

**ENGLISH TEACHER PERCEPTION OF VIRTUAL CLASSROOM PROGRAM
DURING COVID-19 : NARRATIVE RESEARCH**

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ABSTRACT

This study explores the emotional perception of an English teacher towards the implementation of the virtual classroom program during covid-19. Participants' semi-structured interview data were analyzed thematically to find positive emotional perceptions and negative emotional perceptions. The findings of this study indicate that more negative emotional perceptions than positive emotional perceptions were obtained from the participants. The negative emotional perceptions found in this study were in the form of shock, loneliness, anxiety, hopelessness, annoyance, anger, and distrust. The findings of this study also found positive emotional perceptions in the form of hope, gratitude and relief. From the findings of this study, it is hoped that it will be useful as a reference in the process of educational progress based on emotional perception which is certainly beneficial for pedagogical and technical development in future virtual classroom programs.

Keywords: English Teacher, Emotional Perceptions

PRELIMINARY

The Covid-19 pandemic directly affected aspects of education around the world and Indonesia was no exception to experiencing this impact. The World Health Organization (WHO) and the Centers for disease Control and Prevention (CDC) urged individuals to engage in physical distancing (CDC, 2020; WHO, 2020). Social distancing measures were firmly taken by the Indonesian government in March 2020 due to the increasing number of people infected with Covid-19. This is followed by other regulations in the form of working from home, worship from home and School From Home (SFH) for all schools and campuses in every region in

Indonesia, referring to (Indonesian Government Regulation NO.21, 2020, 2020).

Instructions from the government that coordinate all schools to hold SFH to support the application of social distancing that was enforced during the Covid-19 pandemic have an impact on teaching and learning activities including English lessons. Burges & sieversten (2020) said As now teaching has moved from physical to virtual classrooms at “untested and unprecedented”. Changes in the learning system force schools to implement distance education, the virtual classroom program is the solution for now.

Current education implies training in English as a foreign language and the use of information technologies have been massively applied to achieve this (Bhowmik, 2015; Motteram, 2013; Fandino & Velandia, 2020). During the implementation of SFH, there were many technical and emotional obstacles felt by English teachers as a result of changing the face-to-face teaching program into a Virtual Classroom Program. (Aliyyah, 2020) said The application of SFH has presented challenges in implementing online learning systems, especially in the use of facilities and the availability of infrastructure, which has been minimal so far. Additionally, the transition of instructional methods that traditionally have been through face-to-face to more indirect methods has forced schools to engage in a learning flow that has complexities and limitations. In addition, the logic of "going digital" is not simple. It has complex ingredients as urgency, readiness to deal with Virtual Management System and online teaching tools, digital fluency, and the necessity of dealing with the emotions of fear and boredom of social isolation (Agnoletto & Vera C, 2020). In a research Xue Li, Li & Shang (2020) also reported that the online learning process causes a lack of frequency of interaction and leads to psychological disorders.

Given the large number of studies aimed at teachers' perceptions in strategic and emotional preparation of online learning such as virtual classrooms as is being done (Aliyyah, 2020; Agnoletto & Vera C, 2020). The research conducted by Pelosi & Vicars (2020) reports that some teachers end up with changing conditions and ambitions during the online teaching process amid the Covid-19 pandemic. The novelty offered in this study is related to the emotional perception of an English teacher when the face-to-face teaching process changes into a virtual classroom program. The results of this study are expected to be taken into consideration in the educational development process, including English language education, especially for teachers to support readiness in teaching using Virtual Classroom and other educational technologies based on the emotional side so that teaching continues to achieve the set targets.

Based on the above background, the researchers are interested in conducting research with the title "English Teacher Perception of Virtual Classroom Program During Covid-19 : Narrative Research".

METHOD

1. Research Design

Narrative approach has been used in this research, following Connelly's (1990) statement: Narrative research is increasingly used in studies of educational practice and experience, chiefly because teachers, like all other human beings, are storytellers who individually and socially lead storied lives. This research aims to explore the positive and negative emotional perceptions based on the narrative reflections of an English teacher in the virtual classroom program during Covid-19.

2. Participant

The participant in this study was an English teacher who taught at a high school in Barito Kuala district, where the researcher had asked for permission from participant candidates.

3. Setting

The time and place for the implementation of

Initial Name	Gender	Teaching Place
RA	Male	Private School in Batola

this research will be adjusted to the participants spare time, so as not to disturb the activities and comfort of the participant candidates.

4. Data and Source of Data

The data obtained in this study uses semi-structured interviews to obtain source of data from potential participants. Furthermore, semi-structured interviews are those where the interviewer has prepared a list of topics to be explored, and questions to be asked and follows that list during the interview but also ensures that questions elicit open responses by the participants(Brown & Danaher,2019).

5. Procedure of Data Collecting

First, researchers establish connections with potential participants (see, Brown & Danaher, 2019) In accordance the schedule previously agreed upon with Potential Participants, To obtain significant data, semi-structured interviews will be conducted with potential participants in observation and discussion aimed at documenting reflection narratives that contain the potential participant's emotional perceptions of the virtual classroom program during Covid- 19. the questions that will be asked during the interview process were related to teaching activities when the English teacher implemented a virtual classroom program which would then be analyzed using "thematic content" to determine the positive and negative emotions of potential participants. interviews will be conducted proactively following the statement of Harrell and Bradley (2009) Interviewers need to sound knowledgeable about the study and able to address these questions without stumbling and without "pregnant pauses." Researchers should provide interviewers with a list of questions that might be asked, and the best answers to provide to respondents. By doing so, every respondent will receive the same description about the study and the same explanation about why and how he or she was selected as a respondent. This is another way to ensure consistency across interviews.

6. Data Analysis

The data collected in this study was analyzed using thematic content analysis. thematic research aims to understand "what is told" not the structure of the story and to identify problems and experiences based on predetermined themes (Ferdiansyah, 2020). The results of the semi-structured interview data will be transcribed significantly. According to Widodo in Ferdiansyah (2020). There are four steps that must be taken:

- 1) Listening to recorded interview data repeatedly to find themes or important points needed;
- 2) Write interview transcripts in the right format so that it is easy to encode, sort and clarify important data;

- 3) Interpreting interview data; interpret every word and sentence conveyed by participants, communicate views, opinions or perspectives (inner voice) of participants
- 4) Produce reliable data by providing opportunities for participants to provide feedback on data interpretation. This is important because participants are the source of data so that the participant's voice must be conveyed correctly.

RESULTS AND DISCUSSION

1. The Overview of Research

The virtual classroom program carried out during the Covid-19 pandemic is a policy issued by the Indonesian government. There are several options that the school offers to teachers, namely the use of applications in the form of Whatsapp, Zoom, google meet, Google classroom, and other online learning sites. Of course this is a new thing for Schools, Staff, and the Board of Teachers that has the potential to cause emotional impact (MacIntyre P D, Gregersen T, & Mercer S, 2020).

In the context of this study, the researcher tried to explore the positive and negative emotional perceptions of an English teacher with the initials R.A where the participants were willing to describe their emotional perceptions while carrying out teaching assignments in a virtual classroom. Researchers conducted direct semi-structured interviews in the afternoon adjusting the participants' free time but still adhering to the prevailing health protocols.

Interviews that lasted one hour and thirty minutes resulted in 45 minutes of interview data

recorded using a cellphone, which before conducting the interview process the researcher first applied the CHE principle (Brown & Danaher, 2019).

2. The Emotional of Teacher

The results of data analysis from this study are discussed in six themes, namely. (1) Preparation in virtual classroom, (2) Supervision in Virtual Classroom Programs, (3) The Virtual Classroom Design, (4) Assignments and Assessments in Virtual Classroom, (5) Technical and Non-Technical, (6) Reflection of Emotional Perceptions in Virtual Classroom:

3. Preparation in virtual classroom

In giving His perception about the preparation in virtual classroom RA, He felt a shock because the class changes were very sudden because the adjustments made were said to be "on the way", as for the concern that RA felt about students who could not be optimal in joining virtual classes, the condition of their cellphones. Inadequate students, but the assistance from the education office in the form of mobile phone loans to students made RA feel a little grateful because the worries he experienced were slightly resolved, this is emblazoned in the following narrative:

"Yes, to be honest, it's very sudden (Negative Emotion), I'm not ready at all, but let's say the preparation is on the way, but indeed the school, teachers and the education office have tried the best

we can (Positive Emotion), for example; so usually the problem is a signal, the signal is so we deal with by lending a cellphone with adequate specifications provided by the education office, so some students who experience difficulties (Positive Emotion) because the cellphone does not support us, the data, after that we recap, we will distribute it one by one to the students who are recorded. , so it was lent during the virtual classroom".

The preparation that participants must do according to their personal perception is good mental preparation, a feeling of loneliness that often arises towards participants, many students cannot participate in the virtual classroom making participants experience emotional exhaustion which raises a skeptical attitude towards students' reasons. Based on the narrative described by RA:

"If the special preparation from the teacher itself, first we have to be mentally prepared, why? because if we teach at least one or two students in the class, while the others are, for some reason, the students usually have bad signals, so we have to be ready to talk alone (Negative Emotion), sometimes many of the teachers feel giving up (Negative Emotion)".

The emotional exhaustion felt by RA due to the sudden preparation in the virtual classroom caused a lot of negative emotional perceptions such as feelings of loneliness, worry, and shock,

which are perceptions that arise during virtual classroom preparation during Covid-19, but assistance from the education office makes RA feel a little hopeful. because he helped the preparation process. The next discussion from the interview narrative that the researchers conducted was student supervision while running a virtual classroom in the midst of the Covid-19 pandemic

4. Supervision in Virtual Classroom Programs

Supervision of virtual classroom programs during the Covid-19 pandemic is very inversely related to face-to-face teaching. Control over students that cannot be done fully creates difficulties for the participants, RA explained, "***so to control the learning process is difficult (negative emotions), we cannot control 100% of the students, I doubt whether our class is followed by most of the students. or only a small part (negative emotions)***". The doubts that arise due to the constraints of the student supervision process during teaching in the virtual classroom are also often felt by RA as a teacher.

The emotional psychological burden that arises because of the difficulty of supervising students greatly drains the emotional side of RA as a teacher, students who are not present in virtual classroom teaching create a perception of students' lack of appreciation for RA. This is illustrated in the following narrative:

"Sometimes we teachers, as humans, feel an example of emotion; When we teach students there are many who are not there so sometimes we also

feel upset (Negative Emotions) so sometimes the effect is more in the direction of emotional psychology, sometimes there are teachers who feel unappreciated (Negative Emotions) because there are many students who are not reported so we were forced to do a home visit "

Apart from the constraints of the process of supervision and control of students, in teaching virtual classes RA feels more relaxed and has a lot of free time, the explanation from RA, "***yes, although we are also more relaxed and have free time (positive emotions), during the virtual classroom program which held this "***

5. The Virtual Classroom Design

At the beginning of the implementation of the virtual classroom program RA used video to conduct teaching, but the problem with bad signals faced by students made teaching switch to using Google Classroom and WhatsApp, RA chose the use of Google Classroom and WhatsApp in implementing virtual classroom programs during covid-19, utilizing the voicenote feature which requires a small bandwidth to be RA's choice to overcome the problem with bad signal that students feel, RA explains:

"For the mastery of material from the teacher, mostly by preparing learning videos, but over time not all students can access it, so sometimes we teachers are confused (Negative Emotion), so we work around it by using

wa (Positive Emotion), so we teach using voicenote. We leave it to the students from where the students get their lessons, because the voicenote itself does not require a large bandwidth and a lot of quotas ”.

The choice of using other applications that are less in the use of internet quota such as WhatsApp made RA feel a little helped, creating a perception of hope and emotional gratitude. However, the problem did not end there. The slow response from students returned to bring feelings of anxiety and confusion, based on RA's narrative, *"but unfortunately students still respond slowly whether the signal is bad or students are lazy, we teachers don't know anymore (Negative emotion)"*.

To make teaching a little more interactive, RA uses google classroom, the use of google classroom is also less effective, learning seems one-way, said RA, *"Now because it uses applications such as google classrooms and learning sites, teaching seems one-way, I think it's lacking. effective yes, more effective face-to-face because we can assess students' responses (Negative Emotion)"*. The lack of physical and emotional interaction with students in a virtual classroom is minimal, unlike in face-to-face classes, causing feelings of confusion and alone for RA, those are some of the emotional perceptions that RA feels when implementing virtual classroom designs.

5. Assignments and Assessments in Virtual Classroom

The assessment that was carried out on students during the virtual class prioritized attitude assessment, RA explained, *"so during this virtual class the more influencing teachers in giving grades is usually more inclined to prioritize attitude values"*. This was done by RA, the difficulty of ensuring the authenticity of the assignments submitted by students, the existence of negative emotional perceptions arising from feelings of worry and doubt, such as the narrative conveyed by RA :

"So what I feel the most is the effect, the level of student craftsmanship has become visible since this virtual class, if those who are diligent look diligent, those who are lazy look lazy, while if the result is negative the effect is because we as teachers find it hard to believe One hundred percent if it's the result of the students (Negative Emotion), right if we give the assignment the students can see from Google, brainly or others, while in face-to-face classes we make it easy to judge, meanwhile in this virtual class we can't fully tell if this is honest or not. So our assessment is a bit constrained "

During the virtual classroom teaching, RA found it easier to assess students through attitudes, distance and minimal supervision made the original character of the students more visible

because there was no pressure given this implied positively such as RA exposure, "***But there is a slight positive effect as well. Muslims, we as teachers can assess students (Positive Emotion) who really pay attention and which is the opposite, so it makes it easier for us to assess student character (Positive Emotion) "***. The level of student craftsmanship becomes a reference in the assessment during the virtual classroom as emphasized by RA in the following narrative:

"The assessment is somewhat difficult because we don't know whether it is true from students or taking it from the internet (negative emotions), but if the assessment of attitudes is surprising from the teacher, sometimes we don't expect it (negative emotions), students who are usually diligent in class face-to-face suddenly. become not diligent, but sometimes there are students who are just ordinary face-to-face after going online so they pay more attention, so we better know about assessing which attitudes are paying attention to which ones are not. "

The burden of responsibility for the student assignment and assessment process that cannot be fully implemented makes RA experience overlapping emotional perceptions such as; annoyed, angry, and emotional, these things are clearly illustrated in the narrative of RA:

"Yes, sometimes we feel annoyed, emotional, angry seeing the students' good grades but we can't take responsibility for it (Negative Emotions), while face to face we can assess students, for example we give direct assignments and we test their understanding, right? long time so our teachers can assess students "

Constraints in the assessment and assignment process result in negative emotional perceptions such as; shock, disbelief, and anxiety. The implicit positive emotional perception obtained by RA during the assessment process is due to the emergence of students' original attitudes which make it easier for RA to carry out the assessment and assignment process, of course this is inversely proportional to the face-to-face class implementation where the assignment and assessment process can be done optimally.

6. Technical and Non-Technical

Related to the Covid-19 pandemic, the education office simplified the administrative process, which made it easier for RA in carrying out its duties as a teacher, especially in the many obstacles to implementing virtual classroom programs, this was conveyed by RA in a narrative, "***But if the teacher goes to our own office. just preparing a simpler rpp that adapts to the current conditions so we feel it is easier even though there must be a little adjustment (Positive Emotions) "***. The simplification of the administrative process certainly has a positive

impact on the emotional perception of RA, where RA tasks are made easier despite the obstacles and constraints when teaching in virtual classrooms, causing a relieving effect on RA as a teacher in charge.

There are technical obstacles such as bad signals experienced by students, even though they do not have a direct impact on RA, this is a separate concern because of the obstruction of the teaching process carried out by RA to students who are partly in small districts, and there are also students who only making the signal as an excuse not to follow the ongoing teaching, this is clearly illustrated by the RA narrative:

"If we force to use the zoom or google meet application, many students cannot, because most of our students are in small districts, the term is places where the signal is not good, so we inevitably have to believe the students' reasons for signal constraints (Negative Emotions). so roughly so Muslim "

The signal problems experienced by students had a direct impact on RA emotional perceptions which caused an effect of anxiety and despair, this was conveyed by RA, *"but unfortunately students still respond slowly whether the signal is bad or students are lazy, we teachers don't know anymore (Negative Emotions) "*.

7. Reflection of Emotional Perceptions in Virtual Classroom

The existence of concern from the education office during the implementation process of the virtual classroom program made RA feel physically helped because they still have free time and lightened responsibilities, causing positive emotional perceptions of hope, even though so many negative emotional perceptions make RA feel emotionally depressed causes deep emotional exhaustion, as described by Ra:

"Actually, if you want to be honest, I don't feel like feeling virtual class anymore (Negative Emotions), although it's easier for the teacher to relax too (Positive Emotions), but how about it, I feel more drained emotionally than tired of the body (Negative Emotions). but at this time we feel more emotional pressure because it is difficult to supervise students, yes I want the students to study seriously but it turns out that I am, physically I am not tired, but emotionally I am very tired. Emotional stirring is the term (Negative Emotion)

The positive emotional perceptions that RA specifically explained through his views, are illustrated in the following narrative, *"yes, although positively, I as a teacher can judge students in an attitude (Positive Emotion), what are the original students, some are diligent, some are lazy, some are pay attention. Although the learning process is more relaxed "*. As RA teachers feel grateful for the virtual classroom

program because they can assess students more clearly in their attitude.

As for the general description according to emotional perceptions that RA summarizes in the following narrative, "*in general, this virtual class is emotionally draining, emotionally it is very tiring but physically it doesn't actually relax, because we face students whose attitudes are getting harder to guess because of what? yes, during virtual class if we compare it face to face, it is just that in terms of job duties and responsibilities it seems easier*". The perceptions summarized by RA about virtual classroom programs gave birth to emotional perceptions in general, as illustrated by the narrative above. there are more negative emotional perceptions than positive emotional perceptions.

CLOSING

Conclusion

Basically the teaching process in the virtual classroom program during Covid-19 resulted in various kinds of positive and negative emotional perceptions felt by participants. Based on data obtained from narratives conveyed by participants, the virtual classroom program produces more negative emotional perceptions than positive emotional perceptions, this is caused by many factors such as, (1) the distance between participants and students, (2) the preparation process suddenly during the implementation of the virtual classroom program, (3) technical obstacles such as poor signals, in line with (Hastowohadi, Rina WS, Fida P, 2020), (4) hampering the

process of supervision of students, (5) assignments and assessments that are not optimal, various the above factors cause participants to experience emotional exhaustion (See, Collie RJ, 2021).

The assistance provided by the education office gave hope to the teaching process in the virtual classroom program during Covid-19, while the simplification of the administrative process carried out by the education office gave participants free time, in line with what young teachers felt in research (la Velle L, Newman S, Montgomery C, & Hyatt D, 2020). The existence of distance between participants and students also facilitates the assessment of student character for participants, the things above have an impact on positive emotional perceptions for participants.

Negative emotional perceptions felt by participants in the form of feelings, shock, loneliness, anxiety, hopelessness, upset, anger and distrust are perceptions that arise during the virtual classroom program (Talidong KJB, & Toquero, C. MD, 2020; MacIntyre PD, Gregersen T, & Mercer S, 2020). The positive emotional perceptions felt by participants were in the form of hope, gratitude and relief (la Velle, L, Newman S, Montgomery C, & Hyatt D, 2020).

Suggestion

Research reports new things that are useful as a reference in the process of educational progress based on the emotional perception of an English teacher which is certainly useful for pedagogical and technical development in future

virtual classroom programs, apart from this the researcher realizes the shortcomings of this study which was only based on one participant. Due to limited permits during the Covid-19 pandemic, it is hoped that further research will be even better and include more participants, so that it will also make the process of developing education easier through adapting the emotional perception of English teachers.

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