

The English Teachers' Lived Experience in Limited Face-To-Face Learning: The Comparison between Teaching High School in Remote Areas and Downtown

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Abstract: Indonesia's education system is dealing with an unprecedented health issue during the Covid-19 pandemic. Thus, the limited face-to-face learning is the current educational policy to be applied in Indonesian schools throughout the country. This study compares the teachers' beliefs and understanding during the implementation of the limited face-to-face learning. The subjects of this study are two high school teachers who are teaching English in very different areas: one is teaching in an urban area, and the other one is teaching in a remote area. A descriptive qualitative method is used to narrate the result of this study. Data collection techniques were carried out by having questionnaires and in-depth interviews. The findings of this study found the similarity and the difference on the teacher's belief and understanding. The similarities are both teachers understand that the implementation of the limited face-to-face learning forces them to adjust their teaching time resentfully, and the belief that their students need to be motivated more to learn. The difference is found in the implementation of the use of technology in the classroom. The remote teacher realizes that the advance in technology is beyond his students' reach. Meanwhile, the downtown teacher can see that his students enjoy the time their teacher uses Gatepic and Storyline Online. Those two opposite facts contribute to developing the teacher's belief in the teacher's role. The downtown teacher thinks that teacher is a facilitator. On the other hand, the remote teacher believes that he is an educator.

Keywords: limited face-to-face learning; lived experience; teacher's belief; teacher's understanding

RESEARCH BACKGROUND

Limited face-to-face learning or *Pembelajaran Tatap Muka Terbatas* is the newest policy on education after Study from Home during the outbreak of the Covid-19. This policy is a joint decree of the Four Ministers (the Minister of Education and Culture, Minister of Religion, and Minister of Health and Minister of Home Affairs). The learning process of limited face-to-face learning started with the emergence of online learning problems. The issues were various problems emerged from the perspective of parents as children's learning companions at home,

the readiness of the use of technology and its devices held by teachers and students at home, and the erratic internet network. Online learning is the current-potential issue during the Covid-19 pandemic (Agung et al., 2020). Those problems are cursed as the main contributor of learning loss during the online learning process.

The implementation of the limited face-to-face learning is hard to be alike between the school in remote areas and downtown, especially in the frontier of West Borneo. Lack of infrastructure and environmental support have become obstacles to deal with in this region (Agung et al., 2019). The situation might be understood and believed differently by the teachers who are teaching English in those places. Coping with the students' teaching and learning experience during the limited face-to-face learning may bring certain lived experiences.

In this study, the researcher focused on comparing the teachers' lived experiences who are teaching English in remote and downtown areas. Referring to (Urban, 2006), having lived experience means having reflexive awareness and immediate possessing in some senses which have become objective in thought; it does not confront as something perceived or represented. The teachers' lived experiences in this study will mainly discuss the teachers' understanding and beliefs. According to Bradley (2002), lived experience covers two senses, namely past events and current events. The past and the present event are reflected in their belief and understanding. Too & Saimima (2019) agree that teacher belief is a concept that describes what teachers know, believe, and thinks when making decisions. According to Kagan (1992), teacher belief is defined broadly as tacit, often unconsciously held assumptions about students, classrooms, and the academic material to be taught.

Reviewing the previous discussion, the writers are interested in doing further in a descriptive qualitative study. Comparing the teachers' lived experiences toward the limited face-to-face learning is the focus of this study. The research question is formulated as follows:

How is the comparison of the teachers' lived experience in teaching English in remote areas and downtown during the limited face-to-face learning?

REVIEW OF RELATED LITERATURE

Beliefs are a major influencing factor in many areas of education (Borg, 2003). According to Pajares (1992), educational belief has four aspects, such as, teacher efficacy, epistemological beliefs, teacher's or students' performance, and self-efficacy. According to Gardner (Hiebert & Wearne, 2009), understanding is a connection between someone and ideas, facts, and actions. The teaching experience during the limited face-to-face learning may enlighten the teachers with a new perspective on their students and teaching. It gives a certain value to being believed, and understood.

RESEARCH METHOD

This qualitative study narrates the teachers' lived experience on their understanding and belief toward their teaching experience during the limited face-to-face learning. This study used purposive sampling to determine the participants. According to Andrade (2021) a purposive sample is the one whose characteristics are defined for a purpose that is relevant to the study. Those teachers are considered representative samples since they have their own qualifications and expertise in teaching students. One is dedicated his life to teaching English in a remote area. While the other one is teaching in the downtown. Both of them teach in different Public High School.

The data in this study was gathered by handling questionnaire and guided in-depth interview. The interview guidelines had been prepared before conducting the in-depth interview. The data classification was constructed under two criterions: the teachers' understanding & belief. Their understanding and belief were clustered into four topics namely: the implementation of the limited face-to-face learning, the students' ability, the teachers' perception, and the use of technology.

The procedure of the research which is simplified from Agung (2019) can be described as follow in the figure 1:

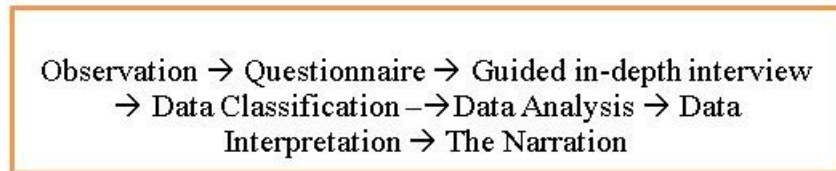


Figure 1. Research Procedure

RESULT AND DISCUSSION

The findings of this study have been recapitulated in the following table.

Table 1. Recapitulated Findings

Topic	Belief	Understanding	Subject	Finding
Implementation		Limited time of teaching	T1&T2	Similarity
	Passive Ss	Better understanding than online	T1	
	Tiring to teach the same material twice		T2	
Ss ability	They can do it well if they have proper learning facilities & materials		T2	
		They need more motivation	T1&T2	Similarity
	Daily practice reflects their ability		T2	
Teacher	Teacher as an educator		T1	
	Teacher as a facilitator		T2	
Technology		Hard to be applied	T1	Difference
		Students enjoy Gatepic, & Storyline Online	T2	
	Note:			
	T1: Remote teacher			
	T2: Downtown teacher			

The narration of the teachers' belief and understanding towards the limited face-to-face learning are conceptualized into the four aspects namely the implementation, the student's ability, the teacher's perception, and the use of technology.

The implementation

The teachers believe that the students in remote are more passive to get involved in the class activity rather than the students in the downtown. Moreover, the teacher who is teaching in the downtown feels overwhelmed with the teaching schedule during the limited face-to-face learning. It is tiring to teach the same material twice a day for the same class since we have to

keep the distance and create more space in the classroom.

Both of the teachers understood that they have a very limited time to teach (2 x 20 minutes) even for two sessions of teaching. Somehow, they realize that the limited face-to-face learning create better understanding rather than online learning especially for the students in remote area. It is because when the students have problem they can directly ask to their teacher and get more explanation.

The students' ability

The remote teacher believes that his students can learn English as well as the students in the downtown if they have proper learning facilities and materials. In fact, their availability is rare in the deep village. Meanwhile the downtown teacher believes that the students' skill is affected by their previous learning and passion. It moulds them to be what they are in the high school. However, both teachers do agree that their students need more motivation to trigger their eager on learning.

The teachers' perception

The two teachers have different perception on the concept of teaching. The remote teacher believes that teacher is an educator rather than a facilitator because he knows that his students need more spoon-fed knowledge. On the other hand, the downtown teacher believes that he is a facilitator when teaching. He realizes that his students have various passions. Classroom teaching has to accommodate more freedom in learning toward the students.

The use of technology

The remote teacher believes that the advance in technology is beyond his student's reach. When the availability of the internet, electricity, and computers is hard to be real soon in the future, the advance in the teaching technology will not be mastered by his students. Computer literacy will be a burden homework when they go to college. Meanwhile, the downtown teacher can see that his students enjoy it when he brings technology into the classroom. They enjoy every time he teaches them using Gatepic and Storyline Online.

CONCLUSION

In conclusion, limited face-to-face learning helps the students because they have their teacher ready to help them and be with them in the classroom. The presence of their teacher is the fundamental element that they do not have in their virtual classroom. However, the absence of the internet network and the computer at schools in remote area makes the struggle the present of technological learning media is a big hope. The primary source of learning depends on the same old books that the school has. In addition, the role of a teacher changes significantly from an educator to a facilitator of education when the students and the teacher are exposed to more use of technology. As a matter of fact, the location of the school and the easy access to the internet change the face of the current teaching and learning. As a suggestion, this study gives a chance to other researchers to develop research on mixing the teacher's and the students lived experiences.

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