

## English Teachers' Readiness to Implementing Online Learning

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### Abstrak

Saat ini sistem pendidikan dilakukan dengan cara yang berbeda-beda dimana proses belajar mengajar dapat dilakukan sebagai pembelajaran jarak jauh tanpa batasan ruang dan waktu atau yang biasa dikenal dengan pembelajaran online. Penelitian ini bertujuan untuk menganalisis kesiapan guru dalam melaksanakan pembelajaran online dan untuk mengetahui kelebihan dan kekurangan pembelajaran online. Penelitian ini berbentuk penelitian deskriptif kualitatif. Lima guru dan seorang kepala sekolah dilibatkan sebagai subjek sedangkan objek penelitiannya adalah kesiapan guru melaksanakan pembelajaran online. Data diperoleh melalui observasi, survei, dan wawancara dengan menggunakan daftar periksa observasi, angket, dan pedoman wawancara. Data yang diperoleh dianalisis dengan menggunakan Analisis Data Kualitatif. Hasil penelitian menunjukkan kesiapan guru bahasa Inggris dalam melaksanakan pembelajaran online sudah cukup baik. Guru telah siap dalam 3 prosedur yaitu pembukaan/pra kegiatan, kegiatan inti, dan pasca kegiatan yang dilakukan melalui pertemuan online. Internet yang tidak stabil dan pembelajaran yang tidak optimal merupakan kerugian dari pembelajaran online karena guru tidak dapat bertemu langsung dengan siswa dan guru hanya dapat mentransfer ilmu atau teori dan guru tidak dapat mendidik karakter siswa. Sedangkan untuk aspek kelebihan, guru lebih mudah dan sederhana dalam mengajar karena bisa mengajar dimana saja. Program pembelajaran online sangat mendukung dan membantu institusi, khususnya sekolah dalam situasi dan kondisi yang tidak normal ini.

**Kata kunci:** Kesiapan Guru, Pembelajaran Online, Guru Online

### Abstract

Nowadays, education system is conducted in the different ways in which the learning and teaching process can be done as a distance learning without time and space limitation or commonly known as online learning. This study aimed at analyzing teachers' readiness implementing online learning and to know strengths and weakness of online learning. This study was formed in descriptive qualitative research. Five teachers and a principal involved as subject meanwhile object of the study was teachers' readiness implementing online learning. The data were gained through observation, survey, and interview by the use of observation check-list, questionnaire, and interview guide. The obtained data were analyzed by using Qualitative Data Analysis. The result showed the readiness of English teachers implementing online learning was good enough. Teachers was ready in 3 procedures like opening/pre-activity, main activity, and post-activity that conducted by the online meeting. Unstable of internet and not optimal learning were the disadvantages of online learning because teachers couldn't meet students directly and teacher only could transfer knowledge or theory and teacher couldn't educate students' character. While for advantages aspect, teacher easier and simpler in teaching because they could teach anywhere. Online learning program was supportive and helpful to the institution, especially the school in this abnormal situation and condition.

**Keywords:** Teachers' Readiness, Online Learning, Online Teacher

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## 1. INTRODUCTION

Nowadays, education system is conducted in the different ways in which the learning and teaching process can be done as a distance learning without time and space limitation or commonly known as online learning (Diningrat et al., 2020; Garbe et al., 2020). Online learning is defined as presentation of educational material through computer connected to a network (Abidah et al., 2020; Arnó-Macià, 2012). It is continued by previous research who states that the general ability of using a computer by connecting it to a network emerges the terms of online learning, open learning, web-based learning, computer-mediated learning, blended learning, and m-learning which offers the possibility to learn from anywhere, anytime, in any rhythm, with any means (Damayanthi, 2020; Peeters, 2018). Online learning is learning supported by the internet, which provides the learning material, including

YouTube videos, PowerPoint, E-book, audio, etc. (Heggart & Yoo, 2018; Riley, 2017). From those definitions, it can be concluded that online learning is a learning process where the materials presented through the involvement of technological means without time and space limitation.

There is no change toward the teachers' role in education system whether the learning process is conducted through online situations or conventional situations considering that teachers have a crucial role as a facilitator in conveying the information to students (Asmuni, 2020; Kim, 2020). It is undeniable that every information given by the school will be often delivered by the teachers. The success of any innovation in education, such as the introduction of online teaching and online technologies (what is commonly referred as e-learning), is in great part due to how well teachers engage with the new ideas and implement them with their learners. After all, learners are often viewed by learners as the embodiment of the course and the institution, one of the key components that can make or break their whole learning experience (Sundayana, 2017). Thus the online teacher becomes a critical factor in learner acceptance of e-learning (Arlinwibowo et al., 2020; Parvin & Salam, 2018; Widiara, 2018). Since teachers have a crucial role in the learning process, they are supposed to be ready enough in playing their role in the learning process. The teachers' readiness is the main concern in this case particularly in implementing online learning which is far different from the conventional learning. Teachers need to be trained to become confident users and effective supporters of their students, and both teachers and learners alike need to know how to use new technologies and why they should use those (Abualrob, 2019; Etxebarria et al., 2012). Therefore, teachers' readiness is the main thing to make the learning process run well. Online learning may not be familiar among Indonesians, especially those in remote areas or far from cities. Still, after this pandemic, people inevitably have to know what online education is, including teachers, because students get information through teachers (Fikri et al., 2021; Sadikin & Hamidah, 2020).

However, in the online learning process, there are many problems that online teachers face. Teachers faced several obstacles during online learning, the first Learning Applications (Arizona et al., 2020; Nuraini et al., 2020). As pandemic countries, forcing teachers to use an application connected to internet applications to deliver learning material. This is an obstacle for teachers because teachers are not ready to switch to online learning. The second is Internet and Devices. An internet connection is very important in implementing online learning. Yet, the field proves that teachers and even the public complain about the inadequate internet network. Third, Learning Management. This becomes an obstacle when online learning. Teachers must choose learning materials with extras to make no misconceptions between teachers and students when implementing the material. On the other hand, teachers must also see the achievement of basic competencies that students must master. Based on the preliminary observation conducted, the researcher found that SMAN 1 Seririt has implemented online learning since the enactment of government regulation, namely restriction on activities related to leaving the house and traveling. Furthermore, the availability of software, hardware, and stability of the internet met the expected level for implementing online learning. The school has conducted a workshop to operate the application. Therefore, from several problems, researchers are enthusiastic to know the readiness of English teachers to implement online learning. However, the researcher had read some articles that related to her study. The researcher found a researcher who conducted a study concerning teacher and students' readiness in online learning and subject or the sample was teachers from all major and students' senior high school. This study aimed at analyzing teachers' readiness implementing online learning and to know strengths and weakness of online learning.

## 2. METHODS

The research was conducted to know the teachers' and students' perceptions about E-learning and M-learning. The findings obtained from that study indicate that all of the teachers in those schools are ready and able to develop E-learning and M-learning systems. While the study conducted by the researcher was about the teachers' readiness, especially of English teachers in SMAN 1 Seririt, to implement the online learning process. The subjects of this study are all English teachers and the principal of SMAN 1 Seririt. This study was conducted in the form of qualitative research which focused on analysing teachers' readiness in conducting online learning. According to Kothari (2004), descriptive research is those studies that explore a phenomenon by describing the character of a particular individual or a group as clear as possible. SMAN 1 Seririt was chosen as the setting of the study in which there were five teachers and one principle involved as the subject of the study. Meanwhile the object of the study was the teachers' readiness in implementing online learning. The data were gained through observation, survey, and interview. The instruments of the study were observation checklist, questionnaire, and interview gained. After the data were collected, an analysis was conducted in which Qualitative Data Analysis proposed by Miles and Huberman was used in this study.

In addition, there were four factors used for observing the teachers' readiness in implementing the online learning obtained from the online learning process, such as; technology, people, content, learning institution. In term of technology, it was found that the teachers' readiness was optimal considering that the availability of technology used by them in conducting online meeting, such as; the use of WhatsApp, Google Classroom, Google Meet as a learning platform. The teachers' ability on using technology reflected the term of people in which the observation results showed that all of the English teachers were confident in utilizing online learning in English course. It represented that the teachers' readiness was optimally enough in term of people. Meanwhile, it was viewed in term of content that focused on the learning strategies and technique used by the teachers. It could be seen that the teachers emphasized the learning materials well in every part of activities, such as; project based learning, daring method, luring method, home visit method, blended learning. The syntax of the activities was arranged based on the method used such as; The last term was learning institution in which it was shown that the teachers put themselves as the part of institution. From the observation, the teachers were required to rate whether the schools supported the English online learning through the hardware and software. As a part of institution, the teachers used the facilities provided by the school; computer, and internet voucher given by the government.

## 3. RESULTS AND DISCUSSION

### Results

Based on the data obtained through observation, questionnaire, and interview, there were several results found for answering the research questions, such as; the teachers' readiness in implementing online learning, and the strengths and weaknesses of implementing online learning. The findings were explained and discussed as follows. The observation shows the teachers' readiness in terms of technology, people, content, and learning institutions viewed from how the online learning process conducted. There were five teachers observed in which how the online learning process conducted by them became the main point in these observations. The English online learning was conducted through three main activities as stated in Permendikbud No. 22/2016, such as; pre-activity, main activity, and post-activity. Those activities were conducted through the use of WhatsApp group, Google Classrooms, Google Meet, and Zoom. It shows that the teachers had been ready in

implementing online learning viewed in term of technology. All of the five teachers were shown that they used WhatsApp as the software or application for sharing the information related to the learning process meanwhile the learning activities is commonly conducted through Google Classroom, Google Meet, and Zoom. Students submitted their assignments or works through Google Classroom meanwhile the online meeting was conducted through Google Meet and Zoom.

During the two teaching process, there were three activities often done by the teachers in pre-activity, such as; greeting students, praying, conveying the learning objectives and material, and motivating students to learn. The main activities observed by the researchers showed that there were five activities that were required to be conducted by the teachers, such as; introducing the learning materials, explaining learning materials, giving an assignment as an exercise, providing discussion section, and evaluating students' performance. It was also pointed out there were only two activities conducted by the teachers in the post activities; checking students' understanding toward the learning materials, and evaluating and concluding the materials that has been taught by the teachers. From all of the teachers, all of them generally conducted all the parts; pre-activity, main activity, and post activity even there were three teachers who conducted the learning process in the different class with a different topic but they used the same syntax.

In addition, there were four factors used for observing the teachers' readiness in implementing the online learning obtained from the online learning process, such as; technology, people, content, learning institution. In term of technology, it was found that the teachers' readiness was optimal considering that the availability of technology used by them in conducting online meeting, such as; the use of WhatsApp, Google Classroom, Google Meet as a learning platform. The teachers' ability on using technology reflected the term of people in which the observation results showed that all of the English teachers were confident in utilizing online learning in English course. It represented that the teachers' readiness was optimally enough in term of people. Meanwhile, it was viewed in term of content that focused on the learning strategies and technique used by the teachers. It could be seen that the teachers emphasized the learning materials well in every part of activities, such as; project based learning, daring method, luring method, home visit method, blended learning. The syntax of the activities was arranged based on the method used such as; The last term was learning institution in which it was shown that the teachers put themselves as the part of institution. From the observation, the teachers were required to rate whether the schools supported the English online learning through the hardware and software. As a part of institution, the teachers used the facilities provided by the school; computer, and internet voucher given by the government.

It has been mentioned that questionnaire was also used to obtain teachers' readiness in implementing online learning in SMAN 1 Seririt. The questionnaire consisted of four factors such as; technology, people, content, and institution. Technology factor focused on the software and hardware used by the teachers, people focused on the experience of instructor, content focused on the method used during the online learning process, and institution concerned on the role of school. The questionnaire consisted of 2 statements and seven questions that the respondents were supposed to answer honestly. The questionnaire result showed five the teacher gave the satisfying result considering that almost all of the teachers chose Likert 3 (agree) and 4 (strongly agree). In term of technology factor, there were two questions and one statement, for the question such as "does the teacher use computer/ laptop /tablet/smartphone for online teaching?", "does the teacher use an online learning application/platform for online teaching (Google Classroom, Schoology, WhatsApp, Edmodo, etc.)", and the statement "the availability of software and hardware is sufficient". The result showed that all the teachers chose strongly agree. It meant that they strongly

agreed about the statement and questions. In the process of online teaching and learning, the teacher used mobile technology (computer) and used Platform/application (Google classroom and meet) as their hardware.

## Discussion

Teachers were satisfied because the school provided the devices. It meant that the availability of software, hardware, and stability of the internet met the expected level. Thus, it could be seen that the readiness of the English teacher in technology factor was ready and satisfying enough. These results were also supported by a study which aimed to investigate teacher and student perceptions of E-learning and M-learning, ensuring their readiness to engage in the development of online learning processes (Saifuddin, 2018; Satrianingrum & Prasetyo, 2020). The findings obtained from the study indicated that teachers and all students had been ready and able to participate in developing E-learning and M-learning systems. The questionnaire about the people factor presented that one teacher was proficient in operating the technological devices (mobile technology) and other teachers were very proficient in which it shown by the Likert chosen by them toward the first statement. The first statement in term of people factor was about teachers' ability of using mobile technology. Most the first teacher chose Likert 3 meanwhile other four teachers chose Likert 4. The second statement was about teachers' belief related to e-learning as an easy learning process. All of the five teachers selected Likert 3 which meant that they agreed that the online learning was easy to be implemented. In conclusion, the result of the teachers' readiness viewed on the people factor presented that they were skilful in operating technology and having a positive attitude toward the online learning. This factor was crucially needed to be obtained and considered in investigating teachers' readiness since teachers had an important role in education. It was relevant to the statement which stated the characteristics of a professional teacher would reflect in the performance of the implementation of tasks that were marked by both material and melodic expertise (Abualrob, 2019; Ripoll et al., 2021). Online teachers are required to be able to master technology, both software, and hardware.

The third viewed factor was content factor in which this part consisted of three statements. The teachers mostly selected Likert 3 and 4 for each statements in which it could be interpreted that the teachers agreed to the statements. The statements covered the use of the online method, technique, and assessment for conducting online learning, the feasibility of practical part of English teaching and learning in online learning. Hence, it could be concluded that the readiness of all teachers in the content factor was good enough. It was relevant to the competence required for the teachers as stated by previous study (Struyven & De Meyst, 2010; van Griethuijsen et al., 2019). These competencies are, teachers are able to use technology, to have skills to design and implement courses (depending on the applications to be used), to moderate, organize and archive asynchronous discussions, to establish ground rules, guide, and animate synchronous discussions, to integrate different teaching and learning styles to the course, to interact actively with students and gave them constant feedback, to make students aware of cultural differences among members of a group, of Internet ethics and netiquettes, among others. It is also added that a teacher who wants to work online also needs to understand the nature and philosophy of distance education.

There was only one factor related to institution factor contained in the questionnaire. It stated whether the software and hardware used by the teachers were provided from the schools or not. The questionnaire result showed that two teachers chose to agree and three teachers chose strongly agree. It meant all the teachers agreed that the devices such as software and hardware were supported by the school. The school had provided the learning devices for the teacher to implement online teaching and learning. It meant that the school

supported the facilities to implement online learning. Thus, English teachers feel that schools support implementing online learning seen from the hardware and software. The readiness of English teachers in this factor also could be said ready and very well. Readiness is a plan and preparation done by school staff. In this case, teachers were the school staff who took responsibility for their school. Teachers were responsible for preparing online learning needs, both software and hardware. However, the school also plays an important role in the implementation of online learning. Schools were fully responsible for providing software and hardware. The software that schools must provide, like the internet, to access online learning and teaching and hardware in the form of computers, laptops, and tablets. Therefore, software and hardware in implementing online learning are responsible for both teacher and school.

The interview result showed the disadvantages and advantages of implementing online learning. The disadvantage of implementing online learning was the unstable internet connection. If when implementing online learning, the internet was unstable, teachers and students felt injured because learning was not optimal. Students did not absorb the learning well because the teacher could not explain the material clearly. In addition, the disadvantage of distance learning was that the teacher only able to explain the theory or only transfer the knowledge, but the teacher could not educate students' character because the teacher and students could not meet physically or directly. So the psychology between teachers and students was not good. It means teachers and students did not know each other. If teachers and students met face to face, they would know each other, and teachers could solve students' problems in learning. They mention four competencies that should be had by the teachers as; personality, social, professional, and pedagogical competencies. Further, kindergarten teachers until high school should have the educational skill stated by Permendiknas No 16 Tahun 2007, namely 1) mastering the characteristics of learners from the physical, moral, social, cultural, emotional, and intellectual aspects; 2) mastering learning theories and principles of educational learning; 3) developing curriculum related to the subjects/fields of development that are supported; 4) organizing educational learning; 5) utilizing information and communication technology for the benefit of learning; 6) facilitating the potential development of learners to actualize their potentials; 7) communicating effectively, empathetically, and courteously with learners; 8) organizing assessment and evaluation of learning processes and outcomes; 9) utilizing the results of assessment and evaluation for the interest of learning, and 10) taking reflective action to improve the quality of learning.

Further, there were some advantages of online learning, like teachers were simpler in teaching. Teachers should not come to school and teach the students in the classroom, yet they could teach their students everywhere. In addition, teachers could do other jobs while teaching. Actually, when online learning is compared to face-to-face, teachers in face-to-face learning not only could transfer their knowledge but they also educated student's character and the students could add to their knowledge from the fields of interest and talent or extracurricular. Yet, in online learning, teachers easier more to prepare themselves in teaching because the teacher can download and upload the material through the online system. These teachers did not spend a lot of money and time because the teacher could teach everywhere. It was true that online learning can be done anywhere and anytime because teachers only need computers and internet access to conduct online learning. Online learning is educational material that is presented via a computer connected to a network that offers the possibility to learn from anywhere, anytime, in any rhythm, with any means.

#### **4. CONCLUSION**

Teachers' readiness was crucially needed to be concerned in implementing considering that teachers held a significant role in education system. There were several results found in this study related to the teachers' readiness in implementing online learning,



such as; the readiness of English teachers implementing online learning in SMAN 1 Seririt was satisfying enough, the teachers had ready in 3 procedures such as opening/pre-activity, main activity, and post-activity that conducted by the online meeting. In addition, English teachers also had been ready in implementing online learning in four factors such as technology, people, content, and institution. The teacher had been ready both from three procedures (opening/pre-activity, main activity, and post-activity) and four factors (technology, people, content, and institution). The disadvantage of online learning was, the unstable of the internet and online learning was not optimal because the teachers could not meet the students directly, in the sense that the teacher only could transfer knowledge or theory, but the teacher could not educate students' character. While for the advantages aspect, the teacher easier and simpler in teaching online learning because they could teach anywhere. In addition, the online learning program is supportive and helpful to the institution, especially the school, in this abnormal situation and condition.

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