



Teacher Strategies in Online Learning due to Pandemic: A Literature Review

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ABSTRACT

Education related to how teacher teaching their students the material that help student solve the problem, increase their capability, and applied what they have learnt in their daily activities. In COVID-19 emergency, the Indonesian government issues a distance and online learning policy and students can study even in a state of social distancing. This pandemic provides a challenge for all education units to continue to provide optimal service to their students. This research aims to analyze and identify the teachers' role in teaching and learning process that was interfere during the pandemic. This research is a qualitative research with the literature review that discusses published information in a particular subject area, and sometimes information in a particular subject area within a certain time period. This research analyzes about several articles related to the challenge that faced by teacher during online learning due to pandemic and the strategies applied by teachers as a solution to keep students motivated and well-understand about the learning material. The result of this research showed the several strategies applied by teachers during online teaching implementation, such as make interesting media and convey it via zoom, intensively motivate students and parents about the importance of online learning, uses WhatsApp groups when teaching online since many of students are familiar with WhatsApp application and combining both online chat and video conference in online teaching and learning process.

Keywords: Covid-19, Teacher Role, Teaching Strategies

INTRODUCTION

Education is one of the most important aspects for every human to develop their self. In this globalization era, human need to develop their skills and ability to show their existence by learn or getting the education based on their grade. The most common way to obtain formal education is by educational institutes where there are teachers and students with the proper curriculum. Education related to how teacher teaching their students the material that help student solve the problem, increase their capability, and applied what they have learnt in their daily activities. The ultimate goal of every teaching and learning process is the success of the students to acquire the knowledge of subject matter being taught, and one of the key successes in gaining the teaching learning objective is the teacher role (Fahriany, 2014). Unfortunately, the pandemic that begun from 2020 was made many changes in social aspect, especially in education world. During Covid-19 pandemic, the teaching and learning process were disrupted due to PPKM (Restrictions towards Community Activities) that regulated by government to all society levels.

In COVID-19 emergency, the Indonesian government issues a distance and online learning policy and students can study even in a state of social distancing (Hermanto, 2022). Moreover, the impact of Covid-19 on the education sector is limited opportunity for education resulting from school shutdowns, “incomplete” learning due to online learning activities, and health issues (Padmo, 2020). This pandemic provides a challenge for all education units to continue to provide optimal service to their students. Some education units are not able to face this challenge, and the impact on the teaching and learning process is not carried out properly (Rulandari, 2020). In this pandemic, teachers play an important role in keep the students’ motivation and understanding the material through limited situation.

It is universally recognized that teacher is a backbone of any educational system because knowledge is transferred from the teachers to be taught (Rindu, 2017). The role of a teacher is defined by cultural, social events and the environment, and they influence the differences that occur in the concept of teacher roles within different cultures, societies, including the geographic environment (Makovec, 2018). During the implementation of teaching and learning process, teachers are required to formulate the best approach, media, and method based on students’ need that will help the students in mastering the material and achieving the learning goal. The pandemic caused many students to adapt in new learning implementation through online media and new strategies applied by teachers. It is hard for both of students and teachers since they need to learn and adjust in new system and technique that they never use before. Therefore, the role of teacher during online learning due to pandemic is very necessary.

Then, this research aims to analyze and identify the teachers' role in teaching and learning process that was interfering during the pandemic.

LITERATURE REVIEW

Teacher is the main element in educational sectors that used as the mediator between students and the knowledge. Teachers are professional educators whose main task is to educate, guide, train, evaluate students, therefore teachers in the context of education have a very important role for students. The teacher should be able to interact directly with students to educate, guide, and assess students as the ability of the learning process (Erlia, 2021). Teacher should have social skills to build quality relationship between student and teacher. A good teacher is one who is easily approachable to their student. Besides, teacher must be managing the classroom well, because the class environment can influence student achievement in academic and non-academic fields (Cahyaningsih, 2021). The main task of teacher in teaching and learning process is to create the best class environment for students that make them enjoy and happy during the learning process. The role of the teacher in developing social attitudes in learning, namely: the teacher as a demonstrator, class manager, mediator, facilitator, motivator, educator, and evaluator (Sarwono, 2020). Unfortunately, the conventional teaching style is more likely to use teacher as a center in learning and make students are not active in the classroom. Teacher-centered learning which opened the opportunity for the teacher to act as a 'dictator' is no longer appropriate to implement. Rather, teachers should act and position themselves as a facilitator and the appropriate learning method would be student-centered learning (Anggraeni, 2017).

The learning procedure is triangular. It is a process that is shared between the teacher as facilitator, the student as a learner, and the school as the provider of regulations ensuring credibility (Abulhul, 2021). Teachers need to analyze and apply the perfect media, method, approach and material based on students' need and capability. Also, teachers are required to have specific strategies in teaching their students for achieving the learning goals. Besides, the assessment for students must be based on the material and students' capability. The right strategy from teacher during teaching and learning process will lead students in clear and better understanding about the material.

There are some types of teaching strategies such as expository strategies, cooperative learning, inquiry, contextual teaching and learning and problem-based learning. All of those strategies are not fit for all the material. It depends on the context. One strategy might fit to one particular topic but it does not certainly fit to the other topic, then the teacher has to have the ability to choose the best one (Fajriah, 2017). For example, in teaching speaking teachers are able to use role player, drilling, and another creative task. In teaching reading, teachers can ask

students to read aloud and correct their pronunciations or reading with friends will make students enjoy during the learning process. In teaching writing, teachers can begin from something or event that familiar for students that they can portraying it well in their writings. in listening sections, teachers can use many tapes based on students' need and has the vocabulary that students will understand easily. All of these strategies in teaching English is very necessary for students in mastering the material well. Since English is not students' first language, they need to adapt and translate the vocabulary into their mother language first, and understand it. Teaching English is fun when the teachers and students are sits in same class and having real conversation between them. Unfortunately, the pandemic caused teachers and students required to conduct teaching and learning activities from their home through digital media. This caused many ineffective teaching and learning process due to several error and obstacles faced by students and teachers.

The learning process that conducted online due to Covid-19 pandemic have the effect for all the educational aspects, from students, teachers, curriculum, and so on. The effects that students receive, especially those who conduct the learning activities online, have a big impact on their mental and feelings. Most of them feel the negative impact related to Covid-19 (Saputri, 2021). Meanwhile, there are 75% of students feel more confidence joining online learning that face to face in class. That's why 60% of students think online learning can improve high quality of learning (Yusnilita, 2020). The research conducted by Arif (2021) found that homeroom teacher, learning media at Madrasah Ibtidaiyah Al-Azhar Gresik use Zoom, Google Meet, Canva, Youtube and Whatsapp media. Meanwhile, the research by Mulyah (2022) showed that teachers were faced with the challenge of using digital technology to provide an education that would reach beyond school into the homes and computers of Indonesian students. In line with this, the research by Tryastuti (2022) concluded that teachers encounter challenges that include the disturbance in teaching and learning regarding accessibility, learning quality, school-home relationship, and technology awareness. Teachers also changed their ways of teaching by sending the learning materials via Google Classroom, WhatsApp (cross-platform messaging), and a few still conducted face-to-face meetings with strict policies.

RESEARCH METHODOLOGY

This research is a qualitative research with the literature review that discusses published information in a particular subject area, and sometimes information in a particular subject area within a certain time period (Ramdhani, 2014). A literature review should be an informative, personal but unbiased synopsis of the information, providing a balanced view that includes conflicting findings and inconsistencies, as well as established and current thinking (Winchester and Salji, 2016). Literature review plays an important role as a foundation for all type of research; they can serve as a basis for knowledge

development, create guidelines for policy and practice, provide evidence of an effect, and, if well conducted, have their capacity to engender new ideas and directions for a particular field (Snyder, 2019). This research analyzes about several articles related to the challenge that faced by teacher during online learning due to pandemic and the strategies applied by teachers as a solution to keep students motivated and well-understand about the learning material. The researchers not only focused in article that only published in Indonesia, but also from worldwide articles to analyze the impact of Covid-19 pandemic in educational sector all around the world.

RESULTS AND DISCUSSION

Teacher Role in Teaching and Learning Process

Teachers today are required to fulfill multiple roles and meet various competence demands, including:

1. The ability to innovate, utilize digital tools, conduct online classes, and implement curricula that strengthen multidisciplinary and collaborative teaching and learning models.
2. The ability to reorganize accountability and determine appropriate assessment methods.
3. The ability to provide education that supports students' academic, physical, and psychological development by balancing traditional knowledge with digital mechanisms.
4. The ability to ensure equal access to education, including for the most vulnerable students.
5. Strong communication skills to align the educational process with school principals and parents/families (Handoyono & Pambudi, 2021).

The COVID-19 pandemic required social distancing and restrictions on outdoor activities, significantly impacting various aspects of social life, including education. Schools were closed due to PPKM (Restrictions on Community Activities), greatly affecting students and teachers. UNESCO identified several harmful effects of school closures due to the coronavirus:

1. Interrupted learning - Schools provide essential education, and their closure deprives students of growth and development opportunities.
2. Nutrition concerns - Many students rely on free or discounted meals provided by schools, which may be compromised during closures.
3. Unequal access to digital learning - Limited technology and internet access can prevent students from participating in online education.
4. Increased pressure on open schools - Schools that remain open may experience overcrowding as parents transfer their children.

5. Social isolation - Schools serve as social hubs, and their closure reduces students' opportunities for interaction and creativity (Yassine et al., 2022).

Due to these challenges, teachers must adapt to new teaching methods, primarily through online learning. Stanley (2019) defines online teaching as interactive language instruction via videoconferencing, distinguishing it from telecollaboration, which focuses more on intercultural exchange than direct teaching. However, many teachers faced obstacles in online learning, primarily due to unfamiliarity with digital platforms, software, and online classroom tools. Some teachers had to learn new programs that were not previously used in traditional education. These challenges highlight the need for teachers to be better prepared and technologically adept to meet evolving educational demands (Kurniawan, 2020).

Nartiningrum (2021) identified several challenges teachers face in online education, including difficulties in lesson delivery, poor internet connectivity, slow student responses, and challenges in adjusting teaching plans. These issues not only decrease teacher motivation and productivity but also negatively impact student learning outcomes (Ahmad, 2021). Fahriany (2022) categorized teachers' instructional challenges as student motivation, interaction, learning strategies, and writing skills. Additionally, time management issues included time limitations and providing feedback. Assessing students' attitudes and cognitive skills also posed significant challenges. Maryono (2022) highlighted other obstacles such as technical difficulties, heavy teacher workloads, large class sizes, and low student motivation. These factors have hindered teachers from fully accommodating students' learning needs. Many teachers and students reported dissatisfaction with online learning, which could be mitigated through training, technical skill development, and improvements in information technology (Hafeez, Kazmi & Tahira, 2022).

Both online and offline learning have advantages and disadvantages. Offline learning facilitates direct interaction between students and teachers, while online learning saves time by eliminating the need for commuting. Some benefits of online learning include:

1. Protection from COVID-19 for students, teachers, and administrators.
2. Increased family bonding and quality time.
3. Flexibility to learn from various locations, such as bedrooms, living rooms, or outdoor spaces.
4. Learning materials can be accessed repeatedly.
5. Reduced stress related to commuting, allowing students to have breakfast while attending classes (Manurung & Arda, 2021).

However, online learning also has several drawbacks:

1. Economic disparities limit students' access to smartphones and internet data, with some having to share devices with siblings or borrow from parents.
2. Many students struggle to use digital learning tools effectively.
3. Completing assignments often requires a computer or laptop, which not all students can afford.
4. Online learning is unsuitable for students who require more direct guidance.
5. Schools were unprepared to address these challenges, prompting the return to face-to-face learning.

To address these challenges, teachers developed strategies to ensure effective learning. These included inviting students without digital devices to school to collect assignments, setting time-limited exercises, encouraging students to stay in areas with better internet access, and using common communication platforms such as Messenger and Facebook. Additionally, teachers provided extended deadlines for students with limited access to technology (Daar & Nasar, 2021).

Teaching Strategies in Online Teaching during Pandemic

The several suggestions for facing remote or online learning based on Chasanah (2022) are as follows: Improving teachers' digital and technological skills through training and professional development. The educational background of teachers should be considered, as many schools still have teachers who do not meet the requirements for early childhood education. Providing more support for students and parents regarding appropriate technology for remote learning. Ensuring that every parent, especially those in rural areas, has a mobile phone and internet access for online learning. Developing an integrated curriculum to enhance the quality of early childhood education. Setting realistic learning objectives that are achievable under current conditions. Implementing an integrated approach to reach children and families in remote learning, including more individualized guidance for parents and children to meet learning goals. Encouraging home visit programs when students cannot attend school due to Covid-19 restrictions, maximizing learning quality even if home visits occur only once a week. Promoting blended teaching that combines face-to-face and online learning. Strengthening the connection between teachers and parents to ensure high-quality blended education. Focusing on inclusive education to ensure quality learning for all students.

The majority of teachers believe that online teaching provides opportunities to familiarize themselves with various resources and fosters innovation and creativity. Virtual learning also enhances communication by enabling

participation in national and international conferences, online sessions, and collaborative discussions. In Nepal, online teaching has allowed community school teachers to access and share information more easily (Lal Lamsal, 2022). In Indonesia, the mastery of online applications among teachers significantly increased during the Covid-19 pandemic. A survey of 911 teachers found that 748 (82.11%) stated they had mastered more learning applications during the pandemic than before (Arif and Azhar, 2021). Proper technological training on delivering virtual classes should be prioritized, as it is a prerequisite for effective online teaching. Additionally, governments must provide basic infrastructure to support online education (Kamal and Illiyan, 2021).

Teachers also need to focus on strategies for effective online teaching. These include re-explaining previous material at the beginning of each session to reinforce learning, creating engaging media and delivering it via Zoom, monitoring student participation and activity during lessons, providing motivation to students and parents about the importance of online learning, using WhatsApp groups for teaching as many students are familiar with this platform, making it more accessible, encouraging teachers to actively share insights on online learning to create more effective classes, summarizing lesson materials and distributing them to students, and introducing variations in the learning process to maintain student engagement and prevent boredom (Hidayatullah, 2021).

Research by Sutarto (2020) on SDIT Rabbi Radhiyya Curup identified additional strategies such as emphasizing the importance of learning in any situation, either directly or in collaboration with parents, preparing concise, clear, easy-to-understand, and engaging learning materials, choosing simple yet attractive learning media, conducting continuous and regular evaluations, and utilizing Microsoft Office Sway as an effective learning tool. Unlike PowerPoint, Sway allows for more detailed explanations (Merliana, 2021). Additionally, Microsoft Sway improved student learning outcomes for Grade IV-A at SDN Bubutan III/71 Surabaya in the first semester of the 2021/2022 academic year (Nurhayati and Sulistyowati, 2022).

English teachers also implemented various strategies to reduce online teaching obstacles. Using an asynchronous strategy to minimize signal issues, data limitations, and time constraints. Utilizing WhatsApp groups when the E-Learning Madrasah Platform was inaccessible. Designing well-structured lesson plans to align learning objectives, materials, and teaching methods. Integrating technology and cultural content to make lessons more contextual and relatable. Providing learning materials in written and oral formats under 10MB, the maximum upload capacity on the E-Learning Madrasah Platform. Conducting Zoom video conferences to explain materials when other platforms were unavailable (Putri and Sari, 2021).

EFL teachers also employed seven strategies to manage online classrooms via Google Classroom. Communicating with students through WhatsApp,

providing in-person school access for students without smartphones, referring to additional teaching resources, assigning tasks in a simplified format, motivating students with rewards, and seeking assistance from homeroom teachers. Google Classroom has proven to be highly effective in facilitating teacher-student communication, organizing class materials, and maintaining records (Ayu and Sari, 2021). Similarly, Syahria (2020) found that ELT teachers adopted collaborative teaching strategies, mainly utilizing asynchronous methods such as Google Docs, email, Schoology, and WhatsApp for assignments and communication.

Lestiyanawati (2020) identified three primary online teaching strategies: using online chat exclusively, conducting video conferences, and combining online chat and video conferencing for a more interactive learning experience. These strategies highlight the various approaches teachers have adopted to overcome challenges in online learning, ensuring continued student engagement and quality education despite the constraints of remote instruction.

Table 1. The Challenges and Teachers' Solution for Online Learning Process

| List of Challenges | Teachers' Solutions |
|--|---|
| Instructional activity | |
| Maintaining students' motivation and focus | Providing plenty of games and physical exercises |
| Building communication using English | Involving activities Communication Skills |
| Implementation of cooperative language learning | Combining several strategies |
| Difficulty in teaching writing skills | Having students practice with parents |
| Time Management | |
| Having a limited amount of time | Creating a to-do list before online class |
| Difficulty in providing feedback timely | Providing feedback through WhatsApp audio |
| Student's Assessment | |
| Assessing students' attitudes during learning online English | Observing attitudes (motivation, activeness, and discipline) directly through Zoom or Google Meet |
| Assessing the cognitive aspect of some English skills | Assessing through the tests only |

Source: Processed Data by Researcher

Based on table above, the teachers have formulated the solutions based on their obstacles during teaching and learning process. In maintaining students' motivation and focus, the teachers providing plenty of games and physical exercises. In building the English communication between teachers and students,

the teachers involving the activities in developing the speaking skills in students through role player, drama, and etc. The teachers will combine several strategies in the implementation of cooperative language. Here, parents have a role in practicing the students' writing skills at home (Fahriany et al., 2022).

In time management, teachers will create to-do list before online class started to save a lot of time, also the teachers prefer to provide the feedback through WhatsApp audio rather than real time feedback for students. Teachers also observing the students' attitudes, including motivation, activeness and discipline directly through Zoom and Google Meet. Meanwhile, assessing the cognitive aspect of English skills is evaluating by test.

CONCLUSION

The pandemic has made many changes in all social sector of society, including in educational sector. Teaching and learning that previously conducted offline by attending school must change into online learning activities. It made teachers as educator needs to formulate special strategies to keep students motivated and enjoy during the online learning process. Several strategies applied by teachers are prepared learning materials that are short, clear, easy to understand, and interesting. Choosing the simple and attractive learning media and evaluate learning regularly and continuously. In time management, teachers will create to-do list before online class started to save a lot of time, also the teachers prefer to provide the feedback through WhatsApp audio rather than real time feedback for students. Also, integrated into technology and cultural content that can be more contextualized based on students' daily life.

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