2020 concerning Public Health Emergencies as a legal umbrella. The world of education was also affected by the physical restriction policy, the Ministry of Education and Culture issued a law number 36962/MPK.A/2020 about Online Learning and Working from Home for Prevention Coronavirus Disease (COVID-19).

Online learning or *e-learning* is an option offered by the government in the world of education in the midst of this pandemic. *E-learning* is a learning method that allows students to learn anywhere and anytime (Dahiya, Jaggi, Chaturvedi, Bhardwaj, Goyal, & Varghese, 2016). Three main things were obtained as prerequisites for electronic learning activities (*e-learning*), namely: (a) learning activities are carried out through the use of the network (internet), (b) the availability of support for learning services that can be utilized by students, (c) the availability of tutor service support which can help if students have difficulty (Hartanto, 2016). The pandemic era has also driven changes, especially towards the digital world in all fields, including education. This change makes educators inevitably have to start adapting to new learning conditions.

The teacher in learning is a very important instrument. Under the law number 14 Year 2005 about Teachers and Lecturers chapter one reads "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students on the educational path". According to the Law of the Republic of Indonesia number 14 year 2005 there are seven duties of teachers, among others: (a) to educate, is to invite (motivate, support, help, inspire etc.) others to take positive actions for the environment; (b) teaching, is an act aimed at helping and facilitating others in learning; (c) guiding, as putting pressure on the task and providing assistance to students in solving the problems they are experiencing; (d) directing, aiming for students to follow what was ordered; (e) training, or a process to help students achieve certain goals; (f) assessing, or giving value to the learning process carried out; and (g) evaluate or reflect to determine or make decisions to what extent the program objectives have been achieved. This teacher's task must be carried out properly so that the learning carried out can run optimally.

During this pandemic, it is no longer possible for traditional learning to be carried out, so e-learning has become a substitute for the learning system. The term e-learning linguistically consists of two words: "e" which stands for electronics and learning which means learning. So, the language of e-learning can be interpreted as learning by utilizing the help of electronic devices. E-learning can also be defined as a form of information technology that is applied in the field of education in the form of a virtual world" (Munir, 2009).

Based on data from the Ministry of Education and Culture of the Republic of Indonesia, most schools in Indonesia have implemented online learning as much as 97.6%, although a small number of schools still have not implemented due to limited internet access or are in special/inland areas. In its implementation, interactive learning is only carried out by some teachers, most of them, especially in the 3T area, do learning by giving questions and assignments (80.7%). Unbalanced proportions cause students to be psychologically depressed, so they are not optimal in learning. This excessive assignment also shows that teachers are still pursuing curriculum completeness in learning, even though in the circular letter of the Ministry of Education and Culture of the Republic of Indonesia Number 4 of 2020 concerning Implementation of Emergency Learning in Emergency Coronavirus Disease ordered otherwise.

In addition, in the implementation of online learning, the amount of interaction time between teachers and students is reduced. Based on data released by the Policy Research Center Ministry of Education and Culture, interaction of teachers and students mostly

(58.8%) teachers interact for 1–8 h of lessons per week, from ideally 12.5 h of lessons per week. Interaction is very important in the world of education because through the interaction process there can be changes in the child's psyche related to learning, both personality, intelligence and skills. Interaction is a key process in education, especially for teachers. Interaction has a role in addition to the transfer of knowledge, interaction allows teachers to guide students and provide assistance in learning. In terms of students, interaction is important to get direction and guidance from teachers in experiencing learning difficulties.

Another obstacle in the implementation of e-learning is network infrastructure/internet quotas, as we know that the construction of telecommunications networks is centered on the island of Java, various telecommunications operators provide services based on Java and other islands, the availability of telecommunication access is very limited, especially in the 3T area. (Andriani, 2020). In addition, other challenges such as the difficulty of monitoring student progress, or many students who have difficulty studying at home are also problems in the implementation of e-learning.

Reviewing the duties and roles of teachers in an ideal education, interaction between teachers and educators is very much needed. However, the e-learning policy implemented by the government, and which has been implemented, has clearly greatly reduced the time for direct interaction. Based on this description, the purpose of writing this article is: to describe the role of teachers in the implementation of e-learning in the Covid-19 pandemic era, to find out the impact of implementing e-learning for students in the Covid-19 pandemic era, to provide an ideal description of the teacher's role in the implementation of e-learning.

2   Method

This type of research is reference research. According to Sutama (2019), reference research is research whose data collection is oriented to several appropriate references. The object of the research is (eg: Virtual Flip Classroom). This Virtual Flip Classroom is turning learning in a virtual classroom. Data validity with multiple sources and time extension. According to Sutama (2019), Triangulation of Sources means that data is taken from several sources and the same data is obtained. While the time extension triangulation means that the data is obtained from repeated and different times so that the same valid data is obtained. The data analysis technique used in this study is the Constant Comparison method. According to Sutama (2019) the data analysis technique with Constant Comparison is that data is compared with appropriate theories and then given meaning. This data analysis process includes data collection, data reduction, data presentation, verification, and conclusions.

3   Result and Discussion

3.1   The Habit of Learning Without a Teacher

The COVID-19 pandemic has made people unable to interact freely. The fast and massive spread makes COVID-19 quickly spread from human to human, which occurs when interacting with each other. The government in tackling and preventing the spread of

the virus has issued a PSBB (Large-Scale Social Restrictions) policy which is regulated through the following: PP number 21 year 2020 (Joglo Abang, 2020). The world of education is one of those affected by the policy PSBB, because one of the implications is that schools are closed. It is a new challenge for the world of education, how to keep implementing health protocols but still carry out learning, then the Ministry of Education and Culture as the national education authority provides online learning guidelines for *e-learning*.

In this digital era, learning is no longer bound by space and time. Through the presence of barrier technology to study, it is increasingly wide open, through the presence of technology such as social media, youtube online learning platforms. Through youtube one can learn any knowledge from anyone and at any time or maybe through online courses scattered on the internet. The presence of technology in its development can also give birth to new learning innovations, which are not easy and practical. Learning that is carried out face to face in class can also be carried out more personally through the internet without the presence of a teacher.

Ki Hajar Dewantara, a national education figure, emphasized that education has three main centers (tri education centers) namely family, school and community. (Dewantara, 1967a). The first three elements are the school environment. In the school environment, children are focused on learning and interacting with peers. Schools teach students the sciences that have been organized in the curriculum and are taught in classes. Apart from school, the family also has an important role in education. Family is the first and most important education for children. The role of the family for children is very vital to form character and character for children. Meanwhile, the community for the child also plays an important role in shaping the character of the child as well (Apriliyanti, 2019).

According to this concept, the role of education is not only for teachers in schools, but also through the synergy between the three main components (family, community, school). So that learning can be done at home, especially to form character through parents. The community can also form character so it is important to pay attention to the community environment. Children can learn without a teacher if the other two supporting components can function properly even though learning at school cannot be maximized due to pandemic conditions.

In the current pandemic, the habit of learning without a teacher is optimized through e-learning. Students do not need to go to school so he spends his time at home. At home, the responsibility of educating children is the responsibility of parents. During this pandemic, all sectors of the economy are affected. This economic impact is felt by almost every parent. Economic difficulties coupled with being required to guide children to learn can be a hassle. To study at home, children certainly need a conducive situation, but the reality during a pandemic of domestic violence increases, especially for those with incomes below 5 million (Yulika, 2020). This condition is clearly a reality that hinders the role of the family in education.

Apart from families, the community is also affected during this pandemic. The phenomenon of village lockdowns as part of the community's response to COVID-19 also has an impact on children's lives. The village lockdown is an effort to limit access, as well as anticipate the spread. The large social spaces are then forced to change into smaller spaces, namely the family institution, and the virtual world (Dzulfaroh, 2020).

While the world of children outside the home is the world of children playing with their peers. Social restrictions and campaigns at home only make children not free to play outside the home. In fact, the world of play and society also educate children.

3.2   The Role of the Teacher When Students Study at Home

During this pandemic, since the government issued the study at home policy, most educational institutions in Indonesia have implemented it, there are 97.6% of schools in Indonesia (Policy Research Center Ministry of Education and Culture, 2019). Although many have implemented learning, there are still many teachers and education personnel who work from school with a rotating schedule. Teachers still usually go to school for administrative tasks. Conditions like this affect the teacher's role in learning. *E-learning*-based learning reduces the number of teacher interactions by 60% when compared to conditions before the pandemi (Policy Research Center Ministry of Education and Culture, 2019). Though the role of interaction is very important in the world of education. For teachers, interaction becomes a role to observe student development.

The impact of e-learning is also a big influence on the world of education. The phenomenon that occurs is the giving of very many assignments from teachers/lecturers to students/students, which had become a byword in the past. Based on the released data PUSLITJAK (Pusat Penelitian Kebijakan/Policy Research Center) Ministry of Education and Culture As much as 80% in the implementation of e-learning the teacher gives assignments to students. The phenomenon of task flooding is actually influenced by many factors, one of which is the readiness of teachers to face e-learning. In addition, support from the government through training is lacking, or administrative support and operational cost incentives are also inadequate.

Teachers as child educators in schools are ideally required to be creative and technologically literate. However, the reality in the field is that there are still many teachers who stutter about the existing technology, especially teachers who are quite "senior". Among the teachers themselves, the idea is that the use of technology is a troublesome "additional burden" (Rahmawati, 2009). The challenge of the current era is that teachers must have a good level of technological literacy. Because the subject and object of education live in the present, where technology is developing rapidly (Honest G., 2019).

External factors also play a role in the implementation of e-learning, namely the mastery of educational technology. Teachers who teach in schools of various ages and across generations. Many teachers who have a rather distant generation gap tend to take longer to master technology. So teachers are reluctant to use it because they do not have the skills and techniques to use it (Nasution, 2010).

Cost is also a fairly important factor in the implementation of e-learning. The devices needed such as laptops, smartphones have expensive prices and not all teachers have them. While the results or outputs from the use of expensive media also do not necessarily result in maximum learning. Kosasih dan Angkowo R (2007) explains "the funds spent to obtain and use the media should be truly balanced with the results achieved".

Reviewing the phenomenon of the flood of assignments among students, it proves that there are still many teachers pursuing targets according to the demands of the existing curriculum achievements through assignments. In addition, in dealing with this pandemic, teachers have limited interaction, teachers have not been able to use e-learning

media to interact directly with students, to find out students' difficulties or questions through dialogic interactions. According to the results of the Indonesian Child Protection Commission Survey and the Federation of Indonesian Teachers' Unions conducted a survey to 602 respondents related to the implementation of e-learning, the results were that teachers only focused on curriculum targets and achievements or mastery of the material. (Widyanuratikah & Yusuf, 2020). In reality students may be able to get material from Google, but the learning characteristics of each child are different, so students still need guidance in learning to overcome learning problems. In this aspect of technology utilization, the teacher's role is still less than optimal in utilizing a variety of interactive dialogue learning media and tends to use one-way media.

The role of the teacher in learning in this pandemic era can be said to be only as a teacher who makes assignments for children to do, then waits for children to work on them, then corrects them. This condition mostly occurs during e-learning during this pandemic.

3.3 E-Learning Strategies During the Covid-19 Pandemic

Currently, the world of education in Indonesia is being forced to use *e-learning* during the COVID-19 pandemic. In general, there are two perceptions about *e-learning* (Munir, 2009). First, *electronic based learning* is learning that uses information and communication technology. Not only technology connected to the internet network but also other electronic technologies such as film, video, LCD projector, tape and so on. Second, this perception based internet places the internet as its main instrument. This perception makes learning must be in the internet network. Usually teachers use social media such as whatsapp or email for learning, besides that, online class platforms such as Google Classroom, Schoology, etc. are also provided.

The implementation of e-learning can be used in several media or platforms depending on the strategy to be carried out. There are two options in implementing e-learning, the main features include: Learning Resources, Digital Classes, Virtual Laboratories, and Question Banks, and supporting features such as: cultural maps, BSE, Space Exploration Space, Language and Literature Works (Minister of Learning and Culture). To use the main features, electronic learning resources can be obtained from various sites on the internet, learning platforms such as Ruang Guru, or social media such as Youtube can be used as learning resources. For digital classes, it can now be accessed through various websites such as Google Classroom, Schoology, etc. Digital Classroom is becoming a very important instrument to help teachers interact with students interactively, but in fact it is still being used little. The existence of the laboratory can now be accessed digitally or often known as a virtual laboratory. Virtual laboratories can provide knowledge to children as well as provide direct experience for children, by bringing the material closer to the child's life and understanding. However, this virtual laboratory media is the least used of the other three. The last is the question bank, the Question Bank is a collection of questions that can be accessed by teachers and students to test understanding of the material. Giving questions in e-learning in this pandemic era has become something commonly used by teachers.

Seeing the conditions in this pandemic era, generally teachers are still implementing e-learning to complete the target material and curriculum, so that in its implementation

it is by giving questions to students. Giving a lot of questions coupled with a limited deadline can cause the child to become depressed, so that in a stressed condition the child will find it difficult to understand the material (Gustiana, 2020). The presence of technology in fact if it cannot be maximized properly, it will actually produce a new paradox, namely wanting children to understand a lot of material but instead being given many tasks so that children are actually depressed and do not understand the material optimally. Or learning media that should bring children closer to the teacher actually makes the distance between the teacher and the child even more. This all happens if the teacher is not able to maximize the technology properly.

Based on the survey results of the Policy Research Center Ministry of Education and Culture (2019) Most teachers use social media to do learning. Media teachers use a lot of WA groups, Facebook, Messenger and Google Hangouts. The teachers consider the use of social media as a medium of learning to be quite efficient. The use of social media as a learning medium is actually quite helpful for learning because the existing features can be used for learning. WA Groups can be used as digital classes, through chat teachers and students can interact directly, documents can also be sent in various formats, can also send photo or video media (Iswati, 2018). However, if these features cannot be maximized properly, and teachers tend to use them only to submit assignments and collect assignments, it will be the same as not optimal, and students do not get the guidance process from the teacher.

Telephone or SMS media are also used by teachers during this pandemic. This media is quite practical, but its scope is only limited to two people. Apart from that, the media Learning Management System (LMS) is specifically designed for learning that teachers use even though the figure is only 31% (Center for Policy Research Ministry of Education and Culture, 2019). This LMS has many options such as virtual world classes, Quipper School, Google Classroom, Moodle etc. Choosing to use LMS can increase interactions that are useful for the guidance process to children. However, not all teachers can use this media well.

The use of technology that is not optimal can degrade the role of the teacher as if he were giving questions to students who tend to be non-interactive. In the world of education, interaction is fundamental, especially in shaping the character of children. In addition to forming the character of interaction, it can function as a process for teachers to guide students in learning so that students' difficulties in student learning can be overcome. Interaction is an important point in teaching and learning activities because of its benefits not only to students, but teachers also get feedback on whether the material presented is well received (BHP UMY, 2010). So, ideally in conducting e-learning, teachers should be able to combine various features so that learning takes place in an interesting and interactive way. For example, teachers can create digital classes with students looking for materials to be presented on their own, in sufficient time students can consult the teacher at the specified hours or in digital classes, before each child presents in the digital class. Teachers can create activities that are integrated with family and community. In the assessment, teachers can take quantitative and qualitative assessments by measuring three aspects of cognitive, affective, and psychomotor.

3.4 Impact of E-Learning for Students

E-learning used during this pandemic, the impact is also felt by students. In the implementation of *e-learning* during this pandemic, teachers tend to give assignments to students. The demands for curriculum achievements coupled with teacher mastery of technology make learning always directed to assignments, even though children's learning conditions are different. The phenomenon of a flood of tasks is experienced by most students, in conditions like this *e-learning* becomes a frightening specter for children. Even the survey results KPAI mentions students are unhappy with *e-learning* (Mediana, 2020).

Based on the survey results of the Indonesian Child Protection Commission (2020). Shows that children are required to do many tasks, even in one day they can get more than one task. In addition, teachers also sometimes give short deadlines for collecting assignments. This can have an impact on the child being depressed, physically and psychologically tired.

In addition to the physical and mental/psychic impacts, online learning also has an impact on finances. E-learning costs a lot of money. Moreover, during a pandemic like now, all economic sectors are also affected during the pandemic. The government should be able to provide free internet access to support e-learning.

Another impact of e-learning is the reduced interaction. The implication of the intensity of interaction concerns the child's learning process. In learning children need the guidance and direction of the teacher. However, during the implementation of this e-learning interaction is limited so that children who have learning difficulties cannot get guidance from the teacher. In fact, e-learning during this pandemic is still a very small portion for questions and answers (Policy Research Center Ministry of Education and Culture, 2019).

3.5 Opportunities, Challenges, and Expectations on E-Learning During the Covid-19 Pandemic

E-learning is one that the government has implemented in dealing with the corona pandemic in the education sector. This online-based learning by utilizing technology is considered effective in conditions that do not allow direct interaction (Suryati, 2017).

Opportunities from the presence of e-learning technology are not bound by space and time so that they can accommodate if teachers and students cannot meet in person. E-learning is flexible learning, saving costs and time. Students can study anywhere and are more independent and active in learning (Igowati, Efendi, & Budiyanto, 2017). This consideration is also what makes e-learning used during this pandemic.

Most of the digital spaces used in e-learning are open access. Thus increasing a wider reach because it can be accessed by anyone. With learning, it is easier for students to access learning materials that can be accessed by anyone at any time (Munir, 2009). Another opportunity is that e-learning is a choice of media/strategies that are quite a lot. There are many technologies that exist today and can support the e-learning process. Options such as online classes such as (Google Classroom, Schoology dll), online learning resources (Google, Youtube, Wikipedia dll) are abundant and can be used by educators.

E-learning also has some challenges. The availability of supporting facilities is a major challenge in online learning. Indonesia is a large country but development tends to be centralized so that in some areas far from the center of government there is still a lack of infrastructure, especially networks (electricity, internet) that clearly hinders the implementation of e-learning. In addition, school support is also important because so far from the data from the Ministry of Education and Culture (2019) there are still many schools that have not provided support to teachers to carry out online learning. Support such as training or financing for quota and internet is also not provided. Teacher training in e-learning is very important in the current era, because the world of education is forced to implement it. Teachers who master good technology will be able to adapt to this pandemic era and their students can also get the impact. On the other hand, teachers whose ability to master technology is limited will make students become students. So that the role of e-learning training can increase the capacity of teachers to use e-learning media.

The results of the data from the Center for Policy Research of the Ministry of Education and Culture (2019) stated that in this e-learning, it was difficult for teachers to observe student progress. This happens because the interaction is reduced, the teacher cannot directly monitor student learning conditions. Conditions like this can be answered by using interactive learning media, so that a dialogical process occurs between teachers and students. The interaction process can also be used by teachers to observe student development. In addition, teachers must also provide time for students or parents to guide the learning of children with learning difficulties.

Hope in this pandemic era our education is being forced to keep up with technological developments in the world of education, but the adaptations made mainly by teachers are only limited to giving assignments and materials. This should be surpassed by teachers, because even though students have been given assignments, they need guidance if they experience difficulties, especially the burden of completing curriculum achievements under normal conditions is often borne by students in this pandemic condition, thus burdening students. Ideally with technology like digital classrooms (Schoology, Google Classroom, dll) teachers can maximize their use, because with the use of these media in increasing teacher interaction with students. Interaction is very important in the world of education because the interaction of teachers can guide students who have learning difficulties. So that the role of the teacher in this pandemic era, which is identical to a teacher who provides material questions that must be done, must be balanced with dialogical interactions in dealing with children's learning problems.

4 Conclusion

During the Covid-19 pandemic, the government has implemented online learning or *e-learning*. However, the teacher's role in learning only focuses as a teacher so that in reality learning only gives assignments to children. This happens because many teachers are still pursuing curriculum achievements, and teachers' mastery of online learning media is limited.

The significantly reduced interaction process makes the guidance process in learning minimal. Lack of mastery of teacher technology is one of the influencing factors. As

a result, students become depressed given many assignments by the teacher and given limited time. Meanwhile, students have different learning characteristics so that at some point in time they need guidance from the teacher to deal with learning problems. Ideally teachers are able to use e-learning media creatively, interactively and efficiently.

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