SENIOR TEACHERS' STRUGGLE IN INTEGRATING WITH TECHNOLOGY IN ONLINE CLASS DURING PANDEMIC

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Abstract

The worldwide-scaled COVID-19 Pandemic can't fail to bring many changes to this world, and the teaching learning activities is not excluded. Due to the case of emergency, educators are required to adapt and improvise according with the situation. Therefore, the conventional learning which was done offline was inevitably shifted to be online in the sake of maintaining the social distancing. Because of the change, the demand of utilizing online technology is rising exponentially. However, the drastic change is not wholly accepted by the entire party of educators, some of them especially senior teachers find it difficult to cope with. This qualitative study focuses on analysing the struggle and difficulties faced by the educators during implementing technology means for online learning. Senior teachers of various teaching backgrounds from primary school to high school were chosen as the subject of the study. The necessitated data will be gathered through semi-structured interview via WhatsApp and phone calls. The findings of the study shows that most senior teachers were still struggling with the utilization of Zoom Meeting Application and the majority prefer WhatsApp as it was the easiest application to be used during online teaching. The findings not only give insight regarding the positive and negative aspects of online learning from the senior teachers' perspective, but also give broad perception of the senior teachers' struggle and difficulties in utilizing technology used in online teaching.

Keywords: Challenges, Covid-19 Pandemic, Online Learning, Senior Teachers

1. Introduction

The disastrous situation caused by the global coronavirus pandemic has put the world in a state of semi-quarantine due to how deadly the virus can be. As stated by (World Health Organization), the infectious virus, namely SARSCoV2, has the property of rapidly infecting people through droplets that cause mild to severe respiratory diseases. This phenomenon is prompting governments across the country to restrict various human activities outdoors and force everything to be done indoors with less interaction, including teaching and learning activities. In Indonesia, the Committee for Covid19 Management and National Economic Recovery (KPCPEN) announced that the teaching-learning program had been running from July 3 up to recently in some regions in Indonesia, especially Lampung Province, due to the difficult situation caused for the recurring case of Covid19 that occurred in both areas or

islands are classified as a grade 4 pandemic situation (Government and Installation). This involvement not only affected students, for whom learning the English language is sometimes difficult even offline, but also teachers who have dedicated their entire professional activity as classroom teachers. This goes hand in hand with (Estrellan et al.) who found that the new online teaching model is difficult for teachers due to the challenge of operational and psychological teaching. (Sutrisna et al.) also mentioned in their study that students tend to learn English face to face with their teachers or lecturers so that they feel comfortable in learning the language.

(Hidayati and Husna) stated that in response to government regulation, online learning is the only possible alternative for any school and university to maintain teaching and learning activities in the Covid19 pandemic, although some of them have little or no experience in conducting online learning. This has been illustrated by (Karaeng and Simanjuntak), who pointed out that some face-to-face or conventional classroom schools are slow-paced and are moving to online teaching. On the other hand, (Cooperman) said that the need to be an online teacher is to have technological knowledge or have technical knowledge of the use of new technologies that are both considered to be effective and efficient in online teaching.

Furthermore, (Hadijah and Shalawati) in the context of teaching English, the existence of ICT can make the learning environment more interesting and meaningful. Although the lessons are explained, as facilitators, teachers may use some ICT devices or products to present and provide information to the students, such as: Use the video and ask the students to have a conversation based on the example in the video. The provision of the video offers the students a new learning experience. Then they can also have a multimedia environment in their classrooms. In addition, the learning process not only takes place in classrooms, but can also take place outside of class in the virtual learning environment. So this

has a positive effect on the interest, participation and also understanding of the students. The use of ICT can also influence the development of teaching methods, since it is necessary to apply more effective methods of using ICT during the teaching and learning process. Conventional teaching methods cannot be carried out successfully in ICT-integrated classrooms. Based on the statement uttered by (Harmer and Jeremy), teachers need to enrich their teaching methods like such as freeze framing, sound off and vision on, full viewing, and so forth by providing video in the context of the English classroom, teachers are able to do teaching and learning activities.

In addition, (Coman et al.) Said that teachers who are open-minded, flexible, and eager to develop became self-taught and tried to improve their teaching skills. However, a certain segment of teachers still show a resilience to learn to use new tools and only use the basic functions of the e-learning platform during the courses. It is also important to mention that in the higher education system it is more difficult for teachers to recognize that they cannot use certain platform tools and therefore do not ask for help in this regard.

However, (Rahayu and Wirza) added, technical skills alone are not enough; teachers must also adapt their teaching methods to the online environment. Regarding information processing in online learning, research shows that the use of the videoconferencing function during the course is necessary for a better absorption of information, reconciling the number of theoretical and practical tasks and delivering give students an appropriate number of practical tasks that do not spend too many hours in front of the computer. It would be advisable that the tasks involve teamwork to compensate for the lack of interaction in the online environment. So, this implies creativity in thinking and the design of tasks that stimulate collaborative learning, but it also implies the need for technical skills to create and implement programs that are designed to enhance student interaction. In addition, it is necessary for the teachers to give quick

feedback on the tasks solved by the students, offer them support, diversify the tasks more for them, use different teaching aids, provide information in a variety of ways (audio, video, text) , and find strategies to pique their interest and keep them focused during learning.

Yet teaching and learning online are not as comforting as one might think. Some previous studies have reported on the challenges both students and teachers face when learning online amid the Covid19 pandemic crisis related to the introduction of four basic language skills. (Susilowati) reported that listening as a form of online learning was more challenging because the problem of technical problems was not easy to solve remotely. (Fitria) added that online learning does not fully support learning progress because indirect interaction between students and teachers, and students and students, limits the class to have a good understanding of the courses that are taught. For example, (Eko et al.) and (Sutrisna et al.) and (Nartiningrum and Nugroho) made similar statements about the challenges of online learning; Some of the students had no devices, internet connection problems, an unaffordable internet package to study, and, most ironic, some teachers and students had little digital literacy. In summary, (Hidayati and Husna) online learning has actually been seen as a new topic in the context of Indonesian education that some teachers have suffered from understanding and misunderstandings about the concept of online learning and others. In the absence of students, this proved difficult as many of them were said to be highly dependent on the situational existence of teachers in the classroom.

Moving swiftly on to the context of this research subjects, therein the senior teachers, who were believed to be the ones to struggle the most during the implementation of online learning. It goes without question that both students and teachers, mostly those who have never been in touch with the vast advancement of technology, are the ones suffering, but it is unimaginable to think how the teachers belong to the senior citizen generation coped with the implementation of online learning. (Tariq et al.) Defined senior teachers as educators who have professionally been experienced teaching for years, belonging to the class of Senior citizen. The senior citizen themselves are those who reached elderly hood, or in the other word, those aged ranging from 50 to 65. Even though it was dependable determining the age gap of senior teachers, yet in Indonesia, teachers are required to have their pension time in the age of 65.

The less exposure on technology during their prime teaching time is one of the major factors on why the elderly educators are considered the most struggling to cope with the newly adapted online teaching, according to (Berk and Weil). The struggle of the elderly teachers in implementing online classes stimulated the researchers to seek out more information underlining the struggles, so that the perspectives gained from the experiences of the teachers could be a new insight that gives birth to the solution leading onto betterment of the teachers' welfare. The other particular reason is that the researchers' utmost salute and respect towards the elderly teachers who were supposed to be enjoying living in their stage of life but refuse due to their choices to keep serving the nation in the best way they are capable , in a never ending spirit.

The purpose of this study was to broaden the perspective of previous researchers' teaching staff on teaching during Covid19 to provide insights on the implementation of online learning by multilevel teachers from elementary, middle, high school / vocational schools and universities in Indonesia and shows the barriers elder educators face and how they deal with online learning issues so that the results can be used to generate a variety of responses from educators with heterogeneous backgrounds. Later it was expected that the learning of four basic linguistic skills would be better and more balanced based on the contributions from the educator's perspective.

2. Method

2.1 Research Design and Participants

This research adapted qualitative research method. Qualitative research is a research method that is descriptive in nature, uses analysis, references data, uses existing theories as supporting material, and creates a theory. According to (Cropley), Qualitative research attacks are different from those described above. It is based on the basic idea that "reality" is subjective: each person builds an individual and personal worldview on the basis of their specific and at least partially specific interactions of the person with the outside world (including the people who are part of this world). As a result of much of what people, including researchers, see as reality consists of a series of impressions, conclusions and opinions in the mind of each individual. Based on the previous statement, the research is described using a qualitative method in which data is collected to answer the research questions formulated in the problem statement.

Also, as elaborated by (Y Chivangaschivanga and B Monyai), in qualitative research, it is the responsibility of each researcher to rigorously collect data and systematically interpret certain events, occurrences, or phenomena based on the experiences of the participants in their studies. The application of qualitative research methods means that researchers place themselves in the context of the events, events or phenomena they are investigating, while in quantitative research, in order to maintain objectivity, researchers position themselves as external observers.

The subjects of this research are the elderly teachers or senior teachers residing in the province of Bandar Lampung. The researchers decided to implemented pseudonym to conceal the identity of both the teachers and the school names. The underlying reason for the researchers' in implementing Pseudonym in this research is hand in hand with the statement defined by (Muslimin), that everyone has the right to restrict other people's access to certain types of information about themselves. Respect for the person must be respected, as personal data can be actively misused and confidentiality is also important in the interest of the investigation. There are 8 (eight) senior teachers from various teaching background ranging from elementary education to high and vocational school, domiciled in Lampung Province, consisting of 6 women and 2 men, that were willingly participate in this research. Due to the Pseudonym system applied, the researchers decided to utilize the alphabet as the replacement of their real names.

2.2 Instrument

A semi-structured interview is used to gain a more detailed understanding of the participants' responses to their written reflections. A semi-structured interview allows researchers to propose a new idea or question during the conversation to respond to the responses of the interviewee (Harding). The main advantage of this research model is that researchers, as interviewers, have a structured guide at hand, but can expand the guide if necessary (Nugroho and Fitriati). The participants were chosen purposely and were gladly willing to give the author assistance via interview through online messaging and phone calls. The purpose of this study is to seek out the perception of the research subjects in regards of; opinion, perspective, experience and notions toward online learning. For this reason, in the present study, semi-structured interviews were chosen as instrument.

2.3 Data Collection and Analysis

The data collection in this study is the perception of senior teachers with different teaching backgrounds to online teaching during the Covid19 pandemic. This is compounded by the growing case in Indonesia that led to the announcement of the President's implementation of the Society's activity restriction for the period from July 3rd to the present day. The primary data for this study were accumulated from the results of the semi-structured interview. This interview model

was chosen because it can allow the researcher to contribute new ideas or questions during the interview and obtain responses from the respondents' responses. The data collected from the responses would be organized according to different constellations based on the responses; the researcher would then interpret and present the responses.

Data analysis techniques are the crucial step in a study because data analysis is used to infer the results of the investigation. Regarding the data analysis, the researcher adapted the process of analysis of the data based on the step made by (Aldina), therefore the steps are;

a. Get to know with the interviewee and organize the interview according with the run-down. In this phase, the data obtained was collected jointly. The researchers then began the process by reading all the data, taking notes, and reviewing it. The researchers then organized the relevant data to focus on the study problem. The data comes from interviews.

b. The researchers translate, interpret and represent the obtained data. The researchers translated the interview from Bahasa Indonesia to English and proceed to interpret the translated interview, then analyzed them and represented the result of the data.

3. Findings and Discussion

This section reveals senior teachers' responses or perception to the challenges they encountered in online teaching process, the frequently apps used and the reason behind the choosing, and lastly the suggestions they have made to improve online learning. The most representative responses of the semi-structured interviews are quoted verbatim to facilitate the delimitation of the results. Interpretation of the findings and their relationship to previous studies are explained in more detail in the discussion section.

3.1 Senior Teachers' Perception towards online teaching

In general, the majority of the senior teachers interviewed were voicing objection and complaints toward the implementation of the online teaching program. Although some of the senior teachers pointed out plenty points of positivity that they believed were achieved during the teaching period, yet they slowly turned back to the point where ended up as the drawback point at the utmost ending part. Like for instance, the witness from Mrs. A from Islamic Junior High School in Way Halim Permai;

"This revolution in learning truly brought new insight in the world of education, for, we cannot fail to adapt and improvise with the current misfortune of situation befalls all of us. I personally support the change for the betterment; it was the urgent thing to be implemented, but I do have this kind of feeling that this particular ICT system meant for teaching is not for the one like me. Frankly saying, it was no easy to use and I keep forgetting to set everything up"

(Mrs. A, Way Halim Permai)

Similar voice was also uttered by the senior teacher in one of the state vocational schools located in Bukit Kemuning Sub-district, Mr. G. He consciously admitted that the new system somehow not only brought problematic issue to the teachers, especially the senior ones, but also the students;

"As an educator belonging to the old generation, it goes without question for me to experience difficulty implementing this so-called online learning set by the government as requirement in maintaining the breath of education. But it is quite often for me to experience such event when the students including I myself troubled with the system, mostly at the very beginning of the implementation, it was really difficult

for us since the online system had never been experienced before this, it is kind of disastrous, yes, if I have to put it that way"

(Mr. G, Bukit Kemuning Sub-district)

The point of objections was not only sourced from the perceptions aforementioned. To the surprising point, it also uttered by the teacher of one of state elementary schools situated in Sumberejo sub-district, Tanggamus Urban Village, namely Mrs. C. She has been teaching English for 28 years and since the period of pandemic, everything felt upside down and the she admitted that the effort in teaching should be pushed to the extras according to her witness. Her enunciation toward online teaching that she was struggling in adapting is as follow;

"This is once in a lifetime of teaching experience where I got trouble every single day. I felt bad for the dear children and the troubled parents who are as confused as I am when it comes to the troubleshooting of the online learning issue. We are not ready for this. Yes, we did learn the utilization of computer and internet but we did not expect this to be as problematic as we undergo nowadays. Overall, to me, this e-learning method was not suitable for the teachers as old as I am yet we have no other option"

(Mrs. C, Sumberejo sub-district, Tanggamus Urban Village)

The negative testimonies were heard from most of the research subjects, the senior teachers, in almost all interviews. But among all, there is one teacher that gave off positive perspectives in online learning. Mr. E who is teaching in one of the private high schools in Kemiling sub-district, Bandar Lampung, uttered;

"You are asking about personal opinion, eh? So don't count my answer as this school's teachers' representative. To me, online learning gave us teachers more leisure time at home with our dear families while having control over the students online. The brighter side of this pandemic is that we need to learn and utilize the information and technology more. In the near future I do believe that we will require ICT even more than now. Troubleshoot? Thankfully I do have people at home who are good enough to assist me with the troubleshoot"

(Mr. E, Kemiling sub-district)

Based on the findings of teachers' perception of online teaching, it could be summed that the responds and testimony of the newly adapted teaching system is overall negative. This goes in line with the previous relevant researches conducted by (Hadijah and Shalawati), (Lü), (Anugrahana), and (Mardiana) whose researches revealed that online teaching brought negative feedback from both students and teachers. Yet there is one statement from the senior teacher that perceived positive perception. This was in line with the studies conducted by (Pujilestari) and (Tri et al.) whose identification showed that teachers gained more advance knowledge in the technologically integrated teaching. Nevertheless, the perception majority of online learning by the senior teachers is overall negative since seven out of eight participants said so.

3.2 The Applications used, the most difficult and practical to use

Discerning the perception of the senior teachers toward online learning, the researchers then proceed to discover some issue that might turn to be the source of the senior teachers' hindrance in implementing online teaching. The researchers then revealed that operating some sort of applications sometimes brought dilemmas to the senior teachers due to their complexities and difficulties. Below are the witnesses uttered by the senior teachers regarding the applications which are considered practical and difficult to use;

"Since teaching turned online, I have tried utilizing many apps namely Edmodo, Google Meet, Zoom Meeting, Zenius, even WhatsApp mbak. Yet I felt confused trying to login here and

there, especially in utilizing Edmodo and the government app, emm what is the name again? Rumah Belajar.. Yes yes.. That one is quite difficult and confusing for me, nothing from them look simple except WhatsApp, just open the app and it's all done, very simple, truly"

(Mrs. B, Kedamaian sub-district)

It was known that based on Mrs. B, Edmodo was considered the most difficult application to use due to its complexity yet WhatsApp was the most practical one. The next notion came from one senior teacher who teaches at one private senior high school in Kemiling sub-district. Though notion uttered was slightly different than the previous, but the essence is the same. The notion is;

"To my experience, WhatsApp is the most practical, simple and convenience to use mbak, compared with the other apps, yet WhatsApp still does not support, uh, that, ah, mass video conference like Zoom Meeting. The most difficult? Without doubt I will say Zoom Meeting, because many times the students complained a lot due to the weak signal.. We never have such experience using WhatsApp"

(Mr. E, Kemiling sub-district, Bandar Lampung)

Once again WhatsApp turned to be everyone's favorite but the answer from the other senior teachers are yet to be taken into account. This current one also came from a senior teacher who serves his duty in Kemiling sub-district, but this gentleman teaches at one of the state senior high schools in the sub-district. The opinion uttered was;

"The application we used for e-learning is vary; we have used Zoom, GMeet, Google Drive, Google Duo, WhatsApp, Edmodo and even social media for example Facebook and et cetera. The simplest one is of course WhatsApp mbak, and if you ask me for the most difficult, my answer will

be Edmodo. Why? It is because for teacher like me, it was too much. There are a lot of steps in there that is not easy to remember for me"

(Mr. F, Kemiling sub-district)

The following opinion, another voice came from senior teachers from one of private Islamic Junior High schools situated in Sukarame, Bandar Lampung. They did confer the same opinion regarding the utilization of education application used, since they were teaching in the same educational institution.

"In our MTS, we have used apps like Google Meeting, Google Classroom, Quipper, Ruangguru and Zoom Meeting. I and Mrs. H have our own group chat in WhatsApp to give instruction to the students. We never use WhatsApp for teaching, only to give instruction. So if mbak-mbak asked us about the easiest app to use, then the answer will be Zoom meeting, and for the most difficult to use is, I think, Quipper, don't you agree Mrs. H? Because the step in making the account, to us, is quite troublesome"

(Mrs. D and Mrs. H, Sukarame, Bandar Lampung)

The finding above showed that not every senior teacher believed that WhatsApp is the most convenient application worked well in online learning. Mrs. D and Mrs. H in fact stated that they did not use WhatsApp as their main application in teaching the students online. But the finding remains inferior compared with the rest of the senior teachers who utilized WhatsApp and found WhatsApp more useful and dependable compared with the competitor apps.

From the findings aforementioned, it is then concluded that WhatsApp is the most convenient, easiest and simplest application that is mostly used during online teaching by the senior teachers. This finding supports and is in line with the research conducted by (Hanisi et al.), (Febrianingrum), (Ahmed), (Ferreira-

Meyers and Martins) and lastly by (Pengantar et al.) which stated that WhatsApp is truly the simplest and easiest to utilize by teachers during online learning. Therefore, the lines-up for applications utilized by senior teachers from the easiest to the most difficult are; WhatsApp, Google Meet, Google Classroom, Rumah Belajar, Quipper, Edmodo, and lastly or the most difficult is Zoom Meeting. The reason why Zoom Meeting application turned to be the most difficult are; many complaints from the students, too much commands, the system was not easy to remember, the signal quality in using Zoom was always bad compared with its competitor apps and it was claimed to consume more internet quota than the other apps.

3.3 The senior teachers' suggestion and input for online learning

After learning the perception and struggles of the senior teachers regarding online learning, the researchers went further by asking the suggestion and input the seniors teachers might have for the policy holders, educational institutions, the governments or those who have important roles in the scope of education. The suggestions and inputs were expected to be implemented for the sake of the betterment of the senior teachers especially and the whole teachers in any educational teaching level generally. The suggestions and inputs given by the senior teachers therefore;

> "*My suggestion is that the government or any institution who is responsible to the system should make a new movement like for instance Seminar, Upgrading event and training course meant for senior teachers and those who are yet to be ready for online system. Don't you know that there are still many that are younger than me, struggling to do this, lho mbak*"

(Mrs. H, Sukarame, Bandar Lampung)

The insight provided by Mrs. H showed that senior teachers and those who are not exposed to the knowledge of technology should be given extra time to learn more about the technological advancement so that they may catch up with the system. Another suggestion with similar voice was uttered by Mr. G, the state vocational school senior teacher;

> "*Wah mbak, we the seniors, I think, don't belong to the, what is the term again? Yes, the digital native. We are not there and it is no easy for us to fulfill the expectation since our body and mind don't support us in, just like old computers used in modern times. My suggestion is that we, the seniors, are given private course training program in utilizing the computer, gadget and et cetera because it is supposed to be the government's duty I suppose*"

(Mr. G, Bukit Kemuning sub-district)

The research subject, Mr. G, gave the same input regarding private course training for senior teachers whom according to his perspective did not belong with the digital native. So in order to fulfill the requirement of digital competencies, to his idea, private course training is badly demanded. The next is the insight and suggestion regarding online learning provided by Mrs. C. She believed that the policy makers supposed to do something more than just providing seminars and courses about the Information, Communication and Technology for senior teachers. She uttered;

> "*It always felt bad to keep asking someone at home or at the workplace about the maintenance I faced during teaching. Putting aside the not supporting devices we have, sometimes the parents asked us to help them with the troubleshooting, in which we have zero knowledge about! The policy makers should take this into account, equipping us with well-balanced equipment is not half bad, hahaha*"

(Mrs. C, Sumberejo sub-district, Tanggamus Urban Village)

The responds from the senior teachers were vary but the majority point is that the governments, educational institution, and policy makers were demanded to provide the senior teachers with seminars, events, refresher course, private training course and short course about information and technology, especially the ones they utilize in teaching online. The statements of inputs and suggestions from the senior teachers are in line with the previous researches result conducted by (Yusri et al.), (Hadijah and Shalawati), (Mahdum et al.), (Artacho et al.) and the most recent is (Maqbulin). In short, seminars and courses about ICT is viewed as a very essential supporting program for upgrading the quality of the senior teachers, especially enhancing their digital comprehension so that the senior teachers may catch up with the usage of the latest technology meant for assisting them in teaching.

4. Conclusion

The The results of the present study provide information from senior teachers on the implementation of online teaching. Senior teachers shared their challenges in teaching online. An unstable network, less social interaction that resulted in the students understanding of some materials, less knowledge about digital comprehension, less knowledge about technological support and advancement, and a weakened students' commitment to learning due to difficult online learning procedures were challenges the senior teachers faced during online courses during the Covid19 pandemic. The overall perception of the senior teachers regarding online teaching was unfortunately awful. Some of the suggestions made by senior teachers to cope with the challenges were for them to be provided extra courses in ICT in the form of seminars, short courses, private training courses, mini-events and courses of instruction. Also, some senior teachers even responded that they wanted to be equipped with well-performed devices that support the needs of online teaching. Considering the research results, the researchers proposed some suggestions for the next researchers with the same topic of interest. For fellow researchers, it would be preferable to seek out more the perspective and perception of the policy makers, stake holders, governments and educational institution so that the red thread connecting the core of regulation and the senior teachers in the field could be ascertained and the best solution to the both sides is hopefully be found and implemented.

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