TEACHER PEDAGOGICAL COMPETENCE IN FACING ONLINE CLASESS IN THE PANDEMIC ERA

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Abstract

The COVID-19 pandemic that currently facing in Indonesia has an impact on the existing education system, such as a change from conventional learning to online learning. This raises questions about the pedagogical readiness of a teacher in the teaching and learning process. The aim of this study to analyze teacher pedagogical competence in facing online classes in pandemic era. This research was conducted using qualitative research. The data collection was carried out by taking it from the questionnaire we made on Google Form which was filled in by the teacher that we analyze, after that we collected the answers from the questions that we made to get to know the result. The results showed that the teacher was still in the stage of adapting to teaching and learning activities carried out by e-learning or online classes. Besides that the teacher still doesn't know how to overcome the difficulties faced when online classes are conducted.

Keywords: Teacher, Pedagogic, Teaching, Learning

INTRODUCTION

Developing the potential of human resources by encouraging and facilitating learning activities is one form of education (Melinda & Susanto, 2018). The educator becomes someone who encourages and facilitates student learning activities. One important indicator of the quality of learning activities is the level of student involvement in the teaching and learning process. The level of quality of the teaching and learning process shown through explicit or implicit student participation can indicate the quality of the teaching method used (Mustafa Sarıtepeci & Çakır, 2015).

Now all over the world are faces *COVID-19*, this pandemic influence every aspect in life it is also included education aspect. One of the changes that has occurred is that conventional learning has turned into online classes which makes *ICT* become one of the important component on learning process. Susanto & Rachmadtullah (2019) point out that multimedia-based learning applications that meet all aspects, namely Display Design, Navigation, Animation, Text, Typography, Ease of Use of multimedia, aspects of material accuracy, content compliance, presentation of

complete material, suitability of practice questions with indicators can be used in learning activities as evidenced in education Management course. The higher the technological capability, the higher the learning performance and the higher the pedagogical ability, the higher the learning outcomes (Susanto, Rachmadtullah, & Rachbini, 2020). *ICT* provides convenience in the learning process but through this pandemic, the teacher need to be more aware about the student needs. Teachers also need to follow and study current technology and its developments because technology itself will always develop.

On the other hand, the need for pedagogical improvement by implementing effective instructional communication patterns so as to create effective learning communication, the higher the pedagogic competenc (Susanto, Rozali, & Agustina, 2019). Communication is an important pedagogical aspect, a teacher must be able to create effective, empathetic and courteous communication with students and be able to provide relevant responses to student comments or questions (Susanto & Rozali, 2020). It is related to class management, Reka & Susanto

(2018) mention that teacher leadership in the classroom can affect student learning behavior either partially or simultaneously. The current situation highly examine the skills of teachers in all aspects of teaching and learning activities like technology development, communication, classes management, etc. Based on previous findings, this research focus on to analyze teacher pedagogical competence in facing online classes in pandemic era.

METHOD

1. Activities

This research activity aims to determine the pedagogical competence of teachers in dealing with online classes in the Pandemic era. The research data used a questionnaire containing the following questions:

1. What tools and applications do you use in online classes?
2. To what extent are your pedagogical ICT skills?
3. How do you adapt conventional learning activities to be online?
4. Are you able to manage the online classes properly?
5. What activities do you do during the online class?
6. What difficulties did you face during the online class and how did you overcome them?

2. Scope / Object

This study has a scope of teacher pedagogical competence in implementing online classes. The object itself is the teachers who are carrying out teaching and learning activities online.

3. Main Materials and Tools

The main materials and tools that we prepared were in the form of a questionnaire that we made on Google Form, so that the teachers who were the objects of the research could access it easily without having to make eye contact.

4. The place

The research sites that we take are on Google Form so we can keep our distance when doing research.

5. Data collection technique

Data collection was carried out by taking it from the questionnaire we made on Google Form which was filled in by the teacher that we studied, after that we collected the answers from the questions that we made.

6. Analysis Technique

The results of the questionnaire that were answered by the teacher, were used by us to be analyzed and presented in the Results and Discussion section.

RESULT AND DISCUSSION

Based on the results of the questionnaire that have been obtained, it shows that the object research consists of two teacher, which is female and male teacher. Teachers who are the object of research in this study are the teachers who are dealing with online classes in the pandemic era. The age of the teacher who is the object of this research is around 30 – 40. The research object is The civic education teacher, with a teacher service period around 5 years and the English language teacher, with a teacher service period around 10 years.

From the answer that has been obtained, tools and application that they use when they teach the students in online class during the pandemic era are WhatsApp, Google Classroom, Internet, and Google Forms. They use this to do the teaching and learning process in online class while in pandemic era, they use this to follow safety guidelines in the pandemic era, by minimizing direct contact in class. Many people perceived that online learning is very helpful in the middle of this pandemic (Allo, 2020). They also use this application to communicate with each other, and give assignments and answers to certain applications. At this point the pedagogical of ICT teachers will be seen, from how they can use or operate tools and applications to carry out the online classroom activities.

To be able to carry out teaching and learning activities in online classes, teachers must have pedagogical abilities that can make a room a place for teaching and learning activities to occur. Teacher pedagogic competence is when a teacher is able to manage the learning process of students (Kumala, Susilo, & Susanto, n.d.). The object of research tells that they have a fairly good ability in their ICT pedagogy, they are able to operate Microsoft

Office, Google Forms, Google Meet, Google Classroom, and Zoom very well. Because of this pandemic we can't do a conventional class in school, so there is an application that can be used to do the teaching and learning activities. Educational electronic platforms are presented by educational institutions for an official alternative for non-classroom activities (Machado, Bonan, Da Cruz Perez, & Martelli Júnior, 2020). Example for the application : Google Classroom is one of application or platform that can be used to do teaching and learning activities by post a question and get an answer from the students, and Zoom is one of application or platform that can be used to do some discussion for teaching and learning with face to face through screen.

Covid-19 is certainly a virus outbreak that has never been thought of in the entire world, therefore this pandemic is a disaster that cannot be avoided. In this pandemic era, of course, many schools have changed their teaching and learning systems from conventional learning activities in schools to learning using online classes at home. During covid-19, the switch to the e-learning was for all educational institutions, which was unplanned (Alqahtani & Rajkhan, 2020). Therefore, it would not occur to many people that all activities would be limited, and neither would teachers. The transition from pandemic has change the intstructional methods that traditionally have been through face-to-face to more indirect methods that has forced schools to engage in a learning flow that has complexities and limitations (Rasmitadila et al., 2020). The object of research said that they made an adaptation to the teaching and learning system, and they adapted slowly, by familiarizing themselves with the use of the internet as needed.

By using online classes as a place for teaching and learning, the teacher remains a role that can run or start and manage the activities in the classroom. The system of classroom teachers in the education system in schools can support the teachers to play their leadership role in the classroom (Susanto, 2018). According to one respondent when they arranged for the online class to run, the teacher thought that he was not good at managing the class, and the activities carried out during the online class took place, namely by providing material and giving assignments. Meanwhile, the other respondent said that they could manage the online class well, and the activities that carried out during the online class were the same as in conventional class, they do the activities by starting absences, praying, singing national songs, providing materials and providing evaluations. to the students. Teacher's understanding of the class should be in the broader sense, because the role and function of teacher as leader in the class (Susanto, Syofyan, & Rachmadtullah, 2020).

In adapting to a new activity, there will be always some difficulties that will occur. Likewise, when Indonesia started to adapt to online class activities. E-learning is always depending on a strong internet connection with the high band (Radha, Mahalakshmi, Kumar, & Saravanakumar, 2020). Respondents said that the difficulties and obstacles they faced when online classes took place, namely that not all students had cellphones or smartphones, internet quotas, there is also unsupportive signals, and teachers still did not know how to overcome these difficulties.

CONCLUSION

The pedagogical ability of a teacher during the pandemic period is the key to the success of teaching and learning activities. The results showed that the teacher was still in the stage of adapting to teaching and learning activities that carried out by e-learning or online classes. Even though the respondents can operate the tools, application or platform, some of them still have difficulty in class management. Teacher as a leader in the class they should have an ability to manage the class. Besides that the teacher still doesn't know how to overcome the difficulties faced when online classes are conducted.

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