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Research Article

Teacher's Perception On Online Learning During Covid-19 At Smkn 5 Vocational School Bandung

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Abstract: Adaptation to the COVID-19 Pandemic includes online learning, with no exception to vocational schools such as SMKN 5 Bandung. With more courses being dependent on practical than theory work, teachers and students need extra effort to deliver and understand the materials and practice leaning on kinesthetic, auditory, and visual stimulations. Thus, it has become a challenge for the effectiveness of learning via the internet. The research explores teachers' perceptions at SMKN 5 Bandung regarding online learning. It employed the quantitative descriptive method to analyze and arrive at a conclusion based on the online questionnaire 58 teachers as respondents completed. The results showed that they had used various applications/platforms such as Google Classroom, but they need more information on suitable platforms and content. It is recommended that they receive effective platform and content training to face limitations, especially audio-visual delivery.

Keywords: teacher's perception, online learning, application/platform

1. Introduction

The COVID-19 disruption is global, sudden, and inevitably adverse to almost all aspects of life, including education from pre-school to tertiary level, with approximately 63 million students in Indonesia alone. Vocational schools are also affected by the pandemic outbreak, disallowing conventional classroom and lab work on campus. It adds to the challenges of conducting education for both the teachers and students. The first challenge is lab work in the curriculum, which leans on interaction in labs, workshops, and studios. The interaction is not to stimulate auditory-visual senses but also kinesthetics since they engage in activities mimicking the tasks they will have to complete in their jobs. Direct feedback from teachers is practical since they can also engage in discussion as they work on the tasks.

Another point to make is the physical equipment needed for the lab work. Most of the time, they are expensive and require specific measures to ensure a safe environment and proper use. Some equipment is also rare or not permissible for private ownership. Thus, there should be an alternative way to conduct lab work, such as a virtual lab or videos regarding the lab work.

The third challenge is the readiness of facilities for online learning. The Indonesian government has provided a free internet quota for students and teachers for their perusal in the teaching-learning interaction. However, both parties' common obstacle is the network's low capacity in broadcasting and accessing audio-visual materials via the internet, let alone an online virtual lab that usually demands higher bandwidth and speed.

The next challenge is the preparedness of the teachers and the students to engage in online learning. Both teachers and students have to exert extra effort because the teachers have to transfer or transform the materials from print to digital versions, and students need to complete their tasks in digital form. One of the efforts is familiarizing oneself with the platform/application used and to what extent they accommodate various forms of activities and files uploaded/downloaded.

The transitional process from face-to-face interaction to that of digitally synchronous interaction (either hybrid or whole) was discussed in context for Indonesia's teaching-learning process's gradual reformation. However, its implementation was made national-wide under the emergency circumstance and formalized through *Surat Edaran Kemendikbud No. 4 Tahun 2020* and *Surat Edaran Kemendikbud Nomor 15 Tahun 2020* regarding the implementation of Studying from Home during the pandemic. The consideration was based on the importance of independent social distancing to protect oneself from contagious and deadly diseases. Self-isolation was never meant to discontinue education; instead, it provides alternative ways to learn through the internet.

Some theories have supported online learning, and one of them is that of Bates and Wulf. They advocated that online learning's main advantages are interactivity enhancement, time and place flexibility, global audience outreach potential, dan speedy content, *and archive abilities.* There are 175.4 million people in Indonesia who have used the internet, and 171 million people access the internet through their handphones. With a 17% growth of internet users, it is not difficult to forecast how online learning will develop over the next few years (Global Digital Report, 2020). Moreover, the population averaged 4 hours per day of using the handphones, which means that they can access the internet for a long duration. Thus, a study on how to introduce good habits for students in using the 4-hour daily average regarding their pursuit of education.

2. Research methods

To investigate the general picture of internet use in online teaching-learning activities, we researched a quantitative-descriptive approach. The respondents were 58 teachers from the SMKN 5 Bandung (vocational high school) penelitian ini dilakukan dengan berdasarkan metode kuantitatif deskriptif. A survey was distributed digitally through google forms as at the time of the research, the number of cases was at its peak, and the government had a strict interaction limitation policy enacted. The survey results were then analyzed using the Miles & Huberman model to filter invalid data, present the data, and verify the data and arrive at a conclusion. The filtering phase includes the categorization based on the platform/application used. The data presentation involves presenting valid data for analysis. The result of the conveyance is then interpreted to describe the condition in which the study was made and its phenomenon.

The questionnaire consisted of open-ended questions, which did not limit or suggest any category or brand, and relies on the respondent's individual experience and discretion.

3. Results

All of the respondents have experience in using at least a platform/application. Google Classroom was made mandatory within the campus, and the teaching-learning experience includes uploading/downloading modules, assignments, and forums. For communication purposes, both teachers and students rely on using applications such as Whatsapp, Line, or Telegram. They were considered practical since they have used it before the independent isolation implementation for personal and academic use.

The online classes were scheduled after the timetable before the pandemic, and the longer duration was shifted from synchronous to asynchronous online activities. The types of assignments include drills and case studies, lab work mock-ups, and the time allotted for completion based on the needs of the individual subjects.

Besides the compulsory Google Classroom, the grade 10-12 classes used Kahoot, Schoology, Edmodo, and Zoom with the percentages of 28%, 15%, 12%, 9%, dan 3%, respectively. Other platforms were identified, but the percentage compared to the population was insignificant, so they were categorized as "others." Based on the respondents' subsequent discussion, it was a common opinion that Google Classroom was a prioritized choice due to its simplicity in access and use and its integration with other Google products (mail, forms, calendar, and drive). Its functionality was also considered adequate, and there was no subscription fee to use various facilities. Table 1 shows the number of respondents and their response to the choice of application/platform in conducting online learning.

Tabel 1 Application/Platform of Choice

Application/Platform	n
Google Classroom	16
Kahoot	9
Schoology	7
Edmodo	5
Zoom	2
Others	19
n=58	

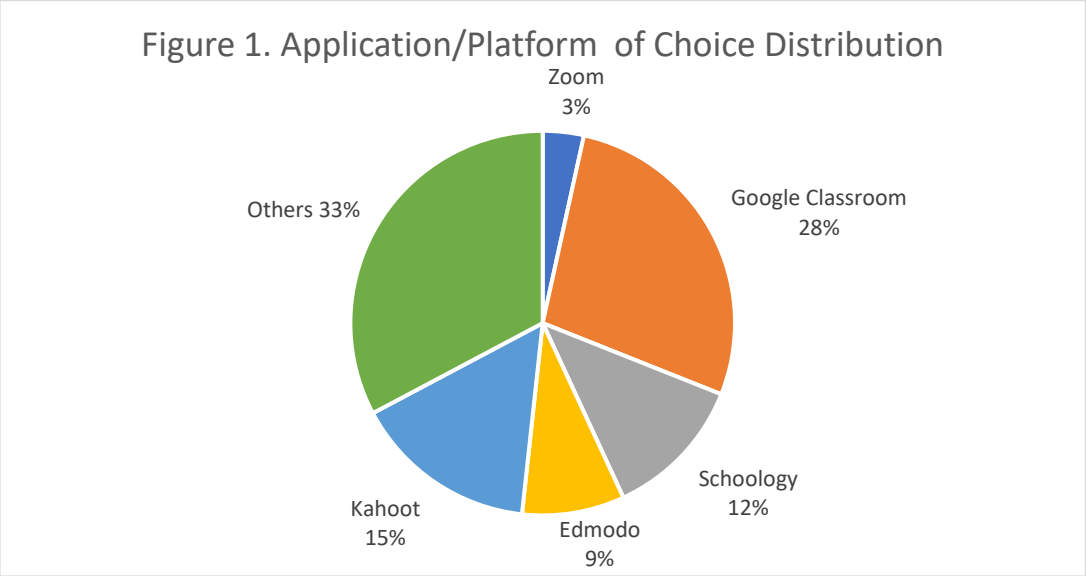


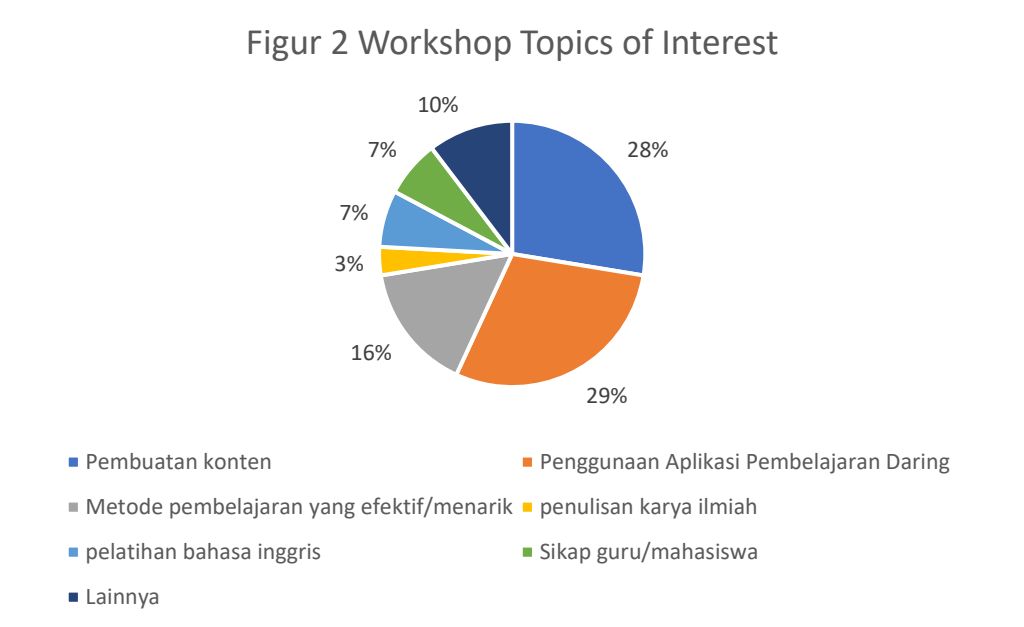
Figure 1 above shows the distribution of the percentage regarding the respondent's choice of application/platform.

The next item is the respondent's interest in participating in workshops about conducting online learning. Table 2 shows the number of respondents who expressed their interests, which can be categorized into eight categories:

Tabel 2 Workshop Topics of Interest

Workshop Topics	n
Content creation	16
How to optimally use application/platform	17
Practical/interesting teaching-learning methods	9
Scientific article writing	2
English language learning	4
Teacher/Student behavior	4
Others	6
n= 58	

Figure 2 shows the percentage distribution of the respondent's interests for workshops.



As shown in Table 2 and Figure 2, using applications/platforms for online learning was the highest, followed by content creation. One of the creations frequently mentioned was making videos for parts of the lesson/lab work. Emphasis was made for lab work since most require an audio-visual presentation for precise procedures.

4. Discussions

There are several points of interest deriving from the results of the data analysis. The first point is that the respondents also use alternative applications/platforms to supplement the school's mandatory eLearning platform. Some respondents needed facilities not available in Google Classroom, such as synchronous quizzes where they could compete for the highest scores and earliest completion.

The next point is the topics of interest the respondents proposed. Training on using application/platform for eLearning interaction was the most frequent topic mentioned, showing that even though they have used Google Classroom, they have yet to use other facilities available in the platform. The supplementary applications may suggest that the same facilities offered by both are yet to be explored.

Making videos for teaching materials require video editing software that may not be accessible for teachers and students. Current platforms such as Youtube Studio offer essential editing utilities specific for videos that are eligible for uploading to Youtube. Other needs such as basic animation are not available, and resorting to MS Powerpoint was cumbersome and entails further training. Videos for supplementary materials were frequently mentioned as an essential topic to be discussed, which showed that audio-visual presentation is considered crucial to deliver materials. However, the large size of files in this form may also lead to second thoughts due to time and quota usage considerations.

Another concern is the interest of students in engaging the class activities online. It shows that the teachers had doubts about the effectiveness of elearning in enhancing the students' knowledge. Furthermore, it is considered a means to accommodate traditional teaching materials migrated to their digital forms with little or no benefits outweighing the conventional face-to-face classes.

The last note to make is the need for training in using applications and platforms for teachers and students' behavioral issues. They seek a medium to discuss with individuals regarding their psychological state during the implementation of online learning. There is a need to discuss their state of mind in coping with independent isolation and online learning

5. conclusions and recommendations

The research was conducted as part of a series of activities of the English Department, Widyatama University, for community services. It serves as a preliminary study to map the teacher's perception of online learning under pandemic conditions.

Based on the results of the analysis and subsequent discussions, A conclusion can be made that online learning at present is at its emergency state. Concerns from the teachers arose from their self-evaluation, which showed they were not well-prepared to implement the teaching-learning method. It does not entail that they do not support the government's decision in continuing the current learning system despite the drastic changes planned by the ministry of education and the circumstances that accelerate the programs, especially in the internet-based educational experience.

Thus, the study can be made a basis for the English Department of Widyatama University to provide follow-up workshops for the teachers at SMKN 5 Bandung to further explore and build sound experience using eLearning platforms and applications implementing them in their online teaching tasks.

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