

CHAPTER IV

RESULT AND DISCUSSION

A. Findings

1. The Implementation of teaching and learning English at Islamic Junior High Schools of Banjarmasin before and during COVID-19 pandemic

The implementation of teaching English so that they are more professional before the pandemic is known that they have been able to carry out learning well, especially in carrying out their teacher's duties well, both in planning lessons and in carrying out learning evaluations in the form of teacher professionalism. The results obtained from the rubric of evaluating teacher professionalism are confirmed through the results of document studies and interviews. Based on the results of the study of documents in the form of lesson plans and syllabus, teachers who are in the good category are teachers who show excellent and broad knowledge about important concepts and the structure of the material to be taught and how these concepts relate to each other and to the material.

The teacher also explains the curriculum structure (competency standards, basic competencies, indicators and presentation of teaching materials) in the Learning Implementation Plan (RPP) clearly. In addition, the teacher shows good knowledge of the prerequisite relationship between the content of the material to be taught to students which appears in the order of presentation of the material in the lesson plans and apperception during class learning. This result was confirmed when the observation could be seen that the teacher asked again the material that

the students had previously studied. Furthermore, in the lesson plans the teacher also shows knowledge of various pedagogical approaches used in learning, namely models, strategies, and effective learning methods with the material being taught.

This result was also confirmed in the MW teacher interview, which stated that: it is known that from the things that must be prepared before making RPP, namely by preparing such as semester programs, annual programs, syllabus analysis, assessment, order of presentation of material for each KD and time allocation implementation is accompanied by models, methods, and learning media used. In addition to assessment, remedial programs must also be designed.

After that, just take action in class. In addition, the NK teacher also stated almost the same thing, that before the implementation of learning, he will first conduct an analysis of the relationship between the Graduate Competency Standards (SKL) with Core Competencies (KI) and Basic Competencies (KD), then after that make a syllabus, determine the GPA (Indicator of Competency Achievement), Minimum Completeness Criteria (KKM), make Education Calendar, Semester Program, Annual Program. Next, make a Learning Implementation Plan (RPP), whose substance includes Core Competencies (KI), Basic Competencies (KD), indicators, learning objectives, order of presentation of material, learning activities, learning approaches, learning models, learning methods, and assessments.

This statement is reinforced by a statement by the Principal who stated that: There is an analysis of SKL, KI and KD. The center has prepared a syllabus.

However, the syllabus that was prepared based on the analysis was different. This means there is adaptation. Because those who compose from the center are experts. While we are field people. There must be clashes. The analysis will go down to prota, syllabus promissory notes, and the syllabus will be reduced to RPP.

Furthermore, based on observations the teacher is able to display knowledge about the developmental characteristics of the student age group well, demonstrate knowledge and understanding of the student learning process accurately and up to date. The teacher also recognizes and knows the learning abilities of each student and applies this knowledge to student learning. This can be seen when in class the teacher pays more attention to children who are less active and not focused during learning.

Teachers who are in the good category present learning objectives in the lesson plans that reflect the value, sequence and alignment with the sequence of learning activities and their relevance to the material that has been studied. This means that the teacher has designed learning activities accurately and completely. This indicates that the teacher understands the purpose of the learning to be carried out. Learning objectives are clearly defined and use clear assessment methods. The learning objectives that are arranged also reflect the balance of learning outcomes, namely learning outcomes in the cognitive, affective and psychomotor domains.

The teacher also demonstrates knowledge about the use of learning resources well, both for learning resources used in the classroom and the use of

learning resources to increase teacher and student knowledge. In addition, the teacher also uses several external resources such as the internet as an additional reference for learning resources. Teachers who are in the good category have well organized learning activities that involve active student participation, through interactive question and answer and discussion. The teacher also arranges a clear learning structure and the development of organized activities with a reasonable time allocation. In addition, teachers also use various learning media, including the use of ICT, in the form of PPT, video, and audio.

This result is confirmed by the Principal's statement, which states that: The simplest medium is the blackboard. Then advanced media such as LCD and the internet. There are many teachers here who are skilled in using learning media. In addition, the teacher prepares an assessment in accordance with the learning objectives with clear criteria and assessment standards.

The teacher designs a formative assessment design, in the form of post tests and daily tests. In addition, based on the results of interviews, teachers always use the results of the assessment to plan further learning.

Teachers who are in the sufficient category, actually in the lesson plans and when learning in class the teacher shows good knowledge about important concepts and the structure of the material to be taught and how these concepts relate to each other and to other material, but the teacher does not demonstrate knowledge of various pedagogical approaches, namely models, strategies, and learning methods that are suitable for student learning. This is considered so, because in the lesson plan it appears that the teacher does not understand the

learning model used. Therefore, in the assessment of component 1a the teacher is in the sufficient category. This result was then proven through interviews with RB teachers who stated that they first paid attention to the syllabus. What are the basic competencies that will be taught for 1 semester.

Then prepare lesson plans and learning resources. If it's for K-13, beginners do need a better understanding. If I need to understand KD, and adjust it to the time in class. Indicators also need to be properly structured, so that the results achieved are accurate. This statement was reinforced by the Principal's statement which stated that there was still much to be done. Teachers still need assistance. Moreover, this is a new curriculum, so it needs adjustments. So it is understandable, because the curriculum transition is not easy. In addition, teachers who are in the fairly good category, use learning resources that are still in the form of textbooks, and there is no use of external sources such as the internet.

Teachers who are categorized as good enough make assessments in accordance with learning objectives with clear assessment criteria and standards, but the RPP does not appear to be a formative assessment design. Teachers who are in the poor category, do not present learning objectives in the lesson plans. So it does not appear the learning objectives to be achieved. In addition, the assessment method is also not clearly formulated.

The teacher also does not arrange the sequence of learning activities so that learning is not visible, so it does not appear that the teacher's understanding of the design of coherent learning activities involving student participation does not appear in the lesson planning. In addition, the teacher does not formulate learning

objectives in the lesson plans so that there is no clarity from the learning assessment. Assessment criteria and standards have been developed, but they are not clear and the design of the formative assessment does not appear in the lesson plans.

This result was confirmed by the WP teacher's statement which stated that it was only this year that he taught K-13, so his understanding of making lesson plans was still minimal. I only take examples from friends. I'm still in the learning process, especially in terms of the current pandemic.

Based on the observations of teachers who are in the good category, convey learning objectives to students well, the teacher explains the directions and learning procedures well and the teacher's explanation of the concepts being taught is clear and appropriate and can be linked to the knowledge and experience of students. The teacher uses spoken and written language well and in accordance with good and correct Indonesian and uses appropriate vocabulary and is in accordance with student understanding. Learning activities and assignments are adjusted to the development of student learning, and almost all students are actively involved in exploring concepts. The study groups formed by the teacher are productive and fully in accordance with the students and the learning objectives to be achieved. The teacher manages the division of discussion groups in the class by mixing children who are usually active and passive, so that in each group there are various groups of children, so that active children can help their friends.

This statement is reinforced by the Principal's statement, that: the teacher

explains the curriculum structure (competency standards, basic competencies, indicators and presentation of teaching materials) in the Learning Implementation Plan (RPP) clearly. In addition, the teacher shows good knowledge of the prerequisite relationship between the content of the material to be taught to students which appears in the order of presentation of the material in the lesson plans and apperception during class learning. Furthermore, in the lesson plans the teacher also shows knowledge of various pedagogical approaches used in learning, namely models, strategies, and effective learning methods with the material being taught.

2. The problems encountered by the teachers in teaching English before and during COVID-19 pandemic

The problem of teachers in carrying out learning is less professional because during learning they do not use face-to-face. Their problem is carrying out classroom management, especially in terms of creating an environment and learning atmosphere that respects each other between teachers and students and between students and other students. Then their problems during creating a learning culture in the classroom.

Teachers are also less able to carry out during the pandemic in managing class procedures. Because they cannot see directly the teacher is less able to monitor student behavior. Teachers are also less able to regulate the physical arrangement of classrooms. Based on the results of observations of teachers and students interacting well starting from preliminary activities to closing activities, where teachers are friendly to students and students are polite to teachers. The

teacher gives praise to students who can answer questions, who can work on questions, and after students make presentations, the teacher asks other students to applaud.

However, the interaction between students looks normal. This means that students do not show attitudes that do not respect each other or care about their friends. So it's just a normal relationship. This actually needs to get the teacher's attention, to foster mutual respect and care between students. The teacher conveys real enthusiasm to students for the content to be studied well and students also show interest in the material. Students show high expectations of learning activities and the tasks they do. In addition, students also showed pride and enthusiasm in doing their assignments, even though it was done because of orders from the teacher.

Based on the observations of teachers who are in the good category, manage study groups well, and most students are actively involved in discussions even without supervision by the teacher. The transition of activities or learning activities is smooth, and there is little loss of learning time, during group division. The teacher conveys the teacher's expectations of student behavior/student behavior standards.

The teacher also monitors the behavior of each group of students and the teacher responds well to student violations. This result is confirmed by the SP teacher's statement which states that if there are students who make violations, I will give a firm warning, for example when there are students who are not serious in learning, students are late for class, are not disciplined and are not responsible

for their duties. If it can be tolerated, then the class is advised, but if it cannot be tolerated, it will be continued to the homeroom teacher” (Interview, January 6th, 2022).

This result was also confirmed by the SP teacher who stated that the teacher could not see the front seat was empty, so I would tell the students sitting in the back to move forward. I manage the layout of the classroom, such as arranging student seating positions and considering lighting so that students can study comfortably in class” (Interview, January 6th, 2022). The efforts made by teachers to be more professional in teaching, especially in carrying out their work during this pandemic period, show that only a few students show high expectations for learning outcomes, learning activities, assignments, and class interactions that they do. Students are responsible for doing their assignments, but only pay a little attention to quality, because when the teacher conveys to students about the importance of the material being studied, students seem to have no interest because when asked to come forward by the teacher to deliver the material that is their task to be presented, almost all students are not ready.

Only a few students advanced, but it took a while for students to progress. It also shows that students show modest expectations of their learning activities and assignments. In addition, the student's response showed that students showed little pride in their assignments.

Teachers try to use time allocation efficiently, the way they do it is by explaining the material that is their assignment online. The teacher tries well to monitor student behavior, but only a few students are monitored by the teacher.

During the implementation of teacher learning, the teacher also tries well in communicating the teacher with students in explaining the material and directing students both orally and in writing, using question and answer and discussion techniques, involving student participation in learning through assignments, presentations, and group work, using process assessment. learning and responsive in learning (quick response).

This result was confirmed by an interview with the NK teacher who stated that the teacher managed the division of discussion groups in the class by mixing active children, so that in each group there were various groups of children, so that the active children could help their friends. The SP and MW teachers also confirmed this statement, stating that they usually divide groups by combining children who can and cannot. For the transition of learning activities, I was firm, so that the learning objectives of the day were achieved. The distribution of groups is random between the upper group, middle group and lower group students when studying online so that it can be seen the ability of students in learning. The teacher tries well in adjusting the transition of learning activities with the planned time allocation, so that the transition time for each activity runs according to its time allocation. However, sometimes the learning time is a bit slow, due to one thing or another such as class arrangement for group discussion, LCD installation, and other things.

This result was confirmed by interviews with NK teachers who stated that the transition of learning activities must be adjusted to the planned time allocation, so that the transition time for each activity is appropriate. However,

sometimes the learning time is a bit delayed, because there are one thing or another such as class arrangement for group discussion, LCD installation. Teachers who are in the good category, make students fully aware of the criteria, performance standards and assessment techniques used by teachers in the implementation of the learning carried out. This means that the teacher has conveyed the assessment criteria clearly to students. The teacher also monitors the learning process of each group of students in the class. Teachers are able to make small adjustments in learning activities when the classroom situation changes, and the adjustments go smoothly.

The teacher managed to accommodate students' questions, and the teacher looked for the right approach for students who had learning difficulties. During the pandemic, teachers tried to improve their skills by creating discussions among students, and trying to involve all students in discussions, but it was not entirely successful, because not all students were actively discussing. Learning activities and assignments given by the teacher are in accordance with the development of student learning, and students are actively involved in these activities, although not all students are involved.

The study group formed by the teacher is quite productive and partly in accordance with the students and the learning objectives to be achieved. However, students do not understand the criteria, performance standards and assessment techniques used by teachers in the implementation of the learning carried out.

In addition, the teacher monitors the progress of the class as a whole. In

addition, teachers who are categorized as good enough try and make efforts to adapt learning activities when the classroom situation changes, but with little success. The teacher is responsible for the success of all students but the teacher does not have the right strategy or approach to overcome students' learning difficulties. Striving to carry out professional responsibilities, namely teachers reflecting on teaching by conducting self-evaluations, making accurate records of attendance records, learning outcomes and student learning progress, communicating with parents/guardians of students, participating in professional communities, developing professionalism and demonstrating professionalism through ethical attitude and integrity as an educator.

These results were confirmed through interviews with MW teachers who stated that usually self-evaluations were carried out regarding the suitability of using the learning model and method. If the use of certain models and methods is not suitable for a particular class, but is suitable for other classes, then I will use the results of the reflection as a guide for further planning. The NK teacher also stated that the method used in overcoming problems in their professionalism was by reflecting on the learning that mother did. Usually there are certain methods that are suitable for one class, but are not suitable when applied in another class. Therefore, you will use other tactics and methods that are suitable for the class.

Teachers keep records of attendance, records of student behavior, completion of assignments, processes and student learning outcomes and properly and completely during this pandemic period. These results were confirmed through interviews with SP and MW teachers, who stated that teachers

have complete records in the form of journals of student learning progress when they study online, work on assignments, student activity in class, completion of assignments, violations committed by each student.

Teachers who are in the good category, convey information about the progress, difficulties, and potential of students to parents both formally and informally. This result was confirmed by interviews with SP teachers who stated that there was communication with their parents who I knew. If I don't know the parents, I contact a friend who knows the parents of the student by coordinating with the guardian teacher and the BK teacher. Teachers are active in professional community activities such as MGMP and trainings, but in this case only as members, not as chairmen.

In addition, teachers also participate and contribute greatly to school activities by being supervisors of extra-curricular activities and community activities carried out by the school. Teachers are also active in projects organized by schools and the province, such as the 2013 curriculum training and referral school programs. These results were confirmed by interviews with NH teachers who stated that communicating student progress to homeroom teachers and BK teachers. However, if the problem is very urgent, they will contact their parents.

B. Discussion

Based on the results of the study that during the pandemic and during the pandemic, the teacher tried to carry out learning planning as a guide for teachers before carrying out teaching and learning activities. Through lesson planning the

teacher can identify what must be done to achieve the learning objectives and curriculum objectives. The description of student activities will be seen in the activity plan or in the formulation of learning activity planning (Afandi, 2018). According to Uno (2011), learning planning is an activity of selecting, determining, and developing methods to achieve the desired learning outcomes.

Meanwhile, according to Majid (2006), learning planning is the process of compiling learning materials, using learning media, using learning approaches and methods, compiling assessments in the allocation of a predetermined learning time. So it can be understood that, learning planning is an activity that must be done by the teacher before carrying out learning. The planning made by the teacher will be very helpful for the teacher when entering the class. If the planning is good and steady, the teacher will enter the class with full confidence.

However, according to Charlotte Danielson who developed the evaluation method used in this study, the first step before entering class is not only planning, but also good preparation. So that in domain 1 of Danielson's evaluation model assesses the planning and preparation of learning carried out by the teacher. The first step that must be taken before learning activities in the classroom is planning and preparing for effective learning. Planning and preparation is not just designing teaching and learning activities, but teachers must also have knowledge of student characteristics and available learning resources and their suitability with the material to be taught. In addition, teacher knowledge of pedagogy and content is also very important for setting learning objectives, activities and assessments (Danielson, 2009).

The teacher tries well that the planning and preparation domain factors are categorized as good. This is because these teachers are a group of teachers who can respond to and understand changes in the curriculum structure and are able to implement the new curriculum in learning tools as learning planning and preparation. If it is related to the theory of adopting innovation patterns, these teachers are included in the early majorities group, which has the ability to respond relatively quickly and make decisions to adopt a new innovation (Sudijono, 2009).

Teachers carry out learning planning and preparation, are teachers who actually already understand changes in the curriculum structure, but in the preparation of learning tools, teachers sometimes still experience difficulties in aspects of authentic assessment and curriculum development. If it is associated with the theory of patterns of adopting innovation, the teacher is included in the late majorities group or the majority group which tends to be slow (Sudijono, 2009).

Moreover, the implementation of the 2013 curriculum which is considered very complicated, especially applied during the pandemic, so that in the preparation of learning plans, teachers experience difficulties. If it is related to the theory of adopting innovation patterns, the two teachers who are categorized as unfavorable are included in the Laggards group, namely the group that is the slowest in making decisions and responding to changes.

The results of this study show differences with the research conducted by Kartomo (2016) and Oktriany (2017). The results of Kartomo's research (2016),

entitled "Evaluation of Teacher Performance in the Certification of Mango Clusters, Candiroto District, Temanggung Regency", indicate that in the aspect of implementing learning the teachers evaluated have performed well. Likewise, the results of Oktriany's research (2017) entitled "Evaluation of Certified Teacher Performance at SMP Negeri 3 Salatiga With the Charlotte Danielson Model", showed that of the 5 certified teachers studied, all of them performed well in the domain of Planning and Learning Preparation.

The implementation of teacher professionalism is to carry out the Duties and Responsibilities of teachers not only struggling with planning and preparation of learning and implementing learning, but teachers are also required to have classroom management skills, because teacher-student interactions and learning activities occur in the classroom. Classroom management is a skill that must be possessed by teachers to create and maintain conducive learning conditions in the classroom. Through classroom management skills as well, teachers can control the class if there is a disturbance in the learning process. Classroom management is an absolute requirement for an effective learning process. A conducive learning condition will be achieved if the teacher manages the class, students and the facilities and infrastructure in the class very well, and controls the learning atmosphere in the classroom into a pleasant atmosphere (*Kadir, 2014*).

So that class management is very important in fostering relationships between teachers and students in the classroom. Class management also determines the safety and comfort of students in learning in class.

As students grow up students will remember how the teacher treated them in class. Students will remember their favorite teachers who have a sense of humor, teachers who provide relevant lessons, teachers who always give praise, teachers who value and respect students' existence and teachers who provide a sense of security to students. However, teachers must also know that students will also remember teachers who underestimate students' efforts and teachers who create an atmosphere of fear during learning (Danielson, 2007).

These results indicate that the teachers in this school actually have knowledge and awareness about skills in creating and controlling classroom situations. However, in practice these teachers have not been able to adequately maintain and focus students' attention during learning, because many students do not focus on learning and make noise by telling stories with their colleagues during learning. Teachers are also not sufficiently able to deal with students who make violations, such as skipping class or being late for class. In addition, the teacher also organizes the class, so that students can study comfortably. Teachers only depend on the general arrangement of the class, even though the weather in Waingapu City is very hot, it can cause students' discomfort in learning. According to Mulyasa (2007), teachers who can manage the classroom well are professional teachers who have classroom management skills to create a conducive learning climate and can control it if there are disturbances during learning activities. In addition, teachers are required to create a pleasant learning atmosphere. If the learning atmosphere is not pleasant, active, creative, and effective classroom conditions will not be created.

This finding shows a difference with Oktriany's findings entitled "Evaluation of Certified Teacher Performance at SMP Negeri 3 Salatiga with the Charlotte Danielson Model", where all teachers in the study have performed well in the classroom management domain.

The implementation of learning is a process related to learning planning or in other words the implementation of learning is an operational form of learning planning (Palupi, 2013). So that the implementation of learning cannot be separated from learning plans that have been made in accordance with the applicable curriculum. The implementation of learning implementation is an interaction between teachers, students, learning materials, learning resources and learning methods consisting of preliminary activities, core activities, and closing activities.

The domain of learning implementation is an actual learning activity, because this domain carries out what has been planned and prepared in domain 1 and utilizes classroom management in domain 2 to achieve learning objectives (Danielson, 2007).

These results also show a slight difference with the results of Oktriany's research (2017) entitled "Evaluation of Certified Teacher Performance at SMP Negeri 3 Salatiga Using the Charlotte Danielson Model" and the results of Kartomo's research (2016) entitled "Evaluation of Teacher Performance in Mangga Cluster Certification, Candiroto District, Temanggung Regency. , indicating that in the aspect of the implementation of learning all teachers evaluated have performed well.

In principle, the teacher's task is not only to teach and educate, but to perform a set of tasks related to teacher professionalism development activities as an educator. Teachers as professional educators must have expertise in carrying out their duties. Therefore, to be able to carry out their duties, teachers are required to continuously improve their competencies, so that effective learning objectives that will have an impact on improving the quality of education will be achieved.

Professional teachers are teachers who carry out their duties as educators with high proficiency (proficiency). Teacher professionalism is often associated with three important factors, namely teacher competence, teacher certification, and teacher professional allowances. Professional understanding is seen in terms of increasing status and increasing competence, both of which run with the demands of professional teachers' tasks (Yusutria, 2017).

So, it means that according to the purpose of this study, namely to evaluate professional teachers who are certainly expected to be better and even very good in carrying out their daily duties.

Professional teachers show their commitment before, during and after learning. The domain of professional responsibility developed by Charlotte Danielson focuses on the teacher's actions after learning. According to Danielson, teachers who have professional responsibilities are teachers who are able to reflect or self-evaluate to improve and improve further learning, teachers who have accurate records of students, teachers who communicate with parents about the development and conditions of student learning, teachers who can accept

suggestions, and criticism from his peers, and teachers who continue to strive to improve their pedagogic and professional competencies for continuous self-development (Danielson, 2007).

These results indicate that teachers have shown awareness of their duties and responsibilities as teachers who not only teach and educate, but also strive continuously and sustainably to develop professionalism by actively participating in school, regional, and professional community activities. Other teachers are aware of their duties and responsibilities as professional educators, but in practice, teachers are less active in participating in school, regional, and professional community activities. In fact, certified teachers are required to have a great professional responsibility. According to Suharwoto (2013), professional teachers not only know their duties, roles, and competencies, but can carry out everything that is their responsibility, and always try to improve their competencies so that effective, creative, and innovative learning objectives can be achieved optimally.

These results show differences with the results of research by Supriyadi (2014) and Oktriany (2017). The results of Supriyadi's research (2014) entitled "Evaluation of Post-Certification Teacher Performance at UPT Dindikpora, Pejawaran District, Banjarnegara Regency in 2013", shows that teacher performance in professional competence, 40% is in sufficient category, 56% is in good category, and 4% is in very good category. Meanwhile, the results of Oktriany's research (2017) entitled "Evaluation of Certified Teacher Performance at SMP Negeri 3 Salatiga with the Charlotte Danielson Model", shows that in the

domain of professional responsibility all teachers evaluated performed quite well.

The difference between the results of this study and previous studies is that one of them is caused by access problems. The teachers in the previous research, located on the island of Java, had very broad access to improve performance and develop themselves. Teachers can get very broad information and opportunities to participate in training activities, seminars and workshops to improve teacher performance. Meanwhile, in the area where this research was conducted, namely on Sumba Island, access for teachers to obtain information and opportunities to improve performance and develop themselves through training, workshops, and seminars, is minimal and limited. The training that is usually held only sends teacher representatives from per subject from each school. This pattern does not guarantee that the teachers who are sent will share the knowledge gained in the training. So that teachers who have never participated in these activities do not have access to develop themselves and improve performance.

This phenomenon can be explained by the theory of diffusion of innovation. Diffusion of innovation is a communication process between members of the social system (society) to disseminate innovation using certain channels and within a certain time (Sa'ud, 2010). In the field of education, many efforts have been made to disseminate educational innovations. Innovations in the field of education include education management, teaching methods, use of learning media, training, and curriculum implementation. There are five types of consumers in their speed of adopting innovation, namely innovators, early

adopters, early majority, late majority, and laggards (Robbin, 2009).

Based on these five types, it can be concluded that teachers in the city of Banjarmasin who have access to information and wide access to opportunities to adopt new educational innovations are classified as early adopters. Early adopters are a group that has the ability to quickly respond and make decisions to adopt an educational innovation. Meanwhile, due to limitations in obtaining information and opportunities to adopt new educational innovations, teachers in the regions can be classified into late majorities and laggards. The late majorities group is the majority group that tends to be slow in adopting new educational innovations. The laggards group is the group that is the slowest in adopting new educational innovations.