

## **A comprehensive teacher strategy for successful online learning process**

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### **Abstract**

Online learning is one of education methods that uses internet access and technological devices as a medium of communication between teachers and students. The teacher can use online learning during a pandemic that requires students and teachers to do physical distancing or during the industrial revolution 4.0 that implements technology in various fields of life. Online learning has several advantages and disadvantages, especially concerning the student conditions and learning effectiveness. This research was a literature review of the teacher's strategy to achieve successful online learning. Teachers need to develop strategies for successful online learning. Teachers can use audio-visual show to attract students' interests, not give too many assignments, and provide contextual tasks that are relevant to students' daily life. Guidance and counseling teachers can carry out preventive services in collaboration with school principals and teachers to collect data of students who do not have access to technology devices. The teacher also could conduct online group discussions to increase students' interaction and reduce boredom learning. Furthermore, the teacher could implement curative services through online counseling services to overcome problems in online learning.

**Keywords:** guidance and counseling, online learning, strategy, teacher

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### **INTRODUCTION**

The development of learning models has discussed in many research on the education field. Various models have been developed and tested in classrooms. Starting from changing the learning center from teacher to student as a center of activity, active learning, learning groups to the development of various interactive learning media as a tool for teachers to introduce the subject matter (Leung & McGrath, 2010; Frolova *et al.*, 2018; Saputri *et al.*, 2018). Online-based learning is already widely applied in universities, for example, through e-learning and online lectures. Universities also provide online undergraduate thesis guidance, online registration, and various other online systems that can be used by students to do multiple activities on campus (Love & Fry, 2006).

However, online learning has not adapted to the environment of primary and secondary education in Indonesia. Implementation of learning in the setting of primary education, secondary education, in general, is held face to face. Students and teachers must attend school for five days a week and carry out face-to-face learning in class for 8 hours per day. Various learning activities ranging from delivering material, giving assignments, to evaluating student learning outcomes are carried out face-to-face at school (MOEC, 2017).

In Indonesia, teachers are accustomed to going to school every day. Students have also become accustomed to studying at school every day. Parents have become accustomed to entrusting their children's education to teachers at school while they work and do household chores. Parents are rarely involved in children's education; they just communicate with the teacher when taking their children's report examination or discussing issues related to children's problems that make parents invited to the school. If there is homework, parents call tutors to teach their children privately at home or send children to tutoring institutions. This learning pattern has become an entrenched system in society. A model is common in standard situations. Then, what if suddenly things happen outside the usual condition? What if the school has closed and the student must learn at home? Are teachers, students, and parents ready to face it?

The COVID-19 is a respiratory illness caused by a coronavirus and now become significant challenges in public health (Meng *et al.*, 2020). First observed in Wuhan, China, in 2019, now the COVID-19 continues spreads around the world as quickly (Nadeem, 2020). The pandemic which occurred in Indonesia in March 2020 and is predicted to last until May 2020, has disturbed various aspects of governance. Not only the health aspect that experienced significant turmoil, but also on the social, economic, and even educational elements (Evans, 2020). The spread of the coronavirus, which can occur very quickly and can transmit through interactions with people who have infected, has made various changes in Indonesia in a swift time as well. The government thinks that Schools and colleges are places that have the potential to be a place for coronavirus transmission due to the many social interactions in it. Based on the regulation of the Minister of Education and Culture of the Republic of Indonesia, the policy to close schools and impose school from home (SFH) and work from home (WFH) was put in place for 14 days to curb the spread of the COVID-19 virus in the community (MOEC, 2020).

This change in the learning system naturally raises new obstacles and problems in the world of education. This condition is consistent with Shen (2008) opinion that educational institutions will experience barriers and are not easy to implement the changes or innovations. Students can experience technical difficulties in using various technologies in online learning models that cause frustration (Ghavifekr & Rosdy, 2015). Parents also need to accompany children so they can learn optimally even without teacher supervision. And more importantly, teachers need to think of active learning strategies for students and must familiarize themselves with the SFH system that does not have special working hours as during regular learning. This online learning strategy needs to think carefully by the teacher and other educational elements; it is not only necessary when dealing with a pandemic situation, but is also required to prepare for the industrial revolution 4.0.

The industrial revolution is a change in various fields of human life caused by technological developments and usage of the internet in multiple devices and machines that can place human to work collaboratively with tools and industrial automation (Rajko, 2015). Nagy *et al.* (2018) stated that industrial revolution 4.0 is systematical changes based on data usage; systems will analyze and processed data so that the production process will run more effectively. In the industrial revolution, the world of education will also be affected by technological change. This condition is following by the opinion of Xu *et al.* (2015) that the 4.0 industrial revolution can affect various vital sectors such as education, economy, and health. Social and cultural changes, especially

changes in technology, will affect the way teachers teach the material (Bespalova & Kuznetzova, 2018). Teachers need to adjust to the use of technology to support the development of cognitive processes and increase productivity (Aleksandrov & Levitskaya, 2018). Therefore, teachers need to develop online learning strategies so that learning can be done effectively from each student's home.

## RESEARCH METHOD

This is a literature review which involved at about 40 papers and books published in 2002 to 2020. The inclusion of the paper was based on the relevancy with the topic discussed – the online learning during the Covid-19 pandemic. We conducted an extensive reading to the literature and generated the relevant content to be brought and presented in a comprehensive and coherent understanding.

## RESULTS AND DISCUSSION

### Online Learning Process

Distance learning was first developed in the United States of America (USA) in 1800 at the University of Chicago through correspondence. Other countries adopt this distance learning method in a variety of ways; one of the methods is online learning (Sun & Chen, 2016). Online learning has not applied to Indonesian schools. Online learning process or also known as electronic learning (e-learning) is a learning method that uses information and communication technology to be able to participate in education that is carried out online (Arkorful & Abaidoo, 2014).

Meanwhile, according to Bakia *et al.* (2012), online learning is a learning process that is supported by the use of the internet. Online learning provides various programs that use the internet to facilitate interaction and the process of delivering material by teachers to students. Online learning can be implemented in full online or combined with face to face learning (blended learning). Blended learning is a combination of several different methods to produce new techniques that are effective in the learning process (Bhakti & Ghifari, 2018). Teachers can do blended learning by combining face-to-face learning methods in the classroom with the use of technology in education. The combination of technology and human in education is an innovation in the industrial revolution (Astuti *et al.*, 2019).

The use of e-learning in the COVID-19 pandemic outbreak carried out in the form of fully online learning, namely through the use of social media (Whatsapp), Zoom, Google Hangout, Google Meet, Google Classroom, and various other platforms without face to face in class. To be able to access this platform, students must have an electronic device in the form of a cellphone or laptop. The condition is consistent with the opinion of Gunasekaran *et al.* (2002) that electronic devices and adequate website access are needed to implement e-learning. The material delivering on e-learning can be done through video, where the teacher will make a video that contains a presentation of the subject matter. This video is then uploaded to the class WhatsApp group to be watched and understood by students. Students must try to understand independently and must be satisfied learning only with the material delivered by the teacher on the video.

Furthermore, the teacher can give assignments to students based on the material learned in the video. This type of learning is one-way learning, where

the teacher submits the material then records it in the form of video, and students learn independently by watching the video in their respective homes. However, it is an example of a one-way learning method, and the teacher can create some innovation to implement a one-way learning method creatively. In addition to the one-way learning method, teachers can also conduct interactive online learning through the zoom and google meet applications. This method allows many students to join online classes that are managed by the teacher using a username and password. In this online class, the teacher can deliver the material in real time to all students who are members of the course. Students can also ask questions and respond to the teacher's explanation in the application. This online learning does have advantages for students and teachers, including teachers and students, who do not need to meet face to face to carry out the learning process. Teachers and students do not need to leave their homes so that the physical distancing process to prevent COVID-19 transmission and transmission can be carried out optimally. The situation is consistent with the opinion of Craig *et al.* (2012) that e-learning can be held separately (distance) through various platforms.

Besides, the use of e-learning or online learning also has advantages that e-learning allows the learning process anywhere and anytime, not limited to the specific subject matter, and can learn various things from all corners of the world through the use of the internet. E-learning can also help students improve student skills regarding the use of technology as one of the skills that need to be possessed today (Aboderin, 2015). However, online learning is not always positive for students and teachers. Online learning still has shortcomings, including the initial cost that is not cheap to facilitate teachers and students with technological devices because not all students already have a gadget such as a smartphone, laptop, personal computer, and internet access. Online learning will not successfully be done when students and teachers are not ready with those electronic tools. Online learning also requires a lot of time to give instructions and directions to students about how to use learning devices. Students may have difficulties to operate the devices because they never do it before. The teacher may also feel difficult to give feedback to students; giving feedback are not as effective as face to face learning method. Besides, students and teachers will face the complexity of the assessment system, including examination, discussion, practical activities, and various other problems caused by students and teachers not yet familiar with the implementation of online learning (Appana, 2008). All of the school elements include school management, teacher, and students may have difficulties to implement online learning successfully if they do not ready to use technology as a crucial part of the online learning process.

### **Student Characteristic of Online Learning Process**

The application of online learning does not always run smoothly. Students can experience various obstacles in participating in online education required by the school. In Indonesia, the socioeconomic level of the community can be one of the factors that influence the success of online learning. Students who come from families with low economic conditions may experience difficulties in participating in the learning process because they do not have electronic devices such as laptops and cellphones. Students can only access learning if some fathers or mothers have smartphones at home. The parents must work a long day, while the course takes place during working hours. This condition can hamper the implementation of online learning because electronic devices are a

means for students to participate in education, while they do not have electronic devices. This situation is related to the opinion of Basak *et al.* (2018) that electronic devices have an essential role for students and teachers in online learning.

If students already have electronic devices, students can experience another obstacle, which is confusion in using technology in online learning. Students are not yet familiar with various applications such as zoom, google hangout, google classroom, and other platforms. The condition can hamper the learning process because students cannot follow learning to the maximum as a result of the limited understanding of technology. Besides, even slow internet access can make students unable to participate in the learning process. Various technical problems related to these facilities and infrastructure can hamper online learning for students. The condition is consistent with the results of research by Jibrin *et al.* (2017) that as many as 21% of students' experience slow internet access, thus hampering the online learning process.

In addition to technical factors, students can also experience difficulties in understanding material and doing assignments in online learning. Kebritchi *et al.* (2016) stated that not all students could participate successfully in online learning because students feel they are not ready to study online. Students must be able to motivate themselves and learn independently because the success of online learning depends on the readiness and ability of students to learn the material alone.

The online learning methods that provide many assignments for students can also make students feel stressed. Songsirisak & Jitpranee (2019) argue that too much homework can make students feel stressed and lose motivation to learn. Besides, the intensity of the use of excessive technology can also cause health problems such as aches, headaches, and fatigue. Students can experience health problems such as insomnia, fatigue, and decreased physical performance if they use the gadget too long (Kumar & Sherkhane, 2018). Students have more tasks on the online learning process rather than when students are attending school conventionally.

Another condition that also needs attention is the involvement of parents. In online learning, parental guidance during the learning process is essential, especially for students who are in primary education. Children aged 6-12 years still need advice in both the use of technology and in understanding material. Parents become involved in learning in school subject matter to be able to guide their children in working on assignments. The condition is different from the situation when learning is held face-to-face in school. Parents' role is increasing in online courses because they must teach their children at home, in addition to having to work as usual.

This condition can cause stress for parents who are not accustomed to accompany children to learn at home. Menheere & Hooge (2010) stated that parents who have a lack of knowledge could experience various difficulties when attending children's learning at home. The condition is due to the lack of language skills possessed by parents, the lack of interaction between children and parents, and the lack of quality learning resources to be understood together by parents and children. When the teacher cannot guide directly, and parents are asked to accompany children in learning, parents can experience confusion because they do not have the pedagogical ability to explain the material to children.

### **Teacher Strategy on Online Learning Process**

Online learning is indeed not used to be done in Indonesia, causing various obstacles and challenges. Teachers in schools, both subject teachers and guidance and counseling teachers, can develop strategies so that online learning can run optimally.

#### *Subject teachers*

At the level of primary education, subject teachers also often double as homeroom teachers who are responsible for the condition of students in the class. Subject teachers or homeroom teachers need to do data collection for students who do not have electronic devices for online learning, then apply a different approach for these students. For example, the teacher can do a home visit to communicate with parents regarding the learning process from home and make specific assignments for the student. The strategy can be done so the students who have limited access to electronic devices can still learn from home following their respective abilities.

Subject teachers can also be creative by making videos that are easy to understand, but not through oral delivery. Teachers can use video-making applications such as video motion graphics or other videos, so students get material in the form of attractive audio-visual. Shabiralyani *et al.* (2015) argue that content delivery through entertaining visual shows can make students more interested in following the lessons and able to understand the material well.

If the teacher has to give assignments as a form of evaluation and assessment of learning outcomes, the teacher can provide light but meaningful tasks to the student. For example, the teacher can ask students to make a summary of the news about the COVID-19 virus that is broadcast on television or ask students to identify the symptoms of COVID-19 disease and the precautions that must be taken. Giving this kind of task can train students to think critically and have the sensitivity to environmental conditions. This learning is also included in the type of contextual education. Contextual education is a learning model that uses a variety of techniques to help students understand the material by connecting what they already know in daily life with science material (Hudson & Whisler, 2007). Teachers can provide varied tasks related to things that happen in everyday life and connect them to science. It aims to reduce stress on students and make science something meaningful for students.

#### *Guidance and counseling teacher*

As one of the components in the world of education that plays a role in facilitating student development, the Guidance and Counseling teacher plays an essential role in student development during online learning. Guidance and Counseling teachers have a preventive function, the services provided to students to prevent students from experiencing problems or engaging in deviant behavior (Nurhasanah & Nida, 2015). Guidance and Counseling teachers can avoid learning problems by coordinating with school principals and school IT staff to disseminate the use of technology in online learning.

It is also included in the system support service, which is the collaboration between the guidance and counseling teacher with other educational components. Guidance and counseling teachers can request data from homeroom teachers related to students who do not have access to technology devices, then submit to the school to provide technology equipment. Electronic devices such as mobile phones and laptops can be lent to students who need to

be able to take part in online learning properly. If procurement is not possible, Guidance and Counseling teachers can discuss with homeroom teachers and subject teachers to provide specific learning methods for students who cannot access online learning.

System support can also be done by the guidance and counseling teacher by communicating with parents regarding student learning development. Teachers can ask the child's learning progress and what obstacles are owned by children during the online learning process. The strategy is critical to do because parents may have difficulty guiding their children. The role of the guidance and counseling teacher is very crucial to create good synergy between parents and the school so that learning can run smoothly. The strategy is consistent with the research by Amat (2019) that effective collaboration and communication between parents and teachers is needed. Parents can consult with the guidance and counseling teacher to deal with diverse children's behavior and development.

If the guidance and counseling teacher has a schedule for conducting guidance in a class, the teacher can fill these hours by giving assignments that are fun for students. For days, students must have been given many tasks by subject teachers who are sometimes twice as much as school learning. Guidance and counseling teachers must be present as a breath of fresh air for students by not assigning burdensome assignments, but by packaging the tasks into something that is fun and awaited by students. For example, the teacher can ask students to do their preferred hobbies during the BK lesson, which can be cooking, drawing, playing music, singing, and so on. Next, students are asked to make a video or resume about the activity as proof that students have done the assignment. The video can make students refresh and can take a break from fatigue during the online learning process. If students feel tired and bored with the lesson, the learning outcomes will not be optimally achieved (Chahid *et al.*, 2018).

Students have interaction with friends when studying in school through activities such as playing, eating together, or studying together. The implementation of an online learning system at home causes students to have to study and do assignments independently. This change in conditions can make it difficult for students to adapt and may experience loneliness or miss their peers at school. Guidance and counseling teachers must be present to help students solve problems in this social field. Teachers can conduct online group tutoring via the zoom platform or other applications so that children can face to face and interact with their friends even though only through the gadget screen. The teacher can discuss a topic that is relevant to the student's situation, for example, how to overcome boredom at home or ask students to explain how to respond positively to patients affected by COVID-19 properly according to human values. Learning objectives can be achieved if there is an interaction between students (Newman *et al.*, 2011). Group discussions can make students feel social interaction with their friends even though only through online media so students can achieve optimal results. Teacher guidance and direction are needed so that interaction between students can be directed and not come out of the topic being discussed (Song & McNary, 2011).

Another service that can be done by the Guidance and Counseling teacher is a curative service that aims to help solve student problems. Guidance and Counseling teachers can provide online counseling services (e-counseling) to students who need help. E-counseling is an innovation in assisting by a

professional counselor by communicating through the web and the internet using specific technological devices (Lau *et al.*, 2013).

Online learning is a new learning method for students, so students may have difficulty adjusting to new ways of learning. Guidance and Counseling teachers can help students who have problems in personal, social, learning, and career fields through online counseling services on WhatsApp social media, school websites, or other social media. As the results of research stated by Prasetya *et al.* (2020), that web-based cyber counseling effectively increases student counseling interest. A similar study is explained by Richards (2009), which states that online counseling is an appropriate intervention in responding to students' mental health needs. This result confirms that online counseling has implications for optimizing the role of guidance and counseling teachers in the use of technology and information.

## CONCLUSION

Online learning strategies need to be prepared by the teacher so that learning objectives can be achieved. The approach is not only applied to the learning process during the COVID-19 pandemic but also to prepare for facing the industrial revolution. Online learning is a new learning method used in schools, so students and teachers may experience difficulties in implementing learning. Subject teachers can collect data for students who do not have electronic devices for online learning, then apply a different approach to these students. Subject teachers can also be creative by making videos that are easy to understand but not through oral delivery, and provide light but meaningful contextual assignments so as not to burden students.

Guidance and Counseling teachers can provide online classical tutoring services by not assigning burdensome tasks, but by packaging the assignments into something that is fun and awaited by students. Group tutoring services can be done by holding online discussions so students can still interact socially with their friends. Besides, online counseling services are essential services to help solve student problems. System support from parents, principals, and other education personnel in schools is needed in collaborative, communication, and coordination efforts to achieve successful online learning. If the overall strategy has been carried out, then online learning can be implemented well, maybe even better than face-to-face learning at school.

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