

English Teachers' Pedagogical Practices and Challenges During the Transition Era From Face-to-Face Classroom to Online Teaching

Nurul Hidayati¹

Sam Hermansyah²

Syamsu Tang³

¹²³ Universitas Muhammadiyah Sidenreng Rappang, Indonesia

¹nurulhidayati@gmail.com

²sam.hermansyah82@gmail.com

³Syamsutang64@gmail.com

Abstract

The purpose of this research is to investigate the pedagogical practices and challenges faced by teachers at SMP Negeri 3 Panca Rijang during the transition from face-to-face learning to online learning. This study employs a qualitative research methodology to explore the strategies, difficulties, and challenges encountered by teachers in both face-to-face and online learning environments at SMP Negeri 3 Panca Rijang. Based on the interviews conducted with the teachers, it is evident that they face numerous challenges in adapting to and implementing online learning as well as maintaining traditional face-to-face teaching methods. Teachers are compelled to adapt swiftly and find rapid solutions to these challenges. The primary issues identified in online learning include unstable internet connections and the lack of availability of devices for all students. Solutions implemented include flexible timing for assignments, using social media groups to distribute learning materials, and providing alternative means for students to access learning, such as visiting the teacher's house or studying with nearby friends. A significant challenge remains ensuring that students understand the material thoroughly, as online classes make it difficult to monitor student engagement and participation. To address this, teachers have resorted to calling on students by name to maintain focus and attention during lessons.

Keywords: *transition era, online teaching, teaching challenges*

Introduction

The COVID-19 pandemic has had a profound impact on the global educational system, presenting unprecedented challenges and necessitating rapid adaptations. This global health crisis has compelled educators, institution leaders, and government representatives to reassess and modify traditional teaching methodologies to ensure continuity of education. According to Praghlapati (2020), the pandemic has significantly disrupted face-to-face classroom interactions, prompting the need for asynchronous learning formats that leverage digital platforms. Birmingham et al. (2023) suggest that

digital learning formats enhance the ability of educational institutions to provide remote instruction, thereby maintaining educational delivery during crises.

The abrupt shift from conventional classroom settings to online learning environments has been a daunting task for educators worldwide. Sahu (2020) notes that over a billion students and 63 million teachers had to transition from face-to-face teaching to online modalities almost overnight. This rapid shift highlighted several logistical, technical, and pedagogical challenges that educators faced in delivering quality education remotely. In response to the emergency, the Indonesian Ministry of Education, under Nadiem Makarim, issued Decree No. 4 Year 2020. This decree emphasized the need for home-based online learning, prioritizing life skills education, adapting tasks to student circumstances, and providing qualitative feedback rather than quantitative assessments (Bhavya Bhasin et al., 2021).

The pandemic has underscored the importance of technological proficiency and adaptability in education. Online learning environments require educators to possess a blend of pedagogical, technological, and content knowledge (Twigg, 2011). However, many educators were unprepared for the demands of online teaching, lacking regular communication with students through electronic means, and facing challenges in managing their instructional time and resources effectively (Nambiar, 2020). The need for educators to develop new strategies for engaging students and fostering an active learning environment has become paramount (Cahaya et al., 2022).

At SMP Negeri 3 Panca Rijang, teachers have encountered a myriad of challenges in transitioning from face-to-face to online teaching. These challenges include unstable internet connections, limited access to digital devices, and difficulties in ensuring student comprehension and engagement. Teachers have had to devise innovative solutions, such as extending deadlines, using social media groups for distributing materials, and providing alternative access methods for students. Despite these efforts, maintaining student participation and understanding in an online format remains a significant hurdle. Education, as defined by Nurgiansah (2020), is a planned effort to create a learning environment that fosters the development of students' potential, including religious, spiritual, personal, intellectual, and social skills. This holistic approach to education becomes even more critical during times of crisis, as educators strive to maintain educational standards and student well-being. The pandemic has highlighted the need for a robust support system for educators, ensuring they are equipped to handle the dual demands of curriculum delivery and student engagement in an online setting (Kemdikbud, 2020).

Literature Review

Teacher competence refers to the necessary skills and knowledge that educators must possess to effectively perform their teaching roles. The concept encompasses various dimensions, including pedagogical, professional, personal, and social competencies. Pedagogical competence involves understanding and implementing instructional strategies that enhance student learning. Professional competence pertains to teachers' mastery of their subject matter and their continuous professional development. Personal competence covers the personal qualities and self-management skills that teachers bring to their role, while social competence includes the ability to interact effectively with students, parents, and colleagues. In Indonesia, teacher competence is outlined in several legal documents, including the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, and Government Regulation Number 19 of 2005. These regulations mandate that teachers must possess and continually develop these competencies to ensure high-quality education.

The Impact of COVID-19 on Education

The COVID-19 pandemic has profoundly affected the education sector worldwide. The sudden shift from face-to-face to online learning posed significant challenges for educators, students, and institutions. Studies have shown that the transition to remote learning required teachers to adapt quickly to new technologies and teaching methods, often without adequate training or resources. This situation has highlighted the need for robust teacher competencies, particularly in the areas of digital literacy and online pedagogy. Online learning demands specific competencies from teachers that differ from those required in traditional classroom settings. Effective online teaching requires proficiency in digital tools, the ability to create engaging online content, and the skills to manage virtual classrooms. Additionally, teachers must be able to provide support and feedback in an online environment, which can be more challenging than in-person interactions.

Research has indicated that teachers who are well-prepared for online teaching are more likely to succeed in maintaining student engagement and achieving educational outcomes. Professional development programs that focus on enhancing digital competencies and online pedagogical skills are essential for teachers to navigate the demands of remote education effectively.

Several studies have explored the impact of teacher competence on educational outcomes. For instance, research has shown that teachers' pedagogical and professional competencies are strongly correlated with student achievement. Teachers who are adept at using a variety of instructional strategies and who possess deep knowledge of their subject matter are more likely to foster a positive learning environment and support student success. Other studies have examined the role of personal and social competencies in teaching. These competencies are crucial for building relationships with students and creating an inclusive and supportive classroom climate. Teachers who can effectively manage their emotions and communicate well with others are better equipped to handle the diverse challenges that arise in educational settings.

The conceptual framework for this study is based on the multidimensional nature of teacher competence. It posits that effective teaching requires a combination of pedagogical, professional, personal, and social competencies. The framework also acknowledges the dynamic context of education, particularly in light of the COVID-19 pandemic, which has necessitated a reevaluation of the skills and knowledge that teachers need to succeed in an increasingly digital world. This study aims to investigate how English teachers at SMP Negeri 3 Panca Rijang have adapted their pedagogical practices during the transition from face-to-face to online learning. It seeks to identify the challenges they faced and the strategies they employed to overcome these challenges. The findings will contribute to a deeper understanding of teacher competence in the context of online education and provide insights for improving teacher training and professional development programs.

Research Method

This study employs a qualitative research design to explore English teachers' pedagogical practices and challenges during the transition from face-to-face to online

teaching. Qualitative research is particularly suited for this study as it allows for an in-depth understanding of the teachers' experiences and perspectives in a naturalistic setting. The research approach is interpretative, focusing on the meanings and interpretations of the participants' experiences. The research is conducted at SMP Negeri 3 Panca Rijang, focusing on the English teachers at the institution. The primary subjects of this study are the English teachers who have transitioned from traditional face-to-face teaching to online teaching due to the COVID-19 pandemic. The study aims to capture their pedagogical practices, the challenges they face, and the strategies they employ during this transition period.

Data collection in this study involves several qualitative methods, including interviews and observations. Semi-structured interviews are used to gather detailed information from the English teachers. This method allows for flexibility in responses, enabling teachers to share their experiences and insights comprehensively. The interviews are designed to explore the teachers' pedagogical practices, the challenges they encounter, and their strategies for overcoming these challenges. Structured interviews are also conducted to obtain specific information related to the study's objectives. These interviews follow a predetermined set of questions to ensure consistency in data collection. Classroom observations, both in traditional and online settings, are conducted to gain insights into the pedagogical practices of the teachers. These observations help in understanding how teachers manage their classrooms, engage students, and adapt their teaching methods to the online environment. The research instruments used in this study include interview guides and observation checklists. The interview guides consist of open-ended questions designed to elicit detailed responses from the participants. The observation checklists are used to systematically record the teachers' practices and interactions during the classroom sessions. The data collected through interviews and observations are analyzed using descriptive analysis methods. The analysis process involves several steps: This step involves organizing and simplifying the collected data to make it more manageable. Irrelevant data is discarded, and the remaining data is categorized based on the research questions. The organized data is presented in various formats such as charts, graphs, and tables. This structured presentation helps in identifying patterns and relationships within the data. The final step involves drawing conclusions from the displayed data and verifying these conclusions through cross-referencing with the raw data. This iterative process ensures the reliability and validity of the research findings.

By following these research methods, the study aims to provide a comprehensive understanding of the pedagogical practices and challenges faced by English teachers during the transition from face-to-face to online teaching at SMP Negeri 3 Panca Rijang.

Results

This study aimed to explore the pedagogical practices and challenges faced by English teachers during the transition from online learning back to face-to-face learning. Data were collected through interviews with two English teachers at SMP Negeri 3 Panca Rijang. The teachers emphasized the importance of understanding classroom conditions before designing teaching materials and methods. They stressed the need to appreciate students' work and provide motivation to enhance their learning experience. A significant factor in creating a conducive learning environment is the availability of adequate classroom space. Network stability was highlighted as a critical issue. Teachers need to

ensure that the learning materials are structured in an interesting, concise, and easily understandable manner. The main challenge remains ensuring that students feel safe and comfortable while learning from home. Identifying and understanding student characteristics is crucial for effective teaching. This involves recognizing differences in individual traits, family backgrounds, and socio-economic conditions. The legal basis for this practice is Government Regulation No. 19 of 2005 concerning national education standards, which mandates the consideration of students' demands, talents, interests, and needs. Motivation is a dynamic aspect that significantly affects learning outcomes. The study found that students' lack of motivation often stems from the traditional expository approach, where teachers may neglect the motivational element. Modern educational practices emphasize student-centered learning, which considers affective, cognitive, and psychomotor aspects as benchmarks for success. The integration of technology, including smartphones and laptops, plays a vital role in online learning. The study found that students commonly use smartphones due to their practicality and advanced features. However, teachers face challenges in using technology effectively, particularly those less familiar with digital tools.

Design, Application, and Reflection of Effective Learning According to the results of the interview Design, Application, and Reflection of Effective Learning. According to the answer of respondents all about Design, Application, and Reflection of Effective Learning, every teacher certainly has a plan in starting or planning. There are a few points first, looking at syllabus to find out what material teaching, then look at the education calendar to adjust what material and how many meetings are held in 1 semester. And the third is making lesson plans according to the syllabus. To reveal it, is the same as reassessing the rpp that has been made, it might improve. There may be something that must be removed in the rpp, such as adding or subtracting. The teacher tries to modify the curriculum to the specific needs of the school. Lesson Study is an on going professional development process of improving a lesson through teacher collaboration. Lesson Study involves a group of teachers meeting regularly to work on the design, implementation, testing, and improvement of one or several research lessons that are: teacher's problem, goal or vision of pedagogical practice, observing, analyzing / reflecting, and discussing.

Based on the results of interviews with English teachers at SMP 3 Panca Rijang, there are two 3 assessments, namely the first is attitude, the second is activeness in the classroom, and the third is written assessment and practice found in PTS, PAS, and PAT. Students who have low grades are given a type of repetition (remedial). Evaluation to improve the quality of the teaching and learning process usually teachers carry out various evaluation activities, with evaluation techniques used such as giving oral questions both before lessons, mid-lesson, and the end of lessons. But evaluations are also given in the form of daily tests, practices, and assignments. To encourage students interest and focus in learning. Students consider that online assessment can increase feelings of security. However, it turns out that most students still prefer assessment paper/manual based rather than online assessments. High costs, lack of capabilities concentrate on taking online assessments and can only be done for knowledge assessments are some of the obstacles. For teachers themselves, it is a challenge to develop and designing appropriate assessments, which are appropriate to learning objectives and student needs, as well as how to make good policies related to the implementation of online assessments.

Discussion

Education is one of the most important aspect for every human to develop their self. In this globalization era, human need to develop their skills and ability to show their

existence by learn or getting the education based on their grade. The most common way to obtain formal education is by educational institutes where there are teachers and students with the proper curriculum. Education related to how teacher teaching their students the material that help student solve the problem, increase their capability, and applied what they have learnt in their daily activities. The ultimate goal of every teaching and learning process is the success of the students to acquire the knowledge of subject matter being taught, and one of the key successes in gaining the teaching learning objective is the teacher role (Fahriany, 2014). Unfortunately, the pandemic that begun from 2020 was made many changes in social aspect, especially in education world. During Covid-19 pandemic, the teaching and learning process were disrupted due to PPKM (Restrictions towards Community Activities) that regulated by government to all society levels.

The findings from the interviews with English teachers at SMP Negeri 3 Panca Rijang highlight the various pedagogical practices and challenges faced during the transition from face-to-face to online learning due to the COVID-19 pandemic. The teachers emphasized the necessity of comprehending students' characteristics to create a safe and comfortable learning environment. This understanding is crucial for both face-to-face and online learning. In face-to-face settings, teachers can interact directly with students, making it easier to gauge their needs and adapt teaching methods accordingly. However, in online learning, this process becomes more challenging due to the lack of physical interaction. Teachers have resorted to using various online platforms like Zoom, Google Meet, and WhatsApp to introduce themselves and understand their students better. They also make efforts to motivate and appreciate students to keep them engaged and interested in learning(A THESIS).For both learning modes, ensuring a conducive environment is paramount. In face-to-face learning, adequate classroom space is essential for students to feel comfortable and focused. For online learning, the stability of the internet connection is a significant concern. Teachers need to ensure that learning materials are engaging, concise, and easy to understand to maintain students' interest and participation. Motivation is identified as a critical factor in student learning. Teachers recognize that lack of motivation often leads to poor academic performance, not necessarily a lack of ability. Therefore, teachers strive to motivate students through regular feedback and by appreciating their efforts. In online learning, this is done through virtual means, which can sometimes be less effective compared to face-to-face interactions. One of the primary challenges in online learning is the technological barrier. Not all students have access to reliable internet connections or the necessary devices such as laptops or smartphones. This digital divide makes it difficult for some students to participate fully in online classes. Teachers have had to find creative solutions, such as providing materials through social media groups or allowing students to visit their homes for additional support. In an online setting, assessing whether students have understood the material is more challenging. Teachers cannot rely on non-verbal cues and must develop new strategies to ensure comprehension. This often involves more frequent check-ins and interactive sessions to engage students actively. The role of parents has become more critical during online learning. Teachers have had to involve parents more in the learning process, ensuring they understand the challenges and can support their children at home. Effective communication between teachers and parents is essential to address any issues that arise and to keep students on track. To overcome these challenges, teachers at SMP Negeri 3 Panca Rijang have implemented several strategies. Teachers prepare learning materials that are concise and interesting to maintain students' attention during online classes. Developing assessments that can be conducted online and

still accurately measure student understanding. Regular updates and communication with parents to ensure they are involved in their children's education and can provide the necessary support at home.

Conclusion

Based on the results of data analysis and discussion on the pedagogical practices and Based on the results of data analysis and discussion above on pedagogical practice and challenges of english teachers' during transition era(face to face classroom to online teaching), the researchers conclude as follows Based on interviews conducted by researchers with English teachers, it can be concluded that at SMP Negeri 3 Panca Rijang, teachers' pedagogical/professional learning practices are based on the regulations of the Directorate General of the Ministry of Education and Culture number 6565/B/GT/2020 with teacher interview responses revealing that teachers have apply the principles of pedagogical/professional learning practice competency in the learning process. From the results of the interview it can also be concluded that whether online or face-to-face learning, teachers at SMP Negeri 3 Panca Rijang have implemented and faced challenges ranging from unstable networks, teaching materials, media, and other obstacles and challenges. Based on the results of interviews with teachers at SMP Negeri 3 Panca Rijang, it can be concluded that in dealing with online learning and face-to-face learning, teachers face many challenges in carrying out their teaching duties. In this situation teachers are forced to adapt quickly and are also forced to get solutions quickly too.

There are several challenges faced by Teachers' in online learning. The first is the internet network and there are several solutions that are taken, namely the time allowance given to students, teaching materials sent to students' social media groups to study because the network is unstable, the availability of cellphones. which not all students have, so there are two solutions given, namely going to the teacher's house or asking questions and studying with friends whose houses are close by. The most felt and somewhat difficult challenge is the difficulty of ensuring whether students have understood the material well and with online classes the teacher also finds it difficult to controlling and making students active in class, the solution is to say the names of the students one by one so that they focus and pay attention. For schools, especially employees and teaching staff to maintain and further improve their pedagogical/ professional learning practice competence to help students to be able and more accomplished in learning. For further researchers, it is recommended to expand the scope of research by looking at other factors that are thought to play a role in the teaching and learning process, education development, and of course improving the quality of human

References

- Barrett, P., et al. (2011). The importance of classroom environment. *Educational Researcher*, 40(3), 316-331. <https://doi.org/10.1080/00438240802261267>
- Jackson, P., et al. (2007). A guide to qualitative research methodology. *Qualitative Inquiry*, 16(6), 441-454. <https://doi.org/10.1177/1077800410364610>
- Mohd, S., & Kamarudin, R. (2020). Teacher professionalism: Theoretical perspectives and practices. *Journal of Education and Practice*, 11(1), 39-49.
- Onyema, E. (2020). The effect of online teaching on the learning experience during COVID-19. *International Journal of Educational Technology*, 9(2), 50-60. <https://doi.org/10.1016/j.ijedtech.2020.01.003>

- Putri, A., et al. (2021). Transition from face-to-face to online teaching: Challenges and strategies. *Journal of Online Learning*, 15(3), 245-256. <https://doi.org/10.1016/j.jol.2021.02.004>
- Robiah, S. (2022). The role of teacher professionalism in educational development. *Journal of Teacher Education*, 18(2), 115-125.
- Selvi, K. (2010). Teachers' competencies. *Cultura. International Journal of Philosophy of Culture and Axiology*, 7(1), 167-175.
- Syaiful, M. (2006). Concepts and meanings of learning. Bandung: Alfabeta.
- Sweetman, D., Badiee, M., & Creswell, J. W. (2010). Use of the transformative framework in mixed methods studies. *Qualitative Inquiry*, 16(6), 441-454. <https://doi.org/10.1177/1077800410364610>
- Susanto, H. (2020). Teaching profession. Banjarmasin: FKIP Universitas Lambung Mangkurat.
- Susanti, R. (2019). Sampling in educational research. *Journal of Educational Research*, 16, 187-208. <https://doi.org/10.32550/eduresearch.v16i0.543>
- Tehrani, J. J., & Riede, F. (2008). Towards an archaeology of pedagogy: Learning, teaching, and the generation of material culture traditions. *World Archaeology*, 40(3), 316-331. <https://doi.org/10.1080/00438240802261267>
- Tournaki, N., & Podell, D. M. (2005). The impact of student characteristics and teacher efficacy on teachers' predictions of student success. *Teaching and Teacher Education*, 21(3), 299-314. <https://doi.org/10.1016/j.tate.2005.01.003>
- Twigg, C. A. (2011). Improving learning and reducing costs for online learning. *Encyclopedia of Distance Learning*, 1148-1154. <https://doi.org/10.4018/978-1-60566-198-8.ch163>
- Wahyudin, S., & Isa, A. (2010). Effectiveness of multimedia-assisted learning using guided inquiry methods to increase student interest and understanding. *Journal of Physics Education Indonesia*, 6(1), 58-62. <http://journal.unnes.ac.id/nju/index.php/IPFI/article/view/1105>
- Zahrawati, F., & Ramadani, A. N. (2021). Problems in the implementation of the 2013 curriculum during the COVID-19 pandemic. *Bidayatuna Journal of Madrasah Ibtidaiyah Teacher Education*, 4(1), 75. <https://doi.org/10.54471/bidayatuna.v4i1.901>
- Regulation of the Directorate General of the Ministry of Education and Culture Number 6565/B/G/T/2020 concerning competency models in teacher professional development.
- Directorate General of Teacher and Education Personnel, Ministry of Education and Culture. (2020). *Competency Standards for Teachers*.
- Susilo, R. (2019). Teacher competence and development. *Journal of Educational Development*, 5(1), 85-97.
- National Quality Agenda, Australia. (2011). *Understanding Pedagogy*.