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COVID-19 PEDAGOGY IN ONLINE SCHOOL FIELD INTRODUCTION PROGRAM AT JUNIOR AND SENIOR HIGH SCHOOLS IN PURWOKERTO

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Abstract

The Covid-19 pandemic has changed the educational process at all levels globally. Educational activities that originally took place in face-to-face activities have turned into online or network activities. This online activity also has a great influence on the ability to educate and teach teachers and students practicing School Field Introduction programs. This study aims to determine (1) the Supervising Teacher's perception of the implementation of the Online School Field Introduction Program for English Education Undergraduate students and (2) the Supervising Teacher's perception of the student's pedagogical competence during School Field Introduction programs for English Education Undergraduate students. There are 8 Junior High Schools (SMP), 7 Senior High Schools (SMA), and 2 Vocational High Schools (SMK) which are the venues for the event. This study uses a descriptive method where the researcher provides a detailed description of the perception of the supervising teacher on the implementation of the online school field introduction program and the student's pedagogical ability in the activity. The results showed that the implementation of the Online School Field Introduction Program was going well and the students' pedagogical abilities still needed to be improved in teaching and learning activities. This is evidenced by positive perceptions of campus communication points (80%), coordination and debriefing activities (86%), drop-off and withdrawal activities (82%), the mentoring process (81%), and the reporting process (80%) of a total of 50 supervising teachers as respondents. Meanwhile, in terms of students' pedagogical abilities, neutral perceptions are found in the understanding students (74%), development of high school students' potentials (70%), and understanding the educational foundation for the benefit of learning (72%). However, negative perceptions are centered on the designing and implementing learning (56%) as well as the designing and implementing evaluation (54%).

Keywords: supervising teacher, perception, Online School Field Introduction Program, pedagogy

Introduction

In the beginning of 2020, the COVID-19 pandemic spread and affected all areas of life, including education globally. All forms of activities in it are affected by these extraordinary conditions. School Field Introduction Program activities which were originally held in person, face to face with students, underwent a significant change in their implementation, becoming on-line or online. Not all schools are



ready with the right facilities and infrastructure for these activities; the same goes for the students and the supervising teachers at schools.

In this extraordinary situation, there are considerable demands and expectations from the schools towards students in implementing the online School Field Introduction Program. This started from the general view of the younger generation who are considered flexible in using the right technology for online activities. However, on the other hand, there are pedagogical demands where the students will be seen by the supervising teachers in terms of managing classes, applying teaching and learning strategies and methodologies, using psychological approaches, and conducting simple counseling to students. Differences in views and perceptions between students and supervising teachers on the implementation of the Online School Field Introduction Program became the reason for the research team to look further at the actual conditions.

Literature Review

Pedagogy & Covid-19 Pedagogy

Essentially, pedagogy, the art, science, or profession of teaching, focuses on the core values and principles that influence of learning, teaching, and assessment methods. Pedagogical competence is one aspect of Teaching Competence that must be possessed by prospective teacher / practitioner students, in addition to Professional Competence, Personal Competence, and Social Competence.

Pedagogical competence is related to the teacher's ability to process learning. According to Government Regulation No. 19 of 2005, pedagogical competence can be translated into sub-competencies and indicators:

- a) Understanding students.
- b) Understanding the educational foundation for the benefit of learning.
- c) Designing & Implement learning.
- d) Designing and implementing learning evaluations.
- e) Developing students to actualize their shared potential.

Pedagogy can be centered on teachers or students, with a focus on low-tech or high-tech (Ferdig et al., 2020). Teacher-centered learning focuses on teachers teaching and sharing content through direct teaching. It focuses on the knowledge possessed by teachers and imparts this knowledge to students. The teacher-centered assessment is designed to allow students to demonstrate that they understand the knowledge shared with them at the end of the unit. Student-centered learning guides students to become active participants in their own learning process. Allen and Wright (2014) also mention that teachers still provide content and they take on more mentoring or mentoring roles to help students learn. Student-centered assessments are used more frequently to assess knowledge and tend to be more objective.

Meanwhile, during the Covid-19 pandemic situation, pedagogy experiences many moving parts that include teaching styles, feedback, and assessment. The established practice of changes rapidly, and educators show "teaching agility". Although moved to the newly established cyberspace, many principles and "intentions" in practice and the guiding values of educators remained unchanged. Overall, some innovative teaching methods developed at the local level are there reflecting senses of equality and difference. (Kidd & Murray, 2020)



As a tendency of using the teaching and learning media relies heavily on technology, micro-teaching online with virtual classroom technology or making final assessments through video-based case studies increase significantly. Self-study research variously explores students' perceptions, continued modelling of student-centred practices online, and the importance of shared values and visions. (Buttler 2020 and Song et al. 2020).

Other studies have reaffirmed an interest in the “teacher and designer” perspective (Laurillard 2012; Kidd 2020), investigating design decisions that involve the construction of meaningful online learning tasks, objects, and environments. Here, educators are "learning to do something in a completely different way by developing new personal and social practices" (Somekh 2007, 1). With the outbreak of the pandemic, initial teacher education has become "a science of design" (Laurillard 2012), needing to adapt to the ever-changing practical environment and context.

School Field Introduction Program

The role of teachers as educators in the current era of globalization is very important. Learning for prospective teachers is designed so that prospective teachers have the ability and skills to carry out learning. General Soedirman University or Universitas Jenderal Soedirman (UNSOED) is one of the educational institutions that views the importance of creating competent and professional teachers as well as educators. Through 4 undergraduate study programs that have educational and teaching characteristics, namely Indonesian Language and Literature Education, English Education, Accounting Education, and Physical, Health, and Recreation Education, UNSOED held one practical course: School Field Introduction Program or *Pengenalan Lapangan Persekolahan* (PLP).

School Field Introduction Program was previously referred to as Field Experience Practice or *Praktik Pengalaman Lapangan* (PPL). This program is the process of observation/observation and apprenticeship conducted by students of the Bachelor of Education Program to study aspects of learning and management of education in educational units. With the issuance of Minister of Research, Technology and Higher Education Regulation Number 55 of 2017 concerning Teacher Education Standards, all students of educational study programs are required to participate in these activities. Furthermore, students are expected to become prospective teachers who have high dedication, never give up and teachers who can become motivators, innovators and also know their identity, and really have professional, pedagogical, personal and social competencies.

Perception

Perception is basically evaluated. The recognition of people can be positive or negative. The recognition of people is affected by experience and knowledge (Suyana, 2013). Perceptions are aimed at interest and motivation and prepare a better person (Mas, 2008). Perception has a very broad meaning. Subede (2017) states that the factors that influence perception are divided into 2 (two) as follows: (1) functional factors, which come from needs, past experiences and include what is called personal factors, (2) structural factors, which come from of the nature of physical stimuli and the neural effects they have on an individual's nervous system. The supervising teacher's perception of the students is related to in terms of the teacher's experience in guiding. The longer the experience a person gains, the wider his knowledge in the field he is engaged in. Therefore, the longer the experience of the civil supervising teacher in guiding the practitioner, the higher the teacher's demands on the practitioner in applying pedagogic competence in School Field Introduction Program.

Supervising Teachers



Supervising teachers are supervisors who have the most contact and have direct contact with students as prospective teachers (Suparno, Suyadi, & Wardani, 1990:38). Guidance tasks that must be given by a supervising teacher include the following:

1. Giving teaching assignments during guided and independent practice.
2. Assisting student teacher candidates in developing teaching and learning units
3. Applying clinical supervision in providing guidance to prospective teacher students during teaching exercises.
4. Guiding prospective teacher students in doing assignments, providing study guidance to students, class administration, as well as curricular and extracurricular assignments and together with the Principal and Field Supervisors determine students who have met the requirements to take the exam after doing School Field Introduction Program.

Methodology

The method that researchers use in this research is descriptive method. Descriptive meth is a problem solving procedure that is investigated by describing or describing the state of the subject or object of research (a person, institution, community, etc.) at the present time based on the facts that appear as they are (Nawawi, 2002:63). In this study, the researcher attempted to provide a detailed description of the perceptions of the civil servant teachers on the implementation of the online school field introduction activity and the students' pedagogical abilities in these activities. This research was conducted in 8 Junior High Schools (SMP), 7 Senior High Schools (SMA), and 2 Vocational High Schools (SMK) in Purwokerto, covering 50 supervising teachers as the research respondents described in Table 1 below.

Table 1 Supervising Teachers in Purwokerto

HIGH SCHOOLS					
<i>Junior</i>	<i>Teachers</i>	<i>Senior</i>	<i>Teachers</i>	<i>Vocational</i>	<i>Teachers</i>
1. SMP Negeri 1	4	1. SMA Negeri 1	4	1. SMK Negeri 1	4
2. SMP Negeri 2	4	2. SMA Negeri 2	4	2. SMK Negeri 2	4
3. SMP Negeri 3	2	3. SMA Negeri 3	2		
4. SMP Negeri 4	2	4. SMA Negeri 4	2		
5. SMP Negeri 5	3	5. SMA Negeri 5	3		
6. SMP Negeri 6	2	6. MAN Negeri 1	3		
7. SMP Negeri 7	2	7. MAN Negeri 2	2		
8. SMP Negeri 8	3				
	total 22		total 20		total 8
TOTAL 50 teachers					

To analyze the collected data, the researchers (1) designed a questionnaire using Google Forms and interviews via Google Meet; (2) grouped the results of the questionnaire; (3) discussed the findings from the questionnaires and interviews regarding the perceptions of the supervising teachers to the stages of the implementation of the Online School Field Introduction and to the Pedagogical Competence of Students; and (4) drew conclusions from the data found.

Results And Discussion



The result and discussion of the research are divided into 2 parts: questionnaire and interview. Each of them presented the stages of the implementation of the Online School Field Introduction Program and to the Pedagogical Competence of Students. The topics from the stages of the implementation of the Online School Field Introduction Program are (1) campus communication points, (2) coordination and debriefing activities, (3) drop-off and withdrawal activities, (4) the mentoring process, and (5) the reporting process. Meanwhile, the topics from the Pedagogical Competence of Students are (1) understanding students, (2) understanding the educational foundation for the benefit of learning, (3) designing & implementing learning, (4) designing and implementing learning evaluations, and (5) developing students to actualize their potentials. Under each of the topics, there are 5 points to clarify further. The description of the research topics is in the following Table 2 & Table 3:

Table 2 Points on The Implementation of the Online School Field Introduction Program

CAMPUS COMMUNICATION	COORDINATION & DEBRIEFING	DROP-OFF & WITHDRAWAL	MENTORING PROCESS	REPORTING PROCESS
1. Informal Communication	1. Invitation Letters	1. Schedule	1. Teacher Students' communication	1. Documents completion
2. Formal Communication	2. Discussions	2. Field Supervisors	2. Teacher Students' presence	2. Data collection and explanation
3. Informal Meeting	3. Time & Place Settings	3. Teacher Students' General Overview	3. Proactive behavior	3. Report Submission
4. Administration Letters	4. FGD Equipment	4. Teacher Students' Attitude	4. Discussion	4. Presentation
5. MOU	5. Guidance Books	5. Information sharing	5. Logbooks	5. Test

Table 3 Points on The Implementation of the Students' Pedagogical Competence

UNDERSTANDING STUDENTS	DEVELOPING STUDENTS	DESIGNING & IMPLEMENTING LEARNING	DESIGNING & IMPLEMENTING EVALUATION	EDUCATIONAL FOUNDATION
1. Informal Communication	1. Intracurricular activities	1. Curriculum & syllabus design	1. Integrating evaluation	1. Developing learning situation
2. Formal Communication	2. Extracurricular activities	2. Integrating curriculum to lesson plan	choice to lesson plan	2. Communication with school staffs
3. Getting along with students	3. Online discussions	3. Lesson Plans	2. Evaluation design based on lesson plan	3. Understanding Vision & Mission of School
4. Social Media Usage	4. Social Media Usage	4. Lesson Plan Implementation	3. Evaluation	4. Understanding
5. Respecting Privacy	5. Communication language	5. Discussion & Review		



4. Online evaluation implementation	validity	school environment
5. Online evaluation results		5. Assisting other school activities

The results showed that the implementation of the Online School Field Introduction Program was going well and the students' pedagogical abilities still needed to be improved in teaching and learning activities. This is evidenced by positive perceptions of campus communication points (80%), coordination and debriefing activities (86%), drop-off and withdrawal activities (82%), the mentoring process (81%), and the reporting process (80%) of a total of 50 supervising teachers as respondents. Meanwhile, in terms of students' pedagogical abilities, neutral perceptions are found in the understanding students (74%), development of high school students' potentials (70%), and understanding the educational foundation for the benefit of learning (72%). However, negative perceptions are centered on the designing and implementing learning (56%) as well as the designing and implementing evaluation (54%). The description of the research topics is in the following Table 4 & Table 5:

Table 4 Supervising Teachers' Perceptions on The Implementation of the Online School Field Introduction Program

CAMPUS COMMUNICATION			
<i>Points</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>
1. Informal Communication	-	2	10
2. Formal Communication	-	2	8
3. Informal Meeting	-	1	8
4. Administration Letters	1	1	10
5. MOU	1	2	4
Total	2 (4%)	8 (16%)	40 (80%)
COORDINATION & DEBRIEFING			
<i>Points</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>
1. Invitation Letters	-	1	10
2. Discussions	-	2	8
3. Time & Place Settings	-	1	9
4. FGD Equipment	-	2	11
5. Guidance Books	-	1	5
Total	0 (0%)	7 (14%)	43 (86%)
DROP-OFF & WITHDRAWAL			
<i>Points</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>
1. Schedule	-	1	9
2. Field Supervisors	-	3	10



3. Teacher Students' General Overview	1	-	5
4. Teacher Students' Attitude	1	2	7
5. Information sharing	-	1	9
Total	2 (4%)	7 (14%)	41 (82%)

MENTORING PROCESS

<i>Points</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>
1. Teacher Students' communication	-	5	8
2. Teacher Students' presence	-	-	11
3. Proactive behavior	-	2	6
4. Discussion	-	-	7
5. Logbooks	-	2	9
Total	0 (0%)	9 (18%)	41 (82%)

REPORTING PROCESS

<i>Points</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>
1. Documents completion	2	4	10
2. Data collection and explanation	1	1	8
3. Report Submission	1	1	8
4. Presentation	-	-	10
5. Test	-	-	4
Total	4 (8%)	6 (12%)	40 (80%)

Table 5 Supervising Teachers' Perceptions on The Implementation of the Students' Pedagogical Competence

UNDERSTANDING STUDENTS

<i>Points</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>
1. Informal Communication	2	10	2
2. Formal Communication	2	5	-
3. Getting along with students	3	10	1
4. Social Media Usage	2	7	-
5. Respecting Privacy	1	5	-
Total	10 (20%)	37 (74%)	3 (6%)

DEVELOPING STUDENTS' POTENTIALS

<i>Points</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>
1. Intracurricular activities	1	5	-
2. Extracurricular activities	2	10	3
3. Online discussions	-	5	2
4. Social Media Usage	1	10	4
5. Communication language	1	5	1
Total	5 (10%)	35 (70%)	10 (20%)

DESIGNING & IMPLEMENTING LEARNING



<i>Points</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>
1. Curriculum & syllabus design	8	3	2
Understanding	7	3	1
2. Integrating curriculum to lesson plan	6	3	1
3. Lesson Plans	6	3	1
4. Lesson Plan Implementation	1	3	2
5. Discussion & Review			
Total	28 (56%)	15 (30%)	7 (14%)

DESIGNING & IMPLEMENTING EVALUATION

<i>Points</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>
1. Integrating evaluation choice to lesson plan	7	3	1
	10	5	3
2. Evaluation design based on lesson plan	5	2	3
3. Evaluation validity	3	2	2
4. Online evaluation implementation	2	2	-
5. Online evaluation results			
Total	27 (54%)	14 (28%)	9 (18%)

UNDERSTANDING EDUCATIONAL FOUNDATION

<i>Points</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>
1. Developing learning situation	2	8	-
2. Communication with school staffs	3	10	1
3. Understanding Vision & Mission of School	1	5	1
	2	8	1
4. Understanding school environment	2	5	1
5. Assisting other school activities			
Total	10 (20%)	36 (72%)	4 (8%)

These supervising teachers' perceptions are strengthened by the results of interview about the same two points on the implementation of the Online School Field Introduction Program and of the Students' Pedagogical Competence. The interview was carried out virtually through Zoom meetings. Each supervising teachers were given 10 questions as follows:

Table 6 The Interview Questions

ONLINE SCHOOL FIELD INTRODUCTION PROGRAM	STUDENTS' PEDAGOGICAL COMPETENCE
1. How does UNSOED prepare and initiate the communication with your school?	1. How do the teacher students understand the high school students here?
2. How effective is the coordination for the program preparation?	2. How far do they help in developing the high school students?
3. How are the drop-off and withdrawal processes?	3. How is their preparation for teaching the high school students?
4. How is the mentoring process with the teacher	4. How do they evaluate the teaching and learning



students?	activities?
5. How is the reporting process done by the teacher students?	5. What have they learnt about educational foundation at school?

Some results of the interview showing the supervising teachers' perceptions on those questions above are in the following Table 7:

Table 7 The Interview Results

1. How does UNSOED prepare and initiate the communication with the school?
a. So far, so good
b. D
c. D
d. D
e. D
2. How effective is the coordination for the program preparation?
3. How are the drop-off and withdrawal processes?
4. How is the mentoring process with the teacher students?
5. How is the reporting process done by the teacher students?
6. How do the teacher students understand the high school students here?
7. How far do they help in developing the high school students?
8. How is their preparation for teaching the high school students?
9. How do they evaluate the teaching and learning activities?
10. What have they learnt about educational foundation at school?

Conclusion

There are many moving parts to pedagogy that include teaching styles, feedback, and assessment. While each teacher has a different pedagogical approach to learning in their classroom, they should consider the most effective means of content delivery based on student needs. Pedagogy within the classroom has benefits and weaknesses. The ultimate way to help students learn is to use a combination of pedagogical avenues to reach the variety of students within the classroom.

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