PRIMARY SCHOOL TEACHER' PERCEPTIONS TOWARD ONLINE LEARNING DURING PANDEMIC COVID-19

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Since the outbreak of Covid-19, the government issued the policy of study from home (SFH) by which it revealed pros and cons from society. From the website of gtk.kemdikbud.go.id, it was stated that starting offline learning is still being discussed because the covid-19 pandemic is not over. This situation really annoyed the primary school teachers for their teaching learning process. Concerning with this unclear decision, it is necessary to explore the teachers' perceptions towards the learning process that has been done since it may be used as a consideration for the government to prolong the study from home. To get the data of this study, open and close-ended questionnaires were used for 30 respondents who were domiciled in Jakarta, Bogor, Tangerang, and Bekasi. They are all primary school teachers who are teaching English. Afterwards, the results of the survey were analyzed using a quantitative and qualitative method in finding the teachers' perceptions towards online learning, Finally, the results showed that there are two categories of teachers' perception, i.e., negative perceptions and positive perceptions. The negative perceptions of the teachers are related to the internet connection, uncooperative students' parents, lack of facilities, students' laziness, and students' understanding of materials; whereas the positive perceptions of the teachers are the increase of teachers' knowledge of technology, flexible time in teaching, capable of using variety of teaching applications.

Keywords: Teachers' Perceptions, Online Learning, Covid-19, SFH

INTRODUCTION

The Covid-19 was firstly detected in Indonesia on March 2, 2020 (Ellyvon Pranita, 2020). In April the virus had spread in several areas, namely DKI Jakarta, West Java, Central Java as the worst affected areas. So, the Indonesian government has directly instructed the subordinate officers to make regulations for anticipating the spread of the covid-19 since the WHO (World Health Organization) has designated this virus as a global pandemic. Then, the steps taken by the government to anticipate the spread of Covid-19 are establishing large-scale social restrictions, campaigning the use of masks and washing hands, maintaining distance, complying with health protocols, carrying out covid-19 tests in several areas (Gitiyarko, 2020)

As Indonesian government instruction, the minister of education and culture, Nadiem Makarim, issued the policies related to the education system in the period of covid-19 pandemic, for it has a major impact on the education sector. On (Chrysna, 2020), it was reported that a policy issued was dealing with prohibition for offline or conventional learning process, since the priority of health, safety of students, educators, staffs, families, and society are the main concern of the government. Therefore, the circular letters were attributed to schools, educational institutions and universities to temporarily stop face-to-face or conventional learning activities by encouraging online learning activities from home.

Related to online learning, (Dabbagh, 2005)stated that online learning is a learning system that uses pedagogical tools in carrying out learning process by which it utilizes an internet and network-based technology to facilitate the learning process and getting knowledge by students through interaction. It really supports the online learning process by which voice text, synchronous text or video can be shared in terms of a better communication between students and teachers (Richardson, 2000). It is really innovative and flexible tool to conduct a learning process by which the students learn, and the teachers teach. (Singh, V., Thurman, 2019). Therefore, in the implementation of online learning, this crucial tool needs to be supported by various devices such as cellular phones, laptops, internet access, and so on to carry out learning activities by online.

In the implementation of online learning, there are several aspects that should be considered by government; one of which is the impact on teachers and students. Online learning is really a challenge for teachers who are struggling to keep on carrying out learning activities. The teachers have to give a serious attention towards online learning such as time discipline, technical support, structured online modules, and practical classroom accommodation (Kanojiya, 2020). Otherwise, online learning activities may become less effective than face to face when teaching learning are conducted (Azhari, 2021). Therefore, it must be the main concern of the government to provide a better support for online learning. Similar to (Roxby, 2020), it is stated that online learning must be carried out by utilizing technology, telecommunications and information, e-learning platforms such as Zoom, google meet, study room, schoology, google classroom, so that it can facilitate the interaction between teachers and students even they are in different rooms or places. (et al., 2020), did a survey about students' perception toward online learning. It proved that the main factor in influencing the success of the online learning process is the accessibility of learning media by which

the students can learn well. Based on the complexity of conducting online learning, it can bring pros and cons from the society mainly students, teachers, and students' parents as well.

Concerning with the implementation of online learning, several studies have been conducted to reveal the impacts of it on various aspects, and one of which is the impact on teachers. This study tried to reveal the teachers' perceptions towards the implementation of online learning especially on the EFL primary school teachers particularly exploring their perceptions towards on online learning process. The perception in *American Journal of Psychology, (2015:775)* is the process of awareness of the existence of objects, relationships and events through the senses and the existence of activities including observing, recognizing and distinguishing.

According to (Irwanto, 2002),there are two types of perception, i.e., negative perception and positive perception. Positive perception is a description of knowledge and responses that are in harmony with the perceived object. On the other hand, the negative perception is a description of knowledge and responses that are not in harmony with the perceived object. In addition, the two perceptions can be influenced by internal and external factors. (Thoha, 2003)stated that internal factors cover attitudes, feelings, expectations, physical conditions, psychology, motivation, interests; while external factors are knowledge and needs, intensity, size, disapproval of an object, family background and information obtained.

In addition, according to (Walgito, 1991)argues that there are 3 main aspects in perception. First is cognition; it is the components concerning with the aspects in the form of knowledge, ways of thinking, delivery, experience and something that is obtained from the thoughts of the perpetrators of perception. Second is affection; it is the components concerning with the aspects of the individual's emotional state towards a particular object, and something concerning the evaluation of the good and bad of a person's emotional factors. Third is conation or psychomotor; it is the components involved in the aspect of attitudes, motivations, behavior and activities towards a particular object.

METHODOLOGY

This study used quantitative and qualitative approach by applying survey design. It involved 30 English teachers as respondents, according (Cohen et al., 2020) from various regions in Jabodetabek (Jakarta, Bogor, Depok, Tangerang, and Bekasi). The duration of their teaching varied from 1 year up to 15 years. As for the survey of open and closed questionnaires applied, this study used google form, so that it was easily accessed by the teachers. The close-ended questionnaire used a 5 Likert scale (Strongly Agree, Agree, Slightly to Disagree, Strongly Disagree). It was adapted from expert (Sugiyono, 2010). For open-ended questionnaire was adapted from (Fauzi & Sastra Khusuma, 2020). Then, the results were analysed and discussed.

Table 1: Teaching Duration of EFL Teachers

Age (Years)	Percentage

1-5 Years	96.7 %
6-10 Years	0%
11-15 Years	3.3 %
16-20 Years	0%
21-25 Years	0%

In the table 1, it shows the duration of teachers' teaching in which 27 respondents (96.7%) are teaching between 1-5 years. Meanwhile, 3 respondents (3.3%) are teaching between 16-20 years.

FINDINGS AND DISCUSSION

The findings of the study and the discussions were presented in the following section. The data taken by questionnaires cover three aspects of perception.

Table 2: Three aspects of perception

No.	Aspect	Closed Questionnaire
1.	Cognition	8 Statements
2.	Affection	7 Statements
3.	Conation	5 Statements

The three aspects of the questionnaire are developed in the form of close-ended questionnaire followed by list of questions. The recapitulation of perception that have been adjusted is presented as follows:

Table 3: Recapitulation of Teachers' Perception in Closed Ended Questionnaire

Aspect Perception	Number	Percentage (%)		
		SA+ A	STD	D+SD
1. Cognition (Knowledge, ways of thinking, and experience towards online learning)	1,2,3,4,5,6,7,8	45.18%	37.42%	17.4%
2. Affection (Individual emotional state or factor, evaluation of good or bad)	9,10,11,12,13, 14,15	63.84%	22.4%	13.76%

3. Conation or Psychomotor (Attitudes, motivations, or behavior)	16,17,18,19,20	39.36%	36.66%	24%

Here are the blueprints of questions composed based on three aspects perception. The questions are listed in the form of a table presented as follows:

Table 4: The Questions of Teachers' Perceptions

No.	Aspects	Questions	SA	A	STD	D	SD
1.	Cognition (Knowledge, ways of thinking, and experience towards online learning)	Online learning is effective for students.	0 (0%)	1 (3.3%)	18 (60%)	6 (20%)	5 (16.7%)
2.		Online learning is easily accessed by students.	1 (3.3%)	10 (33.3%)	14 (46.7%)	5 (16.7%)	0 (0%)
3.		Online can help me provide the material for students	1 (3.3%)	8 (26.7%)	15 (50%)	4 (13.3%)	2 (6.7%)
4.		Students understand the materials presented using online.	1 (3.3%)	9 (30%)	16 (53.3%)	3 (10%)	1 (3.3%)
5.		I use various apps to help me teach English by online.	12 (40%)	15 (50%)	2 (6.7%)	1 (3.3%)	0 (0%)
6.		I can create materials easily during online learning.	6 (20%)	10 (36.7%)	8 (23.3%)	6 (20%)	0 (0%)
7.		Students are interested in the material when I teach by online learning.	1 (3.3%)	17 (56.7%)	10 (33.3%)	1 (3.3%)	1 (3.3%)
8.		I am satisfied with online learning.	2 (6.7%)	5 (16.7%)	13 (43.3%)	7 (23.3%)	3 (10%)
9.	Affection (Individual emotional state or factor, evaluation of good or bad)	I often have problems with internet connection using online learning.	15 (50%)	7 (23.3%)	3 (10%)	4 (13.3%)	1 (3.3%)
10.		I have problems with condition of students during online learning	5 (16.7%)	19 (63.3%)	5 (16.7%)	1 (3.3%)	0 (0%)
11.		I often have difficulty with students' parents who are less cooperative.	8 (26.7%)	14 (46.7%)	5 (16.7%)	3 (10%)	0 (0%)
12.		I have difficulty in explaining the materials in detail	5 (16.7%)	14 (46.7%)	7 (23.3%)	3 (10%)	1 (3.3%)
13.		I have problems with low students' understandings of the materials	5 (16.7%)	9 (30%)	11 (36.7%)	5 (16.7%)	0 (0%)
14.		I have a bad facility for online learning	0 (0%)	11 (36.7%)	11 (36.7%)	4 (13.3%)	4 (13.3%)

15.		I have difficulty when measuring students' understandings	5 (16.7%)	17 (56.7%)	5 (16.7%)	3 (10%)	0 (0%)
16.	Conation or Psychomotor (Attitudes, motivations, or behavior)	Online learning makes students lazy.	9 (30%)	15 (50%)	4 (13.3%)	2 (6.7%)	0 (0%)
17.		Online learning makes students diligent	0 (0%)	5 (16.7%)	18 (60%)	5 (16.7%)	2 (6.7%)
18.		Online learning makes students unable to socialize.	13 (43.3%)	11 (36.7%)	4 (13.3%)	1 (3.3%)	1 (3.3%)
19.		I feel comfortable teaching by online rather than face-to-face.	2 (6.7%)	2 (6.7%)	11 (36.7%)	10 (33.3%)	5 (16.7%)
20		Online learning is suitable with the education system in Indonesia.	0 (0%)	2 (6.7%)	18 (60%)	4 (13.3%)	6 (20%)

The table 4 above shows the three aspects of teachers' perceptions covering their cognition, affection, and conation in the implementation of online learning during Covid-19 pandemic.

1. Teachers' Perceptions Based on Cognition.

The questions given here are to uncover the teachers' perception based on cognition including the effectiveness of online learning, the easiness to be accessed, the understanding of materials by students, the application used by teachers, and their satisfaction in using online learning. The results show that 60% of teachers stated slightly to disagree on the effectiveness of online learning for students, 53% on students' understanding of the materials, 50% on providing the materials by students, 46% on the easiness of online learning to be accessed by students, 43.3% on teachers' dissatisfaction towards online learning. It means that the teaching learning process using online is not so effective to be implemented in primary schools. It is hard for students to understand the materials, and the teachers are also difficult to explain the materials. These perceptions belong to negative perceptions. It makes the teachers not so satisfied with the implementation of online learning.

2. Teachers' Perception Based on Affection

In the aspect of affection, teachers' perceptions cover the internet connection, uncooperative students' parents for online learning process, difficulty in measuring students' understanding, bad facility for teaching online, and students' condition. The results show that 63.3% of the teachers agree that students' condition do not support the implementation of online learning, while 56.7% of the teachers feel difficult to measure students' understanding of the materials. Moreover, 46.7% less cooperative of students' parents. In this case, it can be said that most students are not ready to face online learning in terms of the facility provided, devices they have. This condition certainly can affect the students' parents' supports, even more they have to replace the position of teachers at which they never do before. It is also negative perception of teachers towards online learning.

3. Teachers' Perception based on Conation.

The other aspects of teachers' perceptions based on conation are related to students' laziness, students' social interaction, comfortability using online learning, the suitability of online learning in Indonesian education system. The results show that 60% of teachers' perceptions are slightly to disagree if it is said that students are diligent using online learning, 60% about the unsuitability of online learning in Indonesia. 50% of the teachers agree with students' laziness in learning using online, 43.3% of teachers agree that students are unable to socialize if they study from home. It can be concluded that online learning is not suitable yet if it is implemented in Indonesia especially in primary school level because the students still need to socialize, close to their teachers from whom they usually get spirit and motivation. These perceptions also belong to negative perception of the teacher towards the implementation of online learning.

The next discussion is about the teachers' perceptions towards online learning from open-ended questions. There are two questions given to uncover the teachers' perception.

Table 5: Open-ended Questionnaire

No.	Questions
1.	According to you, what are the strengths and weaknesses of using online learning?
2.	What application do you use when teaching by online?

Unlike to close-ended questionnaire, by using open-ended questions, it reveals the positive perceptions of the teachers. From the teachers' answers of the first question, it reveals positive aspects of the implementation of online learning, i.e., the increase of the teachers' knowledge about technology. They can apply several technological appliances for online learning. In addition, the teachers also have flexible time when teaching by online; they can do it anywhere and anytime. They can also give tests and materials easily because they can send them any time.

Not only the strengths but also the weaknesses of online learning appear when conducting teaching learning process. Some teachers gave opinion that they have difficulty to explain the materials in detail and to see the progress of the students. There is no direct interaction between teachers and students. Other weakness is that some teachers said online learning is not effective for students because they have limitation on facility of learning online and don't have quota for internet access. However, some English teachers have different opinion that online learning makes students lazy and unable to socialize with other students, even their parents are not cooperative in doing the students' assignments.

The question number 2 is to know the tools, applications, or media that the teachers used in teaching by online. The answers are also almost similar. Most of EFL teachers used some of the following media or applications during the Covid-19 pandemic. They used various platform like zoom meeting, WhatsApp, google meet, google form, google classroom, Microsoft office, quizzes, Kahoot, YouTube, and Schoology.

CONCLUSION

The result of this study shows that English teachers have positive and negative perception toward online learning. In positive perceptions, some teachers said that online learning have benefits in this era of Covid-19 Pandemic. Based on open-ended questionnaire for online learning as a system of teaching learning process can help teachers in teaching English in era-Covid-19 Pandemic. They can teach English anytime and anywhere; it has flexible time. Teachers are not so worried if the students missed the lessons because the teachers can still provide materials to their students. However, English teachers have negative perceptions towards online learning; it has challenges because many problems are found when teachers teaching English by online, for instance: 1). bad network and bad internet connection, 2). uncooperative students' parents, 3). students' difficulty to understand materials, 4) bad facilities of online learning. Furthermore, the high percentage of using online learning comes to students' negative attitude. They are lazy to study because there is no face-to-face interaction between teachers and students. The teachers do not know the activities of students directly. Based on open-ended question also were found positive and negative perception. Positive Perception showed that online learning can increase teachers' knowledge of technology and it has flexible time so that the teachers can give the materials and test them anywhere and anytime. Whereas, negative perception showed that most of students have difficulty during online learning such as quota internet and availability of facility. Moreover, students are lazy to do assignment, unable to socialize and do not understanding materials. Lastly, by using online learning most of English teachers use some application to support their teaching by using some appliances such as: zoom meetings, WhatsApp, Google meet, Google classroom, Google form, Microsoft office, Quizzes, Kahoot, Youtube and Schoology.

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