

Role of teachers in achieving distance learning outcomes

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Abstract

The purpose of this research was to analyze the important role of educators in the achievement of distance learning outcomes at MI Al-Mursyidiyyah. The method used is the mixing method, where the sources studied come from the results of the literature review and the results of questionnaire processing. The results of the questionnaire processing and literature review provided 3 important discussion points, namely; (1) PJJ (Distance Learning), (2) The Role of Teachers in Distance Learning and, (3) Criteria for Achievement of Learning Outcomes. Seeing the current situation, the role of educators must be optimized so that they can carry out their roles and the learning process properly. Educators not only convey material, but also must be able to design a learning process that is as attractive as possible by using learning media such as online games and so on, so that educators can attract the attention of students so that they remain enthusiastic in the learning process.

Keywords: Important Role of Educators, Learning Outcomes, Distance Learning

INTRODUCTION

Coronavirus or Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-Cov 2) is a new virus that is very dangerous and deadly. This virus was first discovered in Wuhan, China at the end of December 2019 which quickly spread to all corners of the world including Indonesia in just a short time. This Corona Virus infection disease is commonly known as Covid-19.

The Coronavirus is one of a large family of viruses that cause illness, both from mild symptoms and severe symptoms (Dewi, 2020). This

virus can attack all humans regardless of age and sex, including infants, children, adults, the elderly, pregnant women, and breastfeeding mothers. When this virus is identified in the human body, there will be symptoms in the form of acute respiratory distress or shortness of breath, fever, and cough.

This made the public worried because there was an increase in coronavirus patients in a short time in their country, so the government immediately took a policy to implement lockdown programs in several places and carry out social physical distancing and stay at home programs (Brand, 2020). The government urges the public to carry out all their activities from their homes to prevent and break the chain of spreading Covid-19.

The virus that has made people uneasy has succeeded in destroying all aspects of human activities, including the tragic loss of many lives in various parts of the world in a short period (Zhao, 2020). long, especially educational activities. This virus has disrupted the operations of millions of schools in various countries (Zhao, 2020), especially in Indonesia. The government has even forced schools to stop their activities and carry out a distance learning process online to prevent the spread of the Corona Virus.

Isman said that online learning is a way of using the internet network to review the learning process (Dewi, 2020). Through this policy, teachers are trying to restructure education, especially in terms of learning methods. This is done so that the learning that takes place is not too burdensome for students and easy to understand so that the achievement of student learning outcomes does not decline.

In this distance learning, there are still many teachers who are not only giving assignments but also providing material presentations using zoom, video conference, video call, google meet, etc. This is also done by teachers to interact with their students to find out how far the abilities and cognitive development of their students during distance learning. Through this virtual interaction, teachers can help students to improve learning outcomes during the Covid-19 pandemic.

Seeing the current conditions, the implementation of distance learning is expected to help to reduce public anxiety and assist the government in breaking the chain of spreading the Covid-19 virus (Pujilestari, 2020). This is following Presidential Decree Number 7 of 2020 concerning the Task Force for the Acceleration of Coagulation COVID-19 and Regulation of the Minister for Empowerment of State Civil Servants Number 34 of 2020 which was later amended to Presidential Decree 19 of 2020, which contains instructions for working from home until April 21, 2020 (Yulia, 2020).

However, in reality, this appeal does not apply to several educational institutions, because until now educational institutions are still being suspended. Seeing the current state of the country, the government continues to urge educators to educate their students through the online system so that there is no social contract that allows for the spread. Covid-19.

This is also under the Ministry of Education of the Republic of Indonesia Nadiem Makarim in Decree Number 4 of 2020 which contains the implementation of educational policies in the emergency phase of the

Coronavirus pandemic (Anugrahana, 2020). The policy contains 4 important points, namely; (1) Study at home (learning at home) uses distance learning tools (technology) to provide a learning experience without being burdened to achieve the goals of the graduation or graduation curriculum, (2) Distance learning can be used to provide character education (life skills) such as education about Covid 19, (3) Students' activities and assignments are made to vary according to their interests, talents, and conditions including learning limitations and facilities at home and, (4) Provide qualitative and useful feedback for teachers without giving a score (Yulia, 2020).

Not only that but the implementation of distance learning during the Covid-19 pandemic is also expected to be able to increase teacher creativity in determining methods and using learning media that can attract the attention of students during the learning process from home. Another hope of implementing this distance learning is to fill the free time of students for useful things such as studying at home so that students will tend to be at home and avoid crowds (Wahyono, 2020).

In its implementation, it is not uncommon for many teachers to experience difficulties in carrying out the distance learning process. This can occur due to a lack of teacher training in using technology and online learning media so that teachers tend to only give assignments and not provide material explanations. The change in learning methods from conventional to learning using electronic media is also able to make teachers experience difficulties (Dewi, 2020).

However, in reality, not all teachers experience difficulties in implementing distance learning, such as the teachers at MI Al-Mursyidiyyah. This can be seen from the survey results which state that there are 70.4% of teachers at MI Al-Mursyidiyyah who do not find it difficult to carry out learning. This can happen because some teachers have understood information and communication technology well so that teachers do not find it difficult to carry out distance learning. Although many teachers at MI Al-Mursyidiyyah do not experience difficulties, they still need training on the use of technology to be more proficient in carrying out distance learning through electronic media.

If an educational institution does not provide technical training in the distance learning process for the teaching staff, it could harm performance and results (Dewi, 2020). This can have a negative impact because the teacher is not able to carry out their role properly during the distance learning process. The teachers will only give assignments without explaining the material and interact with their students virtually, so they cannot appreciate and provide feedback directly on the work of their students. This is what makes students tend to feel bored and less motivated so that the achievement of student learning outcomes does not meet the criteria.

This can also be caused by the teacher's lack of knowledge about what tools or learning media can be used during distance learning so that teachers tend to use WhatsApp Group more to give assignments. Therefore, the role of teachers during distance learning must be optimized by forming a technology training team in distance learning between

teachers who already understand and teachers who still don't understand (Khasanah, 2020).

Based on the background above, researchers felt the need to research with the title "**Role of Teachers in Achieving Distance Learning Outcomes**" to know how the role of teachers should be done in distance learning in order to achieve the learning outcomes of learners meet the criteria. The scope of discussion in this article is the role of teachers who are required creatively to use a variety of learning media during distance learning and the criteria for achieving learning outcomes that must be achieved by teachers during PJJ.

The writing of this article is almost similar to the article delivered by Siti Sabaniah, where the two articles both discuss about how the role of teachers should be applied and carried out during the distance learning process. They both also discussed the obstacles that teachers often feel when carrying out distance learning.

METHODS

In writing this article, the author uses a mixed-method, where the data presentation is carried out using descriptive qualitative techniques that are sourced from the results of literature studies and the data collection techniques are carried out using quantitative methods through questionnaires distributed using the google form platform (Mustaqim, 2016), which then filled by 27 teachers at MI Al-Mursyidiyyah.

In presenting qualitative data, the author uses instruments in the form of references and author's notes from several journals, theses, cuttings

of papers, and other sources that are considered to be related to the title raised by the author. In this case, the writer does not merely read the existing sources, but the writer will read carefully and note some important things which will be processed carefully by the writer.

In presenting the data, the author uses descriptive data analysis techniques in which the author will describe the data or answer from questionnaires that have been collected through google form to make conclusions that can apply to the public. Variables in this study are free, where teachers as a variable cause that will later give rise to bound variables in the form of achievement of student learning outcomes in school.

DISCUSSION

Distance Learning

Distance Learning (PJJ) or better known as online learning is one of the solutions made by the government to break the chain of the spread of Covid-19 (Wargadinata, 2020). Hanum said that online learning is a learning model that utilizes information and communication technology in its implementation (Anugrahana, 2020). This distance learning model utilizes electronic performance and internet networks that are used to convey material, interact and facilitate the process of teaching and learning activities (Anugrahana, 2020). According to Seokartawi in Waryanto (2006), online learning is very useful to replace learning activities in class.

This online learning can be; (1) Supplements that give students the freedom to choose whether or not to utilize existing learning materials, so that students are not obliged in their entirety to download or access the

online learning material; (2) Complement, where the online learning material provided is used as a complement to direct learning material in the classroom. This online learning material can be used as an evaluation or remedial for students in carrying out conventional learning activities and; (3) Substitution, where the learning material provided online is used as a substitute material for face-to-face learning directly in the classroom (Anugrahana, 2020).

By definition, the implementation of PJJ requires education actors to use information and communication technology in the form of laptops or smartphones. The process of implementing distance learning does not only use sophisticated technology, but also uses platforms provided by the government to support the distance learning process during the Covid-19 pandemic, such as google classrooms, zoom, learning houses, video conference, live chat, and others (Dewi, 2020). Following are the results of the survey obtained from the MI Al-Mursyidiyyah teacher:

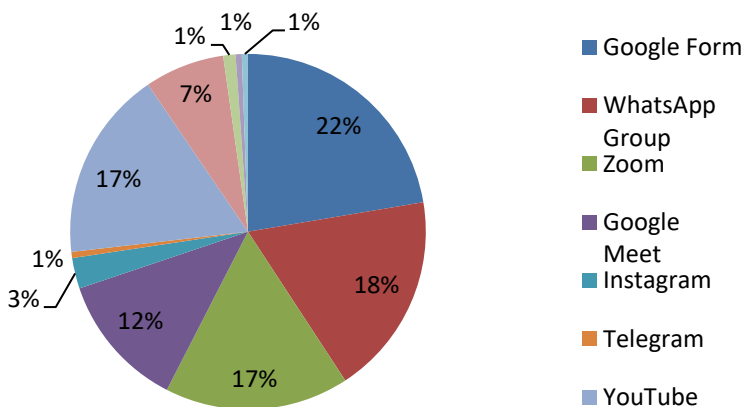


Figure 1. Media used in online learning at MI Al-Mursyidiyyah

Based on the results of observations at MI Al-Mursyidiyyah, it can be seen that many teachers use Google Form media to carry out online learning. Almost 22% of teachers at MI Al-Mursyidiyyah used google form media to carry out the distance learning process during the Covid-19 pandemic. Not only google form, but many teachers at MI Al-Mursyidiyyah also use WhatsApp Group media to carry out the learning process by sending VN (Voice Note), PPT (PowerPoint), Learning Videos, or interacting with their students using VC (Video Call).

Almost 18% of the teachers at MI Al-Mursyidiyyah carry out their learning activities through WhatsApp media. WhatsApp media is one of the effective learning media during the distance learning process. This is because teachers and guardians of students and their students are already familiar with the WhatsApp media so that learning on WhatsApp media feels easier and more effective (Wargadinata, 2020). In addition, WhatsApp also does not use up a lot of quotas, so students are able to communicate easily and share PPT (PowerPoint) files, Microsoft Word, Voice Notes, and other learning resource links (Wargadinata, 2020). Not only Google Form and WhatsApp, but various other media are also widely used by teachers at MI Al-Mursyidiyyah to carry out the learning process such as Zoom, Google Meet, Instagram, Telegram, YouTube, Google Classroom, Edmodo, Quiz Maker, and Teams.

This distance learning process has also become an innovation in the form of challenges of various learning sources (Dewi, 2020). Based on the results of the study, the learning resources used by the teachers at MI Al-Mursyidiyyah during this distance learning were very diverse, both

printed learning sources and learning sources from the internet. The following are the results of the survey obtained from teachers at MI Al-Mursyidiyyah:

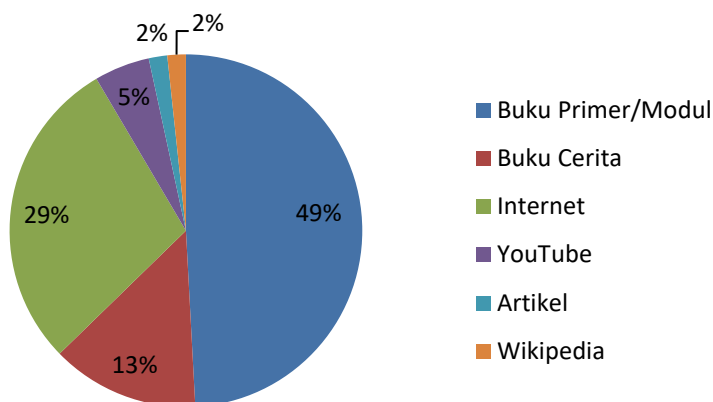


Figure 2. Learning Resources Used in Online Learning at MI Al-Mursyidiyyah

Based on the results of observations made through google form media, it can be seen that almost 49% of teachers at MI Al-Mursyidiyyah use learning sources from primary sources or student textbooks that are usually obtained from schools, textbooks and student worksheets during distance learning. far. This module or primary book is the main reference or source that is most dominantly used by teachers at MI Al-Mursyidiyyah during distance learning. However, some teachers also use other sources such as reading books/stories, google internet, YouTube, and articles as supporting knowledge in the learning process.

In its implementation, there are 3 types of distance learning, namely; (1) Direct/synchronous online learning. In this type of learning, teachers and students will communicate, so that there will be feedback or feedback on the work of their students during the learning process, (2) Asynchronous online learning. This type of learning is different from direct/synchronous online learning, where in this type of learning the interaction between teachers and students does not occur instantly, so there is no feedback from the teacher on the results of the students' performance. However, in this type of learning students become more independent but less motivated due to the absence of interaction, and (3) blended online learning. This type of learning is also commonly known as blended learning, where the learning process uses messages, discussions, quizzes, and tests. In this type of learning, there is feedback provided by the teacher on the results of online quizzes that can determine the extent of knowledge of the students (Yulia, 2020).

From the 3 types of distance learning, it can be seen which variations are more important and appropriate in carrying out the distance learning process. Not only that but the three types of distance learning can also be used as a manageable framework to differentiate online activities that will be practiced (Yulia, 2020).

The Role of Teachers in Distance Learning

When the government calls on implementing distance learning, many of the educational actors and educational institutions have restructured their learning systems according to current conditions. Based on the results of a survey at MI Al-Mursyidiyyah, around 96.3% of teachers changed their

learning targets during the Covid-19 pandemic. This is done so that the learning process that took place during the Covid-19 pandemic can achieve its goals effectively, so it is necessary to change learning targets according to current conditions.

In terms of education, teachers are at the forefront of implementing the teaching and learning process, so that teachers must be able to create active, innovative, creative, effective, enjoyable, and efficient learning, and contain the value of transfer of knowledge and transfer of value (Saifulloh, 2020). Therefore, the role of the teacher during distance learning is very important to help the achievement of learning outcomes of students so that it does not decline. However, many teachers still do not understand how to carry out distance learning. Teachers tend to only give assignments and do not provide material explanations or interact with their students, so there is no active and fun learning process.

This usually occurs due to the lack of teacher training in carrying out distance learning. Based on a survey at MI Al-Mursyidiyyah, nearly 55.6% of teachers needed training on the use of technology in distance learning during the Covid-19 pandemic. This is very necessary for teachers to be able to carry out distance learning effectively and not feel difficult.

However, based on a survey at MI Al-Mursyidiyyah there were 70.4% of teachers who did not find it difficult to carry out distance learning. Although they find it easy to implement distance learning, the teachers at MI Al-Mursyidiyyah still need training to optimize their role during distance learning.

The teacher's role in online distance learning is as a diagnostic expert and moderator who has the responsibility to cooperate with their students, and to assist teachers in dealing with the challenges that technology presents to teachers during distance learning. Sheidlinger also reveals that the role of the teacher during distance learning is as a personal educator, where the teacher must give personal attention to their students through interaction in a technology used.

Nir-Gal and Klein also said that effective teacher activities in the teaching and learning process during the Covid-19 pandemic were as a mediator who focused on facilitating emotions, feelings, senses, and abilities in distance learning. The role of the teacher as mediation during distance learning is considered very possible for students to take advantage of technology to develop students' cognitive and learning abilities during the Covid-19 pandemic.

Not only that, the role of the teacher as a guide, giving direction, and giving feedback is also very much needed during distance learning, because this role can increase the enthusiasm and enthusiasm of students (Huang, 2018). The managerial role of teachers during distance learning is also very important, where teachers must be able to supervise their students by interacting during distance learning to find out the extent of their students' cognitive development while studying at home (Huang, 2018). This indicates that the role of the teacher during distance learning is different from face-to-face learning. Therefore, the role of the teacher must experience a change from conventional learning formats to learning environments that use technological media.

In this condition of distance learning, many teachers still involve interaction with their students in carrying out learning activities. Cohen states that distance learning will be very effective if there is eye contact with students, so the teacher must try to appear on the screen in virtual learning. Therefore, in this distance learning interaction is a very important thing to do. The purpose of this interaction is to build students' interest in carrying out distance learning, as well as build motivation that distance learning is still as fun as doing face-to-face learning. Teachers can also provide material explanations using video tutorials to make them more attractive to students (Batubara, 2020).

Based on a survey at MI Al-Mursyidiyyah, there were 66.7% of students who felt quite enthusiastic and excited about implementing distance learning. This indicates that the role of the teacher at MI Al-Mursyidiyyah has been carried out quite optimally and the teachers can attract the attention of their students with learning media or have fun and interesting interactions so that students feel quite enthusiastic and excited. Therefore, teachers are required to be creative in creating virtual learning. There are 92.6% of teachers at MI Al-Mursyidiyyah who use games to carry out the distance learning process together with their students. This is also done by the teachers to attract the attention of students so that they are motivated and enthusiastic in carrying out distance learning.

Learning Outcomes Achievement Criteria

During the distance learning process, many of the students felt that distance learning was less effective because students tended to feel bored due to assignments every day (Putria, 2020). This can cause students to be

late in submitting assignments because they feel lazy, bored, and tired of all the tasks given by the teacher (Putria, 2020). Not only that, but the limitations of smartphone ownership also cause students to be late in collecting assignments. -this is what can hinder the achievement of distance learning outcomes of students during the Covid-19 pandemic. Therefore, teachers and parents at home must provide motivation and encouragement so that their students don't feel bored and become enthusiastic about learning at home (Putria, 2020).

However, some students also think that distance learning is quite effective because students feel more relaxed, flexible, easy, and save time and energy (Wahyono, 2020), so that students feel enthusiastic and enthusiastic in carrying out learning long distance. This can happen because the teacher's role is carried out well and in accordance with current conditions so that students feel happy in participating in distance learning and allow the achievement of better learning outcomes than face-to-face learning.

The results of distance learning are said to be achieved if students feel satisfied with using technology and are satisfied with the knowledge they get (Baber, 2020). Not only from student satisfaction but good quality learning also has a very significant positive impact on the achievement of student learning outcomes students during the Covid-19 pandemic (Prasetya, 2020). In addition, the interaction between teachers and students during distance learning can also determine the achievement of distance learning outcomes. Therefore, teachers must be able to manage all teaching

and learning activities so that the learning outcomes of students can be satisfactory according to existing criteria (Saifulloh, 2020).

In general, the criteria for the achievement of student learning outcomes consist of; (1) The success of students in taking various kinds of tests with an average success of 60%, (2) The success of students in achieving basic competencies with an average of 75%, and (3) The success of students in achieving practical skills according to their level risk and difficulty level with an ideal average of 75%. In distance learning, these criteria can be achieved if the teacher can carry out their roles properly and correctly. The interaction between teachers and students greatly affects the achievement of learning outcomes of their students (Baber, 2020).

In distance learning, the achievement of student learning outcomes can be seen from the satisfaction of students in using technology (Baber, 2020). This can be seen based on a survey at MI Al-Mursyidiyyah, there are 66.7% of students who are quite enthusiastic and enthusiastic about implementing distance learning. Achievement of learning outcomes can be created due to a sense of satisfaction in using technology and a sense of satisfaction with the role of the teacher who can attract the attention of students so that the neatness of the learning outcomes of students at MI Al-Mursyidiyyah can be said to have met the criteria ideally, because there are quite a lot of students who responded well by being enthusiastic and enthusiastic in carrying out the learning process.

CONCLUSION

Based on the discussion above, it can be concluded that the role of the teacher during this distance learning greatly affects the achievement of the learning outcomes of their students. This can be seen from the results of a survey at MI Al-Mursyidiyyah which stated that there were 66.7% of students who were quite enthusiastic about participating in distance learning. The enthusiasm of these students indicates that the learning media used by the teacher is attractive so that students feel excited and will feel satisfied using the learning media.

Seeing this, it can be seen that the teachers at MI Al-Mursyidiyyah are able to understand their role during distance learning, so that teachers are able to carry out distance learning well, effectively, and fun. Therefore, it can be said that the achievement of the learning outcomes of students at MI Al-Mursyidiyyah during this distance learning will give good and satisfying results, and in accordance with the achievement criteria of learning outcomes in general.

From this paper, it is hoped that there will be further research related to the achievement of student learning outcomes at MI Al-Mursyidiyyah and the role of the most appropriate teacher to improve the results of distance learning outcomes of students during distance learning. This further research was carried out so that it could be used as a reference for teachers in carrying out their role to help improve the learning outcomes of students during the Covid-19 pandemic.

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