

EFL teachers' pedagogical practices during covid-19 pandemic

Faisal¹, S Usman², A kamaruddin³, Aminah Suriaman⁴

Tadulako University

E-mail: faisalracana01@gmail.com, Sriati_endro@yahoo.com, abdul.kamaruddin@gmail.com,
amisuriaman@gmail.com

Abstrak

Tujuan dari penelitian ini adalah untuk mengidentifikasi praktik pedagogik guru bahasa Inggris dalam mengajar bahasa Inggris kepada siswa dan untuk mengetahui masalah yang dihadapi guru bahasa Inggris dalam menerapkan praktik pedagogik kepada siswa. Selain itu, penelitian ini dilakukan melalui pendekatan kualitatif. Data penelitian ini diambil dari 7 Guru EFL kecamatan Tinombo. Dalam pengumpulan data penelitian ini, peneliti menggunakan instrumen wawancara dan analisis dokumen. Kemudian, setelah menganalisis data yang diperoleh, disimpulkan bahwa praktik pedagogik guru EFL kecamatan Tinombo selama pandemi covid-19 secara keseluruhan menggunakan metode dan strategi pengajaran yang disesuaikan dengan kebutuhan dan kemampuan siswa, memberikan berbagai macam tes dan tugas kepada siswa, memahami kondisi siswa, menggunakan media yang mendukung proses pengajaran, membantu siswa dalam mengembangkan potensi dan kreativitasnya, menjalin komunikasi yang baik dengan siswa, melakukan penilaian dan evaluasi pembelajaran, memanfaatkan informasi hasil belajar siswa, dan menggunakan aplikasi yang mendukung strategi pengajaran yang tepat selama pandemi covid-19. Selain itu, masalah utama guru dalam menerapkan Praktik Pedagogik kepada Siswa selama Pandemi covid-19 adalah koneksi jaringan internet yang tidak stabil di daerah tersebut dan konsentrasi siswa dalam belajar menurun.

Kata Kunci: *Praktik pedagogik guru, pandemi covid-19, pembelajaran online.*

Abstract

The objectives of this research were to identify the EFL teachers' pedagogical practices in teaching English to the students and to find out the problems faced by EFL teachers in apply pedagogical practices to the students. This research was conducted through qualitative approach. The data of this research were taken from 7 EFL Teachers of Tinombo District. In collecting the data, the researcher used interview and document analysis instrument. Then, after analyzing the data obtained, it was concluded that the EFL teachers' pedagogical practices of Tinombo district during pandemic covid 19 as a whole were using teaching methods and strategies that were tailored to the needs and abilities of students, giving various kinds of tests and assignments to students, understanding students' conditions, using media supporting the teaching process, assisting students in developing their potential and creativity, making good communication with students, conducting assessments and evaluations of learning materials, utilizing information on student learning outcomes , and using applications that support appropriate teaching strategies during covid-19 pandemic. In addition, the main problems of teachers in apply Pedagogical Practices during covid-19 Pandemic were the unstable internet network connection in that area and the concentration of students in learning decreases.

Keywords: *Teachers pedagogical practices, pandemic covid-19, online learning.*

✉Corresponding author : **Faisal**

Jurnal Pendidikan, Sains Sosial, dan Agama

Email : faisalracana01@gmail.com

INTRODUCTION

Improving the quality of education always became a big agenda in Indonesia and in order to realize it certainly inseparable from the role of various parties, one of the most important is the role of education staff especially teacher because one of the success provisions in improving the quality of education depends on the implementation of teaching and learning process carried out by a teacher or educator in a professional manner and has good influence in the process. However, to be a teacher who able implementing the teaching and learning process in a professional manner and has good influence is not enough to just rely on known theories, knowledge or skills in a field but the teacher also must have other skill that called teaching skill or competence in teaching.

In an education system, the teacher acts as the main agent of change. This is in line with Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lectures that Teacher must have an academic qualification, competence, educator certificate, physical and spiritual health, and have the ability to realize National education goals. Teachers are often used as the foundation of everyone's hope to be able make students successful in the field of formal education and the behavior of the students themselves. It requires the teacher to do improvement and adjustment of mastery of competence. Teachers must be dynamic and creative in developing the learning process in students. However, the high expectations of society for teachers as a natural thing. Therefore, teachers must strive hard to exert energy to meet those expectations one of them is to have basic competence in educating.

Competencies that must be owned by a teacher following their respective fields of expertise to become a professional teacher, and continue to improve mastery of these competencies so that in the future English teachers will not be awkward facing students with all kinds of problems. This is because competent teachers will be better able to create an effective, fun learning environment and will be better able to process their classes, so students can learn optimally. Be a professional teacher need an ability to manage students' learning activities in the class. To perform the task professionally, the teacher must have the competencies. according to the Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lectures that, "The competencies that must be mastered by teachers are at least pedagogic competence, personality competence, social competence and professional competence obtained through professional education". One of these competencies is pedagogical competence which has a strong influence on the quality of learning especially in teaching English. Teachers who have good competence in learning will be able to design learning strategies that follow the characteristics of student input, such as learning style tendencies, motivation, class management, and appropriate evaluation for students (Efendi, 2021).

To create an appropriate environment to learn, teachers are required to master pedagogical skill (Suwartono et al., 2022). Suwartono also explain that teachers make decisions in terms of how to select, adapt, and apply appropriate materials, pedagogies and

technologies that can add meaningful value to learning with technology in the classroom, leading to student-centered learning (Suwartono et al., 2022). Teachers' professional vision refers to a repertoire of ability to analyse the unique contextual features of a cohort of learners and their learning environment and use appropriate pedagogical knowledge and skills (Tan et al., 2017). With the changing profile of learners, the challenge for teacher education is to advance pedagogies that can equip student teachers with the desired values, skills and knowledge to respond to the needs of the twenty-first century classroom and the twenty-first century learner (Tan et al., 2017).

A pedagogy not only interrogate the language, ideas, and relations that are informed by the logic of sexism, but that it be developed within classroom social relations based on nonsexist principles and concerns (Giroux, 1997). English as an international language communication has lots of important roles in many fields (Widodo, 2020b). In other hand, Developing a pedagogy of teacher education is about understanding the complex interplay between human, material, and non-tangible elements (Hordvik et al., 2020). Pedagogical competence is a competence that will determine the success of teaching and learning process and also the students' learning outcomes. Then, Pedagogical competence is concerned with the abilities that are required for the management of classroom practice (Ghufron et al., 2022). Pedagogical competence is related to mastery on learning methods or techniques that help students when learning process takes place (Irmawati et al., 2021). Therefore, pedagogic can be interpreted as a knowledge used by teacher or educator to guide children or students with a proper process to become real human beings. In addition, pedagogical ability also shown in help, guide and leading students.

According to the Minister of National Education's Regulation No. 16 of 2007, the pedagogical competence of subject teachers consist of 37 competencies which are summarized in 10 core competencies as presented below:

- 1) Mastering students' characteristics from physical, moral, spiritual aspects, social, cultural, emotional, and intellectual
- 2) Mastering learning theories and principles of learning that educate
- 3) Develop a curriculum that is bound to the subjects being taught
- 4) Organizing education learning
- 5) Utilizing information and communication technology for the benefit of learners
- 6) Facilitating the development of potential learners to actualize the various potentials they have
- 7) Communicate effectively, empathically, and politely with students
- 8) Organizing assessment and evaluation of learning processes and results
- 9) Utilizing the results of assessment and evaluation for the benefit of learning
- 10) Take reflective actions to improve the quality of education

From the description above it can be interpreted that pedagogical competence is the ability of a teacher in carrying out his obligations in a manner responsible and decent. This is because the teacher will be able to carry out education and teaching activities well, it's

able to plan, and evaluate the teaching and learning process and be able to use evaluation results to improve the quality of teaching, which will ultimately be able to improve performance.

Thus it can be said that, the better the teacher's pedagogical competence, the teacher's performance in carrying out tasks and the responsibility will be better. It appears that competency refers to the ability to carry out something obtained through education: teacher competency refers to rational performance and actions to meet certain specification in the implementation of educational tasks. With the emergence of a COVID-19 pandemic in the world, especially in the field of education in Indonesia, the government took action to realize distance learning in Indonesia starting on March 2020. Seeing these events, the teacher must take quick action to overcome the pandemic that is happening. COVID-19 is a pandemic that has hit the world hard and led to a paradigm shift in all aspects of life, including education (Alhawsawi & Jawhar, 2021). The COVID-19 crisis advanced online education throughout the world and made clear that online teaching has become a permanent feature of education in one form or another (Meirovitz et al., 2022).

One of the learning models during the pandemic is online learning. According to Clark and Mayer online Learning is a visual medium, and relevant graphics will add appeal and improve learning (Clark & Mayer, 2016). Online learning is based on relatively new methods, such as content presentation through the Internet, and it emphasizes digital communication and digital learning resources (Salas-Pilco et al., 2022). It means that online Learning is a learning process carried out using the internet network, with online learning can enable the delivery of information in the form of activities or applications such as websites using Information and Communication technology media in the form of internet and computer networks. Using online learning in the form of activity through the media can be done anytime, anywhere. Online learning has a characteristic that is superior that is not dependent on space, place and time.

Online learning is a teaching and learning system that uses information and communication technology (Som Naidu, 2006). Online learning educational activities carried out by individuals or groups working online or offline, through networked or independent computers and other electronics. Online learning is a teaching and learning activity that is carried out remotely through media in the form of the internet and other supporting tools such as cell phones, laptops, and computers (Andriani et al., 2021). Furthermore, In online learning, you can use a combination of text, audio, as well as still and motion visuals to communicate your content and help learners acquire relevant knowledge and skills (Clark & Mayer, 2016).

From the explanation of the experts above, it can be concluded that Online Learning is a teaching and learning system that utilizes electronic media specifically the internet. This model of learning system makes it easy for teachers and students because learning can be carried out anytime and anywhere.

METHOD

The research method in this research was descriptive qualitative research. The reason why researcher used the method because in this research, the researcher only tried describe the result of data analysis obtained about how was the pedagogical competence of English teachers in teaching English as a research question that has been formulated in words form not number. According to Creswell qualitative research is a research with an approach to understanding the meaning of individual or group and exploring social or human problems (Creswell, 2014). Leavy stated that qualitative research is particularly useful to learn inductively about a social phenomenon from the perspective of individuals and small groups (Leavy, 2017). Leavy also added that qualitative researchers use content analysis to understand the meanings that circulate in texts (Leavy, 2017).

There were seventh EFL teachers of Tinombo district as the participants of this research. To collect the research data, the researcher used interview, and document analysis instruments. Leavy suggests that there are numerous interview methods available to qualitative researchers, including in-depth, semistructured, oral history or life history, biographic minimalist, and focus groups (Leavy, 2017). In general, interview methods use conversation as a learning tool (Leavy, 2017). The process of data analysis is undertaken when the research has been done, after that the researcher gathering the data and collecting data. There were two models in qualitative data analysis, flow model and interactive model (Miles & Huberman, 1994). However, the researcher chosed to apply interactive model in this research, they were data reduction, data display, and conclusion drawing & verification.

In the Interview questions were limited into 10 aspects as follows: mastering the characteristics of students from physical, moral, spiritual, social, cultural, emotional, and intellectual aspects; mastering learning theory and educational learning principles; developing a curriculum that is bound to the subjects being taught; organizing educational learning; utilizing information and communication technology for the benefit of learning; facilitating the development of the potential of students to actualize their various potentials; communicate effectively, empathically, and politely with students; conducting assessments and evaluations of learning processes and outcomes; make use of the results of the assessment and evaluation for the benefit of learning; and reflective take action to improve the quality of learning.

RESULTS AND DISCUSSION

The indicator of teachers' pedagogical competence in this research was adapted by the demands of the Minister of National Education No. 16 of 2007 concerning Teacher Competence. Based on the results of the teachers' interview, it was found that first, they were difficulties in understanding the character of students due to restrictions on learning

so it cause various obstacles such as the difficulty of networking in certain areas, lack of online learning support facilities In addition, there were significant differences that teachers felt when starting learning process during the Covid-19 pandemic, they were differences in appearance, student attitudes, and teachers felt rushed in teaching.

Second, the learning method given by the teacher were varied. They were used the discovery learning, problem base learning, collaborative, classroom discussion, learning in group, lecture method, and interview methods as well as reading practice. Third, the indicators and assessment instrument provided by the teacher were only gave test and assignments to students. The test and assignments who teachers gave to the students were various kinds such us written tests, oral tests, essay tests, and description tests.

Fourth, regarding how the teachers organize educational learning based on the Covid 19 pandemic. All teachers made different decisions, such as divided the two meeting place for students who were near in their homes into one group due to the Covid situation, ordered them to be disciplined in doing assignments based on module assignments, determined the rules for assessing and selecting materials with students, made approaches with students to knowing the difficulties that students felt, identifyied student needs and interests, discussed with students about the online learning process, and made group assignments. Fifth, the particular media used by teachers were used textbooks that have been provided, added audio to support listening lessons, used laptops, cellphones, projectors, type recorders and newspapers based on the subject matter that students would be receive.

Sixth, the learning activities implemented by the teacher in order to develop the potential and creativity of students were alphabet learning activities, used music and drawing for vocabulary learning, used group learning by giving group assignments and then presenting them, instruct reading to speak more fluently, gave speaking material, made a dialogue with students using English. And there were also those who only focus on learning the material.

Seventh, the way the teacher communicates with students varies, such as using language that is easy for students to understand, giving directions to students and giving examples of how to speak well, telling funny things so that the atmosphere in the classroom does not become tense, communicating according to needs. students and make the atmosphere in the class not bored, asking questions to students which for students who cannot answer indirectly will be punished but are given the spirit to continue learning, give examples how practice the vocabulary in everyday, then ask questions in the form of a command which makes students understand the command then respond in the form of a movement.

Eighth, the teacher did several things regarding the assessment and evaluation of student learning processes and outcomes such as assessed student test results, conducted assessments based on the assessment rubric at school, gave assignments and tests for mid and semester exams and made observations in the middle of the lesson which is students

are given questions directly then students were asked to answered quickly after that evaluated the information data, assignments given and observed the results of student work.

Ninth, regarding how to use information on student learning outcomes, there are several ways that teachers do in utilizing information on student learning outcomes, namely trying to improve student abilities, trying to adapt to student circumstances, making student test results a benchmark for making further learning plans, doing remedial to students who do not achieve the standard value, and make information on student results as the basis for knowing the ability of students to understand the lesson. last, all teachers stated that they had not or still rarely took reflective action to improve the quality of learning. Online learning has several impacts on teachers, they face various challenges in online learning, especially in delivering the material of the subject so that it can be understood by students (Sitomurang et al., 2022). Online learning is constrained by unstable internet signals and expensive pulses (data quotas) (Sumadi et al., 2022). Then, the main problems faced by teachers of Tinombo district related to online learning were the unstable internet network connection in that area and the concentration of students in learning decreases.

In line with the first problems, the teachers explain that the internet network connection was unstable. Slow internet connection in the students places which are in rural areas affect the students' learning process. In the interview, some of the teachers explained that they found problem in teaching the material because many students live in mountaniuos area or a place that is far from the internet access. . Also, the teachers explained that many of the students do not own hanphone to access the internet, so that they have to borrow their friends' or parents'handphone. Coman explain that as technical issues which include: poor internet connections, signal loss, lack of adequate digital devices, especially for students living in rural areas or students from families with low incomes (Coman et al., 2020). According to Irza this problem is the one that is faced the most by Indonesian students because most of the students live in rural or remote areas (Irza, 2021). Also Nambiar stated that the biggest difficulty they ran into during online classes was that students provided a variety of excuses for not being able to attend which happened because of network issues, disconnection disturbance, and poor audio and video quality (Deepika Nambiar, 2020). That is why, the teachers made decision to made distance teaching and learning process was devided several post which is near in the students home to make them easier to collect the assignment. Also teachers only gave textbook to change online learning to the students.

In line with the second problem, the decrease of student learning concentration due to the material provided by the teacher is not optimal. In teaching English, the curriculum uses the communicative approach (Widodo, 2020a). It means that the teachers are expected to give experience to the students directly in order to use English in making communication both written and spoken. With the limitation of learning, the provision of material is done once a week and students were only given a textbook and they were directed to study

independently so that students become lazy to learn. Some teachers also explained that students did not understand the lessons without any direct explanation by the teacher itself. Mese and Sevilen assumed that students' low motivation happened since a severance of ties with the learning group, the out of sync of expectations and learning material, the negative impact of students' environment during the teaching and learning process (Mese & Sevilen, 2021).

Furthermore, it is concluded that online learning still facing many problems in its implementation of Tinombo district. It happens because natural condition of the students that they were not able yet to follow the online learning system. It is needed a creative learning and teaching method so that students will enjoy the class (Widodo, 2021). It is found to be important to expand the internet access in rural areas especially Tinombo district because this is the main problem in there. Also the teachers did not provide the materials with any further explanation which made the students more anxious and less motivated because they could not understand the lesson well.

CONCLUSION

Based on the findings, the result of this research can be concluding that the EFL teachers' pedagogical practices based on their perception of Tinombo district during Covid-19 pandemic as a whole the teachers were using teaching methods and strategies based on the needs and abilities of students, giving various kinds of tests and assignments to students to find out the extent of student understanding, understanding students' conditions by adjusting the teaching and learning process based on the developing situation in this case COVID-19 pandemic, using media supporting the teaching process, assisting students in developing their potential and creativity, making good communication with students in the classroom, conducting assessments and evaluations using various techniques that are in accordance with learning materials and learning objectives, utilizing information on student learning outcomes as a reference for preparing learning designs, and using applications that support appropriate teaching strategies during the COVID-19 pandemic. In addition, the main problems of teachers in apply Pedagogical Practices during covid-19 Pandemic were the unstable internet network connection in that area and the concentration of students in learning decreases.

REFERENCES

- Alhawsawi, S., & Jawhar, S. S. (2021). Negotiating pedagogical positions in higher education during COVID-19 pandemic: teacher's narratives. *Heliyon*, 7(6), e07158. <https://doi.org/10.1016/j.heliyon.2021.e07158>
- Andriani, L., Hariyanto, & Walyono. (2021). Upaya Guru Pendidikan Agama Buddha Meningkatkan Hasil Belajar Siswa Dalam Pembelajaran Daring Pada Masa Pandemi Covid-19 Di Sd Negeri 1 Kalimanggis Kecamatan Kaloran, Kabupaten Temanggung

- Pendidikan, Sains, Sosial Dan Agama, (Fokus on Education and Religious)
- Clark, R. C., & Mayer, R. E. (2016). *E-learning and the Science of Instruction important: Fourth Edition*. Published by John Wiley & Sons, Inc., Hoboken, New Jersey.
- Coman, C., Țiru, L. G., Meseșan-Schmitz, L., Stanciu, C., & Bularca, M. C. (2020). Online teaching and learning in higher education during the coronavirus pandemic: Students' perspective. *Sustainability* (Switzerland), 12(24), 1–22. <https://doi.org/10.3390/su122410367>
- Creswell, J. W. (2014). *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* (fourth ed.). Boston: Pearson. In SAGE Publications.
- Deepika Nambiar. (2020). The impact of online learning during COVID-19: students' and teachers' perspective. *The International Journal of Indian Psychology*, 8(2)(2), 783-793. <https://doi.org/10.25215/0802.094>
- Departemen Pendidikan Nasional, (2006). *Undang-Undang RI No.14 Tahun 2005 Tentang Guru dan Dosen*, Jakarta: cet.1.n. (2005).
- Efendi, S. (2021). Lecturer ' s Pedagogic Competence in Developing Student Learning at the National University. *Jurnal Mantik*, 5(36), 701–706.
- Ghufron, M. A., Taufiq, A., & Riskiyanto, M. (2022). Pre-Service English Teachers' Pedagogical Competence in Teaching English: A Case of Teaching Internship Program (TIP). *English Learning Innovation*, 3(1), 27–41. <https://doi.org/10.22219/englie.v3i1.19382>
- Giroux, H. A. (1997). *Pedagogy and the Politics of Hope: Theory, Culture, and Schooling: A Critical Reader* (Edge, Critical Studies In Educational Theory).
- Hordvik, M., MacPhail, A., & Ronglan, L. T. (2020). Developing a pedagogy of teacher education using self-study: A rhizomatic examination of negotiating learning and practice. *Teaching and Teacher Education*, 88, 102969. <https://doi.org/10.1016/j.tate.2019.102969>
- Irmawati, D. K., Asri, T. M., & Aziz, A. L. (2021). How efl teachers deal with pedagogical competence development for the teaching of writing: A study on higher educational level in indonesian context. *Journal of Education and E-Learning Research*, 8(1), 42–51. <https://doi.org/10.20448/JOURNAL.509.2021.81.42.51>
- Irza, Y. (2021). The challenges of online learning during pandemic: students' voice. *Wanastra: Jurnal Bahasa Dan Sastra*, 13(1), 8–13. <https://doi.org/10.31294/w.v12i1http://ejournal.bsi.ac.id/ejurnal/index.php/wanastra/8>
- Leavy, P. (2017). *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*. In The Guilford Press, New York, London.
- Meirovitz, T., Russak, S., & Zur, A. (2022). English as a foreign language teachers' perceptions regarding their pedagogical-technological knowledge and its implementation in distance learning during COVID-19. *Heliyon*, 8(4), e09175. <https://doi.org/10.1016/j.heliyon.2022.e09175>
- Mese, E., & Sevilen, C. (2021). Factors influencing EFL students ' motivation in online learning: A qualitative case study. *Journal of Educational Technology & Online Learning*, 4(1), 11–22.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis*. London: Sage Publications. In CEUR Workshop Proceedings (Vol. 1304).

- Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 16 Tahun 2007 Tentang Standar Kualifikasi Akademik Dan Kompetensi Guru Lampiran, Tabel 3 , file Pdfndonesa. (2007). 9(2), 10.
- Salas-Pilco, S. Z., Yang, Y., & Zhang, Z. (2022). Student engagement in online learning in Latin American higher education during the COVID-19 pandemic: A systematic review. *British Journal of Educational Technology*, 53(3), 593–619. <https://doi.org/10.1111/bjet.13190>
- Sitomurang, R. K., Fahriany, & Nahartini, D. (2022). An anlysis of teachers' strategies on students' reading comprehension in online learning. *Jurnal Pendidikan Sains, Sosial Dan Agama*, 8, 215. <https://doi.org/10.53565/pssa.v8i1.444>
- Som Naidu. (2006). E-Learning A Guidebook of Principles, Procedures and Practices. In E-learning.
- Sumadi, C. D., Hidayat, A., & Agustina, I. (2022). Literature Study: Analysis of Learning Facilities in the Pandemic Era on the Effectiveness of Online Learning in Elementary School. *Widyagogik : Jurnal Pendidikan Dan Pembelajaran Sekolah Dasar*, 9(2), 183–190. <https://journal.trunojoyo.ac.id/widyagogik/article/view/13808>
- Suwartono, T., Mularsih, P. S., & Khomsatun. (2022). Good Or Bad Teaching Practices ? Learning From. *Jurnal Ilmiah Kependidikan*, 16(1), 103–116.
- Tan, O. S., Low, E. L., & Liu, W. C. (2017). Teacher education in the 21st century: Singapore's evolution and innovation. In *Teacher Education in the 21st Century: Singapore's Evolution and Innovation*. <https://doi.org/10.1007/978-981-10-3386-5>
- Widodo, U. (2020a). AN ANALYSIS OF STUDENTS' SKILL IN IMPLEMENTING PERSONAL PRONOUNS. *Agama Buddha Dan Ilmu Pengetahuan*, 5(January 2019), 62–72.
- Widodo, U. (2020b). Contextual Teaching and Learning : An Alternative Method to Teach Speaking. *SELL Journal: Scope of English Language Teaching, Linguistics, and Literature*, 5(2), 115–130. <http://www.publikasi.stkippgri-bkl.ac.id/index.php/SL/article/download/424/343>
- Widodo, U. (2021). Uji Signifikansi Pengaruh Kreativitas Belajar pada Keterampilan Membaca Siswa. *Kajian Bahasa, Sastra Dan Pengajaran*, 5(2), 95–106. <https://doi.org/https://doi.org/10.31539/kibasp.v5i1.2970>