

**THE IMPLEMENTATION OF ONLINE LEARNING AT SENIOR
HIGH AND VOCATIONAL HIGH SCHOOLS IN OGAN ILIR
DISTRICT: AN INVESTIGATION OF CERTIFIED AND NON-
CERTIFIED ENGLISH TEACHERS' SELF-ASSESSMENT**

A Thesis

by

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Department of Language and Art Education



FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS SRIWIJAYA

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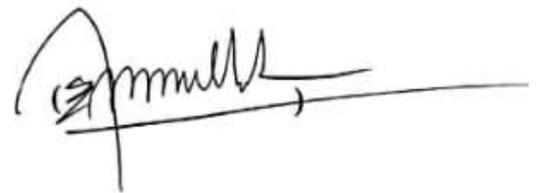
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THESIS DEDICATIONS

This thesis is dedicated to:

- My beloved parents, Subrani and Fatimah, and all of my family members who have been highly supportive throughout the process.

MOTTO:

“THIS TOO SHALL PASS”

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Palembang, July 12th 2022

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The Implementation of Online Learning at Senior High Schools and Vocational High Schools in Ogan Ilir District: An Investigation of Certified and Non-Certified English Teachers' Self-Assessment

ABSTRACT

This study aimed to know the descriptions of the implementation of online learning in the midst of Covid-19 pandemic based on self-assessment conducted by the certified and non-certified senior high and vocational high schools in Ogan Ilir district (South Sumatera Province). Framing within the quantitative research approach, this present study used the teachers' self-assessment questionnaire that was distributed to 52 senior and vocational high school English teachers. The collected data were analyzed statistically by using percentage analysis. The results of the data analysis showed that the certified English teachers' self-description of their implementation of online learning were at Level 3, showing that teachers have an effective performance and are approached the expected standard. For the non-certified English teachers, their self-description of their implementation of online learning were at Level 2, meaning that the teachers have a satisfactory performance and are approaching the expected standard. The findings of this present study revealed that the certified and non-certified teachers viewed their implementation of online learning during the Covid-19 pandemic differently. It is strongly suggested that a further investigation concerning what factors that may contribute to the different views on the implementation of online learning in the midst of Covid-19 pandemic between certified and non-certified can be conducted.

Keywords: *Online Learning, Certified Teachers, Non-certified Teachers.*

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CHAPTER I

INTRODUCTION

This chapter describes the background, the problem, the objective, and the significance of the study.

1.1 Background of the study

The world is shocked by a coronavirus that has spread very quickly throughout the world. It was reported that a virus outbreak from Wuhan, Hubei Province, China, had spread throughout the world. According to Gemelli (2020), the SARS-CoV-2 virus causes coronavirus disease (COVID-19) which mostly affects the respiratory system and causes interstitial pneumonia and acute respiratory distress syndrome (ARDS).

In reducing the transmission of COVID-19, several countries have established infection prevention and control measures by limiting human contact, one of which is by holding online learning so that learning in schools continues. During the COVID-19 pandemic, the learning process is carried out at home by utilizing online media and other media (Sutarto et al., 2020). Online learning is an educational system or concept that utilizes information technology to carry out the learning process without face-to-face communication between teachers and students (Mukarromah & Wijayanti, 2021).

According to UNICEF (2020), students have strong potential for digital learning, as many of them are digital natives. The digital natives are more critical of information, so they feel less about conventional learning. This digital native needs to be provided with digital learning media through the use and control of technology. Young people in this era are increasingly growing up in environments with some technological familiarity. Because of this, they can learn and adapt to digital learning far more quickly than ever before (UNICEF, 2021). Therefore, when students are confronted with online learning, they already understand the basics knowledge for online learning. Students expand online, gaining knowledge of self-efficacy based totally on their earlier technological reviews. They may

require schooling and help to get to know tools and systems earlier than beginning an internet direction (Heckel & Ringeisen, 2019). Online learning is carried out without going face-to-face in class but through available digital platforms such as Zoom, Google Meet, and Google Classroom.

Students must understand how to use the application, but the teacher must also be able to master this application and manage the students so that they can follow and understand the lessons that are being taught. The method applied will also be different from usual because learning does not occur face-to-face. Teachers must be competent in choosing the method that will be used in this online learning process.

However, in reality the online learning is not as easy as it seems. In Indonesia there are problems faced by teachers when conducting online learning. For example, there are still shortcomings in the procurement of telecommunications, multimedia, and information technology infrastructure, which is a prerequisite for implementing information technology for education. At the same time, computer (PC) penetration in Indonesia is still low (Pujilestari, 2020). This can be overcome by applying technology learning to students in schools and the government can help this by improving telecommunications network facilities in Indonesia. In a typical learning process before the pandemic, boredom and stress from students when learning in the classroom can affect the goals and targets of learning. The teacher must try so that the learning atmosphere is not monotonous and can make all students interested and enthusiastic about the learning that is being followed (Jatira & Neviyarni, 2021). Therefore, teachers must think of effective strategies to make students feel happy and not feel bored during online learning.

Another significant problem with online learning is the lack of meaningful teacher interaction. According to Zhong (2020), the problem with online learning is the lack of meaningful teacher interaction. Because of online learning, the teacher cannot see the students directly. The teacher must have a strategy of learning and good communication toward their students so that students pay attention and understand the material being taught in any way. Understanding communication problems in online environments will help the teacher decide how to establish

timely and appropriate messages and how to communicate effectively with their online students (Alawamleh et al., 2020). The learning strategy is a method or approach used by the instructor to organize students, materials, methods, media, equipment, and time in order to ensure that the learning process runs smoothly (Sutarto et al., 2020). Demand to implement online learning, of course, will have an impact on the quality of learning because of a change in setting where the teacher and students who usually interact directly in the classroom now have to interact in limited virtual-space; on the other hand, the teacher must still be able to give good teaching, creating conducive learning and use media creatively and innovative so that students can understand the material and purpose learning can be achieved (Cahyani et al., 2020).

By knowing the application of online learning by teachers during the pandemic and also the problems faced during online learning, it can be obtained an overview of how the readiness and abilities that teachers must master in carrying out online learning. Teachers' digital competence is the main factor determining online learning success (Mukarromah & Wijayanti, 2021). Therefore, professional teachers must have high pedagogical, professional, personal, and appropriate teaching and learning. Teachers' competence in improving the quality of education is the mastery of knowledge, understanding, skills, and pedagogical qualifications (Shoimov, 2020). Teachers should have talent, expertise, and the ability to approach learners so that the class is pleasant, relaxing, and attractive for them to grasp the contents passionately and interactively.

Teachers must be convinced of the value and benefits of technology in supporting teaching and learning. According to Ahmadi and Reza (2018), technology is becoming increasingly important as a tool to assist teachers in facilitating language learning for their students. Technology literacy is an essential part of the teachers' profession through which they can use it to facilitate learners' learning (Ahmadi & Reza, 2018). This means that teachers will require assistance and training to effectively use technology in the learning process (Ahmadi & Reza, 2018).

All these things can be obtained if the teacher takes the teacher certification test as evidence that the teacher can fulfill all the needs to teach students. According to Gunawan and Syarifuddin (2020), teacher certification is the process of developing a teacher's quality and competence. Certified teachers are those who have received a certificate allowing them to teach yet have been authorized by an educational institution as following the rules of teaching. The certification program is expected to improve teacher performance and quality (Gunawan & Syarifuddin, 2020). Non-certified teachers, on the other hand, are those who have not yet received certification. According to Ahmad and Sukariman (2018), teacher non-certification in education is a complex job that involves curriculum, pedagogy, and research; nonetheless, most teacher educators receive little professional development support or mentoring in most teacher education programs to help them improve their teaching skills during the learning process.

Having good teacher quality and performance teaching can be obtained by getting a certified teaching license. In addition, teachers can also use self-assessment methods to improve their quality of teaching. Teachers can use self-assessment to improve the quality of education by improving the learning process and determining learning achievement. Self-assessment is also an important aspect for teachers which has various advantages. Self-assessment has the advantage of including teachers more directly in teacher evaluation, giving them a greater sense of ownership in the evaluation process and subsequent decisions about which elements of their work they need to improve (Yan, 2020). By using self-assessment, teachers can identify their strengths and weaknesses objectively to become part of the learning process, which is very important for improving the overall quality of learning. In addition, self-assessment is also suitable for teachers, especially for English Language Teaching (ELT). Various frameworks that can facilitate self-assessment in ELT teacher evaluation have evolved in recent years (Yan, 2020). According Yan (2020), Self-assessment can be used as a learning strategy to support student learning or as an alternate cumulative evaluation method. Teachers can use self-assessment to assist students in developing critically reflective practice

in their actions. Self-assessment as a progressive learning approach may have significant importance for student learning (Yan, 2020).

The process of online teaching and learning activities implemented due to the COVID19 pandemic has its challenges for teachers, including English teachers at high school levels in Ogan Ilir district, South Sumatra. Due to the many challenges that teachers face when teaching online, this study will identify how teachers deal with these problems. This study also looks at whether certified and non-certified teachers differ when teaching English courses via online learning at high schools located in Ogan Ilir district, South Sumatra. This present study focused on the certified and non-certified English teachers' self description of their implementation of online learning.

1.2 The Problems of the Study

The problems of the study was formulated the following research questions.

1. What was the description of certified English teachers' implementation of online learning in the midst of the Covid-19 pandemic based on their self-assessment?
2. What was the description of non-certified English teachers' implementation of online learning in the midst of the Covid-19 pandemic based on their self-assessment?

1.3 The Objectives of the Study

Based on the problems of the study, the objectives were as follows.

1. To find out the description of certified English teachers' implementation of online learning in the midst of the Covid-19 pandemic based on their self-assessment.
2. To find out the description of non-certified English teachers' implementation of online learning in the midst of the Covid-19 pandemic based on their self-assessment.

1.4 The Significance of the Study

It is expected that this study would be beneficial for the following parties:

1. For teachers

This study is expected to help teachers, especially English teachers, use self-assessment when they want to teach their students and have a positive impact on teachers in learning planning strategies, especially online learning, which is predicted to continue in the future.

2. For educational institutions

This study can be used as a tool for educational institutions and schools to assess how well they are teaching English, especially online learning strategies.

3. For others

This research can be helpful to readers, especially future teachers so that they can implement self-assessment to themselves so that they can become good teachers in the future.

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