

**EXPLORING TEACHERS' AGENCY TO OVERCOME THE
CHALLENGES POST-PANDEMICS ENGLISH LANGUAGE TEACHING**

A Thesis

**Presented to the Department of English Language Education as Partial
Fulfillment of the Requirements to Obtain the Degree of *Sarjana Pendidikan*
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STATEMENT OF WORK'S ORIGINALITY

This is to certify that to the best this thesis, except for what is specified in the references and citations, is my work and does not contain the work of others. This thesis has not been submitted for any degree or other purposes.

I certify that the intellectual content of this thesis is the product of my work and that all the assistance received in preparing this thesis and sources have been acknowledged.



Yogyakarta, June 2023

MOTTO

“Good knowledge is that which benefits, not that which is simply remembered” –

Imam Syafi'i

“Great people are people who have the ability to hide trouble, so others think he/she is always happy” –Imam Syafi'i

DEDICATIONS

I dedicated this thesis to:

1. My own self. I thank myself that I have come this far and am grateful that I stay strong every time I face quite difficult obstacles. Thank you for fighting to finish something that has already been started. Thank you for being responsible for yourself as well as for your environment.
2. My handsome brother Kak Wawan and his beautiful wife Kak Nunu, who always support and help me when I feel lacking in myself, who always encourage me to finish my work on time, and who are always a place for me to tell stories.
3. My thesis advisor Mr Willy Prasetya S.Pd., M.A. who have been patient guiding, supporting, and always responsive during the process of writing this thesis. With your guidance, advice, and support, I could finish this thesis. May Allah SWT bless you for good deeds.
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Finally, the researcher fully realizes that this thesis is still far from perfect. All suggestions and recommendations are extremely welcomed for further improvements. Hopefully this thesis could be beneficial to the readers.

Yogyakarta, June 23th 2023

A handwritten signature in black ink, consisting of a large, stylized 'D' followed by 'Hm' and a small 'f' at the bottom right.

Dwi Dyah Wahyuningtias

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EXPLORING TEACHERS' AGENCY TO OVERCOME THE CHALLENGES POST-PANDEMICS ENGLISH LANGUAGE TEACHING

ABSTRACT

Teachers in Indonesia have gone through a serious crisis of challenges over the last few years due to the COVID-19 pandemic, which has resulted in changes that occurred in the Indonesian education world after the epidemic ended. Teachers may have to rebuild their class conditions to manage their classes well and also face challenges in class conditions as they adapt to the new curriculum component. The study examines what challenges teachers face and how teacher agency is in dealing with new challenges after the pandemic period is over. Data analysis in this case explores the challenges arising from students and curricula as well as how schools can deal with those challenges. The method used in this study is descriptive qualitative that explores the characteristics of phenomena, explaining the underlying causes or mechanisms. This involves the collection and the data were analyzed by using semi-structural interview. The results show that teachers seek after the transition, teachers seek external training to enhance their skills and apply their knowledge effectively. School agencies and teachers provide adequate facilities for training, preparing teachers to create and use support applications.

Keywords: Teacher Agency, Teacher Professionalism, Descriptive Qualitative

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Introduction

In early 2020, Indonesia was hit by the COVID-19 pandemic that required face-to-face learning activities to be temporarily discontinued and adapted to virtual classrooms. In recent years, Indonesia has experienced an educational crisis. Sumardi and Nugrahani (2020) explained that due to the temporary discontinuation of face-to-face learning, many schools are struggling to adapt to the teaching of virtual languages by leveraging information technology, including language teaching practices in many schools. However, due to poor preparation and planning, online language teaching did not go well during the COVID-19 pandemic (Atmojo & Nugroho, 2020). Consequently, there is a need for new teaching approaches and skills that differ from face-to-face language teaching.

After a long pandemic period, teachers faced new challenges as face-to-face schools were reintroduced, many of their students lost their enthusiasm for learning because they were accustomed to flexible activities as pandemics went on so that when they started to be active at school, the students became more troubled. From the transition period, it is also known that the Kurikulum 2013 has been transformed into the Merdeka Curriculum. Before discussing strategy further, it is important to understand what it is, according to Syahrudin et al (2022). The order of activities

using strategies and learning resources is referred to as a learning strategy. Teachers are instructed to assess their typical learning techniques in order to incorporate limited face-to-face learning in the context of the deployment of limited face-to-face learning. In order to adopt a constrained learning strategy, teachers need establish successful learning strategies. Teachers must use active, creative, and innovative learning methods. Activities for teaching and learning during pandemics allow for changes between the period before and after the pandemic.

However, the problem is not only experienced in pandemic times, but also after the post-demi reappears. Teachers face a new situation in which they are required to cope with the change of learning from virtual meetings to offline classes. After in-person classes were resumed with the implementation of health protocols, students who had just returned to school had a long time to adjust to regular school activities. Similar difficulties are encountered by teachers, the slow transition to normal makes the role of a teacher becomes increasingly crucial during this phase, such as how to reactivate face-to-face learning in the classroom and ignite enthusiasm among students, and how to encourage students to go to school smoothly.

In recent years, there has been a significant amount of research on teacher agencies. As time progresses, it is increasingly evident that teacher agencies are undergoing significant development. In general, teacher agency are agents who specifically theorize teacher bonding activities in schools. In other words, agency is not something people have, but something they do or achieve (Biesta & Tedder,

2006). Teacher agency can also be considered a special professional agency or an active contribution to shaping their work and condition. It is regarded as an indispensable element in a good and meaningful education. It shows the quality of the actor's involvement with the relational-temporal-for-action context, not the quality of the actor him or herself. In the world of education, educators such as teachers have an essential role in developing the world of education. According to Imants & Wal (2019) the interdependence between the individual and the social environment, and the role of teachers in professional development and school reform. Within socio-cultural boundaries, such as those imposed by national and school curricula, peer and management power dynamics, and dominant school culture. Teachers have an essential role in language education because they are responsible for developing a curriculum perfectly instructed with technology and making decisions remotely or boldly based on student learning outcomes (Meskil & Antony, 2015). However, the teacher's agency is limited by available resources, such as classroom equipment, instructional methods, and Information and Communications Technology (ICT) devices. Nevertheless, these constraints and limitations fall under the teacher's control. Depending on how teachers interpret these contextual constraints, limitations and their agency, they impose an environment both within and outside of school. In other words, teachers must exercise agency in a context where teachers negotiate or struggle against policy and leadership constraints.

1.2 Formulation of the Problems

The study seeks to explore the potential of teacher agencies to address the challenges that occur in face-to-face classroom teaching activities after the COVID-19 pandemic period ended and how teachers can cope with the challenges they will face. Specifically, the research questions that guide this study are:

1. What are some of the challenges during face-to-face classroom teaching activities post COVID-19 pandemic?
2. How did participating teachers overcome the challenges by maximizing their teachers' agencies?

1.3 Objectives of the Study

This study aims to explore how the teachers' agencies of a second language teacher (L2) overcome the challenges they face in face-to-face classes to plan, implement, and evaluate their teaching practice in the post-pandemic era. Additionally, the study examines how the experience they have gained can affect their professionalism in facing new challenges.

1.4 Significances of the Study

This study is expected to explain the quality and potential of teaching agencies in overcoming problems that arise when face-to-face classes start and how teachers will evaluate their classes after the COVID-19 pandemic ends. And this study is aimed specifically at Second Language Education (L2) students learning

about the teaching institution's role in overcoming the challenges present in face-to-face classes.

CHAPTER II

LITERATURE REVIEW

2.1 Teacher Agency

The definition of teachers' agency refers to their capacity to make informational classes and professional development decisions based on the needs of the class, reflection, and consideration. In other words, an agency is not something that people can own –as property, capacity, or competence –but is something that people do. Specifically, the agency demonstrates the quality of the actor's involvement with the temporal-relational-action context, not the quality of the actor himself or herself. Leander and Osborne (2008) stated that existing models of educational change often underestimate and misrepresent the role of teacher agency. In this context, literacy which includes life history and also professional history, becomes a significant factor in a teacher's journey to becoming more professional. This model highlights that the achievements of agency are always informed by past experiences including personal and professional biographies, while being future-oriented in both the short-term and long-term perspectives. The implementation of agency occurs within the present, where the so-called cultural, material and structural resources influence its implementation. In addition to the teacher's professionalism in teaching, other important things certainly affect such as a teacher's confidence in teaching English, and how the teacher can manage her class well. In this case, the role of the teacher is very influential. Therefore,

academic and daily development must be changed for the sake of interest and effectiveness to achieve the same level of comfort for teachers and students.

Biesta, Prietsly, and Robinson's (2015) teacher agent offers another viewpoint on the idea of teacher agency. This agent, which is conceptually connected to the behaviors of teachers in schools, hasn't received much explicit research or theoretical development. The notion that education is a process in which educators grow in their capacity for independent judgment, which serves as the foundation for autonomous action, has had a significant impact on current educational theory and practice. This idea, which has been understood by (Archer, 1995; Hollis, 1994) as aiming to speak on behalf of a minority, is a subjective element that runs against to the way society is structured and is used to explain an action. It is not possible to use the idea of excluding other agents from this environment to describe how agents behave in a specific situation, such as the central issue with the implementation of teaching agents in the classroom (Biesta & Tedder 2006). The idea of teacher agency is recognized as a notion that is considered to center on issues that prioritize the teacher's abilities above the kind of agency that is granted to the instructor. As a result, the agency of teachers should be conceptualized as the growth of institutions integrated into the emergence of the external environment and other relevant elements. Through the interaction of habits, imagination, and judgment, participation is constructed in relational activity.

2.2 Teacher Agency in English Teaching After Covid-19 Pandemic

Through a time-consuming COVID-19 pandemic, the process of face-to-face reopening begins slowly and regularly. After the COVID-19 pandemic began to proceed back to a new normal, in the last month, face-to-face meetings have been held where students participate in class learning as before. Learning done with the virtual meeting system begins to be moved back to face-to-face meetings in the classroom. All teachers according to Biesta, Priestly, & Robinson (2015) think that developing relationships with their students is crucial to creating what they commonly refer to as a framework for learning. The main goal of social presence in face-to-face interactions is to foster and develop group success that is linked to cognitive presence. In general, these are educators who genuinely care about their charges and frequently refer to maximizing students' potential. Returns to this construction at the time when discussing the beliefs of teachers related to the educational objectives, but pay attention at the moment in relation to the positive professional orientation of the teachers towards the students however, these limitations and limitations are not entirely beyond the control of the teacher (Imants & Wal, 2019). Depending on the teacher's interpretation of these contextual limitations and limitations, and depending on their agency, teachers set the environment inside and outside their school.

Syahrudin's et al. (2022) asserted that face-to-face learning of essential implementation requirements such as the number of students and teachers and estimated study time in schools. The establishment and structuring of new

regulations were made in anticipation and as a way to prepare for the return of the new normal period. The transition period that was formed certainly made teachers have to replay the thoughts and roles that occurred during the pandemic. In health emergencies, we have seen how both are forming, and new approaches to collaboration have become at the heart of teacher and school responses. This includes how schools formulate plans to ensure continuity of learning, support community well-being, address issues of equality and access, and contribute to responsiveness to a broader emergency to maintain local and national infrastructure functioning.

Then, teachers are still required to move quickly with the government's decision to open face-to-face classes after the COVID-19 pandemic. After the pandemic, schools have slowly started running face-to-face classes where teachers must be ready to face new challenges and also pay attention to the character of students still carried away during online classes. Teachers must rack their brains on the remaining effects of online classes, including how teachers can attract students' intentions to learn in the classroom, enforcing new rules, and classroom management. The range of professional knowledge, skills, attitudes, and adaptive skills that teachers require to meet these demands continues to be constantly increasing (Brown & Flood, 2019). It has proven itself well during the pandemic. The researcher believes the skills and expertise developed will be critical in our post-pandemic context. Its strength is meeting these changing demands and realizing the learning community's values and vision for learning, achievement, and well-being. A broader analysis of the processes by which policies and practices are

developed, nurtured, and evaluated and their consequences for students and society is necessary. This allows us to understand better how we achieve our laudable policy development goals while ensuring a collaborative and community response approach led by teachers and school leaders.

2.3 Theoretical Framework

There are two theories used in this study. First, according to the theory of Biesta, Priestley, and Robinson (2015), this study explains the agency itself and that will be related to teachers' agency, as well as one of the important points in the discussion of this case. Second, Jeroen Imants and Merel M. Van der Wal's (2019) study contains theories related to the summit of issues regarding the potential of teacher agency and the teachers' professionalism as an assessment in terms of subjective and objective based on the teacher's experience.

The framework is presented about teacher agency by Biesta, Priestley, and Robinson (2015) including Jeroent Imants & Merel M. Van der Wal (2019) talk about relationship between teacher and their environments; school, students, and curriculum.

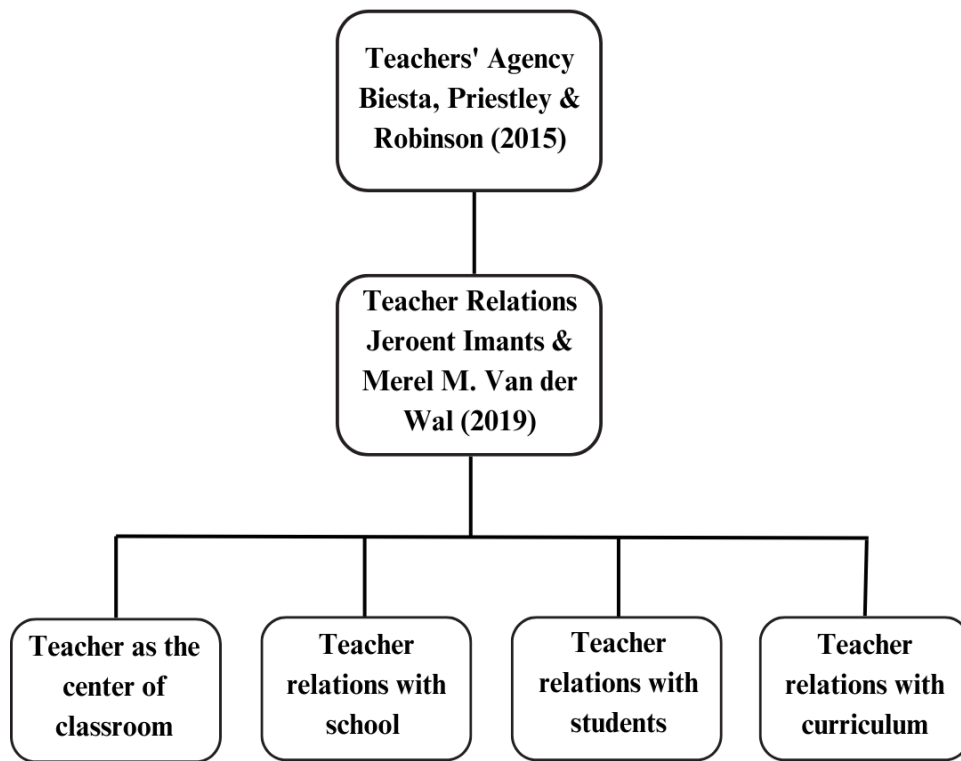


Figure 2.1 Mind mapping of the theoretical framework

CHAPTER III

METHODOLOGY

3.1 Research Design

This study aims to determine the potential of a teacher's agency to be able to overcome problems in face-to-face classroom learning after the pandemic period ends. The goal of descriptive qualitative research is to comprehend phenomena by looking at their traits and characteristics. This kind of research is used by researchers to explore issues that have not been thoroughly studied before. According to Vickie & Clinton (2012) descriptive qualitative research frequently reflect a dedication to studying something in its natural state as far as is possible within the confines of the research arena, which makes them interesting. Researchers utilize this sort of research to better comprehend the research topics they are investigating from an additional perspective. This descriptive qualitative research will describe a high school teacher's experience, how she got through her teaching period, and the issues she faced post-pandemic.

The adaptability of descriptive qualitative research is one of its main advantages. The method is flexible if it may be applied in a variety of contexts. It can be modified to meet the requirements of the researcher and the particular study subject under consideration. When a researcher needs to know about events, people involved, what was involved, and where things happened, this type of research is highly helpful. The research design can be classified as descriptive qualitative by researchers (Vickie & Clinton, 2012). This kind of research allows for the collection

of a wide range of data about the phenomena, including its background, history, and cultural relevance because it is concentrated on the exploration of the traits and attributes of a phenomenon.

This study uses descriptive qualitative as a research design because teacher's agency is one of the pieces of literature that not many people know today, which makes case study learning suitable for use. After all, its purpose is to provide in-depth data for this research.

3.2 Data Preparation

Consent form

A consent form is one of the ethical research considerations because it provides the participant with relevant information. The participant is informed of the study and feels certain to participate without being forced and irrational. The researcher obtained the participant's consent by having her sign the consent form at the first interview.

3.3 Setting and Participants

In this study, the researcher had only one participant, Dian, who worked as an English teacher at one of the best international private schools in Bogor District, which is one of the districts in West Java.

Dian's qualification to be a participant is because she has already had teaching experience since 2020, which means she has passed through the teaching phase since the beginning of the pandemic and has gone through phases that had

the challenge of developing material during pandemics. Not only is this phase a challenge, but it is also not easy for a teacher to get through the post-pandemic phase.

The researcher researched the teacher's knowledge based on the teacher's teaching experience before, during, and after the pandemic ended. She went through problems when Indonesia's education experienced a crisis during and after the pandemic and how she could pass through the difficulties in the world of education and teaching that she lacked. A teacher must have challenges and solutions to the problems that they are facing. Dian, who is still younger than her fellow teachers, must have had many ways to plan the learning material she did during the educational crisis after the pandemic ended, with ideas and support from the school that allowed Dian to go through and solve the challenges she had gone through.

3.4 Research Instrument

This study used the construct of the role of beliefs in teacher agency by Biesta, Priestly & Robinson (2015). The following questions were:

Construct	Conceptual Definition	Component	Interview Questions
Teacher Agency	Teacher agency refers to the capacity of	1. Challenges	1. What is the differences between teaching during pandemic

<p>Biesta, Priestley & Robinson (2015)</p>	<p>teachers to act purposefully and constructively to direct their professional growth and contribute to the development of education quality.</p>		<p>and post pandemic?</p> <p>2. What have been the classroom learning conditions since face-to-face classes have been reinstated?</p> <p>3. Have any other challenges arisen since in-person classes were re-enacted?</p>
		<p>2. Overcomes the problems</p>	<p>1. Is there an event to start planning, implementing, and evaluating her teaching practices after the pandemic?</p>

			2. How to improve the quality of student learning after the pandemic enters the new normal?
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Table 3.1 Table of Research Questions

3.5 Data Collection

The data was collected using the semi-structured interview system through virtual meetings with Zoom Meeting with the participant's consent. The interview took 45 minutes and 51 seconds and must be conducted in a research context. The study used case studies because they were in line with the research objectives, in particular, exploring how teaching institutions could address the challenges of running face-to-face classes as well as implement, conduct, and evaluate the teaching practices of participants after the COVID-19 pandemic period ended. In addition, semi-structured interviews were used in this study because they provided in-depth data and made the participants feel comfortable.

3.6 Data Analysis

The study transcribed, themed, and analyzed the data. The researcher read the interview transcript several times until she found some topics that matched the research. The theme was how Dian became a teacher's center in her class and the relationship between Dian and the environment in her teaching. Data analysis was

carried out through thematic analysis, which is used to identify, analyze, organize, describe, and report on themes in the data that has been collected (Braun & Clarke, 2006). The researcher showed the results of this study and a transcript of the interview to the participants to ascertain whether the data was correct.

3.7 Trustworthiness

This study's trustworthiness relied on the Biesta, Priestley & Robinson (2015) theory of teacher agency. The trustworthiness of this research consisted of the experience of a teacher in the world of education and its course during teaching in the classroom. Reliability is defined as the truth of the research, which is evident in the correct interpretation of the data in this study. As for transferability, it means how research findings can be used in the context of other research (a) participants, (b) time, and (c) place. These results study can be applied to different research contexts or on a large scale. Dependency is the extent to which a researcher can be objective in their qualitative research so that their research is acceptable between studies. The researchers were not biased throughout the investigation, as it was based on and supported by many previous studies and some theories. Last but not least, the confirmation of this study was established by applying prior reliability to validate the evidence used by researchers to support the results, analyses, and suggestions.

CHAPTER IV

FINDINGS & DISCUSSIONS

4.1 Findings

Data analysis is done through thematic analysis, and the researcher reads the data several times until the researcher finds the themes presented in this chapter. From this data, Dian has gone through three periods of teaching: before, during, and after the pandemic. When students lose interest in learning, it becomes difficult to address post-pandemic challenges. Students who had previously become dependent on their electronic devices felt increasingly awkward during face-to-face class activities. During class activities, they engage in less interactions with classmates and exhibit more passivity. For instance, Dian interacts with the students to make the lesson more dynamic, and she employs a number of novel strategies to grab their attention, get them involved, and bring the class back together. In addition to Dian itself, the school or its teaching institution also provides adequate facilities such as conducting training and inviting professionals to conduct training. This activity is done so that teachers prepare themselves better to create and use support applications while teaching. Thus, this section outlines the journey of Dian and her teaching agents in planning, implementing, and evaluating teaching and learning activities in face-to-face classrooms.

4.1.1 Part of Teachers' Challenges Between During and After COVID-19

First time for the condition of the class taught by Dian during the pandemic was challenging. Initially, it was relatively easy for Dian to manage the class because the school adopted the old curriculum before COVID-19, namely Kurikulum 2013. Dian learned how to implement this curriculum during her time at the university and during her internship (PPL), which made it easier for her to apply it in her classroom. However, as learning transitioned to the pandemic era, new and first-time conditions passed by Dian and her fellow teachers made them feel unfamiliar to this condition. Starting from the class condition, Dian had to struggle because she and her fellow teachers must be more creative in delivering materials, they would explain to their students with the circumstances they have to work from home (WFH). Moreover, the student's motivation gradually decreased with the start of school from home (SFH). Dian's teaching experience during the pandemic was her worst learning experience in the time of pandemics. Dian felt that when teaching in pandemic times was very insufficient for teachers because teachers could not oversee students directly in person and Dian also felt that the self-learning of her students also decreased, although it has been facilitated by advanced items such as gadgets they have or the use of more modern and engaging learning media. For Dian, it was still difficult to control her students from a distance.

“In fact, during a pandemic, they are in their own homes, right, and we can't control what they do while studying, that's a challenge. So, that's why if you can say it's a bad condition because it's not optimal as a teacher. And as a child, they are not maximal enough to know

what they can capture their abilities, their cognitive abilities are lacking."

Class conditions during the pandemic also resulted in Dian's students becoming more accessible. Freedom here is interpreted as students not getting full supervision from Dian or their parents because teaching at that time was conducted online and using the Zoom meeting platform as a form of an online meeting between them. Apart from the Zoom meeting, the school used Google Classroom to make Dian and her fellow teachers easier. As a young teacher, Dian understood more about using this application than her senior fellow teachers. Her school held special training several times to help their teachers to master the class during the pandemic. One of these training explained what applications could be used during pandemic. In this training, Dian explained that teachers could use Google Classroom, Padlet, Google Documents, and several other applications.

"Applications that are used other than Zoom usually I use a Padlet, then after that I use Google Docs, because at that time I made descriptive text, if I'm not mistaken? Yes, learning how to make text like that. Then Google Docs can be used for collaborative learning. They only have one link, right? One link and you can comment there together. Google Docs, so use that."

The students might at first look enthusiastic, but over time, the students lost enthusiasm. For example, when the class started via Zoom meeting, Dian told a class she was teaching, and only a few students actively answered. Some did the trick of putting their profile photo with a video to give the impression that they were taking part in ongoing classes. The longer the pandemic continued, the more

students would lose motivation and enthusiasm for learning. This was the beginning of Dian's students having quite a large knowledge gap. This knowledge gap was the biggest problem they faced by Dian and her fellow teachers after the pandemic ended.

"So, from that lesson, many students have a large knowledge gap, where suddenly they are already in junior high school, back when they were in elementary school, they didn't really understand vocabs and then at junior high school the children had to make sentences but, in the vocals, itself is still lacking. So, after the pandemic, we must give lessons from the beginning again."

For Dian, she and her fellow teachers had difficulties with her students because she did not know whether they understood the material she was teaching or could or could not grasp their abilities. The student's cognitive abilities were decreasing. With the students' cognitive decline, Dian said that the next challenge was the knowledge gap which was increasingly evident during the pandemic.

Getting through new challenges during the pandemic and having to make further plans within an indefinite period made Dian feel the situation when the pandemic was the most difficult phase she had ever gone through. Fortunately, the school provided sufficient facilities, helping teachers through the pandemic. The school gave orders to start using the Merdeka curriculum because it was already the school's policy to follow the orders of the government. However, the school still helped by easing the burden of teachers by allowing teachers to choose the essential materials they would take and be taught in their classes. According to Dian, the school's decision to provide training during the pandemic period was a positive and

beneficial one. These training sessions aimed to inspire teachers and assist them in adapting their curriculum to the transitioning circumstances.

Second time since the pandemic ended, the government has decided on the start of entering the new normal stage. Activities that previously stopped and were transferred to WFH and SFH will begin to take effect again. While both workplaces are returning to their normal phase and universities and schools are re-implement face-to-face classes with the enforced protocol, the school where Dian teaches uses the same system. Dian, her fellow teacher, and the school faced many challenges after the pandemic ended. The toughest challenge that was passed for the first by Dian is how Dian and her fellow teacher were able to fill in the knowledge gaps that were already quite large gaps among students. This knowledge gap made students stutter and lack knowledge in themselves.

According to Dian's experience, it happened because, during the pandemic, the students became more focused on their smartphone screens and became very addicted to them because the material used by Dian for the learning period during the pandemic mostly from YouTube content or only focused on Zoom meetings schedule. This gave Dian a challenge where she had to start over with material that students should have understood at their previous grade level. Still, with this knowledge gap, Dian and her fellow teachers had to repeat the material from their previous classes. Apart from the quite severe knowledge gap, Dian noticed that her students, who had long been accustomed to studying at home when they started school and went back to studying in class, have become shy and more unprepared

to interact with their classmates, interaction in class became very passive and that made Dian must quickly find a solution so that the class they teach can return to normal like the class before the pandemic. As stated by Dian in our interview:

"Many students have a large knowledge gap, so we have to teach lessons from the beginning again after the pandemic. Then the second method, which is taught online, still needs to be optimal after the pandemic, we have to teach again from the basics. Even though the basics had to have been taught in elementary school or it had been taught in middle school before he entered the eighth grade."

On the other hand, the challenges from the curriculum made Dian inevitably have to learn again about the curriculum transition that occurred. The 2013 curriculum has been shifted to the Merdeka curriculum, and the new curriculum has just been massively implemented in all schools. The transition from the 2013 curriculum to the Merdeka curriculum allowed Dian, as a teacher, to implement the Merdeka curriculum at that time, when the curriculum was still quite new, and the teachers needed to be more familiar with Merdeka curriculum. The transition from the 2013 curriculum to an independent curriculum inevitably made Dian and her fellow teachers learn about the new tools of this curriculum and the strategies for implementing it. In this way, as a teacher, Dian had to study again and find out about the Merdeka curriculum. By implementing the new curriculum, teachers are required to be able to make the classes taught more student-centered and project-based as the majority of the contents of Merdeka curricula improve on collaborative learning and Pancasila profile projects.

"Well, we as teachers also just know what the strategy is. How is it? What is it? The tools in the Merdeka curriculum which are also different from the 2013 curriculum are also one of the challenges. Our learning conditions are not only for students with knowledge gaps, but also teachers who must have ideas to learn more about the curriculum they must implement."

Apart from challenges from students, schools, and the curriculum department, Dian also faced challenges from parents of students, where not all parents of students could understand the students' conditions while in class during learning. The big challenge occurred during the pandemic. According to Dian, only some parents could accompany their children to school, so some parents needed help understanding their children's difficulties, how their children were when class started, and so on. Most parents of students also require their children to be able to explore their subjects. After the pandemic ended, some parents hoped for an instant way for their children to deepen their subjects. One example was English, the subject taught by Dian. Dian said that many of her students still had difficulty learning tenses and their lack of English vocabulary, where they should have to use basic vocabulary for their daily conversation. This encounter made Dian should at least repeat the material. As simple as distinguishing the use of is, am, and are, some students still need clarification. This was said directly by Dian,

"From the parents' point of view, parents want instant food, right? I want their children's grades to be good. Yes, like it or not. Even though in his elementary school he felt lacking because of his academy. Yes, in junior high school they want their children to be able to explore or to understand one of those materials."

In this case, Dian had to repeat the material that would be taught to her students. Parents of students wanted something instant, like how their child could speak English well even though they needed help understanding the material they were studying. For example, Dian said that she had to teach the basic vocabulary and repeat the tenses that her students had to use, as simple as how they introduced themselves, for which the students had to understand the introduction material.

4.1.3 Overcomes Post-Pandemic Challenges

By 2022, schools will have begun functioning as they once did, and in-person instruction will have resumed. However, new obstacles will always exist, but each has its remedies. The significant knowledge gaps among students, the deployment of new curriculum in classroom instruction, and the way the school supports its instructors in terms of facilities and resources are some of the obstacles that have been surmounted.

Students who lost motivation in learning became quieter and more passive in class, and the lack of interaction made Dian think about what solutions she could take. In this case, Dian admitted that it was quite difficult at the beginning because the background of her students, who were accustomed to addiction in front of each smartphone screen, became an obstacle for her. Dian first created class rules as an agreement against using electronic tools in the classroom. Electronic items such as laptops used by students can only be opened or used at certain times with permission from Dian, a teacher teaching in the class.

“At that time, I did the first one, really didn't get used to the laptop in learning, he only used the laptop for the most important things,

because for example going offline using the laptop again would hinder them from concentrating, because they had already had a lot of them before using laptops and we also agreed that in order to inhibit –prevent addictive behavior towards the use of technology it has been reduced.”

The second thing that was Dian's goal was to increase the number of worksheets for her students. Giving worksheets to these students was a way for them to become more exposed during learning activities because previously, they needed to pay more attention and got bored quickly. Until Dian chose to use the worksheet as a reference so that students could become more interested and start attending classes again, another addition was this worksheet, which Dian provided to fill in the knowledge gaps of her students, which were quite tenuous during the pandemic. Usually, the worksheets given to students start at the most basic level and then move up to advanced levels. This was done so that the worksheets were scaffolding apart from using worksheets. She also provided collaborative activities so students could work in pairs or groups, which made them interact more with their classmates. This collaborative activity was carried out as a form of building student interaction in class because most of the students who came from the pandemic were embarrassed to speak in front of the class, so this activity made students more confident and more accustomed to interacting in class.

“The second thing I did was give a lot of worksheets because they were less exposed to online learning and did not pay attention to teachers intensely. So there are many basic worksheets first, then you can start to the advanced level so the worksheet is also scaffolding”

“Increase collaborative activities, there is pair work, group works that they can discuss, talk about. Most pandemic children are embarrassed to speak in front of the class or even with their own friends.”

The last one was by giving games such as ice breaking, one example that Dian usually does is by using game boards in class. This board game would usually be used following the material that would be the learning topic to be studied. This ice-breaking game was given as an atmosphere builder in the classroom. Hence, students felt energized, as well an initial exercise that served as a trigger for learning material that would light up the atmosphere in class.

In terms of curriculum, where the transition from the 2013 curriculum to the Merdeka curriculum made Dian and her fellow teachers must learn to understand more about the Merdeka curriculum itself. At that time, the school's policy was that they would be able to implement the Merdeka curriculum after the pandemic was over and the school was running as usual. As a teacher, it was certain that Dian could implement this new curriculum. She was still familiar with the Merdeka curriculum, so she had to learn more about the tools related to the Merdeka curriculum.

“We learn how the Merdeka curriculum is implemented, how can the teacher make the class more student-centered learners, then after that it's more project-based, because most of it in the Merdeka curriculum enhances collaborative learning with projects of the Pancasila profile.”

Part of the Merdeka curriculum's objective is to become students as student centers where students must be more active in class, then increase their project-based learning. In addition, Merdeka's curriculum is more towards collaborative learning and approaches to its Pancasila profile. The Merdeka curriculum made teachers easier because its flexibility allows for easier implementation, and it introduces students to collaborative learning experiences and teamwork while emphasizing Pancasila's profile.

According to Dian, the school conducted weekly and annual evaluations related to the students and the school itself. For this evaluation, schools had done it once a week. This weekly evaluation occurs at school when there is a problem or there is also a learning evaluation. Evaluation is generally carried out, for example, if there is a report from the foster parent or homeroom teacher regarding the condition of the student. For example, students like to go missing, students do not do assignments, and so on. That's an evaluation of learning.

“To do that evaluation, we usually do it once a week. Just what we are. What happens in school when there is a problem or there is an activity done but also an evaluation of learning.”

In addition to weekly evaluations, the school sometimes delivers evaluations at the end of the semester each year. In this annual assessment meeting, the discussion is more comprehensive, such as student presence data about what has been undertaken during that one semester. Dian said outside of the school field, her teacher could already be at her maximum because she understands more and is more creative.

“Usually, the assessment can also remain yearly for the racer. What happened over the past six months was also discussed there. Most of this being the material of evaluation is the child in which the child with a few likes for attendance yes. But if the teacher is Insya Allah from the school, we are at the maximum.”

With weekly and monthly evaluations, Dian could know the condition of the students in the class she taught and how the problems existed so that she could discuss them with her colleagues or her school to determine the solution during the evaluation meeting.

For the curriculum at that time, Dian could only see the lesson plan at the beginning, but the lesson plan was not an issue during the lessons. The annual evaluation can be done at the meeting if it is from the school. What happened during one semester was also discussed during the annual evaluation. Most of the evaluation material was for students, and children often go missing for attendance. As well as from her fellow teachers, they had been very maximal.

In addition to the several things above, after the pandemic ended, Dian attended a seminar training as another reference for managing class conditions and adding knowledge about new media as teaching materials in class. Dian took part in training activities outside of school with the theme Google Certificate Educator in 2022, and she just attended other training activities after the pandemic period ended. Due to the pandemic time, Dian only had a little time to do additional training outside of following the training provided by the school. During the

pandemic, Dian learned a lot by watching YouTube and Instagram as her new benchmark for finding inspiration.

"It used to seem like I didn't think so during the pandemic. But I only just watched from Youtube, then after that Instagram. So, after the pandemic, I also took part in the Google Certificate Educator in 2022. I mean, during the pandemic, I didn't take part in outside training."

This Google Certificate Educator training activity explained how to implement Google platforms such as Google Forms, Google Documents, Google Slides, Google Meet, Google Calendar, and other Google products to support learning in Dian's class. By following training outside of school, Dian gained new knowledge about other devices through Google, and it turned out that there were a variety of media that Dian could use in her class. For example, Dian did not need to check on each student individually; she just used Google Chat. After that, whenever Dian needed to remind her students, she used Google Calendar and showed presentations. Dian could use Google Slides, so all platforms on Google were synergized with each other to teach like that. With this new knowledge, Dian could use Google in her classroom more easily.

4.2 Discussion

In this section, the current study provides findings supported by previous studies. It entails how Dian plans and carries out her classes with the experience and training she has had as the center of her class. As well as the relationship

between Dian and the school, her students, and how to implement the transition from the 2013 curriculum to the Merdeka curriculum in her school.

The journey is Dian's teaching experience, which went through three phases before, during, and after the pandemic. Dian's teaching experiences after the pandemic explains how she overcame the new challenges as a teacher. In this case, Dian had experienced transitional periods that tested her professionalism, as discussed by Priestly, Biesta, and Robinson (2013). In terms of the iterative dimension, differentiate between the influence of teachers' more general life histories and their more specific professional histories, including their education as teachers and their collected teaching experience. Several things that Dian had gone through are explained in terms of how she handled the condition of her class during the transition period. At that time, Dian talked about how difficult it was to hold classes where her students initially had high self-motivation and became low over time. She said her students became more passive, stopped paying attention when Dian started teaching in class and were more preoccupied with themselves and the world. According to Imants and Wal (2019), enactment in a work environment by teachers is followed by experiencing and understanding the work environment in and around schools in a certain way. In this case, Dian took advantage of the skills and experience she had from college and utilized them as a learning process in her class.

Through the transitional period, as Dian gained new knowledge, there were many new things she knew and how she applied her new knowledge in the

classroom. The first transition period is from the pre-pandemic period to the pandemic. When this initial transition occurred, Dian and her fellow teacher were confused about how to start a new thing the first time she felt it. This course focused on the process, and the need for comparative discourse around purpose and value strongly suggested the disconnection between purpose and method (Biesta, Priestley, & Robinson, 2015) with the experience that Dian had as long as she was still active at the university, in the transition period, Dian at least has a grip to implement her learning results while still in college, and she continued to be a method for her learning in her class.

As a teacher, the dynamics of social relationships that Dian had always related to the students, the school, and the part of her curriculum. Some of these things brought many influences. Molla and Nolan (2020) stated that teachers set positions in a field of practice supported by systemic expectations, institutional conditions, and personal dispositions. That is, professional activity balances the contexts of objective and subjective actions. The factual context determines the position of agents in the field of practice, which offers agents a different space to negotiate their roles and strategies. The status of a teacher in the school is defined as one of the influential networks.

Priestly, Biesta, and Robinson (2013) ever said that teachers genuinely care about their pupils and constantly discuss topics like how they may help students reach their full potential as a teacher, building a relationship with the student have become a daily habit, and building a relationship is crucial to know the level of the

student she will teach. The condition in Dian's class after the pandemic ended made Dian think about how the student in her class could return to active and socialize with his friends without shame, and then how Dian could make the students who were previously addicted to practicing reduce the level of use of electronic tools such as laptops in her class. This has been discussed with other teachers to reach a joint agreement. Another solution that Dian could provide was a worksheet for her students from the basic level to the intermediate level based on their needs. This worksheet was delivered as a bridge to connect the knowledge gaps of its students, who were already quite far away, and as a repetition of the material to determine whether the student could follow the learning well. According to Mulyono and Saskia (2021), student participation and interaction in class can be influenced by how eager they are to communicate in the target language. In addition to worksheets, Dian occasionally assigned pair work to her students so that they could interact with one another and discuss topics that would prevent them from becoming increasingly disruptive. Dian also used board games as a quick way to get her students' attention and break up the classroom environment's monotony.

The transition from the 2013 curriculum to the Merdeka curriculum forced Dian and her fellow teachers to review what the Merdeka Curriculum is, what components are included, and how to develop such curricula to be as effective as possible in their application. Facing the new curriculum was a challenging task. Dian claimed that although she and her peers needed to comprehend the Merdeka curriculum fully, their school provided a zone where it could be used. As stated by Priestly and Drew (2016), teachers in many countries have lost a significant amount

of the craftsmanship knowledge required to develop school-based curricula. As a result of this transition, the potential of the new curriculum to improve student learning is limited during the pandemic period. However, this new curriculum was re-developed after the pandemic period ended and began to maximize its implementation in the classroom.

During the pandemic, Dian's school provided many benefits for teachers, such as providing facilities for training on hybrid learning so that teachers could maximize their classes while teaching, then providing training on using teaching apps such as Google Classroom and others. Dian, one of the young teachers, felt familiar with using the teaching application because she already got it while still sitting on the class bench. Another benefit given to the school was the application of a new curriculum that was more flexible to apply in the classroom. According to Dian, it was one of the good policies of her school because she said that keeping the students focused in the classroom was so difficult during the transition period. By facilitating the application of this curriculum, she became more and more flexible in teaching.

In addition to a weekly evaluation for the students, there would be a follow-up for the development of the students themselves and the classmates understood the behavior of their class. Furthermore, there was an evaluation that was repelled once a year. In this evaluation, there was a comprehensive discussion about the school policy, the school condition, the follow-up of teachers, and others. This

evaluation was done so that the school could be more aware of the circumstances and introspect on the school's shortcomings or advantages.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The study aims to investigate the teacher's agency regarding the professionalism of a teacher in solving the new challenges she faced, the participant's experience in teaching in the classroom, the class conditions she led, and how she implemented her knowledge in her daily life as a teacher. The challenges she faced were due to the pandemic period continuing and not ending as soon as it ended, as new challenges continued to emerge in the same way they were facing them. The participant's view of what she experienced was complex because of recent education crises. The participant encountered difficulties as a teacher at the beginning of the transition period. From that difficult time, she learned how to condition the classes taught, how to get her students to follow the students in the classroom with a considerable gap of knowledge, how to make her passive pupils more active, how to discuss with parents who want their children to keep it and must understand the materials in class, how the participants should learn about the new components of the Merdeka curriculum and implement it as a new curriculum, and how to take advantage of the facilities provided by the school because the school was responsible for meeting the standards and also the facilities that should be provided. On the positive side, the school supported and did not force teachers, and it facilitated training so that teachers understood and could control their learning state. On the other hand, after the transition period, the participant also

followed training outside of the school to add and acquire new skills to maximize the application of her learning.

5.2 Suggestion

This study has some limitations that should be taken into account. First, only one person participated in this study. First, there are few suggestions that researchers would like to suggest, in addition to using board games as a form to eliminate student boredom, can also end the material or at the beginning of the material to make students more enthusiastic to start the class can be given *Wordwall*, *Wordwall* has a look that is almost the same as *Quizizz* or *Kahoot* if tired of the look of the two elements can use *Wordwall*. Or in the last of giving material and wanting time break can use ice breaking “*Move if You...*” have students sit in a large circle with one person in the middle. The middle person calls out for a certain group of people to move — for example, “*Move if you have brown eyes*” or “*Move if you haven’t come late for school.*” If the students fit the criteria, they must run to a new seat in the circle. The one student left standing is in the middle for the next round. Second, recent research findings are limited to the experience, practice, and dynamics of relationships that involve many people in the world of confusion. Future studies should explore a teacher's learning practices in the classroom and how they can face coming challenges and solve those challenges. Finally, research currently only uses interview transcripts as data. Meanwhile, the investigation and case analysis depth can make the data more prosperous and complex. Thus, future studies should use these limits to explore and add knowledge of the teacher's agency within the teacher's profession.

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APPENDICE

Appendix 1 confirmed form

INFORMED CONSENT (SURAT PERNYATAAN PERSETUJUAN)

Yang bertanda tangan di bawah ini:

Nama: Diah Agustina Ratu

Umur: 24 Tahun

Jenis Kelamin: Perempuan

Pekerjaan: Guru

Menyatakan kesediaan untuk menjadi informan dalam penelitian yang berjudul "Overcoming The Challenging Post-Pandemics English Language Teaching: A Case Study of An Indonesia Boarding School English Teacher" dan bersedia untuk:

1. Diwawancarai terkait dengan topik penelitian.
2. Didokumentasikan dalam proses interview dalam bentuk tangkapan layar dan direkam selama proses wawancara dari awal sampai akhir wawancara.
4. Dihubungi lebih lanjut apabila ada data yang perlu ditanyakan kembali

Semua nama, tempat, dan informasi akan dijaga kerahasiaannya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya tanpa paksaan dari pihak manapun.

Yogyakarta, 8 Maret 2023

Peneliti,



Dwi Dyah Wahyuningtias

Partisipan,



Diah Agustina Ratu

Appendix 2 Interview Transcript

INTERVIEW DATA TRANSCRIPTION

Interviewer: Dwi Dyah Wahyuningtias

Interviewee: Dian

Time: March, 09 2023

Place: Zoom Meeting

Length of Interview: 45:51 minutes

I: Interviewer/Researcher

P: Participant

P/I	Data Number	Interview Transcript	Themes
P	01	Suaraku udah kedengeran ya?	
I		Sudah Kak. Suara —suara aku kedengeran putus-putus nggak Kak?	
P	02	Oh iya udah. Enggak-enggak. Aman-aman.	

I		Jadi aku langsung mulai ke pertanyaan pertama ya kak.	
P	03	Oke.	
I		Jadi kakak kakak pengajarnya itu udah ngelewat in masa sebelum pandemi, terus pandemi sama pasca pandemi kan?	
P	04	Iya betul betul.	
I		Jadi disini saya mau bertanya, bagaimana kondisi pembelajaran di kelas yang kakak ajar itu sebelum masa pandemic, terus masuk pandemic, dan setelah pandemicnya Kak?	
P		Oke, baik. Dalam kondisi itu, bagaimana anaknya ya?	
I		Iya? Bagaimana kondisi di dalam kelasnya.	

P	05	<p>Untuk sebelum pandemi —sebelum pandemic ini kondisi pembelajarannya masih relatif bisa dijangkau gitu, masih bisa di manage ya. Apa yang tidak ada atau <u>strategi yang ditakuti masih bisa di apply dengan mudah gitu karena kita udah tau kurikulumnya waktu kita belajar di universitas</u>, kita juga pernah PPL gitu jadi buat mengimplementasikan strategi itu salah satu metode itu masih mudah. Nah terus abis itu saat pandemic itu kondisinya menurut aku parah. Kenapa? Karena harus kreatif untuk mendeliver ilmu yang untuk ke anak anak. Nah, kita kan —salah satu tantangannya itu pertama adalah motivasi belajar anaknya sendiri.</p>	Dynamic of teacher relationship with curriculum
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P	06	<p><u>Meskipun kita udah punya gadget canggih pakai Zoom, kita juga pake aplikasi yang engaging dan sebagainya.</u></p> <p><u>Terus kita juga ada kontrol dari guru ataupun dari pihak wali kelasnya. Terus kita juga ada kontrol dari guru ataupun dari pihak wali kelasnya.</u> Tapi kalau misalkan motivasi belajar anaknya rendah atau self learningnya rendah, ya dia nggak bakal bisa menyerap ilmu di kelas dengan sempurna gitu, malah di pandemic itu kan mereka di rumah masing-masing ya dan kita enggak bisa mengontrol apa yang mereka lakukan saat pembelajaran, itu tantangan. Jadi, makanya kalau kalau bisa dibilang itu kondisi yang buruk karena sebagai guru itu tidak maksimal. Dan sebagai anak pun tidak maksimal untuk mengetahui - apa ya- bisa menangkap kemampuan mereka, kognitifnya kurang. Nah, terus setelah pandemic itu, tantangan</p>	Dynamic of teacher relationship with students
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		<p>barunya adalah banyak anak yang kaya gagap, gap knowledgenya itu gede gitu.</p> <p><u>Dulu waktu pandemic mereka kan belajarnya cuma dari video learning atau asynchronous yang gurunya cuma ngasih video atau ada juga synchronous.</u></p>	
P	07	<p>Nah, dari pembelajaran itu, banyak anak yang punya gap knowledge yang gede, di mana tiba-tiba mereka udah SMP, dulu waktu SD dia belum begitu paham tentang vocab-vocab terus pas itu di SMP anak-anak itu harus bikin kalimat tapi di vocabnya sendiri masih kurang. Nah, itu tantangan lagi kan?</p> <p><u>Karena pembelajaran di akademi mereka kurang. Jadi setelah pandemic itu kita harus kasih pembelajaran dari nol lagi gitu. Terus yang kedua kan metode itu yang di pembelajaran daring masih kurang maksimal ya kita setelah pasca pandemi harus ngajarin lagi dari</u></p>	Dynamic of teacher relationship with students

		<p><u>basicnya</u>. Padahal basicnya itu kan harus sudah diajarkan waktu SD atau itu sudah diajarkan waktu SMP sebelum dia masuk kelas delapan. Terus tantangan yang kedua itu antara gap knowledge.</p>	
P	08	<p>Kedua itu tantangannya adalah kurikulum. <u>Kurikulum itu baru kurikulum merdeka, itu baru diimplementasikan sekolah secara masif di semua sekolah sama, implementasi pasca pandemi. Waktu pandemi itu udah ada beberapa sekolah, cuman kayak masih prototype itungannya. Tapi kalau setelah pandemic itu lebih benar-benar implementasiin. Nah, kita sebagai guru juga baru tahu bagaimana sih strateginya, Bagaimana sih? Apa ya? Perangkat-perangkat dalam kurikulum Merdeka yang berbeda juga dengan K-13 itu juga salah satu tantangannya.</u></p>	Dynamic of teacher relationship with curriculum

Kondisi pembelajaran kita nggak cuma anak yang punya gap knowledge, tapi guru juga yang harus punya ide untuk mengulik lebih banyak tentang kurikulum yang harus mereka implementasiin. Gitu sih. Jadi tadi yang sebelum, aku singkat lagi ya, kalau sebelum itu kondisinya masih bisa dijangkau karena kita masih pakai K-13 terus untuk waktu kuliah dan juga PPL masih aku pernah punya pengalaman gitu terus pas diimplementasikan masih bisa gitu, jadi sudah tahu apa yang harus dilakukan.

P	09	<p>Terus pas pandemi itu parah karena chaos itu, gak ada self learning —self driven learning dari si anaknya. <u>Terus habis itu, Infrastruktur kali, fasilitas kayak cuman ada Zoom dan video-video doang gitu.</u> Terus abis itu pasca pandemic itu kendalanya sudah ada gap sama guru yang harus belajar lebih tentang kurikulum.</p>	<p>Dynamic of teacher relationship with school</p>
I		<p>Terimakasih kak, berarti itu dari segi guru dan juga siswanya ya kak. Kalau misalnya tantangan di luar itu misalnya tantangan dari mungkin sekolah menuntut tentang apa seperti itu, lalu orang tua murid mungkin atau yang lainnya.</p>	
P	10	<p><u>Kalau misalkan dari sekolah itu tadi tantangannya ada di sekitar implementasi kurikulum Merdeka itu.</u> <u>Setiap sekolah itu kan punya kebijakan</u></p>	<p>Dynamic of teacher relationship with school</p>

		<p><u>berbeda-beda ya.</u> Dengan kurikulum Merdeka, kurikulum merdeka sendiri masih berubah, ada juga yang masih belajar. <u>Nah, sekolah itu meminta ketika sudah di lokasi zona sekolah kamu mendapati kurikulum Merdeka, kurikulum Merdeka itu harus.</u> Kita sebagai guru harus wajib mengimplementasikan kurikulum itu di kelas. Jadi, mau nggak mau tantangannya adalah kita belajar gimana sih kurikulum merdeka itu diimplementasikan, gimana sih guru buat bikin kelas itu lebih student center learners, terus habis itu lebih banyak project based, karena kebanyakan itu di kurikulum Merdeka lebih ningkatin collaborative learning sama projek profil Pancasilanya.</p>	
P	11	<p>Terus abis itu dari sisi orang tua, orang tua itu kan pasti pengennya instan ya. Pengennya nilai anaknya ya bagus gitu.</p>	<p>Teacher as the center in the class</p>

Ya mau nggak mau gitu. Meskipun di SD-nya dia merasa kurang karena akademik, ya di SMP mereka pengennya anaknya bisa mendalami atau menguasai salah satu materi gitu. Coba deh kalau misalkan bahasa Inggris, kalau Bahasa Inggris mungkin karena pandemic mereka kan nggak tau ya soal melafalkan kosakata, gimana cara perkenalan diri. Bahkan nggak usah sampai situ deh, kaya mereka juga masih bingung bedain (is, am, are) abis itu mereka masih bingung soal buat menulis membuat sentence gitu. Tapi untuk di SMP kan kita itu sudah enggak belajar pake vocab lagi ya kita itu itu sudah langsung sampai ke introduction. Orangtua itu kepenginnya anak. Yaudah anak harus bisa berbicara (speaking) gitu. Ya, Kita harus mengulang dulu kaya “Subject tuh ini

		<p><u>loh (she, he,it), terus abis itu to be nya</u> <u>itu she berarti sama has gitu”</u></p>	
I		<p>Berarti Dari kondisi orang tua itu, mereka lebih menuntut untuk anaknya tetap bisa. Padahal selama masa pandemi itu cukup sulit ya kak.</p>	
P	12	<p>Iya, betul. Karena nggak selamanya orang tua bisa mendidik anaknya waktu pandemi ya mungkin ada beberapa, mungkin ada beberapa orang tua, anak-anak itu butuh didampingi belajarnya, tapi nggak semua orang tua mendampingi anak. Tidak semua orang tua akan mendampingi proses pembelajaran anak saat pandemi. Saya temui kalau misalkan orang tuanya sibuk, ya mereka belajar sendiri gitu, ngezoom sendiri dan sebagainya gitu kan. Kalau misalkan ada orang tuanya kan orang tua sudah tahu gimana proses pembelajaran daring itu kaya gimana,</p>	

		<p>jadi ada rasa maklum gitu loh kalau misalkan anak itu pembelajarannya kurang maksimal kalau misalkan daring. Jadi ini bagaimana? Kemungkinan ini itu bukan cuma satu orang tapi semua anak itu kalau ditanya kamu lebih suka daring atau luring? Lebih suka luring karena lebih paham gitu. Kalau misalnya orang tuanya sibuk kan dia nggak bisa nemenin anaknya, jadi ya orang tua nggak tau posisinya dia di rumah itu bagaimana. Anaknya bingung, males-malesan, ada yang nggak on cam, anaknya ada yang belajar tapi main game gitu. Kan orang tua cuma taunya gitu aja, “Oh iya sudah masuk zoom” tapi belum tentu anaknya benar-benar ikuti semua instructions sebelumnya gitu.</p>	
I		<p>Iya, setuju-setuju. Karena baik anak sekolah maupun kami para mahasiswa</p>	

		juga merasakan hal yang sama ya selama masa pandemic itu berlangsung.	
P	13	Betul, betul. Bener, bener, emang belajar luring itu bener harus punya self driven learning yang tinggi sih. Harus punya motivasi tinggi sih, motivasi ini gak bisa, ga bisa, apa ya? Nggak bisa dipaksakan. Karena kalau misal dipaksa ada yang ada cuma beda beberapa durasi mereka bisa fokus gitu di atas di depan layar laptop paling cuma 15 menit dia fokus, selebihnya ya udah main lagi, nggak konsen lagi, dan sebagainya gitu. Ya, sama kayak kita-kita juga harus fokus enam jam —eh nggak, kayaknya bisa lebih ya?	
I		Sepertinya lebih untuk duduk di depan laptop gitu.	

P	13	Nah, itu lebih kalau bagi mereka yang bosan aktivitasnya hanya di laptop dan sebagainya gitu.	
I		Iya, jadi harus ada cara-cara lain untuk bisa membuat mereka fokus kembali ya kak ya?	
P	14	Betul, itu sih.	
I		Dan juga kalau dari segi teknologi itu seperti ... Kakak mengajarnya hanya lewat zoom atau ada aplikasi lain yang mungkin digunakan selama pembelajaran daring itu berlangsung?	
P	15	Ada, ada. Sebelum waktu pandemi itu kita sempat bener bener full learning. Tapi kita juga sempat pernah hybrid.	
I		Oh, pernah hybrid juga kak? Kalau yang hybrid itu seperti apakah boleh dijelaskan?	

P	16	<p>Waktu itu beberapa anak yang di kelas ada juga yang di zoom. Mereka tu waktu awal-awal sekolah boleh ... boleh diizinkan untuk anak-anak buat masuk belajar seperti biasa. Cuma masih –cuma tingkat korona masih ada. Itu tergantung sama orang tuanya mau menyekolahkan anaknya ke boarding lagi apa enggak. Nah, ada beberapa anak lumayan sih setengah kelas mungkin ada udah masuk ke sekolah, tapi ada yang masih orangtuanya khawatir, apalagi di boarding ya? Jadi khawatir gitu masih takut terjangkit korona dan sebagainya. Ya, makanya ada yang diperbolehkan dari rumah, nah <u>makanya itu hybrid sih waktu itu.</u></p> <p><u>Aplikasi yang digunakan selain zoom biasanya aku pake padlet, terus habis itu pakai google docs, karena waktu tu buat descriptive text deh kalau nggak salah? Iya, pokoknya belajar-belajar</u></p>	Teacher as the center in the class
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		<p><u>yang bikin text gitu. Terus google docs itu bisa dipake buat collaborative learning. Kan mereka tinggal satu link ya? Satu link terus bisa comment di situ bareng. Google docs, jadi pakai itu.</u></p>	
I		<p>Mengarah ke 3 aplikasi itu ya kak penggunaannya?</p>	
P	17	<p><u>Terus kalau ice breaking mungkin mentimeter, kalau anak-anak itu kan mereka mager banget buat on cam ya, bahkan nggak usah on cam deh, buat on mic juga mereka kayak mager banget semager itu. Jadi supaya tetap engaged meskipun ngetik ya pakai mentimeter itu, buat ice breaking nanyain background knowledge misalkan, “apa yang kamu tahu tentang simple present tense? Coba sebutin part apa yang ada di simple present tense?” jadi gitu, jadi mereka bisa ngetik tanpa harus ngomong.</u></p>	<p>Teacher as center in classroom</p>

I		<p>Terus kak, aku penasaran soal yang bagian hybrid learning itu ... itu apakah dalam satu waktu anak yang zoom dan yang ada di sekolah itu melakukan kelas yang sama di waktu yang sama atau dipisah kak hybrid sendiri dan zoom sendiri?</p>	
P	18	<p>Bareng-bareng jadi dalam satu waktu, hybrid itu sendiri itu satu waktu synchronous jadi di saat itu juga. Nah, jadi saat guru ngejelasin terus abis itu anak yang di zoom itu ikuti instruksinya. Nah kita tuh kalau luring dulu pakai white board ya. Nah kita pake pad tab ya udah ngejelasin, di zoom kan ada whiteboard ya?</p>	
I		Iya	
P	19	<p>Jadi kita menjelaskan di pad tab itu, jadi aku ngejelasin pakai itu atau nggak sharing PPT gitu.</p>	

I		Jadi tetap masuk di kelas yang sama dan di jam yang sama juga?	
P	20	Tetap, tetap, tetap.	
I		Nah, lalu setelah pandeminya itu bagaimana cara kakak mulai encourage anak-anak supaya mereka tuh motivasinya mulai kumpul lagi? Soalnya dari masa pandemi yang cukup sangat panjang itu mereka ada kaya yang, "Nanti masuk sekolah bisa atau enggak ya?" seperti itu kak?	
P	21	Jujur susah, waktu awal-awal susah untuk mereka, karena dari awal background mereka sudah terbiasa dengan gadget mereka, mereka addictive banget sama game dan sebagainya. Itu yang benar-benar bikin menghambat. Terus gimana cara encourage-nya? <u>Waktu itu aku ngelakuin yang pertama, benar-benar</u>	Teacher as the center in the class

		<p><u>tidak membiasakan laptop di dalam pembelajaran, dia pakai laptop untuk hal-hal yang terpenting saja, soalnya misalkan luring pakai laptop lagi itu pasti akan menghambat mereka untuk berkonsentrasi, karena mereka saja yang sebelumnya saja sudah banyak memakai laptop dan kami juga sudah setuju jadi buat menghambat – mencegah perilaku addictive terhadap penggunaan teknologi itu udah dikurangin.</u></p>	
P	22	<p>Terus yang kedua, banyakin worksheet, mereka itu sebenarnya kurang exposure pada saat pembelajaran daring, mereka itu tidak memperhatikan guru sememperhatikan itu, seintens itu. Jadi bener-bener banyakin worksheet yang basic dulu, terus habis itu ke level yang mulai advance jadi worksheetnya scaffolding juga. Terus abis itu yang ketiga karena mereka terbiasa dengan</p>	<p>Teacher as center in classroom</p>

		<p>dunia virtual. <u>Banyakin collaborative activities, bener-bener ada pair work, group work yang mereka bisa diskusi, ngomong. Kebanyakan anak anak pandemi itu malu buat ngomong di depan kelas atau bahkan sama temen sendiri. Nah, pas udah masuk, mereka kan kayak gagap berbicara ya. ya bukan gagap gitu ya, tapi yang time to be shy gitu kalau di kelas. Jadi makannya banyakin dari pair work, group work itu buat memantik dan juga buat membuat mereka lebih aktif lagi di kelas.</u></p>	
P	23	<p>Karena itu, selama pandemi itu mereka kan pasif ya, ya paling cuman comment doang, disuruh admit eh paling cuma satu atau dua orang doang yang mau beneran admit kan. <u>Itu sih dari ketiga hal yang aku lakuin buat encourage temen pastinya sih nyediain game-game ya. Apapun itu solusinya game.</u></p>	<p>Dynamic of teacher relationship with students</p>

I		<u>Game yang biasa kakak gunakan dalam pembelajaran itu apa aja kak? Untuk memancing mereka supaya rasa malunya itu mulai menurun dan mereka lebih percaya diri di dalam kelas gitu kak?</u>	Teacher as center in classroom
P	24	Tergantung. Tergantung. Tergantung materinya karena nggak semuanya itu bisa diaplikasiin. Cuma, I was recommend board game.	Teacher as center in classroom
I		Board game itu seperti apa kak?	
P	25	Mungkin kalau misalkan pernah main ular tangga?	
I		Ular tangga? Oh, iya, pernah.	
P	26	Nah, tapi kalau ular tangga kan cuman kotak-kotak kosong. Terus misalkan ada gambar tangganya ya naik ke atas, ada ular itu turun, tetapi modelnya	Teacher as center in classroom

		<p>dibuat dimodifikasi sesuai sama materi konten yang kita ajarin, jadi di satu kotak itu ditulisin, <u>misalkan kita lagi belajar tentang conditional types, tapi nanti di satu kotak nomor satu, kasih pertanyaan, "if i i will" nanti anak itu harus mengisi sembari mereka ngerjain boar gamenya gitu. Jadi main sambil belajar.</u></p>	
I		<p>Pengalihan juga ya untuk mereka supaya lebih semangat di dalam kelas?</p>	
P	27	<p>Kalau misalkan dikasih role play anak sekarang kayaknya selalu pemalu banget buat role play di depan kelas gitu.</p>	
I		<p>Apalagi yang termasuk dalam anak pandemi, ya kak? Sudah pasti sangat malu apalagi diliatin sama teman di depan kelas.</p>	

P	28	<p>Iya, bener. Mereka benar-benar ini deh dapat kepribadian yang introvert waktu awal-awal ini ya, kalau sekarang sudah mulai biasa. <u>Jadi waktu itu aku lebih banyak board game, ya banyak sih, tapi aku waktu lebih suka board game karena lebih dekat dengan satu group. Bisa tiga sampai lima, tiga sampai empat orang lah. Nah, jadi bisa ngobrol sama temen-temennya, mereka lebih berani biasanya dibanding di circle yang besar.</u></p>	Teacher as center in classroom
I		<p>Oh iya, kak maaf sebelumnya kakak untuk dalam satu kelas itu mengajar berapa siswa kak?</p>	
P	29	<p>Relatif. Kalau misalkan SMP itu paling banyak 18. Ya belasan sih.</p>	
I		<p>Berarti under 20 ya kak muridnya ya dalam satu kelas gitu?</p>	

P	30	Iya, betul, betul, betul. Sangat private.	
I		Nah, jadi tadi itu kan encourage dari kakak sebagai guru yang mengajar dalam kelas. Nah, peran sekolah yang memang dalam lingkup besar itu itu seperti apa kak dalam penanganan siswa yang seperti itu?	
P	31	Untuk bisa seperti itu tu gimana maksud kategorinya?	
I		<u>Kategori yang setelah pandemi kan pasti ada banyak diskusi antara setiap guru dan bagian dari sekolahnya itu sendiri. Dari sekolahnya itu tuh pandangan dari sekolahnya itu sendiri seperti apa gitu kak? Dalam penanganan untuk encourage memotivasi anak, terus dari untuk juga mendukung gurunya supaya tidak lelah, untuk memberikan dukungan juga terhadap gurunya?</u>	Dynamic of teacher relationship with school

P	32	<p>Oh ya oke-oke ada dua. Ada dua hal. <u>Yang pertama dari segi kurikulumnya waktu itu kita tidak harus kewajiban semua materi-materi diajarkan kepada anak. Jadi kita ambil materi esensial aja. Nah, kita mengajarkan anak-anak waktu pandemi itu yang paling penting aja. Itu kebijakan yang menurut buat aku bagus sih. Karena anak-anak itu kan tidak harus diwajibkan menghafal semuanya. Tidak seperti waktu UN atau UAS nanti nggak harus semuanya materi keluar, apalagi pandemi pendidikan pembelajarannya tidak bisa ditargetkan kalau misalkan biasanya cuman 8 jam pelajar sedangkan saat pandemi bisa sampai 16 jam pelajaran. Jadi, pelajaran materi esensial yang diajarkan ke anak itu pelajaran yang penting-penting aja. Nah terus abis itu materi essential juga diambil dari materi yang benar-benar mereka</u></p>	Dynamic of teacher relationship with school
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		<p><u>gunakan di kehidupannya. Kalau misalkan bab kita kan ada bab lagu, ya itu aku nggak mengambil karena nggak begitu esensial. Paling ya kayak genre teks deskriptif, naratif begitu. Yang ingin ajarin ke anak anak itu kan benar-bener yang mereka temui di kehidupan nyata.</u></p>	
P	33	<p><u>Terus habis itu hal yang kedua adalah waktu itu ada pelatihan saat pandemi bagaimana sih guru mengaplikasikan, terus mengimplementasikan juga pembelajaran di kelas. Jadi yang dilakukan di sekolah membuat pelatihan untuk para guru guru mencari inspirasi pembelajaran juga. Itu menurutku dua hal yang bisa membantu anak-anak mengkondisikan pembelajarannya ini bukan men-encourage anak-anak lebih? Lebih aktif. Tapi maksudnya ini juga membantu guru guru dimana mereka menyusun pembelajaran dari</u></p>	<p>Dynamic of teacher relationship with school</p>

		<p><u>sudut kurikulum</u>. Terus juga, mereka mengaplikasikan pembelajaran dari segi metode pembelajarannya. Mau nanti pakai project based atau problem learning based. <u>Jadi kita sudah tahu strategi yang tetap yang nantinya juga pada akhirnya bisa meningkatkan semangat anak.</u></p>	
I		Berarti dari sekolah juga mendukung ya kak?	
P	34	<p>Iya. <u>Karena itu kan kejadian luar biasa ya, semua orang mengalami gak cuman di sekolahku, pasti di UII pun ada sebuah pelatihan buat dosen dosennya. Pasti ada gitu. Karena inikan kejadiannya kita belum tahu gimana sih seharusnya protokolnya. Pertama kali aku tahu hybrid itu waktu di pandemi itu aku sendiri nggak kebayang hybrid learning gimana. Ternyata hybrid learning ya itu kita ngajarin dua</u></p>	Dynamic of teacher relationship with school

		<p><u>kondisi. Dua kondisi yang berbeda yang satu langsung yang satu daring. Kalau di bilang capek ya capek. Jadi bener bener guru multitasking nah itu jadi sekolah juga ngajarin gimana cara pakai pad tab, gimana cara mengaplikasikan zoom gitu. Hal hal teknis gitu, diajarin sama sekolah juga.</u></p>	
I		<p><u>Tadi kakak sempat bilang ada pelatihan, mungkin bisa kakak ceritain tentang pelatihan itu tuh tentang apa gitu? Terus apakah sekolah mengundang orang profesional untuk melakukan pelatihan itu? Atau pelatihan itu dilakukan sendiri dari pihak sekolah? Gitu kak?</u></p>	Dynamic of teacher relationship with school
P	35	<p><u>Untuk pelatihannya sendiri kita mengundang profesional. Waktu itu lagi izinnya adalah raker, jadi bisa misal ada rapat tahunan, rapat kerja, program, setelah itu ada pelatihan gitu.</u></p>	Dynamic of teacher relationship with school

		<p><u>Nah, kebetulan pas waktu itu kan pandemi. Jadi ini topik yang diangkat ya. "Bagaimana meningkatkan kemampuan guru dalam pembelajaran daring?" Ada salah satu dari luar. Aku lupa siapa namanya. Tapi beliau ini praktisi di salah satu SMA Jakarta dan juga waktu itu pernah mengundang dari SMK Babakan Madang sebelah di sekolah sekitar sekolah kita, sekolah negeri buat bagaimana mempraktekkan itu. Terus yang diajari tadi aplikasi aplikasi yang berguna contohnya tadi kaya padlet aku pun juga baru tahu ada google game boar dan sebagainya.</u></p>	
P	36	<p><u>Nah, mereka mampu ngajarin aplikasi itu. Aplikasi yang dibina ini bisa diaplikasiin. Terus abis itu untuk feedback-nya kepada guru-guru sangat bagus karena itu benar benar kontekstual gitulah yang bisa kita terapkan di sekolah. Jadi bukan sekedar</u></p>	Dynamic of teacher relationship with school

		<p>teori doang, tapi kita dikasih contoh simulasi atau pembelajaran yang efektif buat anak-anak. Jadi aku sangat terbantu sih. Terus aku sendiri lebih suka nyari nyari di youtube ya, atau juga instagram aspirasi, inspirasi, cita waktu pandemi.</p>	
I		<p>Wah sekolahnya berarti keren sekali. Soalnya sekolah di tempat bude saya yang sempat saya tinggali dulu itu cukup jauh. Jadi kurang ada dukungan untuk para guru sehingga mereka bisa membuat kelas itu setidaknya lebih hidup. Tapi itu berarti sekolah kakak sangat mendukung, ya dengan memberikan pelatihan terus juga pelatihan itu sangat bermanfaat. Itu untuk guru gurunya juga itu.</p>	

P	37	<p>Di luar sekolah ya? Dulu kayaknya waktu pandemi aku kayaknya enggak. Tapi aku cuman sekedar melihat dari Youtube , terus abis itu Instagram. <u>Nah, setelah pasca pandemi itu, aku pernah ikut juga google certificate educator di tahun 2022.</u> Soalnya waktu pandemi aku nggak ikut pelatihan dari luar ya maksudnya.</p>	Teacher as center in classroom
I		<p>Berarti waktu tahun 2022 itu sudah mulai ini ya kak ... sudah mulai masuk apa namanya? sudah mulai masuk pasca pandemi new normal.</p>	
P	38	<p>Iya sudah mulai masuk new normal.</p>	
I		<p>Pelatihan yang waktu itu kakak jalani itu tentang apa kak?</p>	

P	39	<p>Kalau untuk certificate educator itu <u>bagaimana mengimplementasikan google platform kaya google form, google docs, google slide, google meet, google calendar, apapun itu product google buat menunjang pembelajaran kita. Jadi kita nggak perlu ngurus satu-satu gitu biar misalkan mau ngecek anak tinggal pakai google chat, terus abis itu misalkan mau kasih reminder anak-anak kalau kita ada kelas online tinggal pakai google meet dan juga google calendar. Terus mau menampilkan presentasi tinggal pakai google slide. Dan juga ada google jamboard. Jadi semua platform google bisa dipakai dan bisa disinergikan satu sama lain buat ngajar gitu.</u></p>	Teacher as centar in classroom
I		<p>Wah keren. Berarti kakak mengikuti pelatihan lain itu setelah pandemi ya kak?</p>	

P	40	<p>Iya benar, jujurly waktu pandemi itu karena apa ya? Karena chaos juga kali ya? Jadi buat ikut pelatihan itu kayaknya nggak dulu deh, masih ngajar, <u>soalnya juga kan aku sempat mau buat konten gitu loh. Tapi itu nggak berlangsung lama gitu, jadi aku cuma ngeproduce satu video doang, abis itu udah. Ya gitu tuh yang kayak gitu waktu pandemi kan kita dituntut harus kreatif tapi kreatif orang juga beda-beda ya, jadi kalau misalnya nggak ada ide yaudah gitu.</u> Jadi menurut aku videonya nggak sustain gitu nggak sampai banyak. Selama ini aku cuma punya satu video doang. Sudah naik itu. Ya mungkin itu step. Walaupun demikian kita juga harus kreatif. Tapi ya kreatif juga. Setiap orang beda beda ya karena kehabisan ide ya udah itu udah selesai dan sudah selesai.</p>	Teacher as center in class
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I		<p>Oke kak, the last question ya kak. Jadi kan kakao tadi sudah jelaskan dari perencanaan pembelajaran, terus pelaksanaan pembelajaran, bagaimana evaluasi akhirnya?</p>	
P	41	<p><u>Buat evaluasi itu, biasanya kita selalu melakukannya satu minggu sekali.</u> <u>Hanya apa yang kita. Apa yang terjadi di sekolah ketika ada masalah ataupun ada sebuah kegiatan yang dilakukan tapi juga evaluasi pembelajaran.</u> Nah, evaluasinya gimana? Misalkan ada laporan dari wali asuh atau wali kelas terkait kondisi anaknya. Misalnya anaknya suka hilang-hilangan di zoom, trus anaknya kurang mengerjakan tugas dan sebagainya. Itu kan evaluasi evaluasi juga ya terhadap pembelajaran.</p>	Dynamic of teacher relations; students

P	42	<p><u>Terus untuk secara kontennya kalau dari kurikulum waktu itu kita hanya bisa melihat RPP di awal aja sih, tapi saat pembelajarannya tidak begitu dipermasalahan.</u> Nah dari evaluasi itu, dari nama Kamisan itu apa yang anak anak lakukan di rumah itu kita bahas bareng bareng. Kenapa anak ini nggak sering masuk zoom, kenapa anak ini telat mulu. Ternyata masalahnya adalah emang mereka begadang malemnya. Pagi-paginya, jadinya enggak masuk kelas dan tiba tiba pelaku dihukum.</p>	Dynamic of teacher relations; curriculum
P	43	<p><u>Kalau dari sekolahnya sendiri, biasanya evaluasinya pun itu bisa tetap tahunan di raker. Apa yang udah terjadi selama satu semester juga dibahas disitu, gitu sih.</u> Kebanyakan ini yang menjadi bahan evaluasi adalah anak sih di mana anak dengan suka ilang ilang for attendance ya. Tapi kalau gurunya</p>	Dynamic of teacher relationship with school

		<p>Insya Allah dari sekolah, kita udah maksimal banget. Gurunya ada yang bikin video juga. Ada tuh guru Bahasa Indonesia waktu itu dia bikin puisi-puisi gitu deh. Waktu tahun 2020 gitu deh, dia konten di Youtube. Terus ada juga guru yang mengajarnya langsung dari lab jadi bawa kamera, terus abis itu nanti dia kaya asynchronous gitu bikin video habis itu nanti dia kasih untuk dipelajari anak-anak gitu. <u>Jadi kalau dari sekolah sendiri, pihak sekolah semua sudah mengapresiasi gitu ya. Untuk pembelajarannya ya Insya Allah aman ya hanya itu tadi. Kalau dulu di sekolah kita, kita sangat mengoptimalkan penggunaan google classroom.</u></p>	
I		Oh memakai google classroom juga?	

P	44	<p>Iya, bahkan sampai sekarang sih. <u>Mungkin dibawa karena pandemi ya?</u></p> <p><u>Jadi masih ada google classroom sampai sekarang, jadi guru-guru sudah tau gimana penggunaan google classroom, posting dan sebagainya di situ.</u></p>	Teacher as center in class
I		<p>Berarti dari guru gurunya juga tuh saling mendukung satu sama lain. Hubungannya cukup positif pada saat itu ya?</p>	
P	45	<p>Iya, cukup positif. <u>Aku lebih maju ya daripada guru-guru yang cuma mengandalkan WA. Kan kita juga ada banyak platform. Kadang google classroom, kadang zoom, kadang-kadang aplikasi lain.</u></p>	Teacher as center in class
I		<p>Tapi kakak juga menggunakan WhatsApp pada saat itu?</p>	

P	46	<p>Aku tidak pakai whatsapp karena <u>yang hanya pakai whatsapp saat itu cuman guru wali kelas sama ya, wali kelas doang. Jadi WhatsApp itu hanya informasi. "Ayo cepat masuk ke kelas hari ini" gitu-gitu. "Hayo, siapa yang tidak masuk hari ini?" informasi tersebut hanya di wali kelas saja yang masih berhubungan dengan anak. Tapi aku aku langsung pakai Google Classroom saat itu. Misal ada anak yang nggak masuk kelas, ya aku lapor ke wali kelas. Lapor di guru murid ini belum masuk, belum gini gitu.</u></p>	Dynamic of teacher relations; students
I		<p>Berarti WA itu hanya digunakan untuk checking attendance sama reminder ya kak?</p>	
P	47	<p><u>Sama informasi juga sih ya. Informasi ini whatsappnya ada dua grup yang satu khusus buat anak-anak, yang satu khusus orangtua.</u></p>	Dynamic of teacher relations; students

I		Sebagai evaluasi juga untuk orang tuanya juga ya kak?	
P	48	Ada, ada, ada saran sih ya.	
I		Keren banget. Oh iya kak, ada pertanyaan tambahan, maaf ya banyak tanya.	
P	49	Nggak apa-apa, aku suka kok.	
I		Kakak itu mengajarnya ... itu untuk tingkat SMP saja atau sampai SMA juga?	
P	50	Dua jenjang. <u>Aku pandemi aku mengajar guru kelas 9 9, 8 ... eh 9, 7. Terus dari kelompok SMA-nya 11 sama 10.</u>	Dynamic of teacher relations; students
I		Eh boarding school nya itu itu dari SD atau dari SMP gitu kak?	

P	51	Dia cuman Junior High School sama Senior High School.	
I		Teruskan kak, perbedaan antara mengajar anak SMP dan anak SMA-nya itu gimana kak? Penasaran.	
P	52	Kamu pernah ngajar anak apa? SMP apa SMA?	
I		Kalau aku kemarin pas pandemic ngajarnya anak SD, tapi pas kemarin PPL itu mengajar untuk anak SMA. Tapi itu kan sudah luring ya kak jadi udah langsung ke sekolah.	
P	53	Misalkan waktu waktu pandemi ya? ini lagi ngomongin pandemi kan?	
I		Iya kalau pas lagi pandemi gimana?	

P	54	<p><u>Kalau waktu pandemi anak SMA itu ... mereka aktif tapi cuman satu dua orang doang. Misalnya mereka unmute terus nggak on cam, bener-bener AFK kayak gitu loh. Mereka semua ada aja tricknya gitu loh, bikin foto profil pake video yang bergerak. Jadi seakan akan mereka lagi on cam padahal itu cuma foto profilnya yang berveideo bergerak gitu loh.</u></p>	Dynamic of teacher relations; students
I		<p>Oh iya, tau-tau. Pengalaman dari teman teman saya juga banyak yang seperti itu.</p>	
P	55	<p><u>Soalnya anak SMA kaya mereka kan sudah tahu trik itu kan ya. Terus abis itu kalau misalkan keaktifannya sih lebih suka di SMP ya apalagi waktu mereka kapan dia benar benar heboh? Misalkan temennya ngomong ya yang satunya punya opini sebagainya gitu. Mungkin</u></p>	Dynamic of teacher relations; students

		<p><u>karena baru baru awal zoom itu waktu pernah awal awal pake zoom. Awalnya mereka nggak begitu antusias ya karena awal mereka nyobain fitur fiturnya dan sebagainya. Kamu tau nggak yang note tab? orang kalau misalkan disuruh lingkaran note tab, mereka tuh kayak gambar gambar, yang lebih antusias di situ. Tapi setelah kalau misalkan anak SMA ya antusias juga sih cuma nggak sebar-bar anak SMP. Terus apa lagi ya?</u></p>	
I		<p>Kalau itu kan yang dari masa pandeminya. Misalnya kalau yang dari pasca pandeminya itu yang anak-anak SMA-nya itu seperti apalagi dalam kelas apa 11 12 sama dengan SMP atau pas udah ketemu langsung itu lebih mudah gitu?</p>	

P	56	<p><u>Nggak sih, kalau anak SMA itu mereka sudah lebih bisa untuk behave karena udah remaja ya? Udah nggak begitu terlalu kekanak-kanakan. Ada beberapa anak juga yang kritis dan sebagainya. Tapi ada juga yang ys harus kita suapi, suapin ilmu ya maksudnya. Terus, ah, iya. Yang harus kita pancing dulu. Kalau misalkan di SMP mereka mungkin masih berjiwa-jiwa bocil, masih anak kecil gitu jadi masih mau diajak main apapun jenisnya, mereka masih mau itu, mau melakukan aktifitas kelas, terus mereka juga antusias, lebih suka belajar. Sebenarnya lebih suka mengajar anak yang aktif ya ketimbang yang pasif. Meskipun ilmunya mereka lebih tinggi gitu.</u></p>	Dynamic of teacher relations; students
I		Berarti kalau untuk anak SMA nya itu kalau misalnya diajak main game gitu	

		kayak, "Nggak ah Miss, nanti aja." gitu?	
P	57	<p>Lebih lagi. Kalau misalnya disuruh gerak mager, simplynya gitu, jadinya ya game yang ga begitu bergerak enggak nggak mau harus keluar. Jangan lari lari sampai observasi ke mager banget buat keluar. <u>Padahal mungkin bagi anak sekolah lain yang mungkin anak SMP senang begitu kan kalau misalkan disuruh keluar bersama kesukaan jalan jalan nggak cuman di kelas. Tapi bagi anak beberapa anak yang mager gitu, buat jalan aja mager. Entah ya.</u></p>	Dynamic of teacher relations; students
I		Iya sih, mungkin karena mereka sudah mulai memasuki masa remaja. Sudah masuk puber-pubernya.	

P	58	<p><u>Ya kalau yang SMA sudah nggak harus kita kondisiin banget. Mereka udah, udah, kita tinggal siap-siap ngajar gitu. Intinya udah siap mengajar untuk kelas. Kalau SMP kan kita harus menguasai kelas, emosinya, mentalnya itu harus. Jangan ada yang tiba tiba nangis atau tiba tiba nonjok di kelas gitu kan kita harus ngasih, ngasih apa ya? ngasih perhatian dulu, ngasih pelajaran dulu, ini nggak boleh, itu nggak boleh. Harus ngendaliin mental mereka, emosi mereka. Kalau anak SMA tinggal dikasih materi udah selesai. Karena kalau anak SMP ya emosinya harus lebih banyak kita kontrol.</u></p>	Dynamic of teacher relations; students
I		<p>Anak-anak SMA itu lebih bisa diajak kerja sama gitu ya kak?</p>	
P	59	<p>Iya, bener,bener. <u>Karena mereka juga udah paham kan? Jadi mereka kalau</u></p>	Dynamic of teacher relations; students

		<u>ngobrol sama kita lebih nyambung kalau SMP kan banyak gimmicknya.</u>	
I		Mungkin itu saja pertanyaan dari saya. Terimakasih dengan jawaban kakak sangat sangat bermanfaat untuk saya.	
P	60	Amin amin. Semoga dilancarkan nya.	

Table 3.2 Table of Interview Result