

STRUGGLE AND STRATEGIES FACED BY VOCATIONAL HIGH SCHOOL DURING THE COVID-19

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ABSTRACT

This research aims to describe, explain and analyze the struggles and strategies faced by Vocational High School during the Covid-19 in Vocational High School Pringsewu. The subject in this study was an English teacher of Vocational High School Pringsewu. The research method used is descriptive qualitative. Observation, interviews, and questionnaires were used for collecting data. The results of this study indicate that teachers applied online teaching techniques to meet the requirement of teaching English in both practice and theory based on the syllabus. During the implementation, teachers experienced limited ability in explaining material to students, not all students understood the material presented by the teacher. The teacher did not know the students' abilities and characters. The strategies used by teachers in online learning have not been maximal and effective.

Keywords: *Teacher Struggle, Teaching Strategies, The Covid-19*

1. INTRODUCTION

Since the Coronavirus spread in Indonesia, it has caused the government to immediately take firm action to prevent its spread more widely. Minister of Education and Culture Nadiem Anwar Makarim issued Circular Letter Number 4 of 2020 concerning the Implementation of educational policies in the emergency period of the spread of Covid-19. This Circular of the Minister of Education and Culture provides an appeal to study from home through online learning or distance learning (Kemendikbud:2020). This policy is of course not only happening in Indonesia but also throughout the world. Some of the effects of the Covid-19 pandemic on the world of education that can be mentioned include the widespread closure of schools, ranging from early childhood education, primary and secondary schools to universities. Instead, a distance learning system was used and opened an online education platform that schools and teachers could use to reach students remotely and limit barriers in carrying out education.

The Covid-19 pandemic situation made things unprepared. The Covid-19 outbreak has spread rapidly all over the world, giving effect on human life, including the education system. In the COVID-19 epidemic, the education system in Indonesia

has been changing (Lestiyawati and Widyanoro 2020). Teachers are required to be able to organize daring/online learning. Not all teachers are ready and able to organize online learning. It should be realized that the unpreparedness of teachers and students towards online learning is also a problem (Taradisa, Nidia., Jarmita, Nida. 2020). When learning in school, the teacher delivers the material directly in class, explains the material in detail from beginning to end, and can directly monitor the level of student understanding of the material presented. If students do not understand, sometimes the teacher allows questions, but during this online learning, the teacher has difficulty in the process of monitoring student learning progress. The material presented is not optimal because it is through videos, photos, or written summaries so it will have an impact on students who will have difficulty understanding the material. The implementation of government policies on online learning initially posed obstacles.

In practice, teachers and other educators try to use science technology to solve distance learning problems by providing materials and assignments to students online. But it doesn't always go well. There are many obstacles to its implementation. Another portrait was the unpreparedness of teachers and students on online learning was also a problem. The transfer of conventional learning systems to the online system suddenly (due to the Covid-19 pandemic) without mature preparation. Finally, several teachers were unable to follow changes with technology-based learning and information (Annisa 2021). Online learning in its implementation has problems. The first obstacle is: The lack of facilities students have when learning online because not all students have computers or smartphones as learning media using online, the second obstacle is the limited signal that can hinder the teaching and learning process in online learning, the third obstacle is the lack of understanding of students when carrying out the online learning process because students do not understand the learning delivered by the teacher because it is not face-to-face and the teacher has difficulty monitoring student learning progress, the fourth obstacle is the internet quota that cannot be reached by all students, the fifth obstacle is that sometimes the tasks given by the

teacher are not done and collected on time, the sixth obstacle is that students quickly feel bored in online learning if students feel bored the teacher must think of strategies for how to get the child out from his zone of boredom. Learning strategies are needed as instruments and solutions for the transfer of knowledge to students. The role of teachers as educators and also as a means of knowledge transfer is highly expected through relevant and effective learning strategies, choosing the right strategy is a matter of educator effectiveness (Ayu, Erlina, and Rafid 2021). Teachers need to be creative in creating attractive online learning for students. Therefore the teacher becomes difficult in carrying out this online learning process. Teachers are expected to continue to motivate children to learn so that they are still enthusiastic about learning even in a pandemic atmosphere. The teacher as one of the learning objects must be able and required to play an active role in the formation of student motivation so that they are still able to absorb what has been done in the teaching and learning process (Sukitman, Trizid 2020). Every student wants to learn calmly and be easily understood in the online learning process. However, teachers are also confused about how online learning can be implemented without any obstacles and not become a burden for students. Byun & Slavin (2020:665) also found that although school facilities are adequate and the national curriculum facilitates online learning very well, the educational inequality that each student gets is also caused by family influence and financial problems that interfere with the learning process.

2. METHOD

The Design of this research is descriptive analysis in the form of qualitative descriptive research. A qualitative approach is used in this study to describe the struggles and strategies faced by Vocational High Schools during the Covid-19 pandemic.

Research Aim

The study mainly aims at aims to describe, explain, and analyze the struggles and strategies faced by Vocational High School during the Covid-19 in Vocational High School Pringsewu.

Sample and Data Collection

This study employed qualitative research. It seeks to probe deeply into the research setting to obtain an in-depth understanding of the way things are, why, and how the subject in the context perceived them since it is qualitative research. The data was gathered from Vocational Schools in Pringsewu. The research subject has randomly aimed at the teachers chosen from SMK YPT Pringsewu, SMK Muhammadiyah 1 Pringsewu, and SMK KH. Ghalib Pringsewu. The result were English teachers from class XI at SMK YPT Pringsewu, SMK Muhammadiyah 1 Pringsewu and SMK KH.Ghalib Pringsewu. Research data analysis techniques were carried out by using data reduction, data presentation, and concluding.

Analyzing the Data

In this study, the data collection techniques used were observation, interviews, and questionnaires which were distributed to teachers as respondents. Each respondent was given instructions to describe their struggles and strategies faced by Vocational High School during the Covid-19. All of the results from interviews were taped and transcribed. The transcripts of the interviews were read and annotated with comments and precise descriptive terms, as is customary in qualitative research. In addition, a structured observation form by observing the teaching-learning process using an online platform and a closed questionnaire was used to get information about the real conditions of the struggles and strategies faced by vocational high schools during Covid-19. The analysis used in this qualitative research is descriptive, namely linking one data with other data, then drawing a common thread from these data to obtain a complete picture of a phenomenon researched in depth. The data analysis technique in this study refers to the analysis technique Miles and Huberman's model which consists of three stages, which are reduction of data, displaying the data, and drawing the conclusion.

3. FINDING AND DISCUSSION

Finding

Based on observation analysis, questionnaires and interviews, the researcher concluded that online learning at Pringsewu Vocational High School had been carried out quite well. However, teachers at Pringsewu Vocational High School also had a struggle in teaching English online during the Covid-19 Pandemic. Teachers have limitations in explaining the material to students because learning is done online and not face to face. With online learning, the teacher does not know how capable the child is. Some students do not understand the material explained by the teacher when online learning is carried out, Researcher found that there are still students who do not have smartphones to study, this is a separate obstacle for teachers in providing learning materials online. Looking at the facts in the community today, some parents participating do not have mobile devices (Android) or computers to support online learning, especially for students themselves(Asmuni 2020). The teacher does not know the new students and their characters, the teacher could not know their students, as well as the students, did not know how to contact their teacher well (Salesiano et al. 2021). Some students do not do the assignments given by the teacher and to collect assignments were not on time, even the teacher's number was blocked because they often asked for assignments, finally the teacher called the parents to come to school when they get assignments from their teacher they just copy smart friends and copy and paste from Google. Online learning makes ethics and manners less, only a few students respond when the teacher provides learning materials or assignments via google classroom or WhatsApp, sometimes students are also constrained by quotas and signals, making it difficult to submit assignments. Besides gadget, an internet connection was needed since online learning have to connect with teachers and other students at the same specified time(Salesiano et al. 2021). And Online learning sometimes makes students bored quickly. According to Hakim, T (2010:62) Study saturation is a mental condition of a person when experiencing extreme boredom and tiredness, resulting in a feeling of reluctance, lethargy, lack of enthusiasm, or lack of enthusiasm for learning activities. For this reason, the teachers need more struggle in making students understand and enjoy learning English. During online learning,

the teacher also always approaches students and motivates students to be more enthusiastic in learning online. According to Sobon (2019:53) emphasized that in learning motivation is one of the factors that affect the effectiveness of learning activities because it is the motivation that encourages students to want to do learning activities.

In the implementation of online learning, the teacher uses the Google classroom application, Whatsapp and Youtube. Google classroom is used to fill in the attendance list and provide lesson material, the Google Classroom is the second supporting application for e-learning. It is also a free application designed to help students and teachers communicate and conduct online classroom while WhatsApp is used to communicate with students and parents regarding the implementation of online learning(Lestiyawanati and Widyanoro 2020), besides that the teacher also sends information about online learning via WhatsApp, the WhatsApp application is suitable for beginner online students because the operation is very simple and easy for students to access(Fauzi 2020), sometimes teacher also use email for students to send their assignments. In the implementation of online learning, the teacher uses learning media in the form of learning videos that have been recorded by themselves in explaining the material, learning videos used in learning are always adjusted to the learning material. The teacher also makes videos as creative as possible so that students do not get bored in learning and continue to follow the lesson well. The use of this learning media aims to make it easier for students to understand the learning material presented. According to Majid (2011:19), learning media is a tool used to make it easier for students to understand learning materials.

However, the teacher felt that the strategies given to students during online learning had not been effective because of the large number of students only a few responded to the material and assignments given by the teacher. Determining learning strategies is very important, because the learning strategies used are not just active learning strategies, but must be strategies that bring students to a thorough understanding of the material(Ramanta and Dwi Widayanti 2020). And online learning has not been efficient for students, and teachers hope that online

learning will end soon and students can study as usual and can get material properly, and be able to receive English learning well. It is hoped that online learning can be a good solution to support the progress of learning at home in a pandemic like this. The role of parents at home is expected to be as much as possible accompanying their sons and daughters to study at home (Anugrahana 2020).

Discussion

Struggles Faced by Teacher In Learning English During The Covid-19 Pandemic.

Based on the analysis of the questionnaires and interviews, the researcher concluded that online learning at the YPT Pringsewu Vocational High School had been implemented quite well. In online learning, the teacher always provides material and explanations using videos or pictures. In addition, the teacher always prepares teaching materials by relearning the material to be taught, this is done so that the teacher can master the learning material perfectly. Learning planning is the most important component in the learning process, with good planning the learning process will become more focused and systematic. According to Majid (2011:17), planning can be defined as the process of preparing teaching materials, using media, using learning approaches and methods, and evaluating within a certain period to achieve predetermined learning objectives.

However, teachers at YPT Pringsewu Vocational High School also had a struggle in teaching English online during the Covid-19 Pandemic. Teachers have limited ability to explain the material to students because learning is done online and not face to face. With online learning, the teacher does not know how capable the child is. Some students do not understand the material explained by the teacher when online learning is carried out. Researchers found that there are still students who do not have smartphones for learning, this is a separate obstacle for teachers in providing learning materials online. With online learning, students become lazy in doing assignments, some even don't submit assignments, and they don't collect assignments on time. Teachers can only remind them continuously every week so that they immediately submit assignments. This also shows the limitations of

teachers in checking the level of competence of students as a whole. In the end, the evaluation of learning cannot be carried out optimally. Online learning makes students also get bored quickly. For this reason, teachers need more struggle in making students understand and enjoy learning English. During online learning, the teacher also always motivates students to be more enthusiastic in learning.

Based on the analysis of questionnaires and interviews, the researcher concluded that online learning at Vocational High School Muhammadiyah 1 Pringsewu had been implemented quite well, but the teachers still had difficulties in teaching English online during the Covid-19 pandemic. Teachers have difficulty in delivering material because they do not meet face to face, while online students have not been able to receive learning materials well, students do not follow English lessons, because English for students is not interesting, students do not do the assignments given by the teacher and to collect assignments were not on time, even the teacher's number was blocked because they often asked for assignments. Online learning also makes students lazy and ignores lessons, when they get assignments from the teacher, students only cheat on their smart friends and copy-paste from Google. Online learning makes students' ethics less.

Furthermore, the availability of facilities and infrastructure in online learning at the Muhammadiyah 1 Pringsewu Vocational High School has been fulfilled, both in terms of teacher and students. The school has provided facilities in the form of Wifi, an internet quota for teachers and students. However, in terms of students, sometimes students are constrained by the internet network so students have difficulty in sending assignments. In the implementation of online learning, the availability of facilities and infrastructure is the main thing to support the successful implementation of online learning. According to Barnawi and Arifin (2016:40), educational facilities are everything in the form of equipment and supplies directly, while educational infrastructure includes all equipment and supplies that indirectly support the educational process. In the implementation of online learning, the teacher also approaches students and always motivates them so that students are enthusiastic about learning even though learning is done online.

Based on the analysis of questionnaires and interviews, the researcher concluded that online learning at SMK KH. Ghalib Pringsewu has been carried out well, but teachers also have struggles in teaching English online during the Covid-19 pandemic, such as teachers having difficulty explaining learning materials, because they do not meet face-to-face. There are still some students who do not understand the material presented because the teacher conveys the material in a limited manner. The teacher does not know the new students and their characters. Some students still don't do assignments, online learning sometimes makes students bored quickly. According to Hakim, T (2010:62) Study saturation is a mental condition of a person when experiencing extreme boredom and tiredness, resulting in a feeling of reluctance, lethargy, lack of enthusiasm, or lack of enthusiasm for learning activities. Therefore, the teachers always approach students and work closely with parents so that teachers can monitor student activities during online learning.

2. Teacher Strategies in learning English during the Covid-19 pandemic.

In the implementation of online learning at the YPT Pringsewu Vocational High School, the teacher uses the Google classroom application, Youtube and Whatsapp. Google classroom is used to provide lesson material, while Whatsapp is used to communicate with students and parents regarding the implementation of online learning, besides that the teacher also sends information about online learning via Whatsapp. In the implementation of online learning, the teacher uses learning media in the form of learning videos that are uploaded and shared via Whatsapp or Google Classroom, the use of this learning media aims to make it easier for students to understand the learning material presented. According to Majid (2011:19), learning media is a tool used to make it easier for students to understand learning materials.

In the implementation of online learning, the readiness of students is quite good, they can use online learning devices well such as mobile phones, learning applications, or laptops, but there are still some students who do not have smartphones for online learning. In the implementation of online learning, the

teacher also approaches learning in the form of motivating so that students are enthusiastic about learning so that students remain active in the learning process even though it is done online. The teacher feels that the strategy used in online learning is not optimal because online learning is still very difficult to do. After all, it does not meet directly with students, and online learning is not yet effective for students, and the teacher hopes that online learning is completed quickly so that students can learn, as usual, face to face. directly.

In the implementation of online learning at the Muhammadiyah 1 Pringsewu Vocational High School, the teacher uses Whatsapp and Google Forms. The applications used by the teacher certainly have their respective functions to support online learning in class XI. Whatsapp is used to communicate with students and to send learning videos made through the kine master application and used to send assignments independently to teachers, sometimes teachers chat one by one with students to ask for assignments. While Google forms are used to provide practice questions to students, and Google Classroom is used to submit assignments and learning materials. The teacher also uses learning media in the form of learning videos that have been made or downloaded from YouTube before the learning process takes place, the learning videos used in learning are always adapted to the learning material.

Although learning is done online, learning media is still needed to make it easier for students to understand the material presented and the teacher also makes videos as creative as possible so that students don't get bored in learning and continue to follow the lesson well. In line with A. Kurniawati, et al (2013:14) explained that video media can attract students' attention, increase students' imagination power, increase critical thinking power, and trigger students to participate more and be enthusiastic so that later students can be more active in the learning process.

However, the teacher felt that the strategies given to students during online learning had not been effective because of the large number of students only a few responded to the material and assignments given by the teacher. And online

learning has not been efficient for students, and teachers hope that online learning will end soon and students can study as usual and can get material properly, and be able to receive English learning well.

In the implementation of online learning at the KH.Ghalib Pringsewu Vocational High School, teachers have started to get used to carrying out online learning. Teachers are used to using electronic media in learning, although at first, the teacher found it difficult as time went by the teacher had started to get used to it. The teacher has implemented online learning by implementing several online learning strategies, namely by using WhatsApp. Whatsapp is used because teachers and students are used to using this application in their daily lives. This convenience factor is the reason why Whatsapp is used for the online teaching and learning process at the KH. Ghalib Pringsewu Vocational High School. Whatsapp facilitates communication between teachers and students during the learning process such as discussions, sending learning videos, giving assignments, and online attendance. Besides WhatsApp, the teacher also uses Google Classroom. Google classroom is used to submit learning materials and assignments. In addition, teachers also use YouTube. After the video is uploaded to YouTube, the next step is the teacher sharing the link via Google Classroom and instructing students to watch and understand the video for the next assignment.

The learning videos provided by the teacher are made as attractive as possible so that students are interested in participating in this online learning process. The teacher also uses simple and easy-to-understand language so that students have no difficulty in understanding the material provided by the teacher. According to Sopian (2016:96) teachers in carrying out their duties must have a set of abilities in the field to be delivered and must have mastery of the material so that it is easily accepted by students which include the ability to supervise, train, and have professional and social skills. During online learning, teachers also always work closely with parents so that teachers can easily monitor student activities. And the strategies used by the teacher for online learning during the Covid-19 pandemic

have been quite effective for students, the teacher hopes that students will have their creativity and innovation to learn without waiting for the teacher to tell.

4. CONCLUSION

Based on the results of this study, it was concluded that the implementation of online learning at Vocational High School in Pringsewu had been implemented quite well. However, the teacher also has struggles in teaching English online during the Covid-19 Pandemic such as teachers having difficulty explaining learning materials because they do not meet face to face, Teacher does not know new students and their characters, Students have not been able to receive learning materials well while online, the teacher does not know the child's abilities during online learning.

In the implementation of online learning, the teacher uses media in the form of WhatsApp, Google Classroom, and YouTube. Teachers use Whatsapp more often to communicate with students and their parents, besides that, teachers use Whatsapp to share information related to learning. The teacher also uses learning media in the form of videos that are made as attractive as possible which aims to make it easier for students to understand the material. In the implementation of online learning, the teacher also uses an approach with students by motivating them so that students remain enthusiastic about learning during online learning. However, the strategy used by the teacher is not optimal, the teacher does not know the child's abilities during online learning.

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