

THE ENGLISH TEACHERS IMPLEMENTATIONS OF VIRTUAL LEARNING DURING THE COVID-19 PANDEMIC AT SMKN 2 BANJARBARU

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ABSTRACT

The study focuses on the implementation of virtual learning by English teachers during the COVID-19 pandemic at SMKN 2 Banjarbaru. The aims of this study are (1) to classify implementations of virtual learning by English teachers during the COVID-19 pandemic (2) to identify the strategies and media used by English teachers to carry out virtual learning during the COVID-19 pandemic. Qualitative research was conducted using a descriptive qualitative method, interviews, codes, classifications and documentation are available. This study revealed that virtual learning is an indirect learning activity that requires appropriate media to allow for learning. There are many advantages and disadvantages of implementing virtual learning. More disadvantages than advantages, however. This is because virtual learning is first performed during the COVID-19 pandemic. However, other factors that are responsible for the geographical, human resources and economic shortcomings of virtual learning remain weak. However, even if the outcomes are not perfect, learning can still take place. In the context of COVID-19 pandemics, virtual learning has to use appropriate strategies and media. In a pandemic COVID-19, the best strategy is to give students the task of watching television and reporting on mobile telephones (WhatsApp). In addition to reporting the results of the tasks, Whatsapp is also used to seek instructor assignments and student feedback in the performance of activities. Teachers and students use other media including Google Type, Zoom, Facebook and YouTube. The presumption that techniques and media will be used during COVID 19 will help incorporate virtual learning. Other hopes, COVID-19 pandemic ends as a normal face to face learning process.

Keywords : Implementation, Virtual Learning, Covid-19 Pandemic, Qualitative Research

ABSTRAK

Penelitian berfokus pada penerapan pembelajaran virtual oleh guru bahasa Inggris pada saat pandemi COVID-19 di SMKN 2 Banjarbaru. Tujuan dari penelitian ini adalah (1) mengklasifikasikan implementasi pembelajaran virtual oleh guru bahasa Inggris pada saat pandemi COVID-19 (2) mengidentifikasi strategi dan media yang digunakan oleh guru bahasa Inggris untuk melakukan pembelajaran virtual pada saat pandemi COVID-19. Penelitian kualitatif dilakukan dengan menggunakan metode kualitatif deskriptif, wawancara, kode, klasifikasi dan dokumentasi yang tersedia. Penelitian ini mengungkapkan bahwa pembelajaran virtual merupakan kegiatan pembelajaran tidak langsung yang membutuhkan media yang sesuai untuk memungkinkan terjadinya pembelajaran. Ada banyak keuntungan dan kerugian menerapkan pembelajaran virtual. Namun, lebih banyak kerugian daripada keuntungan. Ini karena pembelajaran virtual pertama kali dilakukan selama pandemi COVID-19. Namun, faktor lain yang bertanggung jawab atas kelemahan geografis, sumber daya manusia dan ekonomi dari pembelajaran virtual tetap lemah. Namun, meski hasilnya tidak sempurna, pembelajaran tetap bisa berlangsung. Dalam konteks pandemi COVID-19, pembelajaran virtual harus menggunakan strategi dan media yang tepat. Dalam pandemi COVID-19, strategi terbaik adalah memberi tugas kepada siswa untuk menonton televisi dan meliput melalui telepon seluler (WhatsApp). Selain untuk pelaporan hasil tugas, Whatsapp juga digunakan untuk mencari tugas instruktur dan masukan siswa dalam pelaksanaan kegiatan. Guru dan siswa menggunakan media lain termasuk Google Type, Zoom, Facebook dan YouTube. Anggapan bahwa teknik dan media akan digunakan selama COVID 19 akan membantu memasukkan pembelajaran

virtual. Harapan lain, pandemi COVID-19 berakhir sebagai proses pembelajaran tatap muka yang normal.

Kata Kunci: Implementasi, Virtual Learning, Covid-19 Pandemic, Penelitian Kualitatif

INTRODUCTION

Learning is an activity of classroom instruction with teachers and learning materials in a learning environment that includes teachers and students who share information. According to Smith (1962:260) learning is the acquisition of new behaviour or the reinforcement or weakening of old behaviour as a result of experience. David (1996:86) argued that having is the process by which an organism modifies its behaviour as a result of experience. Experiences can be achieved from learning because students can acquire knowledge and skills that are very essential to students' lives. On the basis of the above definition, it can be concluded that learning is the acquisition of a new behaviour resulting from relatively permanent changes and the experience or practice of the organism. In other words, learning understanding is a process that helps students to learn well.

The method is a procedure or a way to achieve certain objectives. Then there is another term that is closely related to these two terms, namely technique, which is a specific way of solving some of the problems identified in the conduct of procedures. The method, according to Harmer (2007), is the practical result of the discussion. The method includes decisions on the types of activities, teachers and students, the variety of material that is appropriate, as well as a number of models for organizing the syllabus. In teaching and learning activities, the method required by the teacher to be used is what the teacher wants to achieve until it ends. It can be found that the process of learning

is a method or stage used in the interaction between students and educators to achieve learning objectives that have been determined in accordance with the material and mechanism of the method of learning. According to Clay (1999), distance learning is an institution based on formal education, where students and instructors are located in separate locations so that they need an interactive telecommunications system to link the two and the various resources they need. In the last two decades, after the launch of the first online class in 1994 (Levy:2003), distance learning has become a vividly developing field of research and practice. Rapid developments have taken place towards the implementation of distance learning. Remote learning research emerged in the 1990s with a series of studies on work in emerging technologies (Dede:1996), cyberspace-based learning communities, and instructor support (Palloff:1999). In Indonesia, virtual learning will be applied when students and teachers are unable to face unexpected obstacles in class. As the people of Indonesia and the world have experienced today, namely the COVID 19 pandemic, which led to distance learning. As we all know, Indonesia and even the world are being tested for the arrival of a pandemic. Pandemic is a global crisis. Also according to World Health Organization (WHO), a pandemic is declared when new diseases spread beyond the bounds of the world. The term "pandemic," according to the KBBI, is interpreted as an outbreak that is contagious across a wide geographic area. In the most classical sense, when the epidemic spreads to a number of countries

or regions of the world. Outbreaks of diseases that fall into the category of pandemics are infectious diseases and have a continuous line of infection. Though, if there are cases in other countries other than the country of origin, they will still be classified as a pandemic.

There are so many historical examples, most recently the pandemic of COVID-19. This flu-like pandemic was declared by the WHO on 12 March 2020. COVID-19 started as an epidemic in China before it spread to the world in a matter of months and became a pandemic. A number of public health measures have recently been taken to reduce the spread of the disease. These "social distance" measures vary somewhat from state to city, but are generally broad in scope. These include cancelling sports, music, cultural and even political events; closing gyms, schools and colleges; recommending work from home, avoiding discretionary travel, and avoiding eating or drinking in bars, restaurants and food courts; and avoiding social gatherings in groups of more than 10 people.

As a result of the global outbreak of the COVID-19 pandemic, particularly in Indonesia, a circular number 4 of 2020 was published on the implementation of the Educational Policy for the Emergency Spread of Coronavirus Disease (COVID-19). Following the circular, the Office of Education, Culture, Youth and Sport took action to ensure distance learning in Indonesia, starting in March. In view of these events, the teacher needs to take quick action to overcome the current pandemic. The English teacher is therefore required to master Internet Technology in order to follow distance learning, especially in SMKN 2 Banjarbaru.

METHODS OF RESEARCH

In this study the researcher applied the Interview research design. Because Interview are particularly useful for getting the story behind a participant's experiences. The interviewer can pursue in-depth information around the topic. Interviews may be useful as follow-up to certain respondents to questionnaires, e.g., to further investigate their responses. (McNamara, 1999). The interview research design being chosen because the researcher tried to know in-depth information of the English teachers' implementations of virtual learning during COVID-19 pandemic

FINDINGS AND DISCUSSION

A. Findings

After interviewing the informant, who focussed on the implementation of virtual learning by the English teacher during the COVID-19 pandemic, the researcher found seven approaches to be adopted by teachers, split into two parts: how English teachers introduced remote learning during the COVID-19 pandemic in SMKN 2 Banjarbaru and how English teachers used the techniques and media.

1. The English teachers implementation of virtual learning during the COVID-19 pandemic.

The first applies to the way English teachers think about virtual learning during the pandemic in particular situations. The informant who interviewed claimed that the idea of virtual learning is learning at an indirect or face-to-face stage. The principal claims that

virtual learning means that no face-to-face approach uses technical resources.

While, according to the informant, virtual learning from the context of language is distance learning, it can be defined as learning but not face to face in the field of education. Virtual learning is commonly referred to as Distance learning, which is not limited by a certain space and time. Specific space and time in question are that students do not have to occupy a certain space in a limited time.

The second refers to the introduction of virtual learning by English teachers during the COVID-19 pandemic. The teacher interviewed spoke about how to apply virtual learning during the COVID-19 pandemic. In COVID-19 the English teachers clarify the steps in virtual learning so that learning can continue as planned. English teacher clarified that preparing or planning for the first time virtual learning was in the form of lesson plans, so that English teachers were able to deliver tasks and materials through video, text, recording and other communication tools and can provide assessments now carried out in SMKN 2 Banjarbaru.

According to the English teachers, the implementation of virtual learning in SMKN 2 Banjarbaru will conclude as follows. In the first place, English teachers need to prepare lesson plans during the virtual learning process, in this case the English

teachers who prepare the classroom plan (RPP). Second, English teachers and students may use other media or technologies to carry out the learning process. Finally, the English teacher tests students' learning outcomes.

The third relates to the benefits of virtual learning during the COVID-19 pandemic. The benefits of virtual learning in the COVID-19 pandemic are evident to all parties that they will "melek IT" (Bahasa Indonesia) as they understand learning technology and also a new experience for English teachers and students. The advantages of virtual learning can be improved or increased by computers for both English teachers and students. Bring new opportunities in virtual learning for both students and English teachers. Not constrained by space and time since it does not actually take place somewhere in a given time and space. Therefore, as suggested by the government, the health can be preserved to function on house activities.

The findings of the SMKN 2 Banjarbaru interviews on the advantages of virtual learning during the COVID-19 pandemic should conclude as follows. Firstly, incorporate new teacher and student perspectives. Secondly, incorporating new technology skills in learning. Thirdly, you can still know the study, but not face to face. Fourthly, virtual learning is not limited to space and time. Fifthly, even if not explicitly,

students can still carry out learning activities.

Fourth, the limitations of virtual learning during COVID-19 pandemics. The teacher says that there are many limitations in introducing virtual learning from teachers and students in the wake of the COVID-19 pandemic at SMKN 2 Banjarbaru. The socio economic aspects of the students in SMKN 2 Banjarbaru are quite poor because the low level of economy is nearly a result of the lack of infrastructure. Mobility technology means, quotas, signals, and often the content cannot be understood well by the students.

According to the Informant who was interviewed at SMKN 2 Banjarbaru, state that not all teachers or students have sufficient knowledge about technology to do distance learning. Because the first experience of virtual learning activities still raises difficulties, among others, not all students have an Android mobile phone. Because this activity is not determined by space and time, teachers cannot directly face to face with students. Virtual learning activities are less able to control students so the value of student character is not yet apparent. Requires cost (quota).

The disadvantages of implementation virtual learning during the COVID-19 pandemic are: First, there is still a lack of knowledge of the development of technology, especially for learning. Second, the economic level of parents of students is still low. So that not all students have adequate

communication tools in the form of mobile phones and internet packages to support learning. Third, in terms of geography, SMKN 2 Banjarbaru is very difficult to get a signal. Fourth, because learning is indirect, the teacher cannot monitor the learning process. Fifth, not all students are able to access the material provided by the teacher. Sixth, students can abuse the function of mobile phones to access things that are not related to learning. Seventh, the study results have not been as expected.

2. Strategies and media the English teacher use in implementing virtual learning during the COVID-19 pandemic.

Informant said :

As a strategy, the English teacher applies several kinds of strategies in implementing virtual learning during COVID-19 pandemic at SMKN 2 Banjarbaru. The application of this strategy aims to keep teaching and learning activities going on even in the COVID-19 pandemic. All strategies can be used if have a good signal and a quota. For example, watching television and providing internet quota through BOS funds as recommended by the government as well as strategies for using mobile phones through WhatsApp and others.

The obvious strategy on virtual learning during COVID-19 pandemic adapted to the conditions, either by listening, using television, using Google

Drive, Google Forms, and how to manage students well. On the other hand, the teachers must make materials for students that are easy and simple according to students' abilities. So the teacher can provide animation or video for virtual learning methods. So it doesn't get boring. Suitable technique for virtual learning implementation during the COVID-19 pandemic, namely the teacher assigns students to watch television shows in accordance with government recommendations. Then, carry out activities through mobile phones whose material has been prepared by the teacher through certain applications. Because the application requires internet access, directly both students and teachers must have an internet quota. Thus, a form of government concern for students is given a quota to access the internet through BOS funds.

Some teachers who have been teaching at SMKN 2 Banjarbaru for ten years and interviewed claimed that virtual media learning is required in the face of a pandemic COVID-19. With the right virtual learning tools, teachers use learning media that are not boring so that students can still learn. The media has been applied to Google Forms, Zoom, and how to communicate with and track students' responses during virtual learning at SMKN 2 Banjarbaru.

The informant explained that Whatsapp, Facebook, and Google Type are the media used in virtual learning. Nonetheless, the

most successful is to use Whatsapp, which students may ask the teacher directly. While according to the informant who was interviewed describe that the appropriate media to use is to see TVRI television at certain hours according to the class, but you can also use the internet such as YouTube, Google Forms and also, of course, using WhatsApp.

In the COVID-19 pandemic, the devices used by English teacher and students were TV, whatsapp, Google App, zoom, Twitter and YouTube. All the media used are media based on the Internet except TV. Therefore, an internet quota is required to use it. TV is a tool used to display an topic relevant to student rates and policy guidelines. Whatsapp is used to provide information, information results and often even to chat, track or discuss students with teachers and peers. Then the teacher also uses the Google Form to exercise the skills of the students in question format and use the Zoom while the instructor does audio visual instruction. Teachers often use Facebook and YouTube learning media to prevent students from getting tired of the supplied materials and increasing student interest in learning. Digital education is a new experience during the COVID-19 pandemic in Indonesia, in particular in SMKN 2 Banjarbaru. The first encounter during the COVID-19 pandemic is virtual learning, which gives rise to specific standards. The goal of virtual learning in the COVID-19

pandemic is for students to continue learning or studying even in a pandemic state through the use of virtual learning methods, but not as optimal as before.

The informant says that the learning will proceed by virtual methods of learning. Students are able to recognize the value of technology as studying without media during a pandemic couldn't continue while technology can be used and the pandemic will eventually come to an end. The informant describe that the English teachers are required to be creative by discovering new things so students can learn according to what is expected so that what the teachers do during this pandemic can be maximized. The point is that learning runs and results can be as expected. But she also hopes that the pandemic will end soon.

The English teachers' expectation on the implementation of virtual learning during the pandemic COVID-19 namely the learning process can still take place, the COVID-19 pandemic quickly ends so that learning can be carried out directly as before. Thus, the teacher can know the development of students from the mastery of the material and student behavior and teacher recognition as educators. With this pandemic, English teachers and students are expected to be able to add insight to the use of technology in the learning process.

B. Discussion

This study focuses on how did the English teachers'

implementations of virtual learning and what strategies and media did the English teachers' use in implementing using virtual learning during the COVID-19 pandemic at SMKN 2 Banjarbaru. There are seven questions that are expanded from the two main research questions: how did the English teachers' implementations of virtual learning during the COVID-19 pandemic at SMKN 2 Banjarbaru and what strategies and media did the English teachers' use in implementing learning using virtual learning during the COVID-19 pandemics at SMKN 2 Banjarbaru, subjects shared their personal experiences with the researcher in response from the questions given by researchers. The answer is then classified into two parts as follows:

The first part is about understanding of distance learning with its various advantages and disadvantages and its implementation in learning at SMKN 2 Banjarbaru during the COVID-19 pandemic. As stated by informant, the understanding of virtual learning is virtual learning activities that are carried out indirectly and require the right media so that learning can take place. However, this virtual learning still has advantages and disadvantages. Based on the results of the interview, the researcher can give the idea that there are more disadvantages than advantages. Because this is the first time it has been implemented in Indonesia, especially during the COVID-19

pandemic. Another factor that causes the weakness of virtual learning in terms of geography, human resources, and the economy. Be short of human resources, is also one of the deficiencies in this learning process, due to be short of knowledge and financial knowledge about technology. However, the virtual learning process can still take place even though it has not been maximized.

Second, the implementations of distance learning during the COVID-19 pandemic must use appropriate strategies and media. The right strategy according to the results of interviews with the informant in SMKN 2 Banjarbaru that can provide motivation, and not burdensome to students. So, the English teacher must be clever in determining the strategy. For example, a strategy that gives students the task of watching television and reporting activities through mobile phones (Whatsapp). Besides being used to report the results of activities, Whatsapp is also used to receive assignments from the teacher as well as student feedback in carrying out activities. Other media used by teachers and students are Google Form, Zoom, Facebook, and YouTube. Google form is used when learning in the form of writing or essays. Zoom is used to carry out learning using audiovisual as well as control the presence of students. Then Facebook and YouTube are complementary and can deepen the

material delivered at a certain time because the material from Facebook and YouTube can be learned without any time limit. The English teacher hopes that the learning process will continue in the framework of pursuing strategies and media for distance learning. Another hope is that the COVID-19 pandemic will soon end, the learning process will proceed as usual through face to face.

CLOSURE

Finally, the research comes to the conclusion. Based on the findings that are discussed, the researcher concludes that:

1. Understanding of virtual learning is distance learning activities carried out indirectly and requires appropriate media so that learning can take place. The implementation of virtual learning has several advantages and disadvantages. However, more disadvantages than advantages. This is because it's the first time virtual learning is carried out during the COVID-19 pandemic. In addition, other factors that cause the weakness of distance learning in terms of geography, human resources, and the economy are still weak. However, learning can still take place even though the results obtained are not optimal.
2. The implementations of virtual learning during COVID-19 pandemics must use appropriate strategies and media. The right strategy in a COVID-19 pandemic condition is giving students the

task of watching television and implementing reporting activities via mobile phones (WhatsApp). Besides being used to report the results of activities, Whatsapp is also used to receive assignments from the teacher as well as student feedback in carrying out activities. Other media used by teachers and students are Google Form, Zoom, Facebook and YouTube. The expectation, of using strategies and media during COVID-19 can assist in the implementation of virtual learning. Other expectations, pandemic COVID-19 coming to an end, as a usual learning process through face to face.

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