

# Teachers' Learning Loss Diminution Through Self-Phased Learning with Guru Binar

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**Abstract.** The emergence of Covid-19 worldwide has disrupted education activities. Massive Open Online Courses (MOOC) turned up as the alternative of online learning. However, MOOC did not always guarantee the success of online learning. Learning loss during online learning was experienced both by students and teachers during this pandemic situation was unavoidable. The objective of this research to find put how Guru Binar as an MOCC managed to reducing teachers' learning loss. A qualitative method was implemented using a structured-interview among selected Guru Binar users from different educational institutions in Indonesia such as primary and secondary schools. There were totally three focus group discussions and eight Guru Binar users were involved in these FGD. The results pointed out that this self-phased learning platform was able to diminish teachers' loss time through interactive talkshow or webinars and the online classes aided its users in spending proper time with innovative games.

**Keywords:** *Learning Loss, Massive Open Online Course, Self-Phased Learning*

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## INTRODUCTION

The existence of the Covid-19 outbreak since the end of 2019 has brought about impact on many sectors of human life. One of the impacted sectors is education which has been abruptly disrupted by the pandemic. Schools shutdown was taken as a policy to restrain the spread of the Covid-19 (Kuhfeld, et al., 2020; Engzell, Frey, & Verhagen, 2021) and this policy has affected nearly 1.6 billion or 94 percent learners in more than 190 countries worldwide (UN, 2020). Some alternatives have been taken to mitigate this educational disruption such as distance learning, radio and television educational broadcast, virtual learning (Salim, Darmawan, & Jainuddin, 2020), and semi-online face to face learning. However, both teachers and students require new skills in administering distance learning (Yarrow, Masood, & Afkar, 2020). During distance learning in the Covid-19 pandemic, learning loss is unavoidable. Studies related to learning loss due to teachers' absence, schools' closures, online learning and electronically-supported education approach conclude negative impacts on the students' learning preparation and achievement (Miller, 2012; Turner, Hughes, & Presland, 2020; White, 2020; Giri & Dutta, 2021). No country, no school, no formal and non-formal educational institution survives from the learning loss caused by the Covid-19 pandemic disruption.

Despite the ongoing pandemic, the learning process nationwide and worldwide experiences advanced transformation. The lockdown policy in Indonesia forced the educational institutions to carry out learning from home or distance learning. As a result, the teaching-learning alternatives can easily be found in the forms of online classes engaging information and communication technology (ICT). Most of these online classes, which are fundamental during the Covid-19 pandemic, are implemented in live interactive sessions (Dutta, 2020). In Indonesia, the online learnings are carried out through Google Classrooms, Google Meet, Skype, Kaizala, Webex, Whatsapp Classes, Edmodo, and Microsoft Teams. The massive emergence of webinars through zoom meeting or zoominars and live YouTube sessions colors the online learning situation. In addition, the use of social media (Facebook, Instagram, and YouTube) has been increasing during online learning despite their exclusive effectiveness on theoretical courses (Nadeak, 2020). Then, blended learning, which joins the traditional learning method and the updated one, appears as the other alternative (Resien, Sitompul, & Situmorang, 2020). Additionally, Massive Open Online Courses (MOOC) comes up to complete the blended learning. MOOC is participative heterogenous users, free and accessible learning materials, internet-based medium for learners, and content-based offer to online learning (Lubis, Idrus, & Rashid, 2020).

Learning loss during the pandemic crises has not been only experienced by students but also teachers. Concerning the learning loss during the Covid-19 pandemic, MOOC is fruitfully to narrow and fill the gap of learning loss especially for teachers. Through MOOC, teachers are expected to improve their capacity in carrying out online classes which should involve both synchronous and asynchronous activities. Further, teachers' professional development is still running in spite of their daily teaching and learning activity (Napitupulu, Napitupulu, & Kisno, 2019). In other words, teachers spend their spare time so as to meet the requirement of their

professional development. Nevertheless, it is interesting to find that some teachers in Indonesia are looking for shortcut to their professional development. They need certificate stating that they have completed some courses, attended webinars, or finished workshops but their motivation in active participation is low. This phenomenon is categorized as a learning loss since no activity is performed and those teachers become certificate-oriented (Sudianto, 2020). To prevent this learning loss, a reliable self-phased MOOC is required. The MOOC must ensure that the users i.e teachers follow all the course structure step by step. Equally important, every course structure is truly reviewed by the course facilitators and providers.

Guru Binar is one of MOOC platforms that appeared as the teachers' professional development media in Indonesia in October 2020. It is a self-phased learning platform aimed to improve a holistic, integrated, and systematic teachers' professional development. Furthermore, its eventual existence objective is to increase teachers' competency in Indonesia. It provides the qualified training access adjusted to its users' i.e. teachers' learning necessity and phases. As the first platform of teachers' professional development in Indonesia (accessed via <https://guru.binar.id/>), it provides some benefits for teachers such as 32-credit hour-certified training, course scholarship, and andragogy-based online training. Guru Binar meets the requirement of blended learning consisting of synchronous and asynchronous activities through webinars, talkshow, and the combination of online/offline courses. It also fulfills the requirement of MOOC such as unlimited number of registrant, no participation fee, online-performed activities, and the completeness of steps from registration, learning phases, and assessment (Lubis, Idrus, & Rashid, 2020). In addition, Guru Binar provides a widely-range facilitators background such as ICT (Virtual/Augmented Reality) and Distance Learning, Literacy, Pedagogy, Andragogy, Education Management, Science Engineering Technology Arts and Mathematics (STEAM), Language Proficiency (Indonesia and English language), Sociology, and Psychology.

There are few studies concerning MOOC and teachers such as the use of Digitala Skyfollet for increasing teachers' digital competence in Swedish Schools and the complexity of teacher's professional development via MOOC (Karlsson & Godhe, 2016; Gonçalves & Osório, 2018). Though both studies related MOOC and teachers' professional development, there is no one concerning on learning loss. This study aims to investigate how Guru Binar diminishes teachers' learning loss during the Covid-19 outbreak period. Besides, the significance of this study is profitable for (prospective) teachers and education practitioners including students. This research is expected to increase the teachers' knowledge of 4.0/5.0 learning and their professional development so as to improve the quality of education in Indonesia.

## **RESEARCH METHOD**

A qualitative method was implemented using a structured-interview among selected Guru Binar users from different educational institutions in Indonesia such as primary and secondary schools. This method is preferred since it demonstrates a different approach to scholarly inquiry than methods of quantitative research (Creswell & Creswell, 2018). In this study, some zoom meetings and face to face meetings were carried out through focus group discussions (FGD) between

researchers and participants. Focus group discussion is frequently used as a qualitative approach to gain an in-depth understanding of social issues. The method aims to obtain data from a purposely selected group of individuals rather than from a statistically representative sample of a broader population (Nyumba, Wilson, Derrick, & Mukherjee, 2018). This meeting was appointed to obtain the data of how the participants i.e. teachers spent their time using Guru Binar platform. There were totally three focus group discussions and 8 Guru Binar users were involved in these FGD.

The data were collected during the first week of March 2021. Then, the collected data were transcribed and categorized based on the participants' responses on Guru Binar's programs. Next, an inductive analysis from the raw data of the participants' responses and feedback to the specified sub-themes of program offered by Guru Binar such as talkshow, webinars, and online classes. The findings on those participants' responses were then discussed based on the sub-themes. The conclusion of this research was drawn by relating the findings and discussion to the relevant studies of learning loss and MOOC.

## RESULT AND DISCUSSION

In this segment, the results and discussion are presented into three sub-themes such as the outcome of talkshow, the outcome of webinars, and the outcome of online classes provided by Guru Binar.

### Talkshow

There were many talkshows held by Guru Binar and the talkshow discussed in this section was one of the talkshows entitled "Hari Guru Nasional 2020". This talkshow was chosen since it was attended by more than hundreds of teachers and prospective teachers. Moreover, this talkshow presented some keynote speakers from the Students Success Manager of Sampoerna University, English and Bahasa Indonesia language teachers from West Java and South Sulawesi, and a Vice Principal of Academic Affairs from North Sumatera.

From the FGD, a teacher commented, "*Acara bincang-bincang ini berguna sebagai refleksi pada Hari Guru Nasional. Setiap tahun, Hari guru selalu dirayakan dengan upacara, perlombaan, serta acara-acara lainnya yang menghibur di sekolah. Tahun ini jauh berbeda karena adanya wabah Covid-19. Memang sebagian besar guru kecewa karena adanya kebijakan pembatasan sosial berskala besar dan segala sesuatunya harus dikerjakan dari rumah. Acara bincang-bincang seperti ini mengobati kerinduan akan perayaan Hari Guru Nasional*".

According to the teacher that the talkshow was useful as the reflection for the national teachers' day in Indonesia. Eventhough there is no more face to face interaction at school the teacher felt that talkshow was able to heal the activities performed at school in commemorating national teachers' day in Indonesia. Even though people are limited to travel everywhere due to lockdown or social distancing, the internet is still able to connect teachers around Indonesia. In other words, people or teachers are allowed to gather as long as they keep doing social or physical distancing and the MOOC such as Guru Binar has met this health protocol.

The other teacher said, *“Memang saat ini kita mengalami penguncian wilayah namun hati dan pikiran guru tidak dapat dikunci. Kehadiran internet membuat guru-guru di seluruh Indonesia dapat bertemu di ruang maya. Selain itu, hal-hal yang dibicarakan pada acara bincang-bincang ini benar-benar mencerminkan situasi yang terjadi pada dunia pendidikan di Indonesia. Saya setidaknya menghabiskan waktu saya kurang lebih 2 jam untuk menyimak acara bincang-bincang yang inspiratif seperti ini.”*

The teachers' statement above indicates a positive attitude toward the talkshow and there are keywords asserting the teacher's knowledge about digital literacy through Guru Binar i.e. internet and virtual room. Then, this teacher closed her statement with the duration she attended during the talkshow. From this closing statement, it is clearly depicted that teacher was able to spend her time in a beneficial activity.

There are many challenges when attending online learning and one of them is distractors which are either in synchronous or asynchronous form (Xu, Núñez, Cunha, & Rosário, 2020; Purvis, Rodger, & Beckingham, 2016; Kisno, 2020). Distractions occur due to multi-task activities performed during online learning. It is usually listening to a lecture while doing other social media activities. This phenomenon happens to everybody including students and teachers. The negative effects of “distracted learning” are task-incompleteness, mental fatigue, and memory impairment (Schmidt, 2020) which lead to learning loss. From the finding, it is believed that the respondents that had already spent their time in learning from others' experience and been aware of the pedagogical practice in 21<sup>st</sup> century integrating ICT (Annamalai, 2019). That is to say, the respondents are realizing that the MOOC like Guru Binar helps them spend their time to reflect and learn and from the current situation in Indonesia.

### **Webinar**

Some respondents shared their thought about the webinars held in Guru Binar MOOC.

A teacher said, *“Topik-topik dan konten yang disediakan oleh Guru Binar itu biasanya yang terbaru. Saya lebih suka menghadiri webinar yang diselenggarakan oleh Guru Binar sebab peramban ini selalu menyediakan konten apa yang dibutuhkan oleh guru sepanjang belajar daring. Contohnya, webinar mengenai RPP Merdeka Belajar. Dari webinar ini saya memperoleh hakikat bagaimana menulis RPP dengan benar. Saya pikir saya belajar banyak dari webinar ini daripada menghabiskan waktu tanpa belajar sama sekali. Satu lagi, sertifikat yang disediakan dapat diunduh secara gratis”.*

Another respondent said, *“Yang paling saya ingat ketika menghadiri webinar mengenai Asesmen Kompetensi Minimum. Waktu itu, Guru Binar berkolaborasi dengan peneliti dari SMERU Institute. Saya tertarik tentang pembahasan yang factual mengenai literasi membaca dan literasi numerik di Indonesia dari sudut pandang seorang peneliti. Tentu saja, menghadiri pembelajaran daring seperti ini menghabiskan banyak kuota internet, namun sangat berharga dengan belajar bersama Guru Binar”.*

*“Saya selalu menunggu sesi-sesi webinar bersama Guru Binar. Sebuah webinar yang menarik bagi saya adalah mengenai media bantu pembelajaran menggunakan papan permainan daring. Dalam waktu satu setengah jam, saya memperoleh wawasan*

baru mengenai bagaimana cara melakukan pembelajaran daring secara menarik dan interaktif. Narasumber utama memandu peserta dengan memberikan contoh bagaimana menciptakan permainan yang menarik bagi siswa. Pengetahuan dan kemampuan saya semakin bertambah sekarang”, said a teacher from a state secondary school.

The first respondent put emphasis on the advantage of knowledge, time and certificate by attending webinars provided by Guru Binar MOOC. This respondent took the advantage of an updated lesson plan called independent learning. The second respondents focused on the updated issue in Indonesia called Minimum Competency Assessment which involved reading literacy and numerical literacy. These findings indicate that Guru Binar MOOC was successful in attracting the respondents' attention to attend the webinars since it presented the newest issue discussed in Indonesia such as National Assessment (Shara, Andriani, Ningsih, & Kisno, 2020).

The third respondent shared her point of interest in the games discussed and practiced in a webinar of Guru Binar. As in the 4.0 learning atmosphere, online games play important roles and those games are integrated properly during distance learning. Learning loss is decreased by interacting the users to play the game while learning. This finding is in correlation to the study stating that games lead to a significant positive correlation to online learning and study satisfaction (Bovermann, Weidlich, & Bastiaens, 2018). Webinars provide by Guru Binar are managed to lessening the learning loss and increasing teachers' learning performance. The webinar-webcast with online-videos showed a significant improvement and reduced drop-out rate (Nagy & Bernschütz, 2015). As a new MOOC for teachers' professional development in Indonesia, Guru Binar responsive and able to provide issues related to the transformation of education in Indonesia through webinars and games during online discussions.

### **Online Classes**

There were three respondents giving their opinion in the FGD as the followings:

1. *“Kelas daring biasanya membosankan. Saya harus menyelesaikan tugas-tugas dalam waktu yang sangat sempit. Namun, kemudahan yang diberikan dari kelas daring Guru Binar memberikan saya waktu lebih untuk menyelesaikan tugas-tugas tersebut. Saya lebih suka menyelesaikan kelas yang waktunya relative singkat dan hal tersebut semakin memotivasi saya untuk segera menyelesaikannya. Saya merasa bahwa saya belajar banyak dari kelas daring pengembangan RPP Merdeka Belajar”.*
2. *“Kelas-kelas yang ditawarkan di Guru Binar selalu memberikan tantangan tersendiri. Biasanya kelas ini dimulai dari video pengenalan singkat yang kemudian dilanjutkan dengan struktur kelas yang lebih menantang. Terkadang, saya aktif terlibat dalam diskusi kelas daring dan memberikan pendapat saya kepada masukan orang lain. Sebagian besar waktu saya habis untuk sebuah kelas ternyata kelas-kelas tersebut mengalihkan perhatian saya dari media sosial”.*
3. *“Bagi saya, umpan balik dari apa yang sudah saya selesaikan adalah hal penting. Fasilitator Guru Binar selalu memberikan respon yang terbaik dan memberikan*

*umpan balik terhadap tugas yang sudah saya selesaikan. Kadang, saya tidak sabar menantikan umpan balik dari para fasilitator berdasarkan standar yang sudah saya capai dalam tugas-tugas saya. Saya menyadari bahwa saya menghadiri sebuah kelas daring yang sangat bermanfaat di Guru Binar. Uniknya, pretes dan postes disajikan melalui permainan. Permainan ini yang memotivasi saya dalam belajar swa-pacu ini”.*

From the first respondent, it can be considered that his motivation in attending online classes if the class provides prompt period of. This can be related to the motivation in learning process where motivation in learning process is increasing due to extrinsic and intrinsic factors (Yusri, R, & Jufri, 2018). In this case, an extrinsic factor such as the brief time successfully increased the interest of the teacher. While the second respondent focused on the course structure which attracted her. This finding is compatible to online class is appropriate when it has flipped-mini lectures (Lieser, Taff, & Murphy-Hagan, 2018) to avoid boredom. In addition, the online class provided by Guru Binar has less lectures and it involves students-active participation. This finding conforma study stated that students must be the subject of a learning process and lecturing or writing notes only make them passive (Harza, Rauf, & Suardy, 2015).

The third respondent concerned the games and feedback by. She felt that every work should be given a feedback as soon as possible. The feedback from Guru Binar facilitator is the positive one. It does not judge one’s work with true or false. rather, the feedback is conveyed through positive motivaton in order to increase the capacity of the user. In other words, the feedback is relaxing the user and this is finding is consistent with a research stating a relaxing feedback is required to achieve expected outcome (Zhou, et al., 2018). Besides, the tests in Guru Binar online classes are presented in innovative way through games. This is relevant to the studies finding that educational games are effective learning tool (Freitas, 2018), and games intervention could increase the second score (Sheridan, Goff, P.E., Marojevic, & Polys, 2017). In short, the online classes in Guru Binar managed to lower the teachers’ learning loss through interactive course structure and feedback.

## **CONCLUSION**

Learning loss experienced by the teachers during Covid-19 pandemic was successfully diminished by Guru Binar MOOC through talkshow program, webinars, and online classes. In the talkshow, the users satisfied with the topic discussed in the talkshow, the keynote speakers’ qualification. From the webinars, this MOOC managed to reduce the learning loss through providing various interesting topics and content of the updated issues related to education in Indonesia. The online classes help teachers spend their time properly through the challenging class structure, the practice of games in the tests. As a suggestion, Guru Binar should include class of parenting or parents’ inspiration class. As the MOOC, a platform like Guru Binar pans out diminishing learning loss and it is recommended for the in-service teachers and prospective teachers to use this platform for continuous professional development.

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