

Teachers' Quality in Learning Process Amid Covid-19 Pandemic: Factors that Explain Professional Educators

Hery Setiyo Nugroho ¹,

¹ Manajemen Pendidikan, Universitas PGRI Palembang, Indonesia; herysetiyo47@gmail.com

ARTICLE INFO

Keywords:

Educator;
Quality;
Professional

Article history:

Received 2022-02-09
Revised 2022-04-16
Accepted 2022-05-30

ABSTRACT

The purpose of this study was to determine the quality of teachers in the learning process during the COVID-19 pandemic as a factor that describes professional educators. This study used a cross-sectional design. Participants were taken randomly from one of the private universities in Palembang. The participants were 120 people. Data were taken from questionnaires, teaching documents owned by teachers and also a literature review. The data analysis technique used is the percentage technique and cross-tabulation. The results show that the quality of teachers must have several aspects so that the implementation of teaching and learning during the covid-19 pandemic goes well and can achieve educational goals. As for the quality teaching aspect of the findings of this study, the quality of teachers from the findings of this study must carry out professional development, in-service training, pre-service training, teacher leadership, policies and partnerships, teacher curriculum training, and teaching management, and teacher qualifications. The study results have implications for the understanding of teachers to improve personal abilities to fulfil the components of quality teachers.

This is an open-access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Hery Setiyo Nugroho ¹,

Manajemen Pendidikan, Universitas PGRI Palembang, Indonesia; herysetiyo47@gmail.com

1. INTRODUCTION

The current changes in human life caused by the Covid-19 pandemic have had an impact on the effectiveness of the implementation of education. For 2 years, the education process is carried out online or through blended learning. Moreover, during the COVID-19 pandemic, learning activities were carried out online or in a hybrid from elementary school to the university level (Bubb & Jones, 2020). This condition has demanded the preparation of education from all parties involved in the educational process, such as educational institutions, lecturers, students, stakeholders (Pratiwi & Murdiono, 2020), as well as information and communication technology facilities (König, Jäger-Biela, & Glutsch, 2020). The use of technology plays an important role in students' cognitive engagement and academic

performance (Patricia Aguilera-Hermida, 2020). Distance learning during a pandemic requires collaboration with parents. The presence of parents can be a companion for students if there are technological problems (Ferraro, Ambra, Aruta, & Iavarone, 2020). From these conditions, the implementation of education requires qualified human resources to master technology so that learning activities during the COVID-19 pandemic can be carried out in accordance with the goals to be achieved. Moreover, during the COVID-19 pandemic, the condition of education suddenly changed. Learning activities that must be carried out online cause teachers to use technology as a medium for implementing teaching and learning activities. This is certainly a controversy between the concept of readiness of teachers, students, or educational facilities. However, technology has so far been used in the implementation of education.

However, the success of achieving learning objectives is also determined by the factor of the teacher who has a role in directing, designing, guiding, or carrying out learning activities. Moreover, in the era of advances in science and technology, educators are required to have qualities that are relevant to the needs of developments and changes in the current era. This means that teachers must carry out teaching and learning according to needs to achieve learning objectives. They must be qualified individuals and successfully carry out online learning well (Rahiem, 2021). The evaluation of online learning activities during the COVID-19 pandemic in the first year of 2020 showed student dissatisfaction with the teachers. In addition, the results of the analysis of input from students on the implementation of learning collected by private universities in Palembang concluded that the teachers had not been maximal in teaching and tended to only focus on assignments. The two-way interaction process between students and students, teachers and students, or students with less content is going well.

Therefore, an in-depth study is needed to be related to the quality of educators from the perspective of students. Educators, as a milestone in the quality of education must be understood as an important element of the successful implementation of education. Therefore, the teacher must be able to accept the transformation of the changing conditions that occur (Chang et al., 2013). Quality teachers can also have an impact on student achievement (Araujo, Carneiro, Cruz-Aguayo, & Schady, 2016), and they can increase the quality by using some events such as certification programs or training (Kusumawardhani, 2017). means that teacher quality predicts instructional quality and student achievement, and instructional quality, in turn, predicts student achievement (Blömeke, Olsen, & Suhl, 2016). A lot of understanding related to the concept of a good or quality teacher? Whether it covers aspects of cognitive abilities, personality, knowledge, beliefs, and motivation (Baier et al., 2019). Therefore, educational institutions can make teacher quality improvement programs so that they can improve teacher competence and have an impact on a pleasant and conducive classroom climate for students to learn (Ramdhani, Ancok, Swasono, & Suryanto, 2012).

Teacher quality is not only related to standards, performance, and managerialism. However, it is also possible to identify a more comprehensive understanding of teacher quality that takes into account contextual, professional, political and personal dimensions. Contradictory trends can be identified in how teacher professionalism has been defined as well as in the actual conditions of teacher work in schools and classrooms (Flores, 2019). Thus, educational institutions and teachers must have breakthroughs that can balance current conditions, so that teaching and learning activities can build harmony between needs, availability of human resources, and learning facilities. In particular, teachers can face all the demands of quality from teaching and learning.

Therefore, the gap in this research is focused on understanding the concept of teacher quality from the perspective of students. This student assessment can be one of the objective inputs for the teacher. Thus, the value of novelty presented in this study is related to the quality of teachers as a factor that describes the professionalism of educators. This of course, can answer global challenges related to the quality of education in advances in science, information and communication technology involved in the education process, as well as the changing times of human life that continue to develop.

Thus, the purpose of this study was to determine the quality of teachers in the learning process during the COVID-19 pandemic as a factor that describes professional educators. The results of this study are expected to be input and recommendations for understanding the concept of quality educators that are relevant to all advances in science, technology and also the demands of global competition. In addition, educational institutions can use the results of this research to develop the competence of teachers to meet the quality of education.

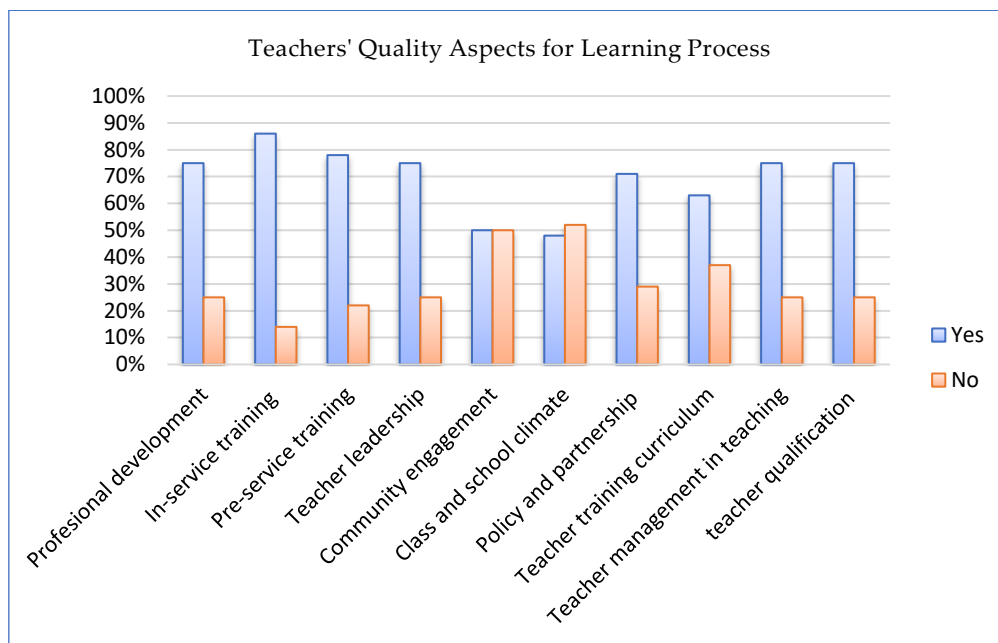
2. METHODS

The study employed a cross-sectional design. A sort of observational research design is a cross-sectional research design. This study investigates the phenomenon of teachers' quality as a professional educators to do the learning process amid the covid-19 pandemic. In cross-sectional studies, researchers simultaneously measure outcomes and exposures in study participants (Setia, 2016). Participants were taken randomly, and they were students at a private university in Palembang. So, this research is to find the concept of the professional quality of teachers in carrying out teaching and learning in the COVID-19 pandemic situation. The participants were 120 people. The method used to determine participants is a simple random sample (Taylor, Nettleton, & Harding, 2004). In the class under investigation, undifferentiated data is used to identify research subjects.

The research conducted is relatively efficient because data collection activities are carried out at the end of the lecture. This is done to find out the student's assessment of the concept of teacher quality during learning activities during the COVID-19 pandemic in a comprehensive manner because the teacher has finished teaching. So, the primary data were taken from the questionnaires distributed to students (M= 67, F=53). The questions in the questionnaire are designed through five components, including professionalism, attributes and values, teaching competence, teaching practice, and relationship and accountability (Naylor & Sayed, 2014). While secondary data is taken from teaching documents owned by teachers and also literature studies. Data was taken from September to December 2021. The data analysis technique used is the percentage technique and cross-tabulation. Percentage analysis is a method used to see how much the frequency of respondents' answers and phenomena in the field are. Cross tabulation is the easiest way to see associations across multiple data by calculating percentages (Creswell, 2012)

3. FINDINGS AND DISCUSSION

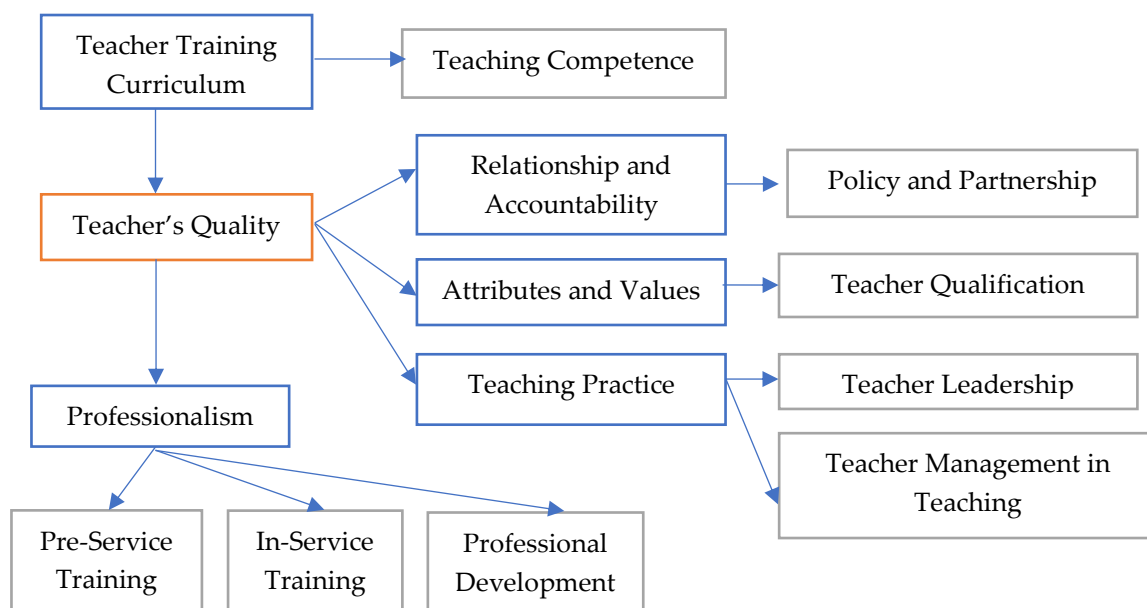
The results of the questionnaire data analysis show that the dimensions of teacher quality are related to various changes that influence each other and show an increase in the quality of education delivery. Quality teachers have personalities who can adapt to changes and create fun learning classes that meet the needs of global challenges. The results of the percentage of questionnaires are presented in the following graph.



Graph 1. The percentage of teachers' quality

Graph 1 shows the students' views on the importance of these aspects to the concept of teacher quality. This means that teachers must be able to carry out their professional development by participating in various competency improvement activities as educators. Because basically, every teacher has received pre-service training and training held by the university regularly such as teacher training on curriculum development, class management and so on. However, they also have to develop themselves from activities outside the university. Teachers must also have a level of qualification that is to government regulations. While in the aspect of leadership in the classroom, the teachers have played a role according to their function. Meanwhile, in the aspect of community engagement, the classroom and school climate must be created jointly by the school community.

Thus, the quality of teachers from the findings of this research must carry out professional development, in-service training, pre-service training, teacher leadership, policy and partnership, teacher training curriculum, teacher management in teaching, and teacher qualification. So, the following is the framework for the quality of teachers from the results of this research data analysis;



So, in this framework, it is known that qualified teachers, according to the current student's view must be able to carry out self-development and participate in various competency improvement programs organized by educational institutions or outside educational institutions both to improve the quality of teaching and learning and curriculum. Because teacher competence has a potential impact on student learning, teachers must develop themselves to excel and improve their competence in learning management and teacher empowerment so that it will lead to effective student learning. It is important to improve student learning because reform in learning is the main core of educational reform. The factors that influence student learning are the learning process, content, theory and teacher learning management (Kanokorn, Pongtorn, & Somjai, 2012).

In the graphic and design framework, quality teachers as professional educators must be able to carry out self-development in order to meet the demands of the quality of an educator in the Law on Teachers and Lecturers Number 14 of 2005, which regulates various matters related to the professional positions of teachers and lecturers, ranging from qualifications, competencies, and certification of teachers and lecturers, to procedures for appointment, transfer, dismissal, awards, protection, as well as a code of ethics. This means that professional development that must be carried out must include the four competencies that have been stipulated in the law, including personality competence, pedagogic competence, social competence, and professional competence. Educators must always update their competencies through various training or other activities. In addition, they are also required to be able to become a class leader who can organize learning activities that are relevant to current needs and conditions. So, classroom management by educators must be of high quality.

Educators can implement peer coaching strategies to promote teacher professional growth based on teaching practice, teacher learning, teamwork, and teacher confidence, enthusiasm, and autonomy (Alsaleh, Alabdulhadi, & Alrwaished, 2017). Professional identity is related to pedagogical innovation: being a conceptual component; performing, the practical component; and having environmental support components. In addition, the demands of the digital era are forcing teacher educators to re-examine their professional identity in technology-integrated teaching (Avidov-Ungar & Forkosh-Baruch, 2018). So, this conception clearly lays out professional educators in the era of the COVID-19 pandemic to carry out teaching and learning as well as in the midst of the development of advances in digital technology that has been utilized in the implementation of education.

Thus, teachers can build orderly and systematic work management. This is, of course, supported by the level of educational qualifications. In addition, quality teachers must also be able to follow the development of policies made by the government and partner with all parties so that the objectives of providing education can be achieved. Churchward & Willis (2019) shows that the decline in student performance in domestic and international assessments is seen as a policy problem that can be addressed through policy solutions intended to improve teacher quality. While quality and performance measures are linked in this policy agenda, it is not clear how teachers and teaching quality are defined. The findings of this study may have implications for the understanding of the concept of professional management theory for educators. Moreover, the demands for the quality of the results of the implementation of education are very high at this time in the midst of advances in science. So, an educator must be able to direct the results of teaching and learning to today's global needs.

4. CONCLUSION

The results of the data analysis concluded that the quality of teachers must be able to meet eight components, namely professional development, in-service training, pre-service training, teacher leadership, policies and partnerships, teacher curriculum training, teaching management, and teacher qualifications. While the concept of community engagement, classroom and school climate usually involves all participation of school members, including leaders, students, parents or stakeholders.

These findings indicate that teachers must be able to adapt to changes in human life and the implementation of education must be able to face global challenges from advances in science and technology. The results of the study have implications for the understanding of teachers to improve personal abilities to fulfil the components of quality teachers. Thus, the results of this study confirm the understanding of the competence context in the Law on Teachers and Lecturers Number 14 of 2005. This means that a professional educator must be able to fulfil these four competencies and be developed or innovated according to the demands of today's global needs.

However, this research is still limited to the analysis of the quality framework of educators from the perspective of students that is relevant to current needs. In contrast, the professional concept of an educator can be understood from various contexts, either through laws, government regulations related to educator qualifications or advances in science and technology with all the demands of quality. Therefore, the results of this study can still be developed by further researchers. Researchers can relate aspects of quality teaching to student achievement levels or competencies that are relevant to 21st-century skills. The results of this study also recommend that teachers adapt and adopt changes in life and the needs of educators to the needs of scientific progress.

Acknowledgements: Thank you to participants who have helped during the data collection process

Conflicts of Interest: no conflict of interest

REFERENCES

- Alsaleh, A., Alabdulhadi, M., & Alrwaished, N. (2017). Impact of peer coaching strategy on pre-service teachers' professional development growth in Kuwait. *International Journal of Educational Research*, 86, 36–49. <https://doi.org/10.1016/J.IJER.2017.07.011>
- Araujo, M. C., Carneiro, P., Cruz-Aguayo, Y., & Schady, N. (2016). Teacher quality and learning outcomes in kindergarten. *Quarterly Journal of Economics*, 131(3), 1415–1453. <https://doi.org/10.1093/QJE/QJW016>
- Avidov-Ungar, O., & Forkosh-Baruch, A. (2018). Professional identity of teacher educators in the digital era in light of demands of pedagogical innovation. *Teaching and Teacher Education*, 73, 183–191. <https://doi.org/10.1016/j.tate.2018.03.017>
- Baier, F., Decker, A.-T., Voss, T., Kleickmann, T., Klusmann, U., & Kunter, M. (2019). What makes a good teacher? The relative importance of mathematics teachers' cognitive ability, personality, knowledge, beliefs, and motivation for instructional quality. *British Journal of Educational Psychology*, 89(4), 767–786. <https://doi.org/10.1111/bjep.12256>
- Blömeke, S., Olsen, R. V., & Suhl, U. (2016). Relation of Student Achievement to the Quality of Their Teachers and Instructional Quality. *IEA Research for Education*, 2, 21–50. https://doi.org/10.1007/978-3-319-41252-8_2
- Bubb, S., & Jones, M. A. (2020). Learning from the COVID-19 home-schooling experience: Listening to pupils, parents/carers and teachers. *Improving Schools*, 23(3), 209–222. <https://doi.org/10.1177/1365480220958797>
- Chang, M. C., Shaeffer, S., Al-Samarrai, S., Ragatz, A. B., de Ree, J., & Stevenson, R. (2013). Teacher Reform in Indonesia: The Role of Politics and Evidence in Policy Making. *Teacher Reform in Indonesia: The Role of Politics and Evidence in Policy Making*. <https://doi.org/10.1596/978-0-8213-9829-6>
- Churchward, P., & Willis, J. (2019). The pursuit of teacher quality: identifying some of the multiple discourses of quality that impact the work of teacher educators. *Asia-Pacific Journal of Teacher Education*, 47(3), 251–264. <https://doi.org/10.1080/1359866X.2018.1555792>
- Creswell, J. W. (2012). *Research, educational planning, conducting, and evaluating quantitative and qualitative*

- research. London & New York: Pearson Education.
- Ferraro, F. V., Ambra, F. I., Aruta, L., & Iavarone, M. L. (2020). Distance learning in the covid-19 era: Perceptions in Southern Italy. *Education Sciences*, 10(12), 1–10. <https://doi.org/10.3390/educsci10120355>
- Flores, M. A. (2019). Unpacking Teacher Quality: Key Issues for Early Career Teachers. *Attracting and Keeping the Best Teachers*, 15–38. https://doi.org/10.1007/978-981-13-8621-3_2
- Kanokorn, S., Pongtorn, P., & Somjai, M. (2012). Teacher Development Program to Enhance Learning Competency for Small Primary Schools in Thailand. *Procedia - Social and Behavioral Sciences*, 69, 1052–1058. <https://doi.org/10.1016/j.sbspro.2012.12.032>
- König, J., Jäger-Biela, D. J., & Glutsch, N. (2020). Adapting to online teaching during COVID-19 school closure: teacher education and teacher competence effects among early career teachers in Germany. *European Journal of Teacher Education*, 43(4), 608–622. <https://doi.org/10.1080/02619768.2020.1809650>
- Kusumawardhani, P. N. (2017). Does teacher certification program lead to better quality teachers? Evidence from Indonesia. *Education Economics*, 25(6), 590–618. <https://doi.org/10.1080/09645292.2017.1329405>
- Naylor, R., & Sayed, Y. (2014). *Teacher quality: evidence review*. Canberra: Department of Foreign Affairs and Trade.
- Patricia Aguilera-Hermida, A. (2020). College students' use and acceptance of emergency online learning due to COVID-19. *International Journal of Educational Research Open*, 1, 100011. <https://doi.org/10.1016/j.ijedro.2020.100011>
- Pratiwi, P. H., & Murdiono, M. (2020). The Role of Parents in Strengthening the Character of Honesty When Learning at Home during the Covid-19 Pandemic. *Proceeding Book of the 3rd International Conference on Multidisciplinary Research*, 3(2).
- Rahiem, M. D. H. (2021). Remaining motivated despite the limitations: University students' learning propensity during the COVID-19 pandemic. *Children and Youth Services Review*, 120, 105802. <https://doi.org/10.1016/J.CHILDYOUTH.2020.105802>
- Ramdhani, N., Ancok, D., Swasono, Y., & Suryanto, P. (2012). Teacher Quality Improvement Program: Empowering Teachers to Increasing a Quality of Indonesian's Education. *Procedia - Social and Behavioral Sciences*, 69, 1836–1841. <https://doi.org/10.1016/J.SBSPRO.2012.12.134>
- Setia, M. S. (2016). Methodology Series Module 3: Cross-sectional Studies. *Indian Journal of Dermatology*, 61(3), 261. <https://doi.org/10.4103/0019-5154.182410>
- Taylor, K., Nettleton, S., & Harding, G. (2004). *Sociology for Pharmacists Second Edition*. New York & London: Taylor & Francis.

