

## Teachers' Challenges in Virtual Learning Process to Maximize The Achievement of Junior High School Students in Indonesia

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### Abstract

*This study is aimed to find out the teachers' challenges in virtual learning process to maximize the achievement of High School students in Indonesia. This research applied qualitative descriptive research with 5 English teachers as subjects of this research. The instruments are used in this research were interview and observation. The data has been analyzed by three steps according to Miles and Huberman theory. The results of this research showed that (a) the teachers' challenges in virtual learning process are students' far distance from internet sources, (b) difficult to access the clear explanation from the teachers and students, (c) lack of motivation to teach in limit access of students' distance and network trouble, and (d) students' less knowledge if using the internet and difficult to start the meeting using a different application. This study reveals that many challenges come over when the teachers applied virtual learning. Most of teachers were getting into trouble when entering the class if the students did not attend in virtual class because of far distance from internet sources. Another difficulty that challenges the teacher is their lack of giving motivation was not ineffective to teach their class. And the limit of network access made the students in loading to respond to the teachers' explanation and assignment to evaluate their knowledge.*

**Keywords:** Teachers' Challenges, Virtual Learning, Students' Achievement

### INTRODUCTION

Changes in the world entered the industrial revolution 4.0 where information technology has become the basis in human life. Schwab (2017) stated that the Fourth Industrial Revolution is where advances in technology have made it possible for the virtual and physical aspects of

manufacturing to work together more smoothly. Everything becomes borderless with unlimited use of computing power and data because the development of the internet and massive digital technology influenced it as the backbone of human and machine movement and connectivity. This era will also disrupt various human activities, including the fields of science and technology and higher education.

By this situation, some impacts constrain the education learning approaches to keep on developing in line with changes to equalize the students' demands, characteristics, and learning style of the advancement of knowledge and technology. Current trends and practices of learning approaches indicated that to keep up with those factors, virtual learning, and ICT application seems to be the most effective to achieve the students' knowledge based on their needs. Shan Fu (2013) stated that studies that have touched upon the merits of ICT integration in schools, barriers or challenges encountered in the use of ICT, factors influencing successful ICT integration, in-service and pre-service teachers' attitudes, perceptions, and confidence in using ICT as well as the importance of school culture in the use of ICT.

To be able to teach by virtual we should consider the fact that the use of the technology used is practiced to support the e-learning and teaching process. As said by Sarwiji (2018:2) that teachers need to know the use of hardware and software the technological knowledge that they can arrange their best for teaching preparation. A teacher nowadays is required to be able to learn not only technological learning but also content knowledge learning. To make balance the strategic and the model of learning, pedagogical learning should be prioritized also to comprehend the students' characteristics of learning.

An adaptive and open-minded teacher will help the students build up their spirit and motivation with their different learning styles. Though students motivation to learn can be intrinsic or extrinsic, the role of the teacher in supporting their learning and creating the right environment will further enhance their motivation to learn (Johnson, 2017). Above all, nowadays students are before the old students not only in studying interest but their tools and technological knowledge also in a different situation. Therefore, a teacher should arrange the strategy, the technique of teaching and the preparation of teaching challenging learning to fulfill the students' need of learning. Comprehending that way, virtual learning becomes the biggest challenge to all the teachers in utilizing the technology with a new set of learning atmosphere. Today's condition and the situation will be a small change to face to face with the students in giving the material so that the teachers still need to attempt and manage the strategies of learning in an online class to maintain and also to develop the students' English both in practical and theory.

One of the efforts that help the teacher to adapt themselves for updated teaching, utilize the technology seems the best problem solving to be used. Rusman in Agus (2019:117) said that in the 21 century, computer technology is very much needed and it is important to improve the quality of learning. Therefore, the integration of knowledge and technology is always required to fulfill education. The fact that the technological development moves very fast as the existence of the globalization which also purpose the teachers to be creative, innovative and always be ready with the e-learning to support the education and the changing of the world. In another word, we must be the first line to be able to adapt quickly to every challenge we faced.

Some facts that the writer found in the field or in some schools that the teachers are not ready yet to prepare themselves to change their strategy of teaching. It happened because still low of technology update while this world's change has been in the first line to ask all the teachers move forward and face the industrial work. Another reason faced by the teachers is the less of skill in arranging strategies and skills of getting the information still too far and difficult for them to

achieve so that the information and the use of virtual learning still be used in rarely time. While the minister of education had revealed that teachers have to increase their professionalism related to their mental, commitment, and their quality in utilizing the progress of technology advancement, information to increase the learning process. The law of teacher and lecturer (No.14, 2005) mandate that teachers must have pedagogical competence, personal competence, social competence and professional competence.

For a clear and further explanation, the writer wants to research her school as the measurement for her research that some teachers face any challenges in virtual learning process. To this end, the writer intends to do her research in UPT SMPN 1 Duampanua and choose the English teachers as the sample because the writer believes that the teachers mostly prepared their selves to face the challenge and changes of education. Besides that the teachers there also in the progress of using virtual learning as the solution of the revolution era so the writer is interested in finding more information on the teachers at UPT SMPN 1 Duampanua motivation and support to apply virtual learning.

### **Characteristics of Virtual Learning**

Mc Kenzie et al in Michael (2012:504) defined that there are some skills and qualifications that must be understood and applied by the use of communication tools in the learning process. First, it should have a high qualification of technology. Second, it should be familiar with the curriculum, process strong communication and organizational skills, and are excited about this new method of delivery. Next, online teachers are required to use different strategies when determining "how to reach and evaluate, students when you cannot interact with them face-to-face daily. And the last is teaching in an online environment also requires a paradigm shift in how teachers perceive time and space, manage instructional activities and assessments, and engage students.

The above characteristics of virtual learning specified the teacher's plan and strategies to challenge and experience what they should prepare to be ready for the activities. In other explanation of Pentelidis in Veronica (2010:62) try to define that there are some reasons why teachers use virtual learning as the characters of teaching in non-face-to-face learning as follows:

- a. Virtual reality provides new forms and methods of visualization, drawing on the strengths of visual representations. It provides an alternate method for the presentation of material.
- b. Virtual reality motivates students that it requires interaction and encourages active participation rather than passivity. Some types of virtual reality, for example, collaborative virtual reality using text input with virtual worlds, encourage or require collaboration and provide a social atmosphere.
- c. Virtual reality allows the learner to proceed through an experience during a broad period not fixed by a regular class schedule, at their own pace. It allows the disabled to participate in an experiment or learning environment when they cannot do so.

Different from face-to-face learning, some students usually feel the inconvenience of the teaching ways of the teacher so they did not express themselves freely ideas of speaking and giving participation in the classroom. Yet, the use of virtual learning could help the students understanding clearly the topic being discussed and delivered because virtual learning delivered the subject by many explanations either from the teacher or from the media being used. Such as a picture display that explains the material perfectly, doing fun learning lesson lessons to support their mood and motivation are the other characters as well the benefits for the students to learn.

### **Advantages of Virtual Learning**

Some advantages of virtual learning become very useful now for the learners. One of the best fact that the learners can follow the lesson wherever they are as long as they are ready to follow the learning and its rules, they will be able to join in their teachers' class and enjoy the process of new technology system and learning process.

Hidayatullah (2021) research results show that the implementation of OLMS (Online Learning Management System) helps provide an opportunity for students to get easy and communicative access, work collaboratively and express their own opinion. With the qualified learning system, the higher education in Indonesia can provide helpful learning management system to develop learning quality.

Micropoulus in Veronica (2010:63) reveals that the benefit of virtual learning is motivated the students to learn from home. It is also found that during the class of virtual, students had a favorable attitude towards virtual reality in the educational process. As explained by You & Kang in Brittany (2015: 5) that learners in virtual teaching and learning skills frequently utilized time management, reviewed material regularly, sought help from professors or peers, meet deadlines, and had the skill of metacognition to reflect upon their learning.

Nischall (2016:7) defines that some benefits or the use of online e-learning for the students as follows:

a. Convenient for students

E-learning materials are self-paced and can be accessed any time the learner wants. They do not require the learner to be physically present in a classroom. Students can also download and save the learning materials for future purposes from the system.

b. Lower cost

E-Learning is usually a cost-efficient way of learning for most students as they can choose from a large range of courses and make the selection depending on their needs. It can also be cost-efficient for many universities because once the learning platforms are set up, they can be reused for many sessions.

c. Up-to-date learning materials

The study materials in e-learning systems can be updated more frequently than in the classroom-based education systems. Once the study materials are placed in the system, they can be updated without changing the whole materials, and the materials can be available and reused for longer times.

d. The flexible way of learning

E-learning is a flexible way of learning for many students. Most of the study materials are stored for the students to access whenever they want. Students can also choose between an instructor-led and a self-learning system. In e-learning systems, it is also possible for students to skip over the study materials they already know and choose the ones they want to learn.

e. World-wide learning society

E-Learning systems help in creating a worldwide learning society as anyone can access the study materials regardless of the geographical location. In the systems available now learners can also contribute to the materials, which help to keep the materials updated.

f. The higher degree of freedom for students

One may find it difficult at times to learn new ideas. E-Learning systems provide the possibility for students to learn the same material repeatedly until they are satisfied.

As considered in the above benefits of using E-Learning, the students are giving easier ways of studying the electronic of technology. Since the virtual use the system of technology as the media to teach, it is no use to say that learning from the internet in utilizing the technology or

the e-learning facility will reveal many obstacles for the learners. On the contrary, nowadays technology learning just helps the students answering their questions or any problems they do not understand so far following the system of online teaching and learning.

Veronica (2010:63) describes that Virtual learning provides an opportunity for the learner to make discoveries previously unknown. The learning that following virtual learning get more chances to discover the new ways of learning the material and all of the components of experiencing the difference of virtual. While learning in traditional condition only leads the students to experience the same class, situation, and condition. The challenges are more focused on the material itself.

Bell and Foderman in Fatimah (2020:11) said that online learning has the potential to afford and support access to higher education for those who have socioeconomic, academic, and health issues that prevent them from attending on-site classes. Also, Alman and Tomern Fatimah (2020:11) noted that teaching online may provide opportunities for online instructors to learn about the principles of instructional design and technology, online pedagogies, and emergent technologies. Online teaching, therefore, would help faculty members to expand their professional community, exchange best practices and feedback, and enhance their teaching and career portfolio.

It could be concluded that teaching, career, learning achievement, and technology knowledge are the various set of learning in a virtual and online class that get the learners to feel and to know more of discovering and improving ideas in time. To give the best feedback for them, the teachers exactly always give their better presentations to make their class more alive and motivated the learners to face the cyber era.

### **The Students' Achievement**

Academic achievement was once thought to be the most important outcome of formal educational experiences and while there is a little doubt as to the vital role such achievements play in students' life and later (Kell, Lubinski, & Benbow (2013). There are many ways to be taught for the teachers in maximizing their teaching for the students' development. Therefore, an effort and motivation support the teachers to get the success of doing the virtual learning. Even though nowadays technology cyber access many things in education, the teachers support and their role always be number one in all the process of learning. They also teach their students to have a good attitude and an open-minded to face this technology so that they will ready to learn and enhance their skills.

Entering the 21st century, which means globalization requires the best quality of educators included in teachers' ability that has to be in an expert to adapt to the global challenge. Education requirement of ability is the creative, innovative, and competitive generation. They can be achieved by optimizing the technology that is expected to produce the output to change the better era. So that every educational must prepare the new information and literacy in the field of education. The old tradition that teachers always give to their students has to update into new styles of teaching as an effort to face virtual learning. The traditional teaching should not be left but it could be mixed with the new educational system and it will not make the teachers to be left behind.

### **METHOD**

The method of this research was qualitative descriptive research. The method was chosen because this research aims to provide the describing of teachers' challenges in virtual learning process to maximize the students' achievement. Hosein Nasaji (2015:129) explains that the goal

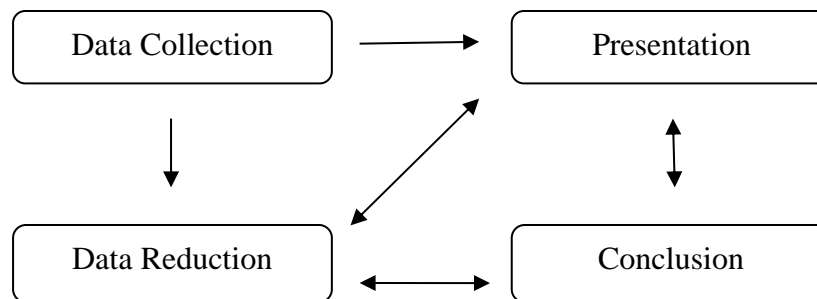


of descriptive research was to describe a phenomenon and its characteristics. And this research provided, analyzed, and interpreted data in form of words rather than number.

The subject of this research was five junior high school teachers of UPT SMPN 1 Duampanua who have been teaching English in three different level classes from the first grade to the third-grade students. Junior high school students were taken as sample because they are in early adolescence that require maturation from a social, mental, and psychological perspective. The introduction of technological sophistication for learning should be used from an early age, considering that the students at junior high school generally tend to only know online games. The instruments that used by the researcher in this research were observation and interview. Firstly, to get more possibilities from the field and as the further added information, the research did the observation to find out the things, situation or even the teachers' perception about the virtual learning used during the era 4.0. Second, the researcher did the semi-structured interview to obtain the data about teachers' challenges and their strategy using to overcome many problems they have to conduct the virtual learning.

The data was analyzed by three steps according to Miles&Huberman (2014, 3<sup>rd</sup> Ed.). Those are data presentation, data reduction, and conclusion. The researcher took the data from the observation and interview then analyzed all the collecting data to see the result of the research.

### Analysis Chart



(Miles&Huberman)

## FINDINGS AND DISCUSSIONS

From the result of some interview questions given by the researcher, some situations and problems were revealed as the challenges and problems faced by the teachers at UPT SMPN 1 DUAMPANUA. Most teachers explained the answers in the same problems. As the description of the activity, the interview was also completed by the activity process that has been observed in the observation list as the description of the teacher's teaching activity during the process of learning. Both processes during teaching virtual learning are best described in the following table as follow:

## Teachers' Challenges during the virtual learning

No	Interview result	Observation result
1.	Students' Far distance from internet sources	Lack sense of humor
2.	Difficult to access the clear explanation from the teachers and students	Opening the class without giving motivation
3.	Lack of motivation to teach in limit access of students' distance and network trouble	Difficult in delivering the subject
4.	Students' less knowledge of using the internet and difficult to start the meeting using a different application	The teacher did not interact with the students actively
5.	Media preparation for students who were not active in following the virtual learning process	No conclusion at the end of the class virtual learning

From the above table, it can be explained that:

1. Most of teachers explained that students that far from internet sources get them did not attend the class. Some students are in a remote area or far from the internet access made them difficult to access their internet tools. On the other hand, android still difficult to have for some students. Comprehending the situation, the teacher also feeling less motivation to deliver their subject.
2. Due to the limit of access to the internet, teachers' explanations seemed difficult to be transferred by the students. Sometimes they difficult to get a clear explanation of what the teacher explain. As the supporting of the interview result, the researcher also found that the observational list shows some conditions when paying attention to virtual learning.
3. Teachers' lack of sense of humor will not break the ice of what students need. Tunnisa et al (99: 2019) explained that good communication strategies to the students provide the interaction to get an interesting and exciting classroom. Therefore, not having a sense of humor or a good communication strategy in the classroom, the teacher still gives their best effort to help the students achieve what they should know from their subject of lessons. The data shows that giving the best application for virtual learning makes the students active in the class although the network sometimes gets in error.
4. The other data shows from the observation result that the teachers' challenges not only come from the limited access of the network but also difficulty in transferring their subject to the students. This is shown from the third respondent who taught her subject and found the students with low interaction to respond to the teacher's class.
5. At the end of the class, two teachers did not give the conclusion for their class session. The three other teachers close their class sessions and giving the students a chance to conclude the subject. For all session that had given by the teacher could be ascertained that their knowledge continues to increase.

The results show that most teachers were getting into trouble when entering the class if the students did not attend in because of the far distance from internet sources. This condition worried the teachers that students would not comprehend the subject well if they did not attend the class virtual. Another difficulty that challenges the teacher is that their lack of giving motivation was

not ineffective to teach their class. The limit of network access made the students in loading to respond to the teachers' explanation and task assignment to evaluate their knowledge.

### Discussion

The results show that most teachers were getting into trouble when entering the class if the students did not attend in because of the far distance from internet sources. This condition worried the teachers that students would not comprehend the subject well if they did not attend the class virtual. Another difficulty that challenges the teacher is that their lack of giving motivation was not ineffective to teach their class. The limit of network access made the students in loading to respond to the teachers' explanation and task assignment to evaluate their knowledge.

Besides the limit and slow response from the students, there were also the other but the most important thing to solve is the situation of teachers teaching style. Lack of sense of humor and motivation get them very difficult to interact actively with the students and also their lack of media teaching using technology surely did not help the students reveal their desire of learning.

That is why Tunnisa et al (99: 2019) explained that good communication strategies to the students provide the interaction to get an interesting and exciting classroom. Therefore, not having a sense of humor or a good communication strategy in a classroom at least the teacher still gives their best effort to help the students achieve what they should know from their subject of lessons.

Having an interactive class also helps the students to not telling more about the process of a lesson she delivered. They just need to show the media such videos or pictures about the subject they made then ask the students to analyze them without giving too many explanations. As best described by Senthamarai (36: 2018) that interactive learning will help students collaborate their teamwork, build up communication and negotiation, and also an appreciation of diverse perspectives.

This is also could become the teachers' way of knowing their students' styles of learning so that teachers easier in grouping the students' interests and level of learning. Besides that, interactive learning help learners doing their interaction in very actively situation because all of them will search for the new information and activities to discuss their subject found from the teachers material simulation process.

## CONCLUSION AND SUGGESTION

### Conclusion

This study reveals that many challenges come over when the teachers are in the virtual learning process. To cover those problems, teachers need their ways and strategies to be more professional in facing their situation. Repeating explanation is often done by teachers as the solution to overcome the lack of understanding of students. Supporting from the government is needed to cover the internet access trouble or to improve the teaching skills of teachers in virtual learning. The solution that the teachers did was to motivate students and parents intensively about the importance of virtual learning so that students are motivated to take virtual classes. Developing teaching skills is also often done by teachers to improve the quality of teaching.

### Suggestion

The suggestions regarding the results of this study are as follows: First, Teachers' ways of teaching have to be prepared better not only for the virtual class technique of teaching and how to make the class successful but also teachers have to consider the students' situation out of the students' class condition. According to DeLeon Grey, an associate professor of educational psychology and equity in the NC State College of Education, when students feel a sense of



belonging in the classroom, it can increase their educational success and motivational outcomes in multiple ways, and teachers can help create this feeling of belonging by building connections between classroom and community. Second, media becomes a good friend to help teachers solve some of the thousand problems that occur in a virtual class. With a very careful explanation to help students comprehend teachers' explanation, it has to be done based on the conditioning process of virtual learning. Teachers should make media learning interesting and tailored to the era. The instructional media designed and created by the teachers will make the students eager to learn and serious in receiving subject materials (Akrim, 2018). And the third, teachers in teaching virtual learning must pay more attention to the students who are in the far distance of town that very difficult to access the internet. They are lack motivation and knowledge that have to be considered more so that they will not feel lack of spirit of learning.

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