Teachers' Perception of Online Learning during Pandemic Covid-19

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Abstract

Since March 2020, the case of coronavirus disease or known as Covid-19, has become a global pandemic. According to UNESCO, schools are closed in about 100 countries due to a public health emergency, including Indonesia. The condition forces teachers to make the transition of the way they teach from face to face learning to online learning. This study investigated EFL teachers' perception of online English language learning. Their perceptions were analyzed in three aspects: perceived usefulness, perceived ease of use, and their attitude toward online English language learning. This study employed a descriptive design with a qualitative approach. A survey questionnaire and interview were used in this study to elicit the responses of 102 Junior High School English teachers in Bandung. This study's findings revealed that the participants showed a positive perception of the usefulness and ease of online learning systems during pandemic Covid-19. Still, more than half of teachers didn't agree on its effectiveness. Even though the teachers face many online teaching process problems, they could show the right attitude toward using technology to teach online.

Keywords: Pandemic; Online learning; Perception.

I. INTRODUCTION

Since March 2020, the case of coronavirus disease or known as Covid-19, has become a global pandemic. The massive spread of coronavirus forces social distancing policy or was introduced as physical distancing to minimize the space of Covid-19. So, this policy is strived to slow down the spread of the Coronavirus in the community. It has a big impact on various sectors of life, especially education. According to UNESCO (2020a), schools are closed in many countries due to a public health emergency. Until the first April 2020, UNESCO recorded at least 1.5 billion school-age children who couldn't attend school due to the impact of Covid-19 in 188 countries, including 60 million of them is in Indonesia. This condition makes every country work hard to find students' solutions to keep learning and fulfill their educational rights.

The Ministry of Education and Culture of Indonesia responds with educational policies mentioned in the Circular Letter of Ministry of Education and Indonesia Number 4, 2020. One of the guidelines is that during the spread of coronavirus disease (Covid-19), teaching and learning in all levels of education will be done at home by online learning. This policy forces all of the teachers in Indonesia to make the transition of the way they teach from face to face learning to online learning.

According to Carliner (2003), online learning is access to learning experiences via some technology. Meanwhile, Anderson (2008) defines online learning as a subset of distance education that has always been concerned with providing access to an educational experience that is, at least, more flexible in time and space than campus-based education. The definition of online learning during the pandemic is that teachers and students do not go to school, but they teach and study from home using technology. The technology can be used like smartphone, laptop, i-pad, and tablets. Many platforms are offered for online learning that can be integrated with the technology, such as Whatsapp, Google Classroom, Ruang Guru, Quipper, Zoom meeting, etc.

Marc (2007), in his book review on e-learning strategies, mentioned some advantages of online learning: flexible in time and place, provide opportunities for relations between learners by the use of discussion forums, helps eliminate barriers that have the potential of hindering participation, including the fear of talking to other learners, motivates students to interact with other, cost-effective, takes into consideration the individual learners differences, permits each student to study at his or her own pace and speed whether slow or quick.

Meanwhile, Westberry (2009) lists some benefits from online learning, namely, supporting higher student cognition levels, fostering learner reflection and information processing, and leveling the playing field between participants. Besides, Aithal & Shubhrajyotsna (2016) mention some of the online learning advantages from the learner point of view are convenience, time savings, reduced cost are hailed as significant positive aspects that push them towards adoption and continued use of e-learning.

Furthermore, Anderson (2008) mentions some advantages of online learning for learners: no time zones, location, and distance, in asynchronous online learning, students can access the online materials anytime, while synchronous online learning provides real-time interaction between students and teacher, the students can use the internet to access up-to-date and relevant learning materials, and can communicate with experts in the field which they are studying. Also, the advantage of online learning for instructors: tutoring can be done anytime, anywhere, online materials can be updated, and learners can see the changes immediately; when learners can access materials on the internet, it is easier for instructors to direct them to appropriate information based on their needs, online learning systems can be used to determine learners' needs and to assign suitable materials for learners to select from, to achieve their learning goal.

According to Almosa (2002), there are some disadvantages of teaching online: the learners become undergo contemplation, remoteness, as well as lack of interaction or relation, less effective than the traditional method of learning because the offer of

explanations, as well as interpretations, the learners though might have excellent knowledge in academics, they may not possess the needed skills to deliver their acquired knowledge to others, it is difficult to control or regulate sinful activities like cheating in the test for assessment, misled to piracy and plagiarism, deteriorate the role of instructor, purely scientific fields that include practical cannot be properly studied through e-learning, the heavy use of some websites bring about unanticipated costs both in time and money.

Aras Bozkur *et al*. (2020) in Journal of Distance Education entitle *A global outlook to the interruption of education due to Covid-19 Pandemic: Navigating in a time of uncertainty and crisis Asian* mentioned that online learning with the time of pandemic is quite emergency remote education and this practice is completely different from planned practices like distance education, online learning or different derivations. Furthermore, this study provided a global outlook and picture; however, other countries survived to stay teaching and to learn throughout the Covid-19 pandemic—the readiness of technology determined the success of online learning virtually altogether of nations.

Rasmitadila *et al*. (2020) explained in detail concerning the readiness of technology in Indonesia during the Covid-19. It ought to be in line with the national humanist syllabus, support, and collaboration from all stakeholders and government, schools, teachers, parents, and the community. The readiness of technology also needed a proper teaching strategy.

Lestiyanawati & Widyantoro (2020) found three teaching methods applied by Indonesian teachers: applying only online chat, using video conference, and combining both online chat and video conference in online teaching and learning process.

Meanwhile, they also found some obstacles during e-learning, such as the lack of technical skills, infrastructure and facilities, teachers' teaching strategy, and economic problems. The lack of technology infrastructure, the expensive internet cost, and the family financial crisis also became the teachers' obstacles during online learning in a pandemic era in Bangladesh, as reported by Ramij & Sultana (2020).

Nambiar (2020) and Orhan & Beyhan (2020) focused that one of the critical areas for teacher and student satisfaction with online categories is the interaction between them. The engagement of scholars had a crucial role in teachers' satisfaction. For teachers, formal education was more successful than online education because of full communication and interaction.

Giovannella (2020) conducted a study on the Italian school system to capture how the teachers perceive and experience online education two months after the beginning of the Covid-19 pandemic. It was found that teachers had a positive perception of using technologies. The professional development of teachers in digital skills is needed to prepare for future teaching activities. Klapproth also supports this, Klapproth (2020), who suggests that teachers develop their digital skills. Therefore, schools should equip them with the necessary computer hard- and software contributing to a willingness to use online teaching technologies.

For junior high school teachers in Bandung, Indonesia, online learning is still a new system for teaching. Therefore, teachers' early perceptions of online learning are crucial to facilitate an effective online learning environment; the benefits and barriers to implementation must be understood. So, this study aims to investigate the teachers' perception of online English language learning.
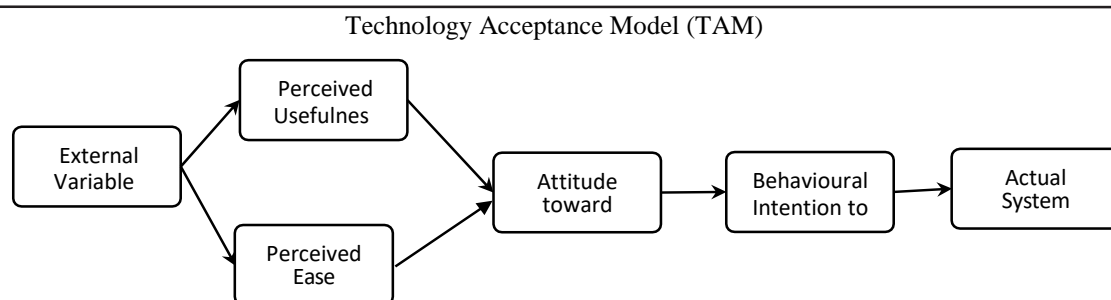
Technology Acceptance Model (TAM)

Figure 1. Modified Technology Acceptance Model (Davis *et al*., 1989)

TAM or Technology Acceptance Model (Figure 1) was developed by Davis *et al*. (1989). TAM postulates two main variables as antecedents to individual technology acceptance; perceived usefulness and perceived ease of use. According to Davis *et al*. (1989), the definition of perceived usefulness is the level of someone's believes that using a particular system would increase their achievement. It means whether or not a person perceives that technology to be useful for their needs. Meanwhile, according to Davis, perceived ease-of-use is the degree to which a person believes that using a particular system would be free from effort (Davis *et al*., 1989). Perceived usefulness and ease of use are the independent variables, whereas system use is the dependent variable. It can say that we can conquer the barriers when the technology is easy to use. But, when technology is complicated and not easy to use, people would not have a positive attitude. Perceived usefulness and perceived ease of use determine the attitude toward using the system.

According to the above explanation, the researcher used the TAM model as the framework related to this study's title, 'Teachers' perception of online learning during the pandemic of Covid-19. If the participants perceive online learning usefulness and easy to use, they have a positive perception of online learning.

II. METHODS

This research investigated the perception of 102 teachers in using an online learning system to teach English. This study was qualitative by survey method with questionnaire techniques. The use of these methodologies aims to gain perceptions of the teachers who participated in the study.

The population to be investigated in this study is English Junior High School teachers in Bandung city. To select a representative sample out of this population, the researcher invited 102 English teachers from 51 schools in Bandung city. The study was conducted for one week to answer questions in the form of close questionnaires. To get the depth explanation, the researcher interviewed five persons selected from the survey participants.

All of the participants have implemented teaching online using one or more platforms. The teacher has used online teaching from March to July 2020, and its possibilities will continue. These are the participants' demographics, including age, gender, education level, teaching experience, and platform used.

From table 1. we can see the number of females is higher than males. There are 68% females and 32% males. The participants dominated by the age of 35-42, 34.3%. Then, 30.4% in the age of 43-50 years old. Meanwhile, about 20.6% in the age of 51-59 years old. The age of 22-28 and 29-34 are 6.9% and 7.8%. There are no participants in the age of 60+.

Mostly the level of participant's education level is S1, there are 92.2%. Meanwhile, only 2.4% in the level of D3 and 5.9% graduated as master degrees.

About 43.1% have been teaching for more than 16 years, 35.3% have been teaching about 11-15 years. Meanwhile, 13.7% has been teaching 6-10 years and only 7.8% who has been teaching about 0-5 years.

The table also shows that Whatsapp group is the most favorite platform used to teach online. It reaches 93%. Meanwhile, Google classroom is used by 46%, Sakoja is used by 25.5%, Zoom cloud meeting is used by 21.6%, Edmodo is used by 16.7%, Quipper and

Quizizz are used by 13.7%, Kahoot is used by 6.9%, School website is used by 6.5.9%, FB group is used only by 1% and 6.9% persons used other platform.

Furthermore, 5 English teachers were chosen from the participants of questionnaire.

They came from different school in Bandung. All of them have been teaching for more than 5 years. They have different age: participant 1 (38), participant 2 (42), participant 3 (46), participant 4 (45) and participant 5 (56).

Table 1. Variable Labels and Descriptive Statistics

Variable Label	Percentage	Total Participant s
Gender	32 %Male 68% Female	102
Age Range	6.9% 22-28 years 7.8% 29-34 years 34.3% 35-42 years 30.4% 43-50 years 20.6% 51-59 years	102
Level of Education	2.4% D3 92.2% S1 5.9% S2	102
Teaching Experience	7.8% 0-5 years 13.7% 6-10 years 35.3% 11-15 years 43.1% 16+ years	102
Platform Used	25.5% Sakoja (Puber, Edubox online) 2% Ruang Guru 46% Google Classroom 16.7% Edmodo 13.7% Quipper 13.7% Quizizz 6.9% Kahoot 21.6% Zoom cloud meeting 5.9% School Website 93% Whatsapp Group 1% Face book Group 6.9% Others	102

2.1. Procedures

A close-ended questionnaire was administered to the teacher by Google form. The questionnaire consists of 20 questions: usefulness, ease of use, and teachers' attitude toward online learning. The questionnaire was adapted from Anderson (2008) and Ramírez *et al*. (2015). The questions were designed by using a Likert Scale of five items: Strongly disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly agree (SA). The data were collected about four months after online learning was implemented across the nation.

The second technique in collecting data related to the problem investigated in this research is interview. In this study, the semi structure interviews will be used to support the data gained from the questionnaire.

2.2. Data analysis

The data was analyzed through several steps: scoring questionnaire, finding the percentage, calculating the central tendency (CT), interpreting data analysis and stating the conclusion. Meanwhile, the data from interview recorded were transcribed. Then, the Indonesian transcriptions were translated into English. Next, the important data from the interview were used to support the data from questionnaire result.

III. RESULT AND DISCUSSION

Teacher perceptions were investigated in terms of three aspects: Perceived usefulness, Perceived ease of use, and Attitude toward online learning.

Perceived usefulness is defined as the degree to which a person believes that using a particular system would enhance their job performance. It means whether or not someone

perceives that online system to be useful for what they want to do (Davis *et al.*, 1989). Table 2 shows the average central tendency of perceived usefulness is 59.4% and categorized as positive enough perception. The highest percentage falls to statement 4 (75%). Forty-two teachers agree and strongly agree that an online learning system is useful for teaching. Fry (2001) mentioned that technology-based e-learning enhances the use of the internet and other necessary technologies to create learning materials, teach learners, and regulate the organization's lesson program.

Table 2. The Calculation of Central Tendency of Perceived Usefulness Items

No	Perceived Usefulness	SD		D		N		A		SA		Total Participant	CT	Interpretation
		N	%	N	%	N	%	N	%	N	%			
1	Online learning system makes my performance improves.			38	37.3	21	20.6	43	42.2			102	61%	Strong
2	Online learning system makes learning effective.	17	16.7	50	49	16	15.7	19	18.6			102	47%	Enough
3	Online learning system makes teaching becomes easier.	8	7.8	40	39.2	14	13.7	35	34.3	5	4.9	102	58%	Enough
4	Online learning system is useful for teaching.			10	9.8	10	9.8	78	76.5	4	3.9	102	75%	Strong
5	The online learning system makes me convenient in teaching.	5	4.9	46	45.1	19	18.6	28	27.5	4	3.9	102	56%	Enough
												Average	59.4%	Enough

The first item, the Online learning system that makes my performance improve, is also a strong perception. During the implementation of online learning, the teachers could not separate from ICT. That condition forces them to learn ICT more. Besides, they also got more chances to learn all about online learning, as mentioned by participant 4 in the following.

Yes, I think so, online learning system makes my performance improves. When responding to a pandemic, teachers like me suddenly have to be smart, dig up a lot of media, in a short time we have to do online learning, at first we only use the closest application, that is Whatsapp. Using Whatsapp is already a daily routine, so students are also easy to use, you don't have to study anymore. Alhamdulillah, after that there were many webinars about online learning, so we learned much about online learning like platforms use, how to create an interesting material, how to make the students engage in our online learning….But even after implementing those efforts, the students still less motivation. Some of them are not excited in learning online.

Meanwhile, the items number 2, 3 and 5 categorized as enough perception. Half of the participants didn't agree that online learning is effective; teaching becomes more comfortable and convenient. One factor that causes online knowledge is not practical because it lacks communication and interaction quality. Thomson (2010) states that communication is mainly one of a suitable online course's essential elements. Savenye (2005) also says that interaction and communication are critical factors in creating online learning success, enhanced student satisfaction, and motivation. Business can occur in three central areas, the interaction between the learner and the instructor, the learner, and other learners, and the learner and the content. If the communication and interaction between students and teachers couldn't run well, so online learning would be far from a success, as mentioned by

participant 3 in the following excerpt.

I think online learning is not effective. During online learning the students seems passive and some of them are not motivated in online learning. During online by Google Classroom, the students only take the material and task and there are no discussion. Actually I always give them time to ask me about the material or anything but… the forum is always passive….

The first participant mentioned that online learning was not effective because the teachers are not ready yet. The pandemic came suddenly and changed the education system in Indonesia. It made the teachers confuse about how to teach. They have to face lots of problems. They faced difficulties designing an exciting material, explaining the material, assessing, giving feedback, and making the students enjoy the lesson. They also mentioned some obstacles of students during online learning, such as lack of infrastructure and lack of quota for the internet, as noted by participant 1 in the following excerpt.

Actually it depends on the teacher and student ... if the teacher is competent to provide interesting material, explaining the material clearly, designing proper assessment, available a meaning feedback and the students have no problems, the cellphone or laptop is adequate, they always have quota everytime, I think it can be effective. But in reality those are difficult, and it makes online learning is not effective.

She also mentioned some suggestions for the better online learning as mentioned below.

I think to make the online learning effective, it needs support from educational stakeholders, including government, schools, teachers and environment. The support from the parents is also determine the success of online learning. The role of parents actually is not only facilitate the online technology but also should be a learning guide and monitoring their children at home. I think during online learning in pandemic Covid-19, the students are less parents' support because the parents themselves do not know their role.

According to Davis *et al.* (1989), perceived ease-of-use is the degree to which a person believes that using a particular system would be free from effort. The design here means the technology used in online learning. Technology includes hardware and software. The hardware used, such as cellphone, laptops, i-pad, etc. At the same time, the software has a learning application and learning platform. Improvements in ease of use may be beneficial to influence intentions and lead to positive perception and attitude.

Table 3. The Calculation of Central Tendency to Perceive Ease of Use Items

No	Perceived Easy to Use	SD		D		N		A		SA		Total Participant	CT	Interpretation
		N	%	N	%	N	%	N	%	N	%			
1	It is easy to operate an online learning system.			28	28.3	21	21.2	49	49.5	1	1	99	65%	Strong
2	The interaction with the online learning system is clear and understandable.	3	3	45	44.6	19	18.8	34	33.7			101	57%	Enough
3	The online learning system is flexible to interact with.	4	4	37	36.6	12	11.9	43	42.6	5	5	101	62%	Strong
4	It would be easy to be competent in the use of the online learning system.	1	1	29	29	24	24	46	46	1	1	100	63%	Strong
5	I consider that online learning system is easy to use.	3	3	29	28.7	25	24.8	41	40.6	3	3	101	62%	Strong
												Average	61.8%	Strong

Based on table 3, Perceive Ease of Use items' central tendency is 61.8% and categorized as strong positive perception. The highest percentage falls to the first statement that it is easy to operate an online learning system. Based on the data of the participant's demography, 93% of teachers use Whatsapp for online learning. In this item questionnaire, the participant could choose more than one application or platform. Many participants used more than one medium from the data, but the main application is Whatsapp.

The interview result reported that participant 1 used Whatsapp, Google Classroom, Edmodo, Quizziz, Kahoot, and Zoom Meeting to teach English. She said that she wants to try various platforms to avoid the students getting boring. She also said that she didn't face any difficulty using many kinds of media. Here is her explanation in the following excerpt.

Actually it's not difficult to learn and use a new learning platform, but of course we have to learn first…I myself, I learn like how to use Google classroom, Edmodo or Zoom meeting. Yaa.. I learn by myself and it is not hard. And, actually I want to learn many other platforms.

Meanwhile, participant 5, categorized into older participants, said it's hard for him to learn ICT and use learning platforms. So, he only uses Whatsapp to teach online. It is found that the younger teacher viewed online learning systems like Whatsapp, Google Classroom, Zoom, etc., are easy to operate; they can interact with the online learning system, understandably and flexibly. They thought they didn't need a long time to learn the new platform, so it would be easy to be competent in using an online learning system. Half of them consider that the online learning system is easy to use.

On the contrary, the older teacher viewed that the online learning system is not easy to operate; they thought the approach was not straightforward, challenging to understand, and flexible. They need a long time to learn the new platform, so it would not be easy to be competent in using an online learning system. Some older teachers felt that their skill in using ICT is not as well as the younger ones, so it's hard for them to learn the new online learning system.

All of the participants are agree that using Whatsapp is easy and straightforward. It could be an alternative tool for a teacher who incapability using another online platform. The function of technology in teaching online is teaching, communicating, sharing material, checking students' presence, giving assignments, doing examinations, giving feedback, etc. Participant 3 illustrated the use of technology in online learning in the following excerpt.

For daily communication, I use Whatsapp because it is simple and familiar around the students. But for teaching, sharing material and task I use Google Classroom because it is more organize in class management….

Behavioral Intention is part of attitude toward using the system. It is determined by perceived usefulness and perceived ease of use. Behavioral Intention means teachers' attitude and Intention to use the technology in teaching online Table 4 describes the central tendency of behavioral intention item. There are five items, and the average central tendency is 71.4% and indicated a strong positive perception. Article 4 is identified as the highest percentage. It stated that the participants would encourage the students in the online system.

According to the data of interview, there are some challenges related to the students in doing online learning: the students are lack motivation, some students couldn't provide quota every day, and some of them didn't have their phone or laptop, they must share the phonecall with their sister, brother or parents. To cope with this challenge, most participants decided to encourage the students in online learning. This is part of the role of the teacher.

Table 4. The Calculation of Central Tendency of Behavioral Intention Items

No	Behavioral Intention	SD		D		N		A		SA		Total Participant	CT	Interpretation
		N	%	N	%	N	%	N	%	N	%			
1	I will use the online learning system	2	2	25	25	2	25	45	45	3	3	100	64%	Strong

	in my English subject even after the pandemic of Covid-19.												
2	It is important to use the online learning system and I would recommend its use.	20	19.8	28	27.7	50	49.5	3	3	101	67%	Strong
3	I will modify the teaching activities of my English subjects to take advantage of the capabilities of the online learning system.	9	8.9	14	13.9	72	71.3	6	5.9	101	75%	Strong
4	I will encourage my students in the online learning system.	5	5	13	12.9	76	75.2	7	6.9	101	77%	Strong
5	I would like to use the online learning system in the future if I had the chance.	10	9.9	18	17.8	67	66.3	6	5.9	101	74%	Strong
							Average			71.4%	Strong	

Savenye (2005) stated that maintain the students' motivation to keep active in online learning is one of the challenges. You and Kang (2014) add that students who are not enthusiastic about learning online have poor quality work or late assignments. Meanwhile, "successful students tend to have stronger beliefs; they will succeed, higher self-responsibility, higher self-organization skills, and better technical skills and access" (Savenye, 2005). Therefore, according to Chaney (2001), students should monitor their motivating factors because that will contribute to the continuance of learning duration. The students who lose their motivation, whether intrinsic or extrinsic, can quickly lose their goal and achievement.

The data from the interview found that all of the participants will follow the regulation of the government. If the government asked the teacher to continue online learning, they would do it. They stated that they need more training to develop their digital skills to create effective online learning.

System use is considered the degree and manner in which users utilize the information system's capabilities. System use is also part of attitude toward using the system. It is determined by perceived usefulness and perceived ease of use. System use means the involvement of teachers in the use of technology to teach online. Table 5. shows the average of central tendency is 69% and identified as strong perception.

Furthermore, it is found that item 2 has the highest percentage among others. The statement is 'I get involved with the online learning system.' Eighty-nine persons or about 78% of participants agree and strongly agree with the statement. As mentioned before, online systems like Whatsapp, Google Classroom, Kahoot, etc., provide new methods and ways of teaching online. These systems are used to strengthen online learning. Most teachers used Whatsapp as the leading platform during online education in the pandemic. Based on the data from the interview, the participants get involved with the online learning system. Some of them said they spend more time than school time. As online learning can be done everywhere and every time, teachers should be ready to online. This is illustrated by participants 1 and 2 in the following except.

Actually, at my school online lesson schedules are the same as regular lesson schedules, so I have to stand by every day from 7 am to 3 pm in front of my laptop. Moreover, I often use teleconferences using zoom meetings, well… it's almost the same as a normal school if it is seen from the time spent, even the students sometimes ask questions about assignments at night, hmmn… even though outside of working hours but they should be served. Whenever the student asks me, we have to answer, it has no limited time.

I think online learning spend my time, I have to be ready in 7 days and 24 hours. For examples begin from 7 am I have to open my class in Whatsapp group, then share the material and task from about three teachers to my class. It will offer until 1 pm. During the beginning until late night the sudents randomly submit their task or they ask me anything about the task.

During the pandemic of Covid-19, the teachers didn't have the other way of teaching except online. Every day they spent a long time with online learning. They greet the students, share the material, give assignments, share the announcement, and so on. In work time, online learning makes teachers stand by all-time because every time there were announcements from school, they have to share with the students, every time they ask the teacher about the task or assignment or submit the task. It made teachers get involved in the online learning system all time. The teachers frequently check the students' online presence; it is essential to know the students' degree and progress.

Table 5. The Calculation of Central Tendency of System Use Items

No	System Use	SD		D		N		A		SA		Total	CT Interpretation
		N	%	N	%	N	%	N	%	N	%		

No	Statement	f	%	f	%	f	%	f	%	Total	%	Category
1	I spend a long time interacting the online learning system.	27	27	22	22	49	49	2	2	100	65%	Strong
2	I get involved with the online learning system.	5	5	7	6.9	80	79.2	9	8.9	101	78%	Strong
3	I Join the online learning system to interact with the subject I teach at least once a day.	23	22.8	20	19.8	57	56.4	1	1	101	67%	Strong
4	I frequently connect to participate in interactive activities (forums) I have proposed in the online learning system.	23	22.5	27	26.5	48	47.1	4	3.9	102	66%	Strong
5	I frequently connect to online learning systems to display the degree of participation and progress of students.	11	10.8	34	33.3	56	54.9	1	1	102	69%	Strong
								Average			69%	Strong

IV. CONCLUSION

The data analysis indicated that teachers showed a positive perception of the usefulness and ease of use of the online system during pandemic Covid-19. Still, more than half of teachers didn't agree on online learning's effectiveness during pandemic Covid-19. They thought that the online learning system was less effective because of the lack of communication and

403

interaction quality between teachers and students. Some students lacked technological infrastructure, lack of quota for the internet, fewer motivated students, and fewer parents' support. Meanwhile, some teachers faced difficulties using ICT, designing an exciting material, explaining the material, assessing, and feedback. These problems make teachers though that teaching online was not more comfortable nor convenient for education.

Furthermore, the teachers showed a good attitude toward the use of technology in teaching online during pandemic Covid-19. Teachers' intention to use the technology in teaching online and their involvement in it is quite high. They also thought that they should develop their digital skill. This proved that teachers had recognized the importance of technology in their teaching activities.

Teachers' ability to innovate in designing and gathering materials, learning methods, and choosing the best applications in line with the material and techniques will examine their success in conducting online learning in the Covid-19 pandemic situation. Creativity is the key to a teacher's success to be able to motivate students to keep their enthusiasm in learning online (online) and not become a psychological burden. Teachers must be able to create models and learning strategies appropriate to students' character in their schools. The use of several applications in online learning is beneficial for teachers in this learning process. Teachers must be accustomed to their teaching by utilizing complex online media packaged effectively, easily accessed, and understood by students.

For an instant, teachers should have the capability not only ICT but also the management of online learning. Therefore, teachers need more professionals to increase their skills in creating the effectiveness of online learning. Support from all stakeholders, including government, schools, teachers, parents, and the community, were also determined the point of online learning.

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