

Jurnal
PENELITIAN
MAHASISWA
INDONESIA

**Problems Encountered by
English Teachers During
the Onsite Transitional
Period in SMA Negeri 1
Bangli**

Putu Agung Wawan Widyasastrena

agung.wawan@undiksha.ac.id

Universitas Pendidikan Ganesha

Abstract

With the decline in COVID-19 cases in Indonesia, the government devised a strategy to permit students to resume attending school and engage in face-to-face learning. Consequently, teachers had to make necessary adjustments to their teaching approaches in order to accommodate this onsite learning transitional phase. These adjustments create new problems that teachers need to be encountered. This study aims to identify problems encountered by English teachers at SMA Negeri 1 Bangli. This study conducted in qualitative method. The data collected by interview through structured interview guide. The findings showed that teachers encountered various problems such as poor internet connectivity when conducting online quizzes, students cheating in a test, and some problems with parents who dissatisfied with the students' learning result.

Keywords: *Problems, Onsite learning, Transitional period*

Abstrak

Dengan menurunnya kasus COVID-19 di Indonesia, pemerintah merancang strategi untuk memperbolehkan siswa kembali ke sekolah dan melakukan pembelajaran tatap muka. Akibatnya, guru-guru harus melakukan penyesuaian yang diperlukan terhadap pendekatan pengajaran mereka untuk mengakomodasi fase transisi pembelajaran di tempat. Penyesuaian ini menciptakan masalah-masalah baru yang harus dihadapi oleh para guru. Penelitian ini bertujuan untuk mengidentifikasi masalah yang dihadapi oleh guru-guru bahasa Inggris di SMA Negeri 1 Bangli. Penelitian ini dilakukan dengan metode kualitatif. Data dikumpulkan melalui wawancara dengan panduan wawancara terstruktur. Temuan menunjukkan bahwa para guru menghadapi berbagai masalah seperti konektivitas internet yang buruk saat melakukan kuis online, siswa yang curang dalam ujian, dan beberapa masalah dengan orangtua yang tidak puas dengan hasil belajar siswa.

Kata Kunci: *Masalah, Pembelajaran Onsite, Masa Transisi*

1. Introduction

In March 2020, the first cases of Covid-19 appeared in Indonesia. Soon after, the World Health Organization declared it a global pandemic. This had a big impact on education, including in Indonesia. To prevent the virus from spreading, schools and other educational centers were closed, and students and teachers were not allowed to have classes at school. However, education is important, so they found a way to keep it going.

On March 16th, 2020, the government asked schools, educational centers, and companies to let students and teachers work from home. They did this to make sure education could continue even if they couldn't go to school. The Ministry of Education and Culture issued a letter called Circular Letter Number 4 of 2020. It explained how emergency learning would work during the Covid-19 pandemic. As part of this plan, they started doing online learning, which is also called distance learning or *Pembelajaran Jarak Jauh* in Indonesia (Tedja, 2020). This means students could learn from home using computers and the internet instead of going to school. It was a way to keep education going even in a difficult situation.

During the transition to online learning, technology served as a valuable tool to support the learning process at home (Mukarromah & Wijayanti, 2021). In response to these changes, both teachers and students had to adapt by utilizing information technology. Teachers needed to make relevant adjustments to their teaching methods to accommodate distance learning. These adjustments aimed to ensure that teaching strategies were appropriate for the situation and aligned with the learning goals. Online learning heavily relied on technology-based tools and platforms. These platforms facilitated education through online channels, providing various services such as online platforms and e-learning systems that made the learning process convenient and cost-effective. The utilization of Learning Management Systems (LMS) played a significant role in supporting teachers' instructional needs, including materials, processes, and evaluations. LMS platforms enabled students to interact and collaborate with their peers, enhancing their individual learning abilities. Well-known LMS

examples include Google Classroom, Moodle, and Schoology. Furthermore, teachers were able to conduct online meetings using a variety of platforms such as Google Meet, Zoom, Cisco Webex, and others. These applications and websites allowed teachers to plan and implement their teaching strategies effectively within the online or distance learning context.

However, in this situation, teachers and students had to make adjustments. Kelly and Bauer (2003) suggested different learning styles for online learning, such as Fully Online, Hybrid and Mixed, and Web-based approaches. Fully Online learning involved no direct meetings between students and teachers. Instead, they would communicate through online platforms like Google Meet or Zoom. These platforms were used for synchronous learning, where students and teachers could interact in real-time, or asynchronous learning, where students received materials or tasks with deadlines.

In a study conducted by Artini et al. (2021), it was found that during the pandemic, teachers preferred using platforms like WhatsApp and Google Classroom. These platforms were easy to use, cost-effective, and made education more practical and accessible. WhatsApp and Google Classroom were widely used by Indonesian students, from elementary to university levels. Both teachers and students didn't need much time to adapt to these platforms because they were user-friendly on PCs and mobile devices, and they didn't require a high cost for usage.

During the implementation of online learning, numerous challenges arose for teachers. These obstacles were not unique to Indonesia but were also experienced in other countries. Some common challenges encountered during online learning included issues related to connectivity, lack of training, and the main challenge of maintaining student attention (Wahyono et al., 2020). To address these challenges, Wahyono et al. proposed suggestions such as fostering public partnerships and providing school support. These measures aimed to enhance teachers' abilities through training and the implementation of supportive policies for online learning (2020).

In April 2022, as Covid-19 cases began to decrease in Indonesia since March 2022, an

opportunity for offline learning emerged. According to a report by Bali Post, schools in Bangli started conducting face-to-face learning, known as Pembelajaran Tatap Muka (PTM), from March 10th, 2022. PTM allowed for in-person learning at schools. However, certain health protocols were still followed during PTM. Classrooms were only occupied by half of the total number of students, and students and teachers were required to wear face masks, wash their hands frequently, and use hand sanitizers to maintain hygiene and safety standards.

During preliminary interviews conducted with English teachers at SMA Negeri 1 Bangli, it was found that they regularly implemented face-to-face learning, known as Pembelajaran Tatap Muka (PTM), while adhering to health protocols and the relevant curriculum. In the second semester of the 2021/2022 academic year, students were divided into two groups, with half attending school in the morning and the other half in the afternoon. In the following semester, the school transitioned to full onsite learning for all students, following the same system used before the pandemic.

Throughout the transition from online learning to onsite learning, teachers had to make several adjustments to adapt to the new situation. The shift from online learning brought about changes and new habits that required adjustments in teaching and assessment strategies for the new onsite learning environment. This change posed unique challenges and problems for the teachers. Additionally, they needed to familiarize themselves with the traditional tools and methods used in onsite learning, which might have been quite different from the digital technologies they had become accustomed to during online learning. The teachers faced the task of finding a balance between incorporating the technological advancements they had utilized in online learning and embracing the traditional approaches necessary for onsite learning. Additionally, the teachers had to overcome potential challenges such as managing classroom dynamics, ensuring equal participation, and adjusting their teaching pace to meet the needs of students in a physical classroom setting.

In addition to the difficulties mentioned earlier, it's important to understand the specific problems English teachers face when teaching and assessing students during the shift from online to onsite learning. In this study, interviews were conducted with English teachers to investigate the challenges encountered during the transition from online learning to onsite learning. By engaging in conversations with a diverse group of teachers, the aim was to identify shared problems and explore effective solutions or strategies that could benefit all teachers. The primary objective was to offer support and guidance to enhance teaching and assessment approaches during the shift from online to onsite learning.

2. Research Question

What are the problems encountered by the English teacher in teaching and assessing students learning in SMA Negeri 1 Bangli?

3. Method

This research was designed as qualitative research. Zohrabi (2013) stated that qualitative research tries to understand the phenomena that happening. In this research context, the phenomena the problems that teachers at SMA Negeri 1 Bangli faced during online to onsite learning transition.

Due to the Covid-19 pandemic, teachers and students had to switch to online learning. This shift required teachers to make adjustments in their teaching and assessment methods. Later, when the number of Covid-19 cases decreased, the government introduced onsite learning, which meant transitioning back from online learning. This change brought new challenges for teachers to face. Therefore, the purpose of this research was to identify the problems that teachers encountered while adjusting their teaching and assessment strategies from online to onsite learning.

The research took place at a high school called SMA Negeri 1 Bangli, situated in Jl. Brigjen Ngurah Rai No.36, Kawan, Kec. Bangli, Kabupaten Bangli, Bali 80614. This particular school was chosen based on its suitability for the research criteria, as it incorporated the national curriculum along with specific program strategies aimed at enhancing students' learning capabilities.

For this research, a selection was made of multiple English teachers from the chosen school to serve as the study's sample. The participating teachers were responsible for teaching students in grades 11 and 12. However, only two teachers actively participated in the study. Each teacher employed their own distinct problems while adjusting teaching and assessment strategies. To gather information, the researchers conducted interviews with the teachers as a data collection method. The interviews were described as a conversation where one person asked questions to gather information, and another person provided the answers (Adhabi & Anozie, 2017). The researchers posed questions to the teachers regarding the challenges they encountered while implementing teaching and assessment strategies during the transition period. These interviews were conducted to obtain insights into the specific problems faced by the teachers.

The researchers utilized a structured interview guide to gather data from the research participants, which consisted of two English teachers from SMA Negeri 1 Bangli. The interview guide contained specific questions prepared by the researchers, addressing the challenges faced by English teachers during the transition period in terms of teaching and assessing students.

The process of data analysis involved systematic techniques to effectively summarize, condense, illustrate, and evaluate the collected data. As per (Sharma, 2018), data analysis holds significance in research. In this qualitative study, the obtained data were qualitatively analyzed to present the results in a descriptive manner.

4. Findings and Discussion

In this section, research findings about the problems faced by teachers are presented and described in the form of excerpts and descriptions of the excerpts. In this section, the collected findings also analyzed and compared with existing literature to gain a better understanding of the subject.

These are the results of the interview:

Excerpt #1

Teacher 1

(Obstacles that I found when adjusting the learning strategies are searching for appropriate media or strategy for the students' ability because each students have different abilities)

Teacher 2

(There are no obstacles except adjusting the material to students' ability)

In the provided interview excerpt, Teacher 1 expresses the challenges faced when adapting learning strategies to suit students' diverse abilities. The teacher mentions the difficulty of finding appropriate media or strategies that align with each student's capabilities. This suggests that the teacher recognizes the importance of catering to individual student needs and acknowledges the varying levels of proficiency among students. The obstacle described highlights the need for differentiated instruction to ensure effective learning for all students.

On the other hand, Teacher 2 states that there are no specific obstacles encountered, except for the need to adjust the teaching materials to match the students' abilities. This response emphasizes the importance of aligning instructional materials with the students' varying skill levels. It suggests that the teacher acknowledges the significance of adapting the curriculum to ensure students' understanding and engagement.

Excerpt #2

Teacher 1

(...in implementing the learning strategy now, I have no obstacles because learning now because it is the same as before-covid 19 learning)

Teacher 2

(Something that usually happen in the implementing learning strategy could be that I was blank, or the classroom conditions do not allow to apply the strategy that I have

prepared. When such conditions, I usually have to improvise...)

From the second excerpt, it is evident that Teacher 1 did not face any obstacles in implementing the learning strategies because the current onsite learning was similar to the learning methods used before the pandemic. However, Teacher 2 shared that there were challenges encountered in the implementation of strategies. Sometimes, the teacher would forget about the planned strategy, and there were instances when the classroom conditions were not suitable for applying the prepared strategies. In such situations, Teacher 2 had to think on their feet and come up with improvised solutions to ensure effective teaching and learning.

Excerpt #3

Teacher 1

(When I use an online *platform* for quizzes, students still use their own data plans so sometimes some students can't open the online platform or the signal is slow)

Teacher 2

(...when I use Google Form, there *are* students phones cannot be used. Even if it uses a printout, it's half-in the classroom. Usually, there will be students who give cheat sheets to their friends...)

From the third excerpt, it is evident that Teacher 1 encountered a challenge when using online platforms for quizzes. Some students faced difficulties in accessing the online platform due to their own individual data plans or slow internet signals. As a result, certain students were unable to open the online platform and participate in the quizzes. On the other hand, Teacher 2 mentioned an obstacle when using Google Forms for assessments. Some students encountered issues with their phones, rendering them unable to complete the tests. Additionally, even when using printouts as an alternative, it was difficult to ensure fairness during in-class assessments. There were instances where students would provide

cheat sheets to their classmates, which posed a challenge for maintaining academic integrity.

Excerpt #4

Teacher 1

(For obstacles such as problematic student signals, I propose for classes to be given fast free Wi-Fi)

Teacher 2

(With different *student* abilities, I have to adjust to the abilities of the students. So, there I reflected on making strategies that can trigger students to create and innovate. For example, students cannot be given videos with heavy language. So, I will give a simple story, in the form of text)

Based on the fourth excerpt, Teacher 1 proposed a solution to address the issue of problematic student signals by suggesting the provision of fast and free Wi-Fi in each classroom. This proposal aimed to ensure that all students have reliable internet access, mitigating the challenges posed by poor connectivity.

Additionally, Teacher 2 acknowledged the diverse abilities of the students and emphasized the importance of adjusting teaching strategies accordingly. In response to the varying language proficiency levels among students, the teacher reflected on the need to create strategies that would stimulate creativity and innovation. For instance, instead of providing videos with complex language, Teacher 2 opted for simpler stories in text format that would be more accessible and comprehensible for the students.

Excerpt #5

Teacher 1

“Kendalanya *adalah bapak belum pernah mencoba untuk membuat soal-soal model baru seperti sekarang, semisal soal bahasa Inggris yang berbasis HOTS yang masih*

sulit untuk bapak buat”
[T1/M/29-10]

(The problem is that I have never tried to create new model questions like now, such as HOTS-based English questions that are still difficult for me to make)

Teacher 2

“Kendalanya, ketika sudah menyiapkan soal di google form dan telah di printout, siswa itu masih saja ada yang kerjasama. Sehingga memilih sistem yang tepat untuk menanggulangi itu, menjadi kendala untuk saya.” [T2/F/1-11]

(The problem is, when I prepare the questions on the Google form and have been printout, the students are still cooperating on a test. So, choosing the right system to overcome that, became an obstacle for me)

The fifth excerpt highlights the challenges faced by the teachers in selecting appropriate assessment activities and ensuring academic integrity during tests. Teacher 1 expressed difficulties in creating new types of questions, particularly Higher Order Thinking Skill (HOTS) based questions in English, due to a lack of prior experience in developing such items. This obstacle not only emphasizes the need for training and guidance on crafting HOTS questions but also underscores the importance of fostering critical thinking skills among students.

Similarly, Teacher 2 encountered obstacles related to preventing collaboration among students during assessments. Despite preparing the questions on the Google Form and printing them out, the teacher observed instances of student cooperation during tests. This issue posed a challenge in choosing an effective system to address and mitigate such behaviors, ensuring a fair and unbiased assessment environment for all students.

Excerpt #6

Teacher 1

(...It usually takes a while to think of an activity that suits the student)

Teacher 2

(A strategy cannot work if it is not in accordance with the lesson plan and students' abilities. So, I had to lower the level of the material, so that it matched the student's ability. However, learning objectives must still be achieved. Even sometimes, strategies cannot be equated in certain classes, because each student has different abilities.)

In the sixth excerpt, the interview reveals that teachers encounter challenges when selecting appropriate activities for assessments. Teacher 1 emphasizes that considerable time is required to devise activities that suit the students' needs. The process involves careful consideration and deliberation to ensure that the chosen activities align with the lesson plan and cater to the diverse abilities of the students.

Similarly, Teacher 2 highlights the importance of aligning instructional strategies with the prescribed curriculum (RPP) and the students' capabilities. The teacher mentions the need to lower the complexity level of the instructional material to match the students' abilities while still striving to achieve the intended learning objectives. This adaptive approach allows for differentiated instruction that accommodates the varying levels of student proficiency.

Excerpt #7

Teacher 1

(Most of the obstacles experienced in the class are technical obstacles such as signals)

Teacher 2

(What is difficult in implementing the assessment strategy is dealing with students who cheat)

In the seventh excerpt, the interview highlights the challenges that teachers face when implementing assessment strategies.

Teacher 1 identifies technical obstacles, specifically signal issues, as the primary hindrance encountered in the classroom. This suggests that the reliability and availability of technology, such as stable internet connectivity, play a crucial role in facilitating smooth assessment processes. Technical limitations can disrupt the seamless execution of assessment activities, potentially impacting student engagement and performance.

Teacher 2, on the other hand, emphasizes the difficulty in addressing academic dishonesty, particularly students who engage in cheating during assessments. This challenge underscores the importance of maintaining academic integrity and creating a fair and ethical assessment environment. Teachers must explore strategies and interventions to minimize cheating behaviors and promote a culture of honesty and integrity among students.

Excerpt #8

Teacher 1

(In the assessment, many students have substandard grades so they need some adjustments in grade management)

Teacher 2

(The grades of those students are mostly small, so it is difficult to give grades to students. When the student's grades are small, then I will give remedial. So that in the processing of values, we will provide the student's enrichment and remedial. When the student has been given remedial. There are some students whose grades remain that way, making it difficult for them to achieve the specified standards of competence.)

In the eighth excerpt, the interview reveals the challenges that teachers face in managing and processing students' grades. Teacher 1 highlights the issue of many students receiving substandard grades, indicating a gap between their performance and the expected

standard. As a result, the teacher recognizes the need for adjustments in grade management to address this discrepancy.

Teacher 2 further elaborates on the issue, expressing the difficulty of assigning grades when the majority of students receive low scores. To address this, the teacher implements remedial measures for students who achieve lower grades, aiming to provide additional support and opportunities for improvement. The teacher emphasizes the importance of both enrichment activities for high-performing students and remediation for those struggling to meet the required standards of competence.

Despite the implementation of remedial measures, Teacher 2 notes that some students continue to struggle, and their grades remain below the desired standard. This highlights the complexity and challenges inherent in helping these students reach the specified competency benchmark.

In this section, the collected findings will be analyzed and compared with existing literature to gain a better understanding of the subject.

During the period of transition to onsite learning at SMA Negeri 1 Bangli, teachers faced a range of difficulties. These challenges align with a previous study conducted by Husni (2020), which identified several issues experienced by teachers during onsite learning, including students' disinterest in learning English, limited resources such as unreliable wifi, students' lack of attentiveness in class, insufficient time allocated for English language instruction, and unstimulating classroom environments. One particular obstacle encountered by the teachers in SMA Negeri 1 Bangli was the unreliability of wifi or poor internet connectivity, especially when utilizing online platforms for quizzes or exams. Some students experienced difficulties using their smartphones due to weak internet signals. However, unlike the findings of Husni (2020), the teachers in Bangli did not face challenges related to low student interest, lack of student attentiveness, limited time for English language instruction, or unstimulating classroom environments.

5. Conclusions

Finally, teachers at SMA Negeri 1 Bangli encountered multiple challenges during

their teaching activities. One notable problem was the diversity of students' abilities, which necessitated the adaptation of lesson plans to suit the varying levels of student proficiency. Moreover, teachers experienced difficulties due to poor internet connectivity when conducting online quizzes through smartphones. Another issue that arose was the occurrence of cheating among students, leading to compromised assessment integrity and complexities in accurately assessing students' actual competencies. Additionally, teachers occasionally faced objections from parents who expressed dissatisfaction with their children's grades. It is essential for teachers to address these obstacles in order to create a conducive learning environment for all students

References

- Adhabi, E. A. R., & Anozie, C. B. L. (2017). Literature Review for the Type of Interview in Qualitative Research. *International Journal of Education*, 9(3), 86. <https://doi.org/10.5296/ije.v9i3.11483>
- Artini, L. P., Utami, I. A. M. I., & Wisudawan, N. A. (2021). *Perceived Teaching Creativity and Strategy of Implementation in Distance Learning Activities*. 6(1). <https://doi.org/10.23887/jipp.v6i1>
- Husni. (2020). *The Problems Faced By The Teachers In Teaching English As A Foreign Language at SMAN 2 SINJAI*.
- Kelly, T. M., & Bauer, D. K. (2003). *Managing intellectual capital—Via e-learning—At Cisco*. Handbook on knowledge management.
- Mukarromah, U., & Wijayanti, W. (2021). Implementation of the online learning at vocational high school during Covid-19: Between obligations and barriers. *Jurnal Pendidikan Vokasi*, 11(1). <https://doi.org/10.21831/jpv.v11i1.37110>
- Sharma, B. (2018). Processing of data and analysis. *Biostatistics and Epidemiology International Journal*, 1(1), 3–5. <https://doi.org/10.30881/beij.00003>
- Swarina, D. (2022, March 9). MULAI BESOK, SEKOLAH DI BANGLI KEMBALI PTM. *BALIPOST.Com*. <https://www.balipost.com/news/2022/03/09/255071/Mulai-Besok,Sekolah-di-Bangli...html>
- Tedja, J. N. (2020). The Implementation of Distance Learning Policy During the Covid-19 Pandemic. In *INDONESIAN JOURNAL OF DIGITAL SOCIETY IJDS* (Vol. 18, Issue 2). <http://journal.unas.ac.id/sosiologi-ijds>
- Wahyono, P., Husamah, H., & Setia Budi, A. (2020). Guru profesional di masa pandemi COVID-19: Review implementasi, tantangan, dan solusi pembelajaran daring. *JURNAL PENDIDIKAN PROFESI GURU*, 1(1), 51–65. <https://doi.org/10.22219/jppg.v1i1.12462>
- Zohrabi, M. (2013). Mixed method research: Instruments, validity, reliability and reporting findings. *Theory and Practice in Language Studies*, 3(2), 254–262. <https://doi.org/10.4304/tpls.3.2.254-262>