THE EFFECT OF COVID-19 PANDEMIC IN THE TEACHING ACTIVITIES

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Abstract

This study aims to analyze the effect of the Covid-19 pandemic on the teaching process for teachers. This research also aims to look at the obstacles faced by teachers during the online learning process. The method in this study uses qualitative methods to obtain information in order to achieve the objectives of this study. The respondents needed in this study are teachers. The result showed that the Covid-19 pandemic greatly affected the teaching process of teachers.

Key words: Teaching process, Covid-19 pandemic, Impact on teachers

INTRODUCTION

Do you know what is Covid-19? Do you know what effect Covid-19 has on Indonesia? Covid 19 is currently on the rise in the world. Almost all countries have been hit by the Covid-19 virus. So what is Covid-19? Coronavirus disease (Covid-19) is an infectious disease caused by a newly discovered coronavirus. Most people infected with the Covid-19 virus will experience mild to moderate respiratory illness and ecover without requiring special treatment (Ahluwalia, 2020; Guru et al., 2021; Isnain et al., 2021; Panganiban1 & Madrigal, 2020). Older people, and those with underlying medical problems like cardiovascular disease, diabetes, chronic respiratory disease, and cancer are more likely to develop illness (Mastan et al., 2022; Rahman Isnain et al., 2021; Tuhuteru, 2020).

The influence of Covid-19 is very influential for the country, especially in the field of education (Adhinata et al., 2021; Novitasari et al., 2021; Sulistiani et al., 2020). The Covid-19 pandemic is making real changes in the world of education (Maskar et al., 2021; Thornton & Houser, 2005). Education is life itself and this life is not only a matter of personal life but is broadly related to the life of the community as well (Arpiansah et al., 2021; Nugroho, 2021). Therefore education is a necessity, functions socially because it takes place in society itself, has guiding values and meanings because the life habits of the old generation are different from the new generation and is a sign of the development of civilization in a society (Ahdan et al., 2021; Ayu et al., 2021; Tindakan et al., 2021). Education is nothing but an effort to maintain the sustainability of society itself. Based on this statement, it can be seen that education must run in any circumstances (Oktaviani, 2021; Oktaviani et al., 2021; Puspita et al., 2021).

One of the government's efforts to reduce the spread of Covid-19 is by making teaching and learning activities an online system (Athaya et al., 2021; Putri & Sari, 2021; Yusuf, 2021). The learning system is carried out without face to face directly, but is carried out using a distance learning (Pradani, 2021; Qodriani & Wijana, 2021; Rohman et al., 2020). This is certainly a new thing for students and teachers (Muliyah et al., 2020; Risten & Pustika, 2021; Sari & Oktaviani, 2021). In the teaching and learning process there were effects felt by teachers during the Covid-19 pandemic (Ariesta, W., Aina, M., Uslan, S. K., & Aminatun, 2021; Nadya et al., 2021; Yudiawan et al., 2021). So this study aims to analyze the effects of the teaching and learning process during the Covid-19 pandemic (Fahrizqi et al., 2021; Gumantan et al., 2021; Nani & Lina, 2022).

LITERATURE REVIEW

In order to prevent the spread of the virus, the roles and responsibilities of health professionals, workforce education is diverse and challenging (Aguss et al., 2021; Ambarwati & Mandasari, 2021; Sengkey et al., 2020). It relies on a variety of learning resources from teachers, peers, patients and may focus on Work Integrated Learning (WIL) (Fatimah et al., 2021; Pratomo & Gumantan, 2021; Syaifulloh & Aguss, 2021). The COVID-19 pandemic has affected many of these learning opportunities, particularly in large groups or involving direct interactions with peers and patients (Nabila et al., 2021; Pramita et al., n.d.; Sohrabi et al., 2020). Much of the curriculum has been adapted to an online format, the long-term consequences of which have not been recognized (Choirunnisa & Mandasari, 2021; Yuliansyah & Ayu, 2021; Yulianti & Sulistyawati, 2021). The changed format is likely to have an impact on the learning pedagogy that affects both students and teachers. This requires a systematic approach to the evaluation of online teaching and learning adaptation, as compared to the previous format, where, face-to-face education may be the focus. During the Pandemic, the teachers teach from home, and it's called virtual learning (Computer Based) learning) by using various media, such as WhatsApp, Zoom, G-meet or other applications (Ahmad et al., 2021; Andriadi, 2021; Novawan et al., 2020). Lecturer facilitate students by giving some lessons and students listen to the lecturer, so there will be interaction among them. At the end of the session, usually the lecturer gives assignments and students work on them or we can call it independent learning.

METHOD

This study uses a qualitative case study method to obtain information about the impact of the Covid 19 pandemic on the teaching process. Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem (Baker & Edwards, 2012). The researcher builds a complex, holistic picture, analizes words, report detailed views of information, and conducts the study in a natural setting. The researcher use questionnaire method to collect the data. A questionnaire is a data collection technique by asking questions to be answered by respondents, usually in writing. This paper conducts research to determine the impact of the Covid-19 pandemic on teachers in the teaching process. The writer will conduct research with teachers, in junior high schools Satu Atap 3 Lumbok Seminung. Especially for seventh grade teachers. The subject are seventh grade teachers in junior high schools Satu Atap 3 Lumbok Seminung. The samples are a half of seventh grade teachers in junior high schools Satu Atap 3 Lumbok Seminung.

RESULTS AND DISCUSSION

1. Result

No	Question	Agree	Neutral	Disagree
1.	The Covid-19 pandemic has had a profound impact on the teaching process.	87,5 %	12,5 %	-
2.	I prefer teaching online than teaching face-to-face.	12,5 %	37,5 %	50 %
3.	Due to the covid-19 pandemic, teachers are increasingly difficult to interact with students.	87,5 %	12,5 %	-
4.	You are proficient at using the technology used in online learning.	75 %	-	25 %

No	Questions	Google	Zoom	Google	Whatsapp	Other

		Meet		Classroom		s
1.	Applications that you use to achieve online learning goals	25 %	-	12,5 %	50 %	12,5 %

No	Question	Answers
1.	The difficulties you face teaching students online	P1 : Low economic capacity results in the lack of available online learning facilities such as handphone/laptop, minimal signal access for remote areas, students and teachers who are not used to using technology in learning.
		P2 : Internet signal and monitoring of study activities at home.
		P3 : Students like to turn off the camera, don't want a response when asked.
		P4 : Inadequate signal
		P5 : Due to difficult signals, students are always not allowed to participate in online learning.
		P6 : Lack of understanding of students and teachers in the learning process and regarding the signal provider which is still difficult in our area.

2.Discussion

This paper aims to find out what impact the Covid-19 pandemic has on the teaching process for teachers. The population in this study are seventh grade teachers in junior high schools Satu Atap 3 Lumbok Seminung. Based on the data that the writer already got, it can be said that the Covid 19 pandemic has a profound impact on the teaching process. Then, teachers prefer to teach face-to-face rather than teaching online. Most of them have difficulty interacting when learning online. Based on the results that the researchers got, the teachers were proficient in using the technology used in online learning. Some of them use the Whatsapp application to achieve learning goals. There are also those who use Zoom, Google Classroom, and Google Meet.

They acknowledge the many difficulties they face in teaching online. Because their residence is located in the countryside, it is difficult for them to get a signal in their area. Even student students feel the same way, which causes many students to often not participate in online learning due to signal difficulties. The teacher also mentioned that it was related to the low student economy so that there was a lack of online learning facilities, such as cellphones and laptops. Teachers also admit that they are less effective in monitoring student learning activities at home. Students also do not respond when asked by the teacher which makes it difficult for the teacher to make students active while learning.

CONCLUSION

Based on the research, the writer get the data. the writer find out what effect the covid-19 pandemic has on the teaching process for teachers. In conclusion, the Covid 19 pandemic has greatly changed the teaching and learning process. Teachers face many difficulties when learning online. Moreover, they live in rural areas, which makes it difficult for them to get signals to do online learning. As for the most basic obstacle, namely inadequate facilities for the learning process due to the low student economy. Due to the lack of effectiveness of the online teaching process, most teachers prefer to teach face-to-face. The impact of covid-19 for teachers is very large where in this situation the teacher must spend extra time for students so that learning goals can be achieved.

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