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Transition to Online Learning: Implementing the TPACK Framework by English Teachers due to the COVID-19 Pandemic

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ABSTRAK: Ada beberapa kajian dalam penerapan TPACK sebagai teori untuk mengajar, namun masih kurang pembahasan mengenai tantangan yang dihadapi guru bahasa Inggris selama menerapkannya, khususnya dalam pembelajaran online akibat pandemi COVID-19. Tujuan dari penelitian ini adalah untuk mengeksplorasi bagaimana guru bahasa Inggris menerapkan TPACK dalam konteks pembelajaran online dan untuk mengetahui tantangan yang dihadapi oleh guru bahasa Inggris ketika mereka menerapkan TPACK dalam konteks pembelajaran online. Penelitian ini menggunakan desain deskriptif dengan pendekatan kualitatif, yang dianalisis secara deskriptif dengan mereduksi data yang tidak sesuai, menampilkan dan menyimpulkan data. Hasil data mengungkapkan bahwa guru bahasa Inggris SMP Islam Bunga Bangsa Samarinda telah menerapkan TPACK dalam konteks pembelajaran online dengan menggunakan Whatsapp, Zoom dan Google Classroom sebagai platform atau teknologi yang digunakan untuk mengajar, melakukan metode demonstrasi dan resitasi sebagai pedagogi untuk mengajarkan tentang “object pronoun” dan “will and going to” sebagai konten. Ada beberapa tantangan yang dihadapi guru bahasa Inggris ketika menerapkan TPACK dalam konteks pembelajaran online seperti kuota yang terbatas, sinyal internet yang buruk, perilaku siswa dan platform yang digunakan.

Katakunci: kerangka tpack, pandemic covid-19, pembelajaran online

ABSTRACT: There were several studies in the implementation of TPACK as a theory for teaching, but still less on the discussion about the challenges that the English teachers faced while implementing it, particularly in the online learning due to the COVID-19 pandemic. The objectives of this research is to explore how the English teachers implement TPACK in online learning context and to know the challenges faced by the English teachers when they implement the TPACK in the online learning context. This study employed a descriptive design with a qualitative approach, which were analyzed descriptively through reducing inappropriate data, displaying and concluding data. The results of the data revealed that the English teachers of Bunga Bangsa Islamic Junior High School Samarinda had implemented TPACK in online learning context by using Whatsapp, Zoom and Google Classroom as the platforms or technology used to teaching, conducting demonstration and recitation method as the pedagogy to teach about “object pronoun” and “will and going to” as the content. There are some challenges faced by the English teachers when they implemented the TPACK in the online learning context such as limited quota, bad signal of internet, students' behavior and the platforms used.

Keywords: online learning, pandemic of covid-19, tpack framework

INTRODUCTION

The worldwide COVID-19 pandemic has altered many facets of society, including the educational system (Bhagat & Kim, 2020). Due to this, traditional face-to-face learning must now abruptly transition to online or virtual learning, often known as e-learning or remote learning. (Lapitan et al., 2021; Tavitiyaman et al., 2021). The government implemented a scheme that involved temporary school closures and the use of an online system to replace the traditional methods of teaching and learning. Regarding the implementation of educational policy during the COVID-19 emergency period, Mr. Nadiem Anwar Makarim, Minister of Education, released a Ministerial Circular Letter. In order to offer innovative and worthwhile learning opportunities for educators, students, and parents, the letter defines the learning process done online or remotely. As a result, the teaching and learning processes in Indonesia have been transformed to online learning.

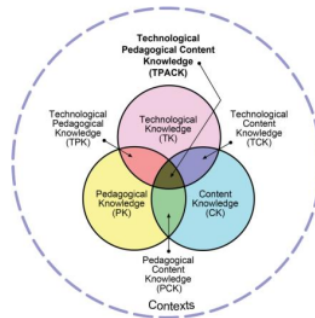
With the advancement of science and technology, online learning has become a reality that must be accepted. The variety of available online learning tools has altered educational regulations in recent years. Online learning is a method of instruction that uses a platform to facilitate teaching and learning even when it takes place over a vast distance rather than face-to-face. The goal of online learning is to offer high-quality educational services through a network that is extensive and accessible to a wider range of study space enthusiasts. (Sofyana & Abdul, 2019). In short, all learning forms are carried out virtually.

This was a sudden change in how learning was being delivered. Many teachers lacked or had little expertise with online education. Even for teachers who had previously taught online, the transition to totally online instruction has been difficult. (Sykes, 2020). The teachers have to know what kinds of materials are available, how to use them, why they should be used, when they should be used, and how to integrate them into the learning-teaching process in online education. The difficulties that teachers frequently confront include lack of access and affordability, the cost of internet connectivity, a lack of technological know-how, difficulties with pedagogy and materials, and worries about assessment. (Bashir et al., 2021).

Teachers had to adapt to teaching online, which required them to employ a variety of digital tools and resources to solve issues and apply new teaching and learning strategies. (Eickelmann & Gerick 2020). In order for learning to continue even when it is done online with all of the limitations that entails, it is necessary for educational institutions to develop breakthroughs in learning methods and models that must be embraced. Instead of educating students face-to-face, teachers at all grade levels are starting to create virtual learning environments. The rapid transition to virtual learning presented challenges for teachers in terms of digital communication, integrating technology tools, designing online education, and evaluating students' levels of knowledge.

In the contemporary pandemic, when every teacher must be proficient in technology, there are many qualities that instructors must possess. Technology tools should be accessible, and teachers should be knowledgeable on how to

conduct online learning, in accordance with the new policy on home learning. Technological knowledge will help teachers to conduct teaching and learning with technology effectively. In line with Voithofer & Nelson (2021) agreed that the way teachers put their technological skills into practice will determine how much technology can increase students' learning. A theory that related to the technological knowledge is TPACK (Technological Pedagogical Content Knowledge). The studies by Mishra and Koehler (2006) regarding the essential elements of teacher knowledge for effective teaching, namely knowledge of content, pedagogy, and technology, serve as the foundation for the basic conceptual framework for TPACK in the field of education. The problem needs to be handled because education technology development is accelerating with the passage of time and cannot be stopped. In 2006, Mishra and Koehler added 'technology' as the new major knowledge in PCK. Therefore, Technological Pedagogical Content Knowledge (TPACK) becomes the expanded framework of Shulman (1986) (J. Koehler, Mishra, Kereluik, Shin, & Grahama, 2014). This framework is one of the solutions to the issue of classroom technology integration.



Picture 1. TPACK Framework (Kohler & Mishra, 2009)

In the Indonesian context, several studies were found based on general issues, such as a study of Drajadi et al. (2021) they found that The integration of the TPACK-21CL framework into lesson plans had a favorable influence on English pre-service teachers in terms of problem-solving and learning values. Pre-service teachers displayed various degrees of knowledge and practice in constructing lesson plans with the framework. A study from Makawati et al. (2021) they found that during the COVID-19 pandemic, the majority of primary school teachers in North Sulawesi, Indonesia, already possessed TPACK competencies in online education. However, the TK and PK's abilities still need to be strengthened in terms of TPACK competences. The correlation analysis of the TPACK constructs also revealed a substantial impact of the PK and TPK components on the perception of online learning among TPACK primary school instructors. Additionally, it was discovered that elementary school teachers' TPACK competency was unaffected by their gender.

There have been several studies in the implementation of TPACK as a theory for teaching, but still less on the discussion about the challenges that the English teachers faced while implementing it, particularly in the online learning due to the COVID-19 pandemic so that educators can use this literature to prepare for future online learning. Therefore, the objectives of this research are (1) to explore how the English teachers implement TPACK in online learning context. (2) To know the challenges faced by the English teachers when they implement the TPACK in the online learning context.

METHODS

The type of research conducted by the researcher is case studies research with a qualitative descriptive approach where the researcher does not give treatment to the object of research. Case studies are studies that focus on deeper data collection through the object under study and to answer problems that are occurring. The researcher only takes the data without changes. There are 24 teachers of Bunga Bangsa Islamic Junior High School Samarinda including four English teachers as the population. The sample subjects of this study are two English teachers of Bunga Bangsa Islamic Junior High School Samarinda with coding system (ATW) for the first participant and (NA) for the second participant. The considerations that make the subjects chosen are (1) They understand the concept of TPACK framework and they are able to implement it in the classroom while teaching, (2) All teachers of Bunga Bangsa Islamic Junior High School Samarinda felt the transition from offline learning to online learning, so the researcher wants to explore the information from the transition experiences by the sample subjects.

In order to attain the data, the researcher conducts interview. The researcher conducts structured interview twice for two English teachers, once for the first participant and once for the second participant in order to obtain the information relating how do the English teachers implement TPACK in online learning context and what are the challenges faced by the English teachers when they implement the TPACK in the online learning context. The results recorded through the researcher's audio-visual recording devices. To analyze the data, the researcher uses Miles, Huberman and Saldana (2014) theory. They suggested that data analysis techniques can be obtained with following concurrent activities: removing unnecessary data, displaying the data, and make a conclusion.

RESULT AND DISCUSSION

English teachers implement TPACK in online learning context

The findings of the study were written to know the experiences of English teachers in implemented TPACK in online learning context. The results of interview are intended to describe the explanation from the participants. The researcher analyzed the results of interview by simplified and reduced the unnecessary data and displayed the data below. Both participants of the study

have answered the interview questions conducted by the researcher, the first participant has answered the question related to how do the English teachers implement TPACK in an online learning context.

"To apply TPACK during this pandemic, at first I think it would be better if I only use the closest applications such as WhatsApp and Zoom. Using Whatsapp is already a daily routine when I need to explain the material and giving the students some assignments and remind them about some homework to do, when using Zoom, I usually conduct a demonstration so the students can pay attention to me to do an activity for example a material with "object pronoun" content. I assumed the students are understood about to use the applications." (ATW)

The second participant also has answered the question related to how the English teachers implement TPACK in an online learning context.

"Sometimes the best that I can do to implement TPACK during this online learning context maybe last week I use Google Classroom to facilitate my students when they need some materials, then when we do activity, I only conducted recitation method to ask them to do activity like answering several questions related to "will and going to" topic. And after they have done the assignment and collected it in the Google Classroom, I assume that they quite understand and only several students have some questions. I really hope that they can do self-understanding in learning the material." (NA)

The participants used different applications, learning models, subject matter and implementation. Based on the interviews made by the researcher, both participants have answered how they implement TPACK in an online learning context in the classroom. The first participant used technologies through a platform such as *Whatsapp* and *Zoom*, conducting a demonstration method to teach about *object pronoun*. He has integrated the TPACK in online learning context to make the students can be active in the classroom, feel boosted, motivated and certainly can understand what the first participant has taught so it can be applied in their real life. The second participant used technologies through a platform such as *Google Classroom* to support the recitation method to teach about *will and going to*. She has integrated the TPACK in online learning context to make the students can achieve their self-understanding about the material.

Based on the analysis of the present study about TPACK implemented by English teachers as the first and the second participants, it demonstrated that they had covered the TPACK and implemented them practically. This finding similar with Putri (2019) her findings indicated that the teacher asked to the students to do the exercise in their own book as the pedagogical knowledge (PK), the exercise was a story which tell about The Battle of Surabaya as the content knowledge (CK), the students must scan the QR code in their book by using Line application as the technological knowledge (TK).

The challenges faced by the English teachers when they implement the TPACK in the online learning context

There are several challenges faced by English teachers when they implemented the TPACK in the online learning context, both participants have mentioned the challenges based on the experiences that they have been through. The first participant shared his opinion.

"I strive to keep my students from being exhausted by using online learning since I noticed that after 1-2 months, they became tired, and some students stated that they preferred to study in class. Apart from videos... I find it really hard to use other educational material because the pandemic condition discourages me from being more innovative in creating other media even though I really want to teach outside the classroom by using authentic materials so students don't feel bored. To help students grasp the subject matter better, So I decided to constantly use the same videos that I have got from YouTube that I had before COVID-19." (ATW)

The second participant also shared her opinion.

"Because the conditions are not supportive, I find myself struggling to use more engaging recitation methods. The challenges I faced don't seem to be just a few and maybe other teachers feel it too, limited quota that makes the students sometimes find it difficult to entering the Zoom, sometimes due to unfavorable weather causing bad signals, and the students always come late that makes me has to re-explain the material that I have conveyed. About the online platforms, it's really confusing when I use online platforms at the first time.... because I never taught online before pandemic." (NA)

Both participants have different perspectives about the challenges faced when they implemented TPACK in the online learning context such as limited quota, bad signal of internet, students' behavior and the platforms used. Similar with a study from Windiarti et al., (2019) revealed that the implementation of e-learning was fraught with difficulties for the teachers. The learning equipment, the quality of the internet connection, and the lack of software that is required to support the learning process are the hurdles. If the device is of high quality, students will have an easier time using it. The knowledge of teachers and time management are the other challenges.

CONCLUSION

These conclusions based on the data from interview conducted by the researcher in order to explore how the English teachers implement TPACK in online learning context and to know the challenges faced by the English teachers when they implement the TPACK in the online learning context. Based on the

findings and the purposed of the study, the researcher could draw the conclusions as the follow:

- 15 The findings of the study reported that the English teachers of Bunga Bangsa Islamic Junior High School Samarinda had implemented TPACK in online learning context by using *Whatsapp*, *Zoom* and *Google Classroom* as the platforms or technology used to teaching, conducting demonstration and recitation method as the pedagogy to teach about *object pronoun* and *will and going to* as the content.
2. There are some challenges faced by the English teachers when they implemented the TPACK in the online learning context such as limited quota, bad signal of internet, students' behavior and the platforms used.

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