

# THE ROLE OF TEACHERS IN IMPLEMENTING DISTANCE LEARNING IN THE MIDDLE OF THE COVID-19 PLAGUE

Linda Ika Mayasari<sup>1</sup>, Isthifa Kemal<sup>2</sup>

1 STKIP Kusuma Negara, Jakarta, Indonesia

2 STKIP Bina Bangsa Getsempena, Banda Aceh, Indonesia

## Abstract

Learning should be well prepared from planning, implementing, to evaluating learning. This encourages research to examine how the role of teachers in the learning process is seen from the learning process. The focus of this research is to describe the Role of Teachers in the Implementation of Distance Learning, from the planning, implementation, and evaluation of learning. This research uses a descriptive qualitative research model. Main Findings: This research was conducted at MIN 1 Banda Aceh with the subject of the research being the teachers, in this case the teachers were given questionnaires and interviews to find out some indicators of the teacher's role. (1) the teacher's role as a source of learning in distance learning the teacher provided the source of learning among them namely the theme books and programs that the government made through television namely on TVRI; (2) the teacher's role as a demonstrator in this distance learning where the teacher provides facilities such as media for example with video media to help students in the learning process; (3) the teacher's role as a motivator gives the teacher motivating students. The motivation provided by the teacher also varies, there are those who provide motivation with rewards and also those that go directly to students (4) the role of the teacher as a manager in distance learning here the teacher acts as a manager of learning so that learning can be directed according to the basic competencies and learning objectives that must be achieved; (5) the teacher's role as an evaluator here the teacher's role is to provide an evaluation in order to know the extent to which students master a learning material. Regarding supporting and inhibiting factors for the role of the teacher in implementing distance learning.

**Keywords:** Distnace Learning, Teacher Role, Covid Outbreak 19

**Correspondence:** Isthifa Kemal  
STKIP Bina Bangsa Getsempena, Banda Aceh, Indonesia  
isthifa@bbg.ac.id

## 1. INTRODUCTION

The pandemic poses a special challenge for educators because in this situation learning takes place online. Of course, this is a new challenge for educators, from teaching methods to individuals in each subject taught by each teacher. Education is the relationship between teachers and students to achieve educational goals that arise in the educational environment. Students will be a determining factor so that they can influence everything needed to achieve learning goals (wibowo, 2020). Education can be defined as a process that uses methods to make them understand, know, and how to behave when needed (syahrir, 2020).

According to the National Education System Law, number 20 of 2003 Education is a conscious and planned effort to create an atmosphere of the education and learning process, therefore, students actively develop their potential to have spiritual strength, self-control, personality, noble intelligence and the skills they have. need itself, the nation and society. In this country, there have been changes in the curriculum that have influenced the development of education. Thus,

education is the standard of teaching in schools. The success or failure in teaching depends on the teaching process carried out by the teacher. Teaching is a conscious effort by a teacher to help learners so that they can learn according to their needs and interests.

Teaching is an activity carried out by a teacher to provide knowledge to students. Learning can also be defined as the interaction of learning and teaching. Learning occurs as a process of interaction between teachers and students, in the learning process, learning and teaching are interrelated. Education can achieve its goals if learning makes sense with proper training. On the other hand, education will not achieve its goals if learning is meaningless with inadequate preparation. According to Brunner's Learning Theory, this is an optimal and descriptive learning method because the main purpose of learning theory is to support the learning process (oooo, 2020)

Learning theory is concerned with the relationship between variables that determine learning outcomes, or how a person learns. Meanwhile, learning theory pays attention to how

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someone influences the learning of others or tries to control the variables in learning theory to facilitate learning. The role of teachers in the educational process, in particular, as information communicators, organizers (Wibowo, 2018). The definition of teaching and learning in general, in the teaching process itself, the role of the teacher cannot be excluded. Because in this case, learning is the interaction between teachers that causes changes in behaviour. In schools, teachers are one of the main factors in improving the quality of teaching. Therefore, the process must be designed in such a way as to provide the desired learning outcomes (Setyanto, Sulhan, Miranti, Kemal, 2020). Not surprisingly, various philosophies and teaching methods have emerged in Indonesia that looks new and modern, regardless of the source of their previous views, even long before that. (Juhji, 2016).

Some experts test and research learning theories, such as constructive learning theory, integrated learning theory, active learning theory, contextual learning theory. Here the teacher makes good references and believes in changes that can improve the quality of students. A teacher is a person who is responsible for teaching in a particular educational institution. In the large Indonesian vocabulary, a teacher can be understood as a person who teaches in schools, buildings, learning locations, colleges and universities.

According to Djamarah (2005), Teachers can be understood as people who teach in certain places, provide additional formal education and provide regular therapy in mosques and at home. From some of the views presented above, it can be understood that the teacher is a position associated with a particular person, and this position is mandatory for the teaching and learning of students involved in students. In the learning process carried out today, the learning method cannot work as it should, because it is constrained by the COVID-19 outbreak, this is a challenge for teachers to determine learning methods that can be applied during a pandemic.

Several learning methods were implemented during the pandemic, but still, all are limited in terms of educational institutions and teachers as teaching staff. As this outbreak is defined as a public health emergency that worries the world and spreads the virus very easily, we must be aware that this virus is transmitted through direct contact with respiratory droplets from an infected person. As the COVID-19 outbreak continues to spread, people must take action to prevent further transmission, reduce the impact of the outbreak, and support efforts to control the disease.

Protection of children and educational institutions is very important. Great care must be taken to prevent the possible spread of COVID-19 in schools, which is why the government is calling for education at home. Thus, teaching and learning activities are disrupted by distance learning, innovation in distance learning methods is also stimulated by some educational institutions. With regard to educational institutions that currently have distance learning programs, the general public is well aware that this is an educational institution that provides education with a distance learning system. (Sailah, 2011).

The distance learning system (PJJ), in its development, the distance learning system greatly benefits from the development of teaching technology, which can be filled with the need for a broad and broad education. Rapid advances in technology have led to the creation of flexible and intelligent distance learning models, as well as open access to education. Because of the teacher's role in the teaching and learning process in general, the role of the teacher cannot be excluded, because learning is an interaction between teacher and students (Wibowo, 2018). Although the COVID-19 outbreak has significantly affected

the role of teachers in interacting with students, does the existence of distance learning allow the role of teachers to interact properly?

### 2. METHODOLOGY

This study uses a qualitative approach to explore, understand and describe an object of research. Where qualitative data is an approach obtained from interviews, documentation and questionnaires, the method used in this research is descriptive. According to Moleong, this research is a research that can produce descriptive data in the form of written and spoken words that come from the people and observed behaviour (Meleong, 2014).

The type of data used in this research is case study research, this type was chosen because this research will be carried out intensively and deeply on an object in a school institution. According to Arikunto (2002), case study research is research carried out intensively, in detail, and in-depth on an organization, institution, or certain symptoms. Judging from the research area, case study research only covers a very narrow area or subject, but a review of the nature of the research, case study research is more in-depth. This research will be conducted at Madrasah Ibtidaiyah Negeri 1 Banda Aceh, Aceh Province, Republic of Indonesia. The research time will be carried out in the 2020/2021 Academic Year, namely in Semester I from June to completion. To determine the following sampling, researchers used a technique, namely Non-Probability Sampling (Purposive sampling) in which the sample was selected according to what the researcher wanted so that the sample represented the desired characteristics. The reason why researchers used Non-Probability sampling was that only a few teachers were sampled at school This is due to the limitations of teachers who were present at the time of the research. In line with the theory according to Arikunto (2010), purposive sampling used by researchers has certain considerations in taking the sample. The data collection instruments used were questionnaires and interviews. Giving questionnaires/questionnaires and interviews are used to get the results of how the teacher's role in the implementation of distance learning in mathematics has been adjusted to the teacher's role indicator. Giving questionnaires/questionnaires and interviews were carried out one day. The questions on the questionnaire/questionnaire are 11 statements and 13 questions for the interview. The data processing used in this study included analysis for the data from the questionnaire study using descriptive statistics. The analysis was conducted to determine the percentage value of the teacher's role in each questionnaire result; documentation is carried out as a form of data collection and as a support for evidence of research being carried out; Analysis of the interview data was carried out in the following stages (a) making a transcript of the interview results; (b) reduce/sort the data from the transcript of the interview results to obtain information and/or opinions from respondents needed in the study; (c) draw conclusions from the interview results.

### 3. RESULT AND DISCUSSION

#### 1. The Distance Learning Process at MIN 1 Banda Aceh

This research process is intended to determine the conditions of learning, from the start of learning planning, learning media, to the learning methods used in the implementation of distance learning. The results of the research carried out were seen from several research instruments ranging from questionnaires, interviews, and assignment programs that the teacher made, up to learning evaluation, so it can be seen that the Conditions of Learning at MIN 1 Banda Aceh

#### a. Learning Planning

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In the learning process carried out by teachers during the pandemic was carried out by distance learning, the planning process which was carried out directly from the beginning was all changed to distance learning due to the educational policies issued by the ministry of education and culture through Circular No. regarding Policy Implementation in the emergency period of the Spread of Coronavirus Disease (COVID-19) where this circular considers several implementations that must be carried out by education units in preventing COVID-19, one of which is by holding online learning.

### b. Learning Media

In learning media is one of the supporting tools for the running of a learning process. By using media in the learning process it can make it easier for teachers to provide understanding to students. Therefore, the media is important in the learning process. According to Miftah (2013), regarding the development of learning technology, the role of the media is very important.

### c. Learning Methods The

Methods that teachers can do in distance learning are divided into two categories, namely classes 1,2, and 3, grades 4,5, and 6. For the class 1,2 and 3 categories, learning is carried out with an online application system made by the teacher and conveyed to the parents to guide students. Through this method, the material is delivered directly by the teacher, online applications also open up discussion spaces for students who want to ask questions at the same time. For grade 4,5 and 6 categories, learning is carried out with a focused discussion system through an online application that has been made by the class teacher.

### d. Learning

Evaluation The evaluation process is generally student-centred. This means that evaluation is intended to observe student learning outcomes and seeks to determine how learning opportunities are. From the above opinion, evaluation is intended to observe a teaching process, which includes the role of the teacher, teaching strategies, curriculum material, and learning principles applied to teach. That is why evaluation occupies an important position in curriculum design and teaching design.

## 2. The Role of Teachers in Distance Learning

Currently, the world is being shocked with a very concerning situation, where the world is being hit by an epidemic that has spread to every corner of the world including Indonesia. The disease outbreak is an outbreak of a new virus called a new type of coronavirus (SARS-CoV-2) and the disease is called *Disease Corona Virus 2019* (COVID-19). This virus originated in Wuhan, China which was discovered at the end of December 2019. Because of this, learning has changed from what is usually face-to-face learning to distance learning that does not hold face-to-face activities between students and teachers.

### a. The role of the teacher as a learning resource in distance learning

In this distance learning plan the teachers act as a learning resource and the manager of the learning process. However, there have been many changes in this regard with the covid-19 outbreak, with the outbreak that occurred, learning has become distance learning.

It turns out that in this case the role of the teacher in planning distance learning as much as 50% answered that they could still master the material to be applied to distance learning. In this case, teachers are also required to be able to design as

they should teach students even with distance learning, even though 50% of teachers have not been able to design such learning.

### b. The Role of Teachers as Demonstrators in Distance Learning

According to the results of interviews regarding the implementation of distance learning media using the WhatsApp Group, there are many limitations in using media during this pandemic, there are many limitations in providing media. In the learning process, the teaching media is a container and channel for messages from the source of the message, in this case, the teacher, to the recipient of the message, in this case, the students. Within a broader range, it provides limitations for teaching media as anything that can be used to stimulate thoughts, feelings, attention, and the willingness of students to encourage the learning process in students.

In this, the teacher plans how students can better understand as the teacher has delivered the material with media *WhatsApp*, but the teacher tries to understand how students can understand lessons with distance learning. Based on the results in the percentage diagram of teachers whether they have implemented a strategy or method of learning in distance learning, the result is 100% "Have Implemented". The role of the teacher as a demonstrator here is that the teacher still uses strategies or methods to deliver distance learning even in the Covid-19 outbreak. Learning media is a tool for teachers in implementing learning. With the media, it makes it easier for teachers to deliver material to students so that it is easier to understand the material, especially in subjects.

### c. The Role of the Teacher as a Motivator in Distance Learning

In the process of implementing learning, it is certainly necessary for teachers to motivate students. With the motivation of the teacher, it will foster self-confidence in students to continue to practice and develop for the better. The role of a teacher as a motivator in the learning motivation process is one of the most important dynamic aspects. It often happens that students with poor academic performance are not caused by a lack of ability, but by the fact that they do not have the motivation to learn, so they do not try to use all their abilities. Therefore, teachers must be more creative in stimulating student motivation. Among them are an explanation of the goals to be achieved, arouse students' interest, create a pleasant learning atmosphere in learning, reasonable praise for the success of each student, evaluate, comment on the work of students and create competition and cooperation between students and teachers.

In line with Sanjaya (2006) states that the role of a teacher as a motivator in the learning motivation process is one of the most important dynamic aspects. Based on the results, the percentage diagram of the teacher always motivates directly (via telephone/video call) to students, the result is 88, 3% "Always". Seeing from the results of the percentage of questions Number 5 and Number 6, the teacher's role in motivating students is still carried out by the teachers, hereby the teacher still motivates students in distance learning, while 16.7% of the teachers still motivate students even though indirectly. However, the teachers are inseparable from the role of the teacher as a motivator to students

### d. The role of the teacher as a manager in Distance Learning

In this distance learning process, teachers should make or have alternative methods of learning, because the method is one of the teacher's roles in managing to learn when learning

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distance. In distance learning itself, in the development of the theory, the learning method can only be practised during the college/university period, while this research it was carried out at Madrasah Ibtidaiyah (MI).

Management in distant learning is not the same as learning in essence. There are many limitations in managing learning with makeshift methods. Not apart from the telephone/video call.

Based on the results of the percentage of learning management in distance learning, the teacher always classifies students, the result is 83.3% of the teachers still use the student grouping method. However, 16.7% of teachers still did not use the method of grouping students in long-distance learning. However, most of them still use the method of grouping students *Via Online*.

### e. The Role of Teachers in Distance Learning

Evaluation Evaluation is part of the learning process which as a whole cannot be separated from teaching activities, carrying out evaluations carried out in educational activities has a very important meaning because evaluation is a measuring tool or process to determine the level of achievement of success that has been achieved. achieved by students on teaching materials or materials that have been delivered, so that with the evaluation, the objectives of learning will be seen accurately and convincingly. The teachers still have a role to play in evaluating distance learning.

The results of the percentage, the teacher always evaluate distance learning, the results are 83.3% "Always", the teacher uses the evaluation through distance learning with some scoring via *daring*. However, 16.7% "have" evaluated students regularly. Based on the results of the percentage above, the teacher still has problems evaluating students during distance learning, the result is 83.3% "Ever" was hampered in the process of evaluating students during distance learning. Because when evaluating distance learning is not the same as distance learning. However, in the distance learning process, the teachers cannot use direct evaluation which is usually used in direct learning, so in this case, the teachers agree to use an evaluation that can support the distance / online learning process, in this case, the teachers use the group. *WhatsApp* for equaled evaluation.

### 3. Supporting and Inhibiting Factors in Distance Learning

So that it can be concluded that the supporting factors in the implementation of distance learning are:

- Supporting factors from the government which makes learning programs through television.
- Supporting factors from schools that provide internet funds every month.
- Supporting factors from parents who work together in guiding students in implementing distance learning
- Inhibiting Factors in Distance Learning

So it can be concluded that the inhibiting factors in implementing distance learning are:

- Not all students and parents can meet needs such as internet quotas and not all parents have sophisticated cellphones.
- Lack of parental knowledge about using internet applications.
- Submission of tasks that are late due to only having one cellphone.
- The teacher has difficulty explaining the material when students find it difficult.

### 4. CONCLUSION

The general condition of distance learning at MI Mathlaul

Huda is carried out well and by instructions from the government which requires learning to be carried out online in a COVID-19 pandemic situation where learning cannot be carried out face-to-face in class.

The role of teachers in distance learning, there are several indicators that the researchers took, namely the role of the teacher as a learning resource, demonstrator, motivator, manager, and evaluator. Based on the results of the interviews, it shows that the application of the five indicators is well implemented. The implementation includes: (1) the role of the teacher as a learning resource in distance learning, the teacher provides several learning resources, namely in the theme books and programs that the government has made through television, namely on TVRI; (2) the role of the teacher as a demonstrator in distance learning, the teacher helps students in the process of understanding a material where the teacher provides facilities such as media, for example with video media to help students in the learning process; (3) the role of the teacher as a motivator for the teacher here to motivate students even though the learning is done online. The motivation given by the teacher is also varied, some provide motivation with rewards and some also go directly to students and some also motivate students through collaboration with parents. (4) the teacher's role as a manager in distance learning, where the teacher acts as a learning manager so that learning can be directed according to the basic competencies and learning objectives that must be achieved; (5) the role of the teacher as an evaluator, where the teacher has the role of providing an evaluation to know the extent to which students have mastered a learning material. In this distance learning, there are several supporting factors and inhibiting factors. The supporting factors are (1) supporting factors from the government that make learning programs through television; (2) Supporting factors from schools that provide internet funds every month; (3) Supporting factors from parents who work together in guiding students in implementing distance learning. These inhibiting factors are (1) Not all students and parents can meet needs such as internet quotas and not all parents have sophisticated cellphones; (2) Lack of parental knowledge about the use of internet applications; (3) Delayed assignments due to only having one mobile phone; (4) The teacher has difficulty explaining the material if students find it difficult.

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