



Contents lists available at [Journal IICET](#)

JPPi (Jurnal Penelitian Pendidikan Indonesia)

ISSN: 2502-8103 (Print) ISSN: 2477-8524 (Electronic)

Journal homepage: <https://jurnal.iicet.org/index.php/jppi>



The teachers' perception of professionalism development: during and post pandemic Covid-19

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Article Info

Article history:

Received Jun 08th, 2022

Revised Sep 01st, 2022

Accepted Sep 30th, 2022

Keyword:

Pandemic Covid-19,
Teacher perception,
Professionalism development

ABSTRACT

Teachers' professionalism development in post pandemic Covid-19 shifts to online activities because of use-technology adaptation during pandemic Covid-19. This study aims to portray teachers' professionalism activities during and post Covid-19. This study employed a qualitative survey to gain 15 junior high school teachers' opinion in Lubuklinggau with open-ended questions by online questionnaire. The data were analyzed based on interactive model of analysis including; data reduction, data display, conclusion drawing/verification and data collection from an interactive cyclical process. Teachers are insisted to be more active and creative to build effective learning process. Adaptation in using technology also affect teachers' professionalism activities. Preference in online activities makes them to participate professionalism activities online cause of easiness and cost-effectiveness.



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Introduction

Teachers' professionalism development is still in debate since the regulation and the implementation of long-life learning activities have not shown significant result. Teachers should engage themselves in developing their professionalism as educators. Teachers' professional skills include the ability to plan, implement, and evaluate ongoing learning teacher training programs to improve teacher competency and performance in schools. Teacher professionalism refers to the way educators view their work, the reasons they should act professionally, how they act and use their professional knowledge and skills. Numerous studies have found that raising professionalism will lead to an increase in incentives (professionalization) for teachers (Wardoyo et al., 2017). Teachers will run into a number of issues, difficulties, and challenges while doing their jobs. Consequently, there are many teachers who are less skilled at planning the educational process. Not a few also the number of teachers who are less able to carry out the learning process so that this results in the failure of students in school. Teacher is a blend of personal, scientific, technological, social, and spiritual competencies that contribute to the teacher's professional competency standards, which include material mastery, student understanding, educated learning, personal development, and professionalism (Prihidayanti et al., 2019; Padillo et al., 2021). Teachers' professionalism was posed by their existence in continuing professional development activities but some problems faced by teachers were time constrain and funding support in participating those activities. (Revina et al., 2020; Agusta & Kristiawan, 2021; Tanang et al., 2021)

Many existing patterns and trends have been brought to light through Covid-19. The pandemic of Covid-19 has had serious impacts on students' learning and well-being, and that it potentially widens the gaps between advantaged and disadvantaged children in their equitable access to quality education. On the one hand, there have been shown a number of flaws and vulnerabilities, including an increase in inequality, hazards associated with school privatization, and just how unprepared every society was in a major change to digital and distant education (Nugraha & Maulida, 2021). On the other hand, there are some favorable aspects. Education patterns have also become more obvious. There were witnessing a show of unity. In many societies, there was a strong, robust response to adversities. There were noticing a rise in a focus on the common good and witnessing resourcefulness, commitment, and ingenuity. From the many teachers, families, and kids who are working together to create something extraordinary Experiments in learning (UNESCO, 2020).

In pandemic Covid-19 outbreaks, schools used different modes in teaching and learning process as known emergency remote teaching. Emergency remote teaching is a term used to denote a temporary transition of face-to-face training to a different delivery format owing to a crisis (Silvhiany, 2022). This method of teaching is used to provide quick and reliable access to instruction and instructional support. Each school's unique situation was posed in the many methods of remote learning. Schools in high-income level, particularly in wealthy countries where students already had smartphone and laptops before the outbreak, may easily transition to online schooling. Their infrastructure had made the transfer go smoothly. Many schools in lower-income level did not have the optimal conditions for shifting to remote teaching. As a result, inequity in educational access in society was created (Azubuike et al., 2021; Sahlberg, 2021). During the pandemic, remote learning became a lifeline for education but the opportunities that digital technologies offer go well beyond a stopgap solution during a crisis. Digital technology provides entirely new explanations for what people learn, how they learn, where they learn, and when they learn. Technology can assist instructors and students to access specialized materials well beyond textbooks, in multiple formats and in ways that can bridge time and space. Working alongside teachers, intelligent digital learning systems don't just teach students science, but can simultaneously observe how they study, the kind of tasks and thinking that interest them, and the kind of problems that they find boring or difficult. The systems can then adapt the learning experience to suit students' personal learning (Nurmaya et al., 2020).

One of the causes of teacher burnout was the shift in teaching and learning modes in pandemic Covid-19 outbreak. The level of burnout among teachers was linked to their attitudes toward technology, change, and efficacy because online teaching was still relatively as something new for Indonesian primary and secondary school teachers, many teachers have found the rapid move to emergency remote learning via an online platform to be a considerable difficulty (Sokal et al., 2020; Wang, 2021). Those burnouts made teachers catching up their ability in adapting with technology and performed with online learning access. Therefore, both teachers and students adapted in process of adequate learning environment with online learning media. The Ministry of Education, Culture, Research, and Technology provides the courses, online workshops, webinars to participate. That played as the aid for Indonesian teachers to develop teaching and learning skills. Moreover, the government also cooperates with some learning management systems to enrich the use of digitalization in the online learning process (Silvhiany, 2022). The shifting modes in teaching and learning process were consequently directing teachers in increasing professional development especially in using technology. It made teachers learn many things from online platforms to facilitate their teaching process. Online teachers need professional development to help them grasp new pedagogies, adjust to new responsibilities, gain crucial competencies, and rebuild their identities in an online learning context (Atmojo, 2021; Silvhiany, 2022).

According to Act no. 14 in 2005 concerning teachers and lecturers, it is said teachers are professional educators who have the main task of educate, teach, guide, direct, train, assess, and evaluate students. Teacher professional development is a structured program designed to enable teachers to keep updating their knowledge and skills. In term of post pandemic covid-19 outbreak, teachers have adapted with new pedagogic modes in teaching and learning process. Therefore, this study examined teachers' professional development in post pandemic covid-19 outbreak in order to portray the fruitfulness of covid-19 outbreak in shifting teachers' management of professional development.

Method

This study employed a qualitative survey (Braun et al., 2021; Munhall, 1988) to gain teachers' opinion with open-ended questions by online questionnaire about shifting modes in teaching and learning process during the Covid-19 pandemic and post Covid-19 pandemic to 15 junior high school teachers in Lubuklinggau (Crowther & Lauesen, 2017). The purposive sampling was used in this study in order to procure junior high school teachers with effectively used technology during the pandemic. The survey consisted of questions based

on features of online teaching and their professional development needs in the context of emergency teaching during the COVID-19 pandemic: (1) mode of teaching during the pandemic, (2) technology use, (3) teachers' perception of their teaching effectiveness, (4) teacher professionalism development activities: teachers' effort in upgrading their knowledge and skills during the pandemic, the number of hours the teachers spent on upgrading their knowledge and skill, teachers' involvement in learning communities, teachers' reasons of joining the learning communities, and the kinds of teacher professional development program that the teacher wished to have in post pandemic covid-19 era.

Results and Discussions

Mode of Teaching during The Pandemic

During the Covid-19 outbreak, most of teachers tried to fulfil the learning activities with study from home and facilitated students with online interaction by messages such as WhatsApp and Telegram. Teacher shifted the classes with online instructions to drive students in learning independently. At glance, teachers wished teaching and learning process would be run well because teachers also asked parents to participate in supervising their children.

[...] in order to convince our students are learning at home, parents will supervise their children. This mode of learning are not completely effective because teachers and students interactions are limited with messages. There is a learning lost of learning instruction such as question and answer session in the classroom. In some cases, parents are busy to work in their offices. Therefore, their children do not have any supervisor in learning at home [...] (T3)

Others teachers used meeting platform such as Zoom Meeting and Google Meet. They will have better instructions in teaching and learning process, but meeting platform tent to make teacher center activities where teachers serve the learning material with multimedia presentation. Teachers revealed meeting platforms do not give assessment technique to the students and in some situation, teachers shift to limited face-to-face classroom with high health protocol to avoid spreading covid-19.

[...] we change teaching and learning modes after we think that message has limited function in learning instruction. The teaching and learning modes are always change after we get the drawback in facilitating teaching and learning process. In post pandemic Covid-19, we think that face-to-face learning is the most effective ways in the classroom [...] (T12)

Technology Use

The positive effort in overcoming the learning lost is the ability in using technology to support the online learning. Covid-19 outbreak insisted teacher learn a new pedagogy known as cybergogy. The intensity in using technology as media in teaching and learning process were significantly increase.

[...] Covid-19 outbreak made teachers aware and able to use modern technology. Teachers operated computer everyday, made powerpoint slide, made online quizzes, and made peer teaching in order to learn together how to conduct online learning [...] (T15)

Teachers with lack of prior knowledge in using technology became stressful to begin online learning. They should learn many things while their self-regulation in learning was low.

[...] I am fifty-two years old now. When I was twenty, technology was not as advanced as this time. We think that we are left behind with young generation today who has known about technology in advance. We think that we are too late in using technology in teaching [...] (T4)

Teachers' Perception of Their Teaching Effectiveness

One of the concerns regarding the impact of Covid-19 school closure is the effectiveness of this teaching and learning mode. Scholars, educators, and education advocates had been openly concerned about the lack of educational engagement might contribute to cause the decrease in students' academic performance.

[...] We think that online learning will not be able to the effective learning because the limitation in interaction with students will make part of learning lost. Face-to-face learning is the best way of learning [...] (T7)

In other perception, teachers think that online learning is adequate learning process. Both teacher and student can have opportunities to learn actively surfing learning material on internet.

[...] Online learning make teachers and students are creative. There are many available learning materials on internet. It make teachers and students aware that technology make us better in learning. Wherever we are, we can learn together. That is the advantage of technology in online learning [...] (T8)

Teacher Professionalism Development Activities

Teachers' Continuing Professional Development (CPD) during Covid-19 outbreak also shifted in online activities. The limitation during the pandemic made teachers actively participating online seminar and workshop.

[...] Government support teachers in free online learning platform and joining seminar and workshop. The professionalism development activities shifted to online activities. Covid-19 made professionalism development activities were more efficient because teachers just stay on their computer and follow the seminar and workshop [...] (T2)

Some teachers revealed that their duration online was dramatically increased and they learn actively in learning scientific writing and publishing their papers. School closure made teachers stay hours online and it was positively affect their professionalism development activities.

[...] Education and learning have benefited from the rising use of social media sites. Teachers are increasingly using social media networks to learn from and interact with one another [...] (T15)

Professionalism development activities in post pandemic Covid-19 is affected from activities during pandemic Covid-19. The pandemic build significant progress in teachers' professionalism development. Online activities in CPD are preferences or choices for teachers. This condition happens because teachers have adapted with use of technology.

[...] we are going to prefer to join seminar and workshop online. It will make us easier to follow and cheaper rather than offline meeting. We hope in the future, government provides professionalism development activities in online mode [...] (T1)

Purposeful engagement between the teacher and the student is necessary for high-quality learning. Teacher-student interactions affect students' pleasure, motivation, and capacity to complete learning assignments, especially in distant learning. Thus, framed inside play-based learning encourages teachers to engage with pupils. As teaching and learning move online, this issue becomes more difficult than ever. Due to resource shortages brought on by pandemics, teachers faced the challenge of thoughtfully planning how to present a high-quality lesson to young students. Within a distant learning setting, the teacher should uphold curriculum requirements. Understanding the efforts made by instructors to shift their students' learning from face-to-face to remote learning is crucial as concerns over improving quality learning in education grow (Wang, 2021). The phenomenon happened during pandemic Covid-19 is not slightly affected post pandemic Covid-19.

The adaptation as professional learning in use of technology for online learning makes teachers build their capability in technology era. The shifted mode of learning insisted teachers to prepare effective online teaching and learning process (Jandrić et al., 2020). Online learning is linked to a number of arguments. Some of the grounds for online pedagogy include accessibility, cost, flexibility, learning pedagogy, life-long learning, and policy. It is said that online learning is simple to use and that it can even reach rural and remote locations. In terms of transportation, lodging, and the overall expense of institution-based learning, it is considered to be a significantly less expensive way of education. Another appealing feature of online learning is the ability to arrange or plan one's time for completing courses offered online. Blended learning and flipped classrooms are created by combining face-to-face lectures with technology; this form of learning environment can help students learn more effectively. Students can learn at any time and from any location. thereby developing new skills in the process leading to life-long learning (Dhawan, 2020; Efriana, 2021).

The use of various application in online learning was made by teachers. Covid-19 urged teachers to be more creative in facilitating online learning. Teachers in this era must be able to use technology while still teaching critical thinking. Teachers who are technologically skilled will be able to meet the needs of millennial pupils in the classroom. In addition to technological abilities, knowing how to teach children to think critically helps them develop discriminating minds, allowing them to filter the limitless information they receive through the virtual world for their benefit rather than harm. Furthermore, this pandemic has forced us to enter the era of technological mastery sooner than we had anticipated, and rather than viewing the pandemic just as a worldwide problem, instructors and students might view it as an opportunity to try new things in order to survive (Yulitriana et al., 2020; N.K.S. Widarini et al., 2021).

Professionalism development activities also shifted in online mode. It mean adequate ability in using technology will support teachers in participating the activities. Teachers are more likely to participate in courses or seminars than more collaborative forms of professional development activities especially in pandemic Covid-19 (Schleicher, 2020; Kitto, 2020). Teachers in post-pandemic education are faced with the reality of having a large duty to assist pupils who are experiencing learning loss. Teachers require a long-term community to assist them in their endeavor. Teachers require more organized professional development

programs in addition to self-directed learning. Teachers' professional development programs, which are funded by the government, will play an important role in providing opportunities for teachers to learn pedagogical knowledge, content area knowledge, and technological tools that are relevant in the age of digitally mediated learning in this case. The study's implications include the need to provide a virtual environment for instructors to learn and share ideas with one another as a kind of continual professional development (Silvhiany, 2022).

Conclusions

Education during pandemic Covid-19 was shifted in several mode of learning. Educators established various learning systems due to weightiness of effective learning during the pandemic. Adaptation in use of technology significantly done by teachers. They are insisted to be more active and creative to build effective learning environment. Adaptation in technology also affect teachers' professionalism activities. Preference in online activities makes them to participate professionalism activities online cause of easiness and cost-effectiveness.

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