

**AN EFL HIGH SCHOOL TEACHER'S PERCEPTIONS ON ONLINE TEACHING
STRATEGY DURING COVID-19**

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**AN EFL HIGH SCHOOL TEACHER'S PERCEPTIONS ON ONLINE TEACHING
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AN EFL HIGH SCHOOL TEACHER'S PERCEPTIONS ON ONLINE TEACHING STRATEGY DURING COVID-19

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STATEMENT OF WORK'S ORIGINALITY

I honestly state that this thesis is originally written by me. This thesis does not contain any work of others except those cited in quotation and references, as a scientific research should.

Yogyakarta, June 2024

The Writer,



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MOTTO

“If you spend too much time thinking about a thing you’ll never get it done.” - Bruce Lee

“To be ‘in charge’ is certainly not only to carry out the proper measures yourself but to see that everyone else does so too.” - Florence Nightingale

“His command is only when He intends a thing that He says to it, “Be” and it is.” (Q. S. Ya Sin: 82)

“And seek help through patience and prayer indeed, it is difficult except for the humbly submissive [to Allah].” (Q. S. Al- Baqarah: 45)

DEDICATIONS

This thesis I dedicated for myself, my parents, all of my big family, my dearest best friends since high school and beloved friends in college, and all of the people who give me supported finish my thesis and accompanied me through ups and downs during my thesis writing. I hope the thesis could be a good reminder for my future.

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Yogyakarta, June 2024



Zamy Ayu Rizki

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AN EFL HIGH SCHOOL TEACHER'S PERCEPTIONS ON ONLINE TEACHING
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ABSTRACT

This study aims to investigate teachers' perspectives on online teaching practice. This research carries out further investigation regarding teachers' views when teaching online and the differences when teaching offline classes. This study employed qualitative approach to describe teachers' strategies in conducting online teaching during COVID-19 pandemic. The instrument of data collection is an online interview through Whatsapp calls. The findings show that teachers must be able to adapt quickly to be able to teach online. Apart from that, teachers also feel that there are challenges when teaching online, such as preparing material that is suitable for teaching online, the difficulty for students to get a network, and the lack of interaction between students and teachers. However, teachers also feel that there are benefits in teaching, such as the ease of giving assessments which are considered more practical. These findings also show several important points in online teaching such as instructor roles, the quality of course materials, communication, feedback, and flexibility. Therefore, it is implied that through these several points, there is a lot to pay attention to when teaching online.

Keywords: Benefits, Challenges, Online teaching practice

CHAPTER I

INTRODUCTION

This chapter contains of four sub-chapters, those are background of the study, identification of the problem, formulation of the problem, objectives of the study and significance of the study.

1.1 Background of the study

In March 2020, the COVID-19 pandemic entered Indonesia. During the COVID-19 pandemic, everyone suddenly had to stay at home, so school-based activities shifted online. Besides that, we must implement physical distancing and maintain health. For this reason, online teaching is also one of the effective methods used during the COVID-19 pandemic. According to Konig et al (2020), the COVID-19 pandemic has created unprecedented challenges, requiring teachers to adapt to online teaching.. Several governments are also implementing policies to start implementing online teaching. Thus, teachers are required to be able to create online learning strategies and methods.

According to Baran et al (2011), online teaching has a relationship between teachers, students, and content. Hence, teachers have an important role in improving student learning and students are expected to have greater potential and be more

active in online learning. According to Qiurun et al, (2021) when online teaching, teachers only explain knowledge that is in accordance with their understanding, a method that can overcome this is realizing instant interaction should be considered.

Previous research reported findings in quantitative methods with a web-based instrument were used to collect information about online teaching in various EFL countries. Therefore, this study is likely to continue the previous research topic to be applied in Indonesia. The purpose of this study is to find out the strategies perceived by English teachers when they teach online, it is hoped that this study can better prepare strategies that are considered by English teachers to teach online. The setting of this study was in English teachers at one of the state schools in Central Java in 2020. The respondent was one of the teachers who carried out full online teaching activities in 2020.

1.2 Identification of the problem

Regarding the strategy in online teaching during COVID-19 based on the results of interviews with participant at a high school in Central Java, the obstacles faced include teachers who do not yet understand how to teach using technology, lack of interaction and chemistry with students, limited teaching time, which is usually 90 minutes a week, now only 60 minutes a week. However, in this case, the strategy that participants use to overcome the above problems is that teachers who do not yet understand how to use technology to teach online must be

willing to learn and can also ask other teachers who are good at teaching online. Meanwhile, interaction is indeed one of the things that is difficult to overcome but can be done via personal chat, and for teaching time, teachers must use their time as effectively as possible.

1.3 Formulation of the problem

Based on the background mentioned above, the problem of this research is formulated in these following questions: what is the teacher's perspective experience on using online teaching strategies during the COVID-19 pandemic in high school?

1.4 Objectives of the study

The objective of this study to describe the perspective of EFL teacher on online teaching strategies in high school based on teacher experience.

1.5 Significance of the study

This research will contribute the practical significance. In terms of practical significance terms, this research can be useful for increasing the readiness of EFL teachers in online teaching to encounter challenges and obstacles when teaching online and knowing strategies for good online teaching. Apart from that, this research can increase the insight of readers, especially EFL teachers, to enrich their knowledge of online teaching and find out what obstacles they will face when teaching online.

CHAPTER II

LITERATURE REVIEW

This chapter is divided into three parts, namely: literature review, review on relevant studies, and conceptual framework of the research.

2.1 Online Teaching in COVID 19 Pandemic Context

Since the COVID-19 pandemic occurred throughout the world, many aspects have experienced changes, including technological, economic, political, and educational fields. Therefore, the impact that occurs in the field of education is varied. A significant impact was the closure of all schools from kindergartens to universities, because of the ban on maintaining distance and staying at home, many educational institutions quickly changed from learning at school to learning online (Sut & Amy, 2021). Online teaching has been around for a long time, but online teaching due to the COVID-19 pandemic continues to shock all levels, from districts/cities, provinces, and national centers to the international.

According to Singh & Thurman (2019), many terms are used in online teaching such as e-learning, blended learning, online education, online courses, etc. Apart from that, there are several definitions of online teaching but the main characteristic is for learning purposes with the use of technology to be able to access online learning materials (Hashemi, 2020). Besides that, there are many things that

need to be considered in online teaching. Therefore, of course there are bound to be obstacles and challenges during online teaching. Yates et al (2020), stated that distance education theory can be developed from various fields such as resources, platforms, focused teaching methods and requires time to be developed and curated.

2.2 EFL in-service teachers' online teaching strategies

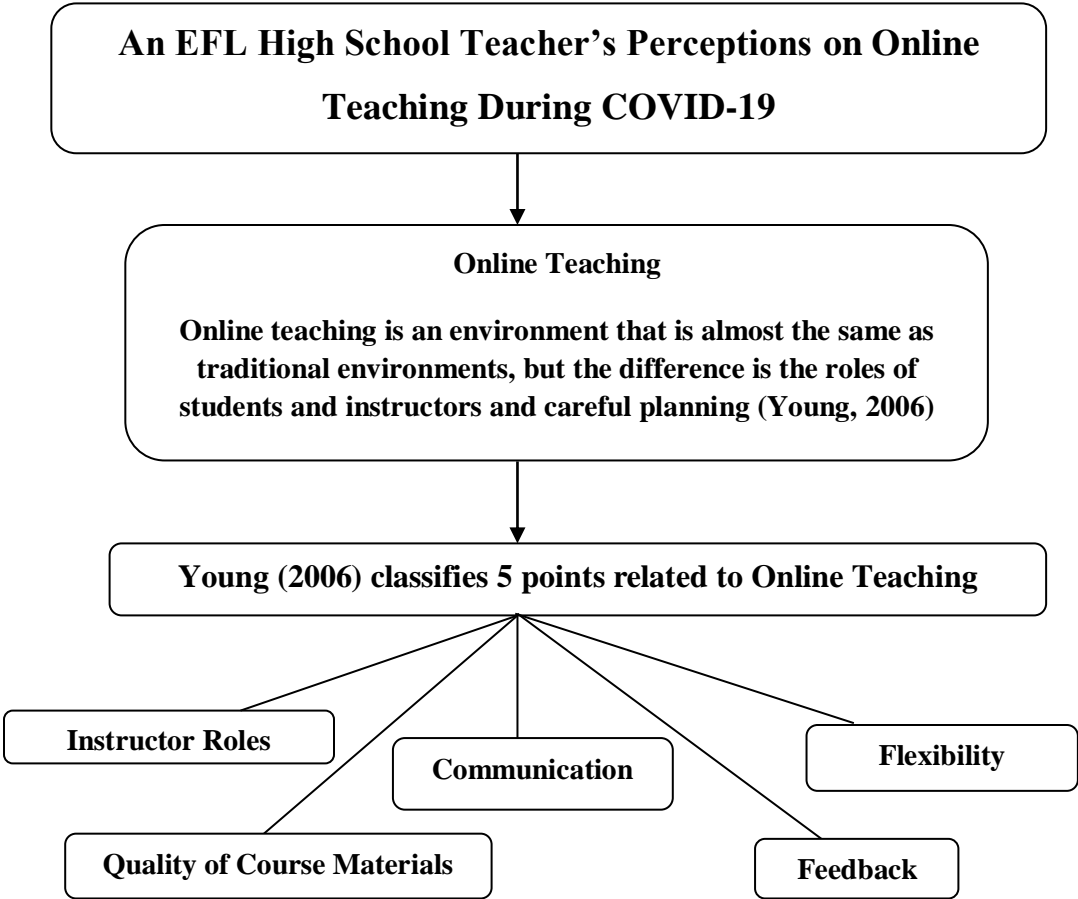
The COVID-19 pandemic situation has forced teachers to have strategies for teaching online. In this case, online teaching poses unprecedented challenges. Some challenges in teaching online come from various aspects. Therefore, teachers must have the right strategy in teaching online. Based on the findings of Mark & Junjie (2021), a teacher initially found it difficult to online teaching, but there was a teacher who looked for coping strategies to improve his online teaching methods. In addition to teachers who must be able to adapt quickly in this case are students. In online teaching, various teaching strategies must be used to meet students' needs as best as possible so that students can achieve the desired learning outcomes (Alston, 2017). In order for online teaching to be effective, of course teachers must be able to find suitable strategies so that learning remains effective.

Effective online teaching strategies can achieve optimal goals for students. According to Oliver (1999), in online teaching strategies, the use of technology is very important to provide the means to achieve a better learning process, this shows how learning activities can be designed and engineered to take advantage of online

opportunities such as online communication, collaboration, information access, and information storage. On the other hand, other keys to online teaching include preparing effective learning plans, creating learning media that are easy for students to accept, and preparing materials well.

2.3 Conceptual Framework

Figure 1- Conceptual Framework



CHAPTER III

RESEARCH METHODOLOGY

This chapter explained the methodology of the study. It covered the research design, data preparation, data collecting technique, data analysis, and trustworthiness.

3.1. Research Design

In this research, researcher used qualitative method following a descriptive study to collect data. This study used an interview as the instrument. Cresswell & Miller (2000), argues that a qualitative paradigm can be assumed that reality can be described socially and that is what will be felt by the participant. This shows that the importance of examining participant reality has been represented at the end. The research procedure was carried out by interviewing English teachers who had taught online practice and the methods used to prepare for online teaching. This type of research is qualitative research that focuses on in-service teachers' teaching practices. According to Sam (2012), qualitative research is used to understand new experiences in context, and activity theory is an appropriate conceptual tool.

3.2. Data Preparation

There were some points in this data preparation. These were setting and participants of research, sources of data, research instrument. Then, the data resource of this research is based on the interview transcript with EFL teachers as the participants of this research.

3.2.1. Setting and Participant of the Research

In this research, the researcher chooses 1 English teacher from senior high school in Central Java. These 1 participant are the teacher who teaches English subjects who have served as teachers for more than 15 years, and already have an experience in participating in several educational programs in teaching practice and online teaching. I chose this school because this school implements online teaching which uses various learning methods. This research focuses on identifying teachers' strategy on what things English teachers face during online teaching. Data was real-evidence to answer research questions. Data was collected by the researcher used qualitative research with implemented interviews of instruments.

3.2.2 Data Source

This research data was obtained from interviews. Researchers conducted interviews with EFL teachers who had taught online and asked about their experiences with online teaching. Researchers also interviewed teachers as participants according to the research interview questions. One-on-one interviews were held virtually using the WhatsApp telephone platform to find out how participants expressed their stories.

3.3. Data collecting technique

The data in this research was collected by interview using telephone. Data collection began with a preliminary interview to ensure that respondents had done online teaching. Then, the interview continued with in-depth interviews to analyze English teachers' strategy in online teaching.

Data findings are provided from interview recordings and then interview transcripts. Data is categorized into certain themes and codes to support the findings and discussion of this research. All processes of how researchers collect and code data. Researchers conducted interviews using WhatsApp telephone because of the difference in cities between researchers and participants at that time. The interview lasted approximately 32 minutes with several questions regarding online teaching during the pandemic. In this interview, the interviewer has interviewed an in-Service English teacher who is during online teaching practice. Data collection was carried

out with questions about strategies in online teaching during COVID-19, using Indonesia language to make it easier to understand, interviews were conducted on December 13, 2020. The focus of this interview is to identify teachers' strategy on online teaching during the pandemic COVID-19, such as the differences between face-to-face teaching and online teaching, obstacles and challenges when teaching online, and the methods used in online teaching.

From data analysis, researchers found that there were several points conveyed by participants during online teaching. One of them is the instructor role. The instructor role in online teaching is very important because it refers to the various functions that a teacher has when teaching. The instructors role in online teaching is like a teacher preparing materials, media, assessments and technology used when teaching online so they must be delivered well.

3.3.1. Thematizing

In this section, researcher classified six themes related to Teacher's Perceptions on Online Teaching from Young, Z (2006). Thematizing was used as the process to facilitate the researcher in analyzing data.

Table 1- Table of Thematizing

Themes	Sub-Themes	Coding
Instructor Roles	Materials	IR-Materials
	Assessment	IR-Assessment
The Quality of Course Materials	Facilitating the Course	TQCM-Facilitating the Course
	Benefit Online Course	TQCM-Benefit Online Course
Communication	Lack of Interaction	C-Lack of Interaction
Feedback	Concern for Student	F-Concern for Student
Flexibility	Fast Adapting	F- Fast Adapting

3.3.2 Coding

In this part, the researchers make codes to give labels-based themes that have been determined in this study. Giving codes is also part of analyzing data that help the researcher. A sample is presented in the table below.

Table 2- Sample of coding and its Meanings

CODING	MEANING
IR-MATERIALS/7	The data were collected from interviews with participants in the <i>Instructor Roles</i> theme section with sub-theme <i>Materials</i> in line 7.
IR-ASSESEMENT/7	The data were collected from interviews with participants in the <i>Instructor Roles</i> theme section with sub-theme <i>Assessment</i> in line 7.
TQCM-Facilitating the Course/7	The data were collected from interviews with participants in <i>The Quality of Course Materials</i> theme section with sub-theme <i>Facilitating the Course</i> in line 7.
TQCM-Benefit Online Course/7	The data were collected from interviews with participants in <i>The Quality of Course Materials</i> theme section with sub-theme <i>Benefit Online Course</i> in line 7.
C-Lack of Interaction/14	The data were collected from interviews with participants in the <i>Communication</i> theme section with sub-theme <i>Lack of Interaction</i> in line 14.

3.3.3. Interview

In this interview, the researcher asks questions to the participants to obtain information related to the research topic. The researcher asks several questions that aim to obtain accurate information and clear perspectives from the participants regarding their opinions, feelings, and experiences. In addition, the participants' answers are recorded by the researcher to maintain the authenticity of the data and

will be an accurate source for this study. Interview data will be collected using mobile phone recordings, notes, and transcripts. Then, the data will be analyzed to answer the research questions.

Table 3- *Matrix of interview question*

Construct	Conceptual Definition	Components	Interview Questions
Online Teaching	Online teaching indicates that the online environment is similar to the traditional environment in many ways, yet shows important differences such as the changing roles of students and instructors and the importance of careful planning, Young (2006).	<ol style="list-style-type: none"> 1. Instructor Roles 2. The Quality of Course Materials 3. Communication 4. Feedback 5. Flexibility 	<ol style="list-style-type: none"> 1. Would you tell me about your strategies in online teaching? 2. What kind of activities do you use during your online teaching? 3. What are the things/provisions that are important for preparing teaching? 4. What are the differences between online teaching activities & classroom teaching? 5. What feedback do participants provide in online teaching? 6. What are the biggest challenges in online teaching practice?

3.4. Data Analysis Technique

In analyzing qualitative data, the researcher use thematic analysis. Braun & Clarke (2017) Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) in data. It means a way to identify data, analyze data and report patterns (themes) in a research data. Furthermore, the data would be analyzed continuously until it was finished and could be justified.

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming data that appears in notes or transcriptions. In this study, researchers focus on information relating to teachers' view in online teaching strategies. Drawing conclusions and verifying data is the final step in analyzing qualitative data. At this stage, researchers need to gather strong evidence supporting the data. Data is concluded after reducing and displaying data. In this study, conclusions are made based on research findings and discussions. This study was designed as a qualitative descriptive study, so the data analysis method used is a descriptive analysis method that aims to obtain an understanding of the meaning of the actual data results in the interview process. In this study, I used descriptive qualitative analysis by collecting data through interviews with several questions related to online teaching, analyzing data visually and verbally, and interpreting data through a descriptive style. Although some coding and thematic have been done, these procedures are only additional steps to facilitate understanding. The main data analysis remains a retelling based on the results of the interview.

3.5. Trustworthiness of Data

According to Graneheim and Lundman (2004), In qualitative research, the trustworthiness of interpretations is related to creating arguments for the most likely interpretations. To achieve the trustworthiness of data in this study, researchers creating theoretical interview questions related to this research by consulting expert judgment and recap the results of the interview. Data were processed by providing codes and themes.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the data that has been collected and the analysis. Data of this research is presented in the findings while analysis of the research data is elaborated in discussions.

4.1. Findings

4.1.1 Instructor Roles

This research found that instructors play an important role as material developers in online teaching. The participant said that a teacher must be able to master the material to be presented, a teacher must be able to provide understanding to students so that the teacher must be able to understand technology so that he can convey the material well. The instructor role in online teaching is very important because it refers to the various functions that a teacher has when teaching. The instructors role in online teaching is like a teacher preparing materials, media, assessments and technology used when teaching online so they must be delivered well.

As a teacher, of course there are obstacles when online teaching. For example, teachers don't understand how to teach online using applications, so teachers must be able to learn to use applications so they can provide material to students. Moreover,

for students the problems are such as many students go through network problems, there are students who don't have phone so they use their parents' phones or have phone but the memory is small while they have a lot of work to do.

This is different from teaching as usual in class, for example about the application for learning. A teacher must take on more roles besides students need to be actively involved. On the other hand, teachers must prepare online learning concepts effectively so that students can participate in learning easily.

“So sometimes I use WhatsApp, sometimes Microsoft Meeting, or Telegram, sometimes I also use Zoom. However, what has often happened during this time is that I have also looked at the material, so if the material is for example something like something that requires a lot of explanation, I have made a YouTube video about grammar. For example the intention such as sentences, expressions, I have used the YouTube material I made. it follows the book”.

(IR-Materials/16)

From the transcript above, we can see that an in-service English teacher prepares the things that will be used for online teaching, such as preparing the media that will be used, and then preparing the material that will be delivered so that here the teacher has a very important role and students are required to be active so that they don't miscommunication occurred. This is not the same as face-to-face learning, the teacher can immediately reprimand if something is wrong, but in online teaching the student must pay close attention to the teacher's instructions.

4.1.2 The Quality of Course Materials

In this online learning, teachers still choose to teach using textbooks provided by the school, so that children understand the participant explained that when he teaches he uses Zoom or Microsoft 365 which is a Microsoft Meet class, well apart from that the participant also uses YouTube media to teach. All teachers including the participant used an application to create exams and the application can immediately correct students' questions and find out their scores. This proved that online teaching has benefits because the participant feels the work is more practical and completed quickly.

“This online teaching is simpler and more practical and makes the teacher's work easier because the grades appear immediately, so that as soon as the test is finished the student's answers are immediately downloaded and displayed in excel form”.

(TQCM-Benefit Online Course/8)

4.1.3 Communication

This research found that in online teaching it was proven that online teaching lacked interaction and communication. The participant said the most significant thing was the lack of communication and lack of chemistry between teachers and students. Apart from that, the participant also mentioned that when teachers and students usually meet physically, there is closer chemistry. Besides that, a 10th grader who has never had any face-to-face learning at all so the participant finds it difficult to get to

know new students. According to him, online learning doesn't train children's mental abilities because in face-to-face classes there are usually role play activities where they have to perform with friends so they can train their minds and show self-confidence.

"The most significant thing is there is no chemistry, if students and teachers meet face to face there will definitely be chemistry, then psychologically the relationship between teachers and students is closer, but with online learning we don't have any chemistry, especially in grade 10. New, they have never met the teacher at all."

(C-Lack of Interaction/14)

4.1.4 Feedback

Feedback has an important role in classroom and online learning. This finding found that students had received textbooks from school, so that in the participant provides feedback to students in the chapter in the form of a review delivered through his voice which is then recorded and made into a power point. As a teacher, the participant can only provide reasonable solutions.

Apart from that, the participant also provides evaluations to students after what they have learned so that they understand and asks them to make assignments. The students can write the assignment in a book, then take a photo and send it using WhatsApp.

“A small evaluation means that after what is taught they understand. We make an evaluation, so for the evaluation I ask them to make assignments. You can write the assignment in a book, then take a photo and then send it to WhatsApp”.

(F-Concern for Student/10)

4.1.5 Flexibility

In this part, flexibility is the ability to adapt to new learning methods. The participant who said that a teacher must be able to quickly adapt to online learning, the teacher must be able to master technology and can improve the skill for online teaching, even though it is difficult at first, but the teacher must be patient and get used to it. Besides that, if the teacher does not know how to use the application that will be used for teaching, the teacher is expected to learn from other teachers so that the teacher can quickly adapt in online learning.

“Teachers themselves must be responsive to technology, not indifferent. So like it or not, teachers have to learn, it's hard at first because understanding really requires patience, but once it's done once or twice, it goes smoothly”.

(F-Fast Adapting/9)

4.2 Discussion

In this section, the researcher describes the results of interviews with participants. On the other hand, represent data is obtained from research results through data that has been analyzed based on themes and sub-themes in theory.

4.2.1 Online teaching practice requires quality course materials and effective instructors' roles

The quality of the material delivered for online teaching is important. According to Barczyk et al (2017), quality is the main factor in online teaching to ensure that the student experience can be beneficial in affect and learning. Gupta et al, (2024) explained that in online learning, the instructor's role must be to have various strategies to increase student participation with interactive learning experiences and a variety of teachers who can motivate learning to be effective.

4.2.2 Feedback plays important roles in online teaching

Feedback becomes an interactive and communicative process that encourages student involvement in the learning process, students can improve learning competence in other words, it is considered an opportunity to learn with a focus on its formative function Alvarez et al., (2012). Gikandi and Morrow (2015), indicated that teachers play an important role in providing feedback to students because in this case, it is a key aspect of learning.

Teachers also guide students to be involved constructively and actively participate in online class discussions. According to Van der Pol et al, (2008) Providing feedback is important in providing a good example to students in developing self-confidence.

4.2.3 Benefits of online teaching practice

Online learning is a teaching and learning process that utilizes the internet and digital media in delivering material. Furthermore, teaching and learning online certainly has several benefits for students and teachers. According to Davis et al (2019), mentioned the benefits of online teaching for teachers are flexibility, improved communication, course management, course design. Besides that, the benefits for students are flexibility, self-motivation, working independently. Students who like online learning say that online learning does not require heavy physical effort, is more relaxing than offline classes, does not require transportation, is not boring, requires less preparation before entering, and most importantly avoids the spread of COVID-19 (Bunga et al, 2021). Larmuseau et al (2018), stated that in higher education online learning has an important role because it has many benefits, such as cost savings and flexible educational accessibility.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter contains an explanation of the summary of the research based on the findings and discussion. There is a recommendation in order to support the further research that relates to online teaching practices.

5.1. Conclusion

The conclusion of this study based on the perspective felt by In-service English teachers during online teaching practicum. Based on the results of interviews, this research concludes that since the COVID-19 outbreak, teachers have changed learning methods using online teaching practices. Although at first, teachers found it difficult to teach online because understanding required patience, teachers had to be able to adapt quickly so they could still teach students well. Teachers also feel a lack of interaction with students so teachers feel there are obstacles in teaching online, for example, it is difficult for students to get a network to study. However, in teaching online, teachers also feel the benefits, including the assessment is simpler and more practical and then it makes the teacher's task easier because the grades appear immediately, then they can train students to be responsible for their respective jobs. In online teaching practices, 5 important things must be considered, such as Instructor Roles, The Quality of Course Materials, Communication, Feedback, and Flexibility. These five things must work well so that learning can be accepted by students.

5.2. Suggestions

Based on this research, it is recommended that further research add participants so that there can be more perspectives about online teaching practice, such as selecting students as participants to get other points of view. Apart from that, for further research, it is recommended to conduct research through observation in online teaching practice activities to strengthen data findings to make them more accurate. Then for further research, it is recommended to increase the level of education, such as elementary school, junior high school, and college so that can compare at each level.

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APPENDIX

Appendix- 1 Interview Transcription

Date : 13 Dec 2020

Duration : 32:18

Participant : Mr. AW (Teacher of English Education)

Sex : M

Platform : Whatsapp (Call)

R/T	Line	Interview	Themes
T	1	Assalamualaikum	
R		Walaikumsalam, gimana kabarnya pak sehat?	
T	2	Alhamdulillah baik hehe, zamy gimana?	
R		Alhamdulillah sehat juga pak	
T	3	Oh iya iya, kok suaranya putus putus ya mi?	
R		Oh iya kah pak	
T	4	Nah ini udah engga	
R		Maaf ya pak, ini interviewnya lewat telepon soalnya saya sedang di Jogja	

T	5	Oh iya nggak papalah, gimana ada yang bisa dibantu?	
R		Mau tanya beberapa sedikit pertanyaan mengenai Dampak program pendidikan guru EFL pada praktek mengajar langsung pada pertanyaan ya pak	
T	6	Iyaa	
R		Bisakah bapa ceritakan tentang pengalaman baru bapak dalam praktek mengajar menggunakan kelas online?	

T	7	<p>Yang jelas selama pandemi itu kan terjadi awal bulan april ya tepatnya itu tanggal 16 sampai sekarang itukan sama sekali tidak ada tatap muka. Akhirnya ya dengan keterpaksaan para guru mempelajari bagaimana cara-cara mengajar online termasuk saya gitu kan. Jadi, kalo pembelajaran daring atau online itu saya biasanya menggunakan zoom atau kalo ngga microsoft 365 yang kelasnya microsoft meet, nah selain itu saya juga menggunakan media youtube. Jadi, saya buat channel youtube sendiri, jadi saya buat materinya. Disitu buat kelas 10 dan kelas 11 dan disitu saya menggunakan aplikasi handycame dimana handycam itu bisa merekam layar yang berupa materi dan layar itu saya buat menggunakan ppt. Nah jadi materi saya sampaikan dulu lewat youtube saya, saya bagikan link kemudian mereka melihat. Nah, supaya tidak berbenturan dengan yang lain artinya kan ada mata pelajaran yang lain nah maka saya berikan pada saat itu juga setelah diliat baru nanti saya bahas seperti itu ya. Untuk penilaian atau ulangan harian itu saya menggunakan microsoft juga atau google form. Jadi, mungkin karena tuntutan akhirnya semuanya harus bisa yang tadinya ga bisa dan alhamdulillahnya lancar sampai sekarang ini pun untuk PAS atau penilaian akhir semester itu juga online semua seperti itu. Memang sebelumnya pernah tapi tidak sesering ini ya jadi kalau pas ulangan atau semesteran terkadang beberapa guru termasuk saya juga menggunakan aplikasi untuk membuat ulangan. Dan yang saya rasakan malah lebih praktis ya karena justru pekerjaannya itu tidak serepot dahulu ketika manual. seperti itu, jadi aplikasi google form atau 365 itu membuat tes online atau ulangan online dimana guru mempersiapkan dulu materinya, kd berapa, terus dibuat soal entah itu pilihan ganda atau isian singkat yah setelah mereka melakukan saat itu juga. Aplikasi itu bisa langsung mengoreksi si peserta didik langsung mengetahui nilainya dan yang saya rasakan disini malah positifnya e I pekerjaan lebih ringan artinya lebih simple kemudian management penilaian lebih rapi</p>	<p>Instructor roles- Materials</p> <p>Feedback</p> <p>Instructor roles- Assesement</p> <p>TQCM- Benefit Online Course</p>
R		Mempersingkat waktu dan lebih efektif ya pak ?	