ROLE OF TEACHERS IN THE IMPLEMENTATION OF ONLINE LEARNING DURING THE CORONA VYRUS PANDEMIC BETWEEN MTS ASY-SYAFI'IYYAH AND MTS MIFTAHUL JANNAH

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Abstract: The development of science in the field of technology has a huge impact, especially in the field of education. In the era of the industrial revolution 4.0, it is required to be able to master technology, such as the internet. Then, the role of strengthening the character of teachers in technological development is also very important, especially when this pandemic demands online learning. The majority of teachers who are not in urban areas or the non-favorite school category still do not have the skills to apply online learning media, mainly due to age. Therefore, student responses also vary to the learning that is being carried out. So that teachers are also required to be responsive to the demands of the times. The role of teachers in the world of modern education must also add complexity. Teachers are not only teachers but must also instill moral character in students, especially the use of technological media such as Whatsapp. In this paper, MTS Asy-Syafi'iyah Trenggalek and MTs Miftahul Jannah Trenggalek are used as a model of how the online learning process during a pandemic.

Keywords: *Field of Technology*; *Online Learning; MTS Asy-Syafi'iyyah and MTs Miftahul Jannah Trenggalek*

A. INTRODUCTION

Since March 2020, Indonesia has been stirred by the start of a coronavirus pandemic that has also affected the world of education. This pandemic has resulted in education carried out in their respective homes with the application of online learning. In online learning, teachers and students are required to be able to adjust to existing conditions. Education is not possible to be closed in total for an unspecified time limit. Therefore, online learning is the solution.

Teachers are required to be responsive to the demands of the times. To achieve that, teachers must have adequate qualifications and competencies. Teachers and educators have a great responsibility to produce a generation that has good character, cultured and has good morals as well. Teachers are role models for students and have a large role in shaping students' character according to Law No. 14 of 2005 concerning teachers and lecturers. The Act states that teachers are educators. Professionals have the main task of educating, teaching, training, assessing, and evaluating students in early childhood education, in the path of formal education, basic education,

and secondary education[1]. Therefore, it is clear that the role of teachers in education is increasing and complex because of the demands of the times too.

So that teacher can carry out their duties in giving teaching to students, teachers must always carry out professional development activities through the development of science and technology. Teachers must also contribute to the development of demands through online media today. Why is that? Because with the contribution of teachers, the success of a nation in education will also have an impact, both in terms of intellectual, spiritual, and emotional learning of students.

The teacher as a communicator media for students certainly hopes that online learning communication can run as expected and can take place effectively. Therefore, there are three groupings of teachers in putting their concern for students[2], namely teachers who have a concern for themselves, teachers who have a concern for their duties as educators, and teachers who have a concern for the impact of learning given to humans. The three groups influence the teacher's communication. Teachers who have a concern for themselves try to build credibility and professionalism in their roles. It also seeks to be a person who can be liked and respected for his role and has a good response from students. As for teachers who have an interest in their duties as educators, they will try to find the best ways or steps that can attract students so that online learning can be enjoyed by students happily without any compulsion. Teachers like this certainly can lead or direct students to be able to have effective discussions and be able to use their strategies appropriately. Finally, teachers who are concerned about the impact of learning given to students will try to facilitate students in understanding given by asking questions and being more open.

The nature and character of professional teachers have been explained in Law No. 14 of 2005 concerning Teachers and Lecturers which are the basis for educators in interacting and dealing with students. When related to the learning process, teacher behavior is an external factor in encouraging students' interest in learning [3].

The fact that every child, every student, every student can study in various places without having to go to school has come true at this time where students are not allowed to come to school, but must be at home due to a pandemic. So educators or teachers must carry out online learning. One thing that can be done is to utilize WhatsApp groups or other media, such as google classroom, Schoology, and so on as a medium for discussion and distance learning. Various applications related to education can be used to support learning. Thus, students and teachers must also have a medium and of course an adequate internet network connection.

The results of research conducted by Poncojari Wahyono, H. Husamah, Anton Setia Budi show that teachers implement government policies through courageous learning. Various platforms are used in online learning. Various positive responses were conveyed by students related to bold learning. However, the implementation of bold learning has challenges / qualities, both in terms of

human resources, infrastructure, and technical implementation. As a recommendation for the future, it requires public partnership and interaction of many parties in a sustainable manner. Teacher competencies and skills must be continuously enriched, supported by school policies that encourage teachers to continue learning. Related parties also need to study the learning so that the learning objectives can be achieved optimally. The learning load of students must of course be calculated, measured, both materially and in time. Teachers should not simply give assignments, but must take into account the calculations. Teachers must not forget to appreciate the achievements of students. A curriculum that is flexible and ready to face a pandemic is also needed [4].

Then, other research form Ni Komang Suni Astini shows that COVID-19 has a profound impact on education in Indonesia. The learning process that was initially carried out at school has now become online learning that is done from home. The use of information technology is very helpful in the learning process during the COVID-19 Pandemic. Advances in information technology are very advanced at this time, the internet can connect students with teachers through e-learning pages, whatsapp groups, google classes, google doc or google form, zoom. The Ministry of Education and Culture also provides a free online learning platform called "Rumah Belajar". For areas where the internet connection is not very good, the government is working with TVRI, the state television station, to deliver learning materials in the Home Learning program at the elementary school level. The upper class applications that are effective in using the online learning process are the Google Classroom application and the Zoom application, while the lower-class applications that can be very effectively used are the WhatsApp Group application. In the online learning process carried out by students, it cannot be separated from the supervision of parents and teachers.[]

From the description above in this paper, the writer will describe two main things, first, how is the online learning process at MTS Asy-Syafi'iyah Trenggalek and MTs Miftahul Jannah Trenggalek, second what are the obstacles faced by each school in implementing online learning.

B. MATERIAL & METHODS

The method that researchers use in this study is qualitative. Qualitative research is conducted to determine the conditions experienced by research subjects, such as behavior, responses, perceptions, natural actions by utilizing various scientific methods [4]. Due to data limitations during the pandemic, the research technique used by the researchers interviewed, where the researcher interviewed several teachers, students, and parents of MTS Asy-Syafi'iyyah Trenggalek and MTs Miftahul Jannah Trenggalek via WhatsApp.

Interviews are conducted to obtain data, information, or opinions about something. According to Koentjaraningrat, interviews can be used for a specific task that aims to try to get information

and form respondents orally, to communicate directly. Meanwhile, according to Lexy J Moleong [5] that the interview is a question and answer to get a specific goal and in this interview method the researcher and the respondent get face-to-face information verbally to get a goal that can explain the research problem.

C. RESULT & DISCUSSION
1.1 Online learning process at MTS Asy-Syafi'iyyah Trenggalek and MTs Miftahul Jannah Trenggalek

The online learning process at MTS Asy-Syafi'iyyah Trenggalek and MTs Miftahul Jannah Trenggalek uses the group WhatsApp media. That is, every student joins the WhatsApp group that the teacher has made. In the learning process, both schools provide students with periodic weekly assignments to the students. Based on the data that the researchers got, choosing WhatsApp as a learning tool was considered by parents to be easier and more efficient in quota, considering that during this pandemic the economy was also difficult, especially when they lived in rural areas. At least, even though the teaching and learning process is carried out using WhatsApp, it can still spur students' enthusiasm to continue learning in any means and any circumstances

Although the online learning environment provides the freedom to learn to the rhythm of each participant, online learning is still expected to require a time limit on the task, so participants are directed to use the period that has been designed in the online learning system. Even so, the period gave also takes into account the condition of the network signal in each student's home. As the teachers at MTs Miftahul Jannah do, every subject when given an assignment is collected every Monday per week. Each student must collect assignments every Monday and all students are also seen collecting all of them. In contrast to MTs Asy-Syafi'iyyah where students are not given a range of time to do the work so that most do not collect or only collect a part of it. Even though each day there are more students collecting, the students' responses to the assignments are different. The role of the teacher in this case is also very necessary to instill the character of discipline to students. Because students are not pressured, without being given a deadline the majority of the work still seems to underestimate. Thus, students' responses to online learning from the two schools, MTs Asy-Syafi'iyyah and MTs Miftahul Jannah are also different.

Students from MTs Miftahul Jannah tend to pay more attention and respond well to this online learning which is also proven by doing what the teacher tells them to do the assignment. The assignment also does not merely practice questions that need to think about answers, but also summarizes the material that was submitted. While students from MTs Asy-Syafi'iyyah tend to be less responsive to the assignments given, although not all of them. For example, when there are assignments, only a few students collect assignments because there is also no time limit given. Different teachers, different quantity of task collection. Teacher X, students who have collected material assignments reached 50% more, while teacher Y, students who have collected

assignments are still less than 50%. The difference is also caused by teacher factors. The quality factor of educators in delivering material or communicating with students also influences students' responses. Therefore, the quality of a teacher's communication and character strengthening is very important.

At MTs Miftahul Jannah, each subject is given an assignment that must be submitted every Monday per week. Whereas at MTs Asy-Syafi'iyyah students who were given assignments were not given a collection time frame, so only a few / part of them collected assignments until the end of the semester. Even though every day there are students who collect, the students' response is very little. Both schools. including a school that can be said to be small, so of course, the character of students is different from schools that are quite favorite

1.2 *Obstacles Faced By Each School In Implementing Online Learning*

The teacher's contribution is the spearhead of the success of students who are of character and quality, both in terms of intellectual, spiritual, emotional, in learning. Teacher motivation or the role of teachers to take part in online learning programs is very influential on students. There are still many teachers who are not ready to implement the technological changes that are required online. That is because there are still many who are technology illiterate, especially those in the suburbs and who are nearing retirement.

After holding a question and answer session on several teachers who have implemented online programs, most teachers encounter several obstacles, including the limited time available by the teacher, inadequate facilities and infrastructure, such as lack of space, weak internet network signals, or the low ability of teachers to master technology. Both schools use WhatsApp Group in online learning but run for a few months at the beginning of Corona only. For this semester the learning is semi-offline at MTs Miftahul Jannah (students who are in the cottage every day are offline, while students who are not in the cottage are only two days) come to school every week and go completely offline at MTs Asy-Syafi'iyyah (all students are in the cottage, only a few are not in the cottage, every day they enter for now).

At MTs Miftahul Jannah, each subject is given an assignment that must be submitted every Monday per week. Meanwhile, at MTs Asy-Syafi'iyyah students who were given assignments were not given a time frame for collection, so only a few / part of them collected assignments until the end of the semester. Even though every day there are students who collect, the students' response is very little. Both schools. including schools that can be said to be small, so of course, the character of students is different from schools that are quite favorite.

The obstacles faced by each school are of course related to the use of existing technology. This is because the majority of students' residence areas are in rural/mountainous areas with the majority of the economic conditions are middle to lower class and the internet signal is by the area.

For MTs Asy-Syafi'iyyah students who were in the cottage and did not come home at all, when learning online, they certainly did not carry cellphones so that the online task was given by the teacher to the lodge and the student's response was not that great for the assignment given.

Student response in online learning is quite low, it can be seen from each assignment given and seems neglected, especially if a collection deadline is not given. The assignment given is also not only about answering questions "one has to think about the answer first, but often reviews the material chapter/resume. But it returns to the lack of emphasis on students so that students are less responsive.

In certain lessons, the teacher may be considered "killer" or more disciplined, students respond more positively, as evidenced by more students who submit assignments when compared to teachers who may be less emphasis on students.

Student success in learning is influenced by adequate or professional teaching skills. Therefore, being a teacher must be able to develop themselves to be able to teach effectively, creatively, inspiratively, so that they have their respective advantages, especially in the current technological era. Teachers must be able to adapt to the development of the times so that they are not left behind, especially if they are lagging behind their students about increasingly sophisticated technology today.

Strengthening the character of teachers in the current technological era is not only the responsibility of the teacher alone, but also of all elements supporting the task of the teacher, namely schools, principals, and so on. In this regard, increasing teacher competence in technological mastery is something that must be done. However, it must also pay attention to the impact of technological developments in the world of education so that education can adapt to the development of existing technology.

The teacher's personality can also affect the effectiveness of student's learning interests. A professional teacher's personality can motivate students' interest in learning and learning so that it becomes effective, and vice versa. Teachers who are proficient, intelligent, can melt the hearts of students who are usually difficult to control by teachers who are less proficient and can influence students. So students can be more responsive to the learning carried out. Good teacher personality can arouse students' enthusiasm, make students disciplined, active, diligent, more respectful, respectful, carrying out assignments on time. The purpose of education will be achieved if the process that occurs is communicative. The teacher must be able to master interaction and good communication in the learning process.

D. CONCLUSION

From some of the descriptions of this paper, there are several things that the author can conclude. First, that the process of teaching and learning activities at MTS Asy-Syafi'iyyah

Trenggalek and MTs Miftahul Jannah Trenggalek was carried out using the WhatsApp group media. The reason for choosing WhatsApp as a learning medium is because it is considered the most popular, easy, and quota saving. For the learning process, each student will be given weekly assignments by the subject teacher. The assignment must be submitted by students every week at regular intervals.

There are still many teachers and students who are not ready to adapt to technology because most of them live in villages and it is rather difficult to access technology so that WhatsApp is considered the easiest to use. Most of the teachers also reported that the available time and facilities and infrastructure for supporting learning were not adequate. Another obstacle is that online activities only run for a few months, especially for students at MTs Miftahul Jannah because they are in the cottage every day so they choose offline learning, MTs Asy-Syafi'iyyah Jannah continues to carry out online while still providing weekly assignments for students. After seeing these various obstacles, this paper is expected to be one of the materials for self-reflection so that online learning in the future is more orderly regulated by preparing various facilities and trained human resources.

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