

# Teachers' readiness on online learning practice in North Jakarta Junior High School during the Covid 19 outbreak

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## ABSTRACT

Covid 19 outbreak forces teaching activities to change drastically, and teachers are demanded to be ready to face the changes almost instantly including leaving some of them unprepared to engage in online classes. This study aims to investigate teachers' readiness for online teaching during covid 19. Respondents in this study were teachers from various junior high schools in North Jakarta. Furthermore, it also seeks the gender factor of teachers in any significant differences in readiness. Respondents of this study were 52 male teachers and 92 female teachers total of 144 teachers from various junior high schools in North Jakarta. The survey method is deemed suitable for this research and teachers' readiness was measured by using the Teachers Readiness for Online Learning Measurement (TROLM) proposed by Hung, M. L. The results of this study it was proven that teachers were ready because they had a high score in all of the four factors of the measurement which are communication self-efficacy, institutional support, self-directed learning, and learning-transfer self-efficacy, also no significant result in both gender in online teaching readiness.

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## 1. Introduction

The confirmation of Indonesia's first Covid-19 case was announced directly by Indonesian President Joko Widodo, accompanied by Health Minister Terawan Agus Putranto. The announcement was made at the Presidential Palace in Jakarta on March 2, 2020 (Akbar, 2020). With the outbreak of the epidemic, the Government of the Republic of Indonesia issued Government Regulation No. 2 (PP) of 2020 on the implementation of large-scale social restrictions in the context of accelerated treatment of the coronavirus disease 2019 (Covid-19) and the Republic of Indonesia on the determination of the coronavirus Presidential Decree No. 11 of 2020 on Public Health Emergencies (Keppres, 2019).

The government decided to shut down any kind of face-to-face education activities for a few weeks. To prevent the virus from spreading to more people, especially children. This creates chaos and a vacuum without visible planning for the next learning activities, it's impossible and such immense loss if children didn't receive education for so long and the result could be a catastrophe. In this case, the government need to sort the for and foremost important which is education.

The Ministry of Education and Culture ([Kemdikbud, 2020](#)) Issue No. 15 of 2020 "Guiding Opinions on Home Learning Organizations in Emergencies" Period for the Spread of Covid-19. Expert Staff of the Minister of Education and Culture in the Regulatory Sector, Chatarina Muliana Girsang conveyed this Circular Number 15 to strengthen the Circular Letter of the Minister of Education and Culture Number 4 of 2020 concerning the Implementation of Education in the Coronavirus Disease (Covid-19) Emergency Period.

The notice states that Home Learning (BDR) is implemented to ensure the realization of students' rights to education services during the Covid-19 emergency and to protect residents of educational units from the adverse effects of Covid-19 in Indonesia. education unit and ensure the fulfillment of psychosocial support for educators, students, and parents. ([Kemdikbud, 2020](#)).

Distance Learning, hereinafter referred to as PJJ, is education in which students are separated from educators and their learning uses various learning resources through information and communication technology, and other media. ([Peraturan.bpk.go.id, 2003](#)) Distance Learning (PJJ) is an alternative that is used during the COVID-19 pandemic by all schools to carry out the teaching and learning process even though not face-to-face. Changing the learning process from face to face to PJJ is a mandatory decision tried by schools so that learning objectives can be carried out efficiently and effectively. The school is a modern organization that must adapt to area change. Schools amid the COVID-19 pandemic must always carry out the teaching and learning process. by turning it into PJJ. PJJ is a challenge for every school to always carry out learning objectives.

It is important for teachers to be ready ([Nur Afidah, 2021](#)) said in Jawa pos radarsemarang.id, because teachers are the ones who influence the success of children's learning. In addition, the teacher's level of preparation for online learning also determines the success or failure of children's learning. This preparation includes lesson plans, learning materials to be provided, learning media, and online learning schedules. In the case of studying and working at home due to the Covid-19 pandemic, teachers must truly be able to use technology or what we call e-learning to demonstrate learning. In ([Michael, 2021](#)) Surprisingly, only 43% of respondents use the Learning Management System (LMS) Addition provided by the school. Nearly 85% say they use consumer chat apps like Messenger, Line or WhatsApp to connect with students and ease their concerns. This is also mentioned in kabarnas.com by Martua Reynhat Sitanggang Gusar, S.Pd. M.Pd. Teachers were demanded to be tech-savvy while using technology. But the fact is that not all teachers can use technology, especially older teachers. But whether you like it or not, you must learn to use technology ([Manurung, 2020](#)).

The previous research about technology usage in 2017 before the covid-19 outbreak among the 2.7 teachers in Indonesia, only 10% to 15% used technology in classroom learning. ([Fadli et al., 2017](#)). And during covid-19 outbreak shows in the result of teachers are considered to be still not ready to carry out online learning, especially in terms of the level of competence in course design, communication competence, time management competence, teaching ability, time, internet connection, and the difficulty of teachers providing learning and assessments that can cover all aspects. ([Rima & Rodriguez, 2021](#)); [Manisha et al., 2021](#); [Jalal, 2020](#))

Based on the background of the problems described above, it is important to research whether the teacher is ready to run online learning. Based on this thought, The author then stated that the purpose of this study was to determine the readiness of junior high school teachers in online learning during the COVID-19 pandemic. Next, this research was conducted to find out whether there are differences in readiness based on each gender.

Teachers' online learning readiness is a set of questions developed by ([Hung, 2016](#)). In this study, they examined the concepts and dimensions of teachers' online learning readiness and constructed and verified the teacher readiness online learning readiness measure (TROLM). they constructed more dimensions that may involve online preparation concepts, including technical computer skills, Internet navigation skills, and learner control. Therefore, they established a four-dimensional (factor) model: Communication self-efficacy, Institutional support, Self-directed learning, and Learning-transfer self-efficacy.

The first dimension is Communication self-efficacy in communicating online ([Saragih et al., 2021](#)) cite from Hung et al., 2016 in their study journal of education. A teacher needs to be able to communicate effectively online because the good learning environment given in online learning is

different from direct learning face to face. Therefore, to increase engagement and interest in students in learning, lecturers need to have confidence in their ability to create communication and interactions. Self-efficacy also affects teacher persistence and resilience to setbacks (Beltman et al., 2011), which appears to be a useful measure to explore in the context of transitioning to a new online learning environment.

The second dimension is institutional support, namely the degree to which employees perceive that the organization pay attention to their needs and their well-being. (Almpanis, 2015; Baran, E., & Correia, 2014; Joo et al., 2011) identified that The expected organizational support is mental support from superiors and co-workers, as well as a good work environment, time, and awards for involvement in online teaching, professional development for skills development in online teaching, assisting the academic process (e.g., prevention of plagiarism, fair use of materials), institutional policy guidance in online education, operational support, peer support, and even students support.

The third dimension of TROLM is self-directed learning (SDL). SDL has also been used to measure teacher readiness because it takes initiative and responsibility for setting goals for learning, identifying needs and personal responsibility for teachers in organizing online learning (Phan & Dang, 2017). Self-directed learning (SDL) and creativity are very relevant in the field of work where employees are constantly faced with the need to solve problems, especially at work an environment in which social contextual conditions change rapidly (Morris, 2020), (Setyawati, 2015) Self-directed Learning (SDL) is a person's ability to take the initiative to take responsibility for work or responsibilities with or without others, including aspects such as awareness, work strategies, assessment, and interpersonal skills.

The fourth dimension in Teacher Readiness for Online Learning Measurement is Learning-transfer self-efficacy (LTSE). This section concerns the teacher's self-confidence about the ability to transfer knowledge effectively and belief in applying knowledge to situations and different settings (Phan & Dang, 2017; Hung, 2016). This is to determine teacher success in explaining the same learning material in the setting online and mediated by technology.

In the interest in TROLM research (Mursalin et al., 2021) was published in the Journal of the International Journal of Multicultural and Multireligious Understanding Vol. 8, No. 5, May 2021 The article concludes from 322 teachers in the Pidie District Primary School (SD), Aceh Province, that 57.76% of teachers felt ready, 32.91% felt unprepared for online learning, and 9.31% felt unwilling to work online. The next research is (Pratiwi et al., 2021) published in Pelita PAUD Journal Vol. 5 No. June 2, 2022. In the article, it was concluded that from 210 teachers the readiness value of RA teachers in Bangakan was quite high in carrying out online learning.

## 2. Method

This study uses quantitative and descriptive methods and the primary data source is data collected from respondents. (Sugiono, 2016) The questionnaire used in this study used a Likert scale of 1 to 5 points (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree). Distributed online via Google Form (<https://forms.gle/thVRxLfAgrmk8wVD8>) to teachers in various Junior high schools in northern Jakarta, this study used targeted sampling to reduce bias by setting specific criteria according to research objectives. As for the criteria used, they are junior high school teachers who perform PJJ. The link distribution process of the questionnaire lasted for one month, and a total of 144 responses (52 male teachers and 92 female teachers) were received. Overall, this study examines differences in the preparation of male and female teachers for online teaching.

This questionnaire consists of two parts: general data of respondents and online teaching readiness. Respondent data was collected to obtain the distribution of respondents who participated in this study. Meanwhile, online teaching intention was measured using TROLM, adapted from Hung (2016), consisting of 18 questions with satisfactory Cronbach alpha scores (CSE = 0.95; IS = 0.82; SDL = 0.80; LTSE = 0.78). The researchers have to remove one question because it was deemed not suitable for the research the researcher intended to do.

### 3. Findings and Discussion

#### 3.1. Teachers readiness

To understand teachers' readiness in the online class, the researchers disported Teacher Online Learning Measurement (TROLM). The results were summarized in table 1 below:

Table 1. Close-ended Questionnaires Result

No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I feel confident in responding to questions in online discussions	2 (1.4%)	2 (1.4%)	5 (3.5%)	66 (45.8%)	69 (47.9%)
2.	I feel confident in posting questions in online discussions	0 (0%)	2 (1.4%)	11 (7.6%)	68 (47.2%)	63 (43.8%)
3.	I feel confident in using online tools (email, discussion) to effectively communicate with others	1 (0.7%)	1 (0.7%)	7 (4.9%)	58 (40.3%)	77 (53.5%)
4.	I feel confident in expressing myself (emotion and humor) through text	3 (2.1%)	3 (2.1%)	22 (15.3%)	70 (48.6%)	46 (31.9%)
5.	I think that my supervisor has a positive attitude toward my in-service training	0 (0%)	2 (1.4%)	4 (2.8%)	50 (34.7%)	88 (61.1%)
6.	I think that my colleagues have a positive attitude toward my in-service training	0 (0%)	1 (0.7%)	8 (5.6%)	61 (42.4%)	74 (51.4%)
7.	My school's employee training is acceptable	1 (0.7%)	0 (0%)	4 (2.8%)	35 (24.3%)	104 (72.2%)
8.	My colleagues can help each other at school	0 (0%)	2 (1.4%)	4 (2.8%)	47 (32.6%)	91 (63.2%)
9.	My supervisor has a positive attitude toward my application of online-learning content to my job	0 (0%)	1 (0.7%)	4 (2.8%)	52 (36.1%)	87 (60.4%)
10.	I carry out my own study plan	1 (0.7%)	1 (0.7%)	10 (6.9%)	63 (43.8%)	69 (47.9%)
11.	I manage time well	1 (0.7%)	0 (0%)	8 (5.6%)	63 (43.8%)	72 (50%)
12.	I am not distracted by other activities when learning online (instant messages, internet surfing)	2 (1.4%)	2 (1.4%)	14 (9.7%)	62 (43.1%)	64 (44.4%)
13.	I like to share my ideas with others	0 (0%)	2 (1.4%)	10 (6.9%)	59 (41.0%)	73 (50.7%)
14.	I am confident about applying learning from an online course to my teaching job	0 (0%)	1 (0.7%)	10 (6.9%)	61 (42.4%)	72 (50%)
15.	I am confident that I have progressed since my online course	2 (1.4%)	2 (1.4%)	16 (11.1%)	63 (43.8%)	61 (42.4%)
16.	I have higher expectations for my online-learning performance since taking the online course	1 (0.7%)	1 (0.7%)	10 (6.9%)	66 (45.8%)	66 (45.8%)
17.	I enjoy challenges	1 (0.7%)	3 (2.1%)	5 (3.5%)	68 (47.2%)	67 (46.5%)

Statements 1, 2, 3, and 4 on the questionnaire were included in the first teacher readiness dimension, namely Communication Self-Efficacy. The result showed that the highest 45.5% of teachers stated "agreed", 44.3% stated "strongly agree", 7.8% chose to be neutral, 1.4% stated "disagree", and 1% stated, "strongly disagree". It can be seen that teachers show a positive response in this dimension. This is also proven (Hatlevik, 2016) that teachers believe that their own ability to conduct online collaborative activities for students is positively related to the use of ICT in education. Below was the result bar chart.

**Fig. 1: Communication Self-Efficacy**

Statements 5,6,7,8, and 9 on the questionnaire were included in the second teacher readiness dimension, namely Institutional Support. The result showed that the highest percentage of 62% of teachers stated “strongly agreed”, followed by 34% of teachers who stated “agree”, 3% stated “neutral”, only 1% stated “strongly disagree, and no teachers who stated, “strongly disagree”. That means schools support teachers in conducting online classes. This is in contradiction with (Arif et al., 2014) observation that the involvement in the learning process in terms of participating in training, participating in learning activities, and utilizing learning resources is generally low for male and female teachers in urban areas. Below was the bar chart of the result.

**Fig. 2: Institutional Support**

Statements 10,11,12 on the questionnaire are included in the third teacher readiness dimension, namely self-directed learning. The result showed 47% of teachers stated “Strongly agree”, 44% stated “agree”, 7% stated “neutral”, and 1% in both “disagree” and “strongly disagree”. It seems teachers have a high readiness for self-directed learning. The results of the data obtained refute the results of the research from (Mohd et al., 2017) that teachers face difficulties in monitoring students in formulating learning problems through independent learning, especially during online learning experiences.

**Fig. 3: Self-Directed Learning****Fig. 4: Learning Transfer self-efficacy**

Statements 13,14,15,16, and 17 in the questionnaire are included in the last teacher readiness dimension, namely learning transfer self-efficacy. This resulted in 47% of the teacher stating “strongly agree”, 44% stating “agree”, 7% stating “neutral”, and only 1% stating “disagree” and “strongly disagree”.

### 3.2. Gender differences in teacher readiness

Does teacher gender affect their willingness to teach online, as shown in the second question in this study? The results of this study showed that there were no significant differences between the genders.

**Fig. 5 CSE Male and Female**

The differences in the first dimension of communication self-efficacy between male and female junior high school teacher show that 45.7% of male teachers and 43.5% of female teachers state “strongly agree”, male teachers' result in this first dimension shows slight differences by only 2.2% higher than the female teacher, 45.9% of female teachers and 44.7% of male teachers states “agree”, 8.7% male teachers and 7.3% female teachers states “neutral” with 1.2% differences, 1.9% female teachers and 0.5% male teachers states “disagree” with 1.4% differences, also 0.9% differences between 1.4% female teachers and 0.5% male teachers states “strongly disagree”. This was also found by (Ronny et al., 2015) In the study of gender differences in communication self-efficacy which found there are no significant differences between genders were found in the transmission of



total and subdimensions. We can stress that the training of future teachers is carried out by both genders and that their communication skills are similar, which supports our findings.

**Fig.6 IS Male and Female**

Second dimension differences in institutional support show 1% differences with 62.3% of male teachers and 61.3% of female teachers stating “strongly agree”, 35% of female teachers and 32.5% of male teachers state “agree” with 2.7% differences, 5.4% of male teachers and 2.2% teachers’ states “neutral” with 3.2% differences, 1.3% of female teacher’s states “disagree”, 0.2% female teachers state “strongly disagree”, and 0% male teachers in both states. This is also stated in recent research by (Chenyang Xiao, 2015) shows that males and females have equal levels of confidence in social institutions.

**Fig 7. SDL Male and Female**

The differences in the third dimension of self-directed learning between male and female junior high school teacher show that 49.4% of male teachers and 46.4% of female teachers state “strongly agree”, male teachers' result in this first dimension shows slight differences by only 3% higher than female teachers, 43.8% of female teachers and 42.9% of male teachers states “agree” with 0.9% differences, 7.6% female teachers and 7.1% male teachers states “neutral” with 0.5% differences, 1.1% female teachers and 0.6% male teachers states “disagree” with 0.5% differences, also 0.5% differences between 1.1% female teachers and 0.6% male teachers states “strongly disagree”. These results refute the results of research from (Iqbal et al., 2012) which shows there is. It shows that there are no significant differences between male and female teachers in student engagement and teaching strategies, but male teachers tend to be significantly better than female teachers in classroom management.

**Fig 8. LTSE Male and Female**

The fourth and last dimension which is learning transfer self-efficacy shows 7.6% differences with 51.9% of male teachers and 44.3% of female teachers stating “strongly agree”, 46.5% of female teachers and 39.6% of male teachers stating “agree” with 6.9% differences 8.1% of male teachers and 6.5% teachers states “neutral” with 1.6% differences, 2% of female teachers and 0% male teachers states “disagree” and, 0.7% female teachers and 0.4% male teachers states “strongly disagree” with 0.3% differences. also dismissed the results of research from (Jantine L. Spilt & Jak, 2011) regarding one of the questions of learning transfer self-efficacy. The findings showed that there were significant differences between male and female teachers. So far, female teachers have better relationships with students than male teachers. This supports our findings.

#### 4. Conclusion

The results of the research that has been done in general, junior high school teachers in online classes have been rated as ready to carry out their duties in conducting online classes, it can be seen from the total percentage of general distribution data, namely Communication self-efficacy 45.5% of teachers stated “agreed”, 44.3% stated “strongly agree”, Institutional support 62% of teachers stated “strongly agreed”, followed by 34% of teachers who stated “agree”, Self-directed learning 47% of the teacher stating “strongly agree”, 44% stated “agree”, Learning-transfer self-efficacy 47% of the teacher stating “strongly agree”, 44% stated “agree”, while there is no significant difference between the two genders in conducting online classes.

However, this study still has several weaknesses, such as the sample used is not balanced, so the results obtained do not show a significant difference. Furthermore, the data collection method only uses questionnaire data. The results obtained are not so detailed that more specific data collection methods are needed to obtain detailed results in subsequent research.

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