REMOTE CLASS ACTIVITIES CONDUCTED DURING COVID-19 PANDEMIC IN CIANJUR

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ABSTRACT

COVID-19 pandemic affected worldwide communities including Indonesia. Many life aspects have been negatively affected and one of those is education. Education that usually takes place in various learning environments at schools have to be conducted from distance during pandemic. Some things were shifted among students, teachers and parents in terms of responsibility that led to problems in educational activities conducted in Cianjur. Due to these developments, the study aimed to analyze the remote class activities in Cianjur during the pandemic. The analysis conducted on the views of the participating teachers assigned with the purposive sampling method. The main objective of the study is to analyze the remote class activities regarding teachers in Cianjur. In the present qualitative study, the data collected with questionnaire and interview. The findings revealed that the teachers of various disciplines stated remarkable views on the remote education conducted during COVID-19 pandemic.

Key words: Covid-19, pandemic, remote class, teacher, online learning

INTRODUCTION

The 2019 novel coronavirus or COVID-19 has been affecting on the world and become the pandemic since December 2019 declared by World Health Organization (WHO). According to the data published in the official WHO website as of January 7, 2021, the number of global COVID-19 cases was 85.929.428, while the number of people who died from the disease was 1.876.100, and 222 countries, areas, or territories with affected cases (*Coronavirus Disease (COVID-19) Pandemic*, 2021)

Due to the increasing of the pandemic globally every single day, several countries shut their boundaries to the rest of the world and isolated their country. Since these choices depended on isolation, they prompted frenzy and uneasiness around the globe, and to uphold the "stay at home" calls, nations briefly interfered with formal schooling exercises in a few fields and led to the distance education system. According to Policy Brief: Education during COVID-19 and beyond of United Nations, the COVID-19 pandemic has created the largest disruption of education systems in history, affecting nearly 1.6 billion learners in more than 190 countries and all continents. Closures of schools and other learning spaces have impacted 94 per cent of the world's student population, up to 99 per cent in low and lower-middle income countries (Nation, 2020).

Moreover, as cited in The Jakarta Post, as is the case with many other countries around the globe, Indonesia has been scrambling since earlier this year to ensure that the education system remains functional, albeit with necessary compromises to adjust to the current situation, such as replacing conventional, face-to-face learning with online classes. The United States Distance Learning Association (Koçoğlu* & Tekdal, 2020) defined distance education as access to education using tools such as satellite, audiovisual, graphical, computerized, and multimedia, etc.

In addition to the above-mentioned distance learning, It very well may be recommended that social orders who know about these markers would in general direct guidelines on online advanced conditions during the Coronavirus flare-up. In the current investigation directed to extensively break down this pattern, the perspectives on

educators, who are among the significant factors in distance instruction, were utilized.

In line with the world's policy of social distancing, Cianjur also applies the same policy. The policy affects many life aspects, one of these is education. Education that usually takes place in various learning environments at schools have to be conducted from distance during pandemic. Remote classes started to be developed regarding to the issue. This study is conducted to see how the remote classes have been implemented in Cianjur.

THEORETICAL FRAMEWORKS

Covid-19

Coronavirus Disease (Covid-19) is a new type of coronavirus (SARS-CoV-2). This virus was discovered in Wuhan, China for the first time and has infected 90.308 people as of March 2, 2020. The virus infects the human's respiratory tract and the symptoms include fever, cough and difficulty breathing. Clinical syndrome is divided into uncomplicated, mild pneumonia and severe pneumonia.

Covid-19 Pandemic

Covids (CoV) are encompassed infections with a solitary abandoned, positive-sense RNA genome known to cause respiratory contaminations in people (7, 38). All in all, in most immunocompetent people, human CoV disease prompts mellow upper respiratory contamination. In any case, two profoundly pathogenic CoV have brought about episodes of extreme intense respiratory condition (SARS) in 2003 in Guangdong region, China and Middle East respiratory disorder (MERS) in Middle Eastern nations 10 years after the fact. SARS-CoV and MERS-CoV were distinguished to cause SARS and MERS, separately (11, 51, 55). In December 2019, a novel Covid, SARS-CoV-2, was distinguished as the microorganism causing Covid sickness (COVID-19) in Wuhan, China (11, 51, 55). On March 11, 2020, COVID-19 was announced a pandemic by the World Health Organization. As of March 27, 2020, there have been an aggregate of 103,942 affirmed cases with 1689 passings in the United States (19a). Around the world, 27,324 passings have been accounted for among 595,800 affirmed cases (19a).

Online Learning

Online learning is a form of distance learning or distance education, which has long been a part of the American education system, and it has become the largest sector of distance learning in recent years. There are two types of online learning, those are blended learning and purely online learning. Purely online courses are courses delivered entirely over the Internet, and hybrid or blended learning combines traditional face-to-face classes that supported by the technology and the internet (Nguyen, 2015)

METHOD

The present study used qualitative research to determine teacher views on remote class activities conducted during the COVID-19 pandemic in Cianjur.

Participant

In the current study that was meant to determine teacher sees on distance education activities conducted during the Covid-19 pandemic in Cianjur, the participants were assigned with a purposive sampling method. The selection orientation was held in public schools in Cianjur. The partaking teachers were chosen from various schools to gather study information.

Data Collection Instrument

In this research, questionnaires and interviews were conducted to answer the research questions. The data would be presented in the descriptive manner.

FINDING AND DISCUSSION

From the analysis, answers regarding to the aims of research are as follows:

The Most Significant Characteristics of Remote Class Embraced during The Pandemic

Responses from the teachers that were selected as participants show that the most significant characteristics of remote class during the pandemic are learning objectives, learning materials, tools, internet connection, students' mood and students' will.

Criticism and suggestions about the guidance of the courses educated with remote class during the pandemic

The participants delivered some criticism regarding remote class, those are that not all the students get attention from the teachers, teachers cannot monitor directly students' understanding of material given. Internet connection plays an important role but the teachers cannot predict its stability throughout hours of teaching learning activities, and the connection sometimes shuts down suddenly.

Some students also get through hard times following the material given because it is considered hard to balance students' capability and the tasks they need to be finished. In doing the tasks, the authenticity of their works are hard to tell. Many students tend to search or cheat without trying to do it by themselves. The background of students becomes a crucial thing during remote class. Students with lower economic backgrounds do not have the proper tool to follow remote classes. Regarding those issues arising due to remote class activities, participants shared their recommendations. Since remote class can be conducted everywhere, teachers have some flexibility to arrange the class. Without having to go to school to teach, teachers have more time to prepare the material of teaching and assess students' work. Not only for the teachers, students also get more time to ask the material if they don't understand it after the class ends privately. Since teachers have an extension of some amount of time, they can also explore and develop some teaching style that is suitable for remote class teaching.

Adequacy of the Resources and Material utilized in the Course taught with Remote Class during Pandemic

Proper resources and material are considered helpful to conduct remote class activities. Resources can be taken from many websites and books. But the conditions of students need to be taken into account and consideration, so they students' will not get overwhelmed by the material during remote classes.Many resources can be found and tools of online activities for teaching are various.

The task of the teachers are to sort them out and find the easy ones to be conducted by both teachers and students. Analysis of tasks' difficulty level and students' level ability need to be considered.

Improve the Productivity of the Remote Class System adopted during the Pandemic

Teachers as the educator are in charge of the remote class activities to be applied successfully. Teachers need to try various methods or models of teaching to find the most suitable ones for distance teaching learning activities. One of the obstacles of remote classes is students can get bored easily. It becomes a challenge for teachers to create exciting environments for students.

Teaching media and tools can be utilized. In line with the elaboration above, the utilization of the media and tools need to be decided after some considerations of whether it can be operated by students. Fun teaching environments are considered important to improve the quality of remote classes. Many aspects of teaching and learning activities are limited during remote classes; teachers' ability to transfer knowledge is limited by the barrier of time and place, students' ability to catch the knowledge transferred are also decreasing. That is why too many tasks will not do them justice. Taks need to be limited as well. Effective approach is never more important in teaching learning activities. Pandemic also affects humans' emotion, students are not exceptional. The emotional approach

CONCLUSION

The analyzation of remote class can be seeen from the results of questionnaire and interview. Both instruments showed that tools, connections, learning objectives and materials, also students' will and mood are the most significant characteristics of remote class during pandemic. The benefits of remote class showed that teachers have some flexibility to arrange the class, improving various ways of teaching, and teaching media and tools can be utilized. Furthermore, the instruments also showed the lacks of remote class. Those are seen from the results that teachers cannot monitor directly students' understanding of material given, the authenticity of their works are hard to tell, and they can get bored easily.

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