EXPERIENCE OF TEACHING VOCATIONAL SCHOOL IN INDONESIA DURING THE COVID-19 PANDEMIC

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Abstract

This study aims to discover the teaching experience of a Vocational High School teacher in the Modeling and Building Information Design Program at a school in Indonesia during the covid-19 pandemic. This research is a qualitative research with a narrative approach. Retrieval data using documentation, interviews, and observations. The data was analyzed using content analysis techniques with QSR Nvivo 12+. This study describes the implementation of online theoretical and practical learning during the covid-19 pandemic, the obstacles experienced by teachers during online learning, and the strategies used by teachers to overcome learning obstacles. It is hoped that the results of this research can be a consideration for teachers and schools in determining the policies that are applied so that online learning can run optimally.

Keywords: Covid-19, Teaching Experience, Teacher, Constraints, Strategy

Introduction

Indonesia is currently experiencing a health crisis due to the covid-19 outbreak. The health emergency status has prompted the government to establish large-scale social restrictions (PSBB) as one of the measures to break the chain of the spread of covid-19 (Putri, 2020). The COVID-19 pandemic has had an impact on many parties, this condition has penetrated the world of education, the central government to the regional level provides policies to close all educational institutions (Anugrahana, 2020).

The Minister of Education and Culture of the Republic of Indonesia will determine the implementation of education policies in the emergency period of the spread of covid-19 through Circular Letter Number 4 of 2020. As a consequence of this, the implementation of education must follow government service standards, in terms of education (Sodiqin & Nurdin, 2017). The circular explains that the learning process is carried out at home through online or remote learning with the aim that students can grow their abilities, knowledge, and potential as well as classroom learning and provide meaningful learning experiences for students without being burdened by the demands of completing all curriculum achievements for grade promotion and graduation.

Learning on the network, commonly called online, is a learning process carried out by utilizing various technological features such as smartphones, laptops, digital technology, and network-based applications (Abdusshomad, 2020). Meidawati et al. claim that online learning can be understood as formal education provided by schools, students and teachers, or teachers at different locations; therefore, it is impessential employ an interactive telecommunications system to link the two parties and the numerous resources required (Efendi Pohan, 2020). Distance learning is implemented by utilizing technology and internet networks to support the learning process. Learning from home hasdiffsodifferent-to-face learning process

that hasteachers and students have carried outearning from home requires teachers to be able to use technology through the Learning Management System (LMS). So that the teaching and learning process can be carried out well, even at a long distance (Wahyono et al., 2020). Online learning is the best alternative for delivering material between teachers and students during the covid-19 pandemic era (Noviansyah & Mujiono, 2021). Some applications that can be used for distance learning and are familiar among teachtond students are Whatsapp, Google Classroom, Zoom, and many more (Lian & Amiruddin, 2021).

Teachers are the mainstays of formal education. The existence of teachers has a vital role as a determinant in the sstudents' successthe quality of education (Suhendra et al., 2020). The teacher's role involves fostering the mental nature of humans as students related to various unique human aspects so that teachers cannot be replaced by any element (Darmadi, 2015). Therefore, teachers are remustre themselves to carry out education and guidance for their students (Busyra & Sani, 2020).

The sudden change in learning models, starting from conventional models to online-based ones, resulted in a lack of proper preparation, so online learning could not be said to be optimal (Hanifah Salsabila et al., 2020). Educators feel unprepared to change learning practices (Trust & Whalen, 2020). Because so fhers have been doing face-to-face learning, the teacher's ability to teach with technology is limited (Foulger et al., 2017). many educators complain because the availability of technology is very limited and the lack of internet network in some areas (Putria et al., 2020). Also, not all students and teachers are used to learning online (Purwanto et al., 2020). If teachers can make good ususe technology wellrning will be more convenient and flexible because there are no space and time limits.

Teaching experience is something that is owned by the teacher in providing knowledge and skills to students to achieve learning objectives (Rakib et al., 2017).

Experience is closely related to increasing work professionalism. Teachers will have a high level of ability or work performance if they have relatively long teaching experience (Rakib et al., 2017). The response to the COVID-19 pandemic has created new stressors for teachers to deal with (Truzoli et al., 2021). However, in the implementation of online learning, teachers must adapt to students again by adjusting their psychology. The online learning system is felt to reduce the motivation and activity of students, students become lazy to study (Santosa et al., 2021). In addition, teachers must also innovate so that students are interested in participating in learning. One of them is by developingeative learning methods so that students' interestudent'srning rises again (Hikmah, 2021).

One of the Vocational High Schools in Indonesia has implemented internet-based distance learning. Students are directed to use smartphones as learning media by creating a WhatsApp group and using an elegant Vocational High Schools application. The application is used to deliver material, discuss, assign assignments, or deliver test questions. In its implementation, of course, it encounters obstacles, but a teacher must have a strategy to deal with obstacles so that learning objectives can be achieved.

Vocational High School subjects are primarily about skills and practice, where skills and practice are carried out directly in a laboratory or workshop. However, during the covid-19 pandemic, which applies to distance learning, it is a challenge for educators and students alike. In conducting guidance, training, educating, and teaching their students, teachemust to demonstrate their competence (Suhendra et al., 2020). From the point of view of agency theory, the teacher as an agent tries to determine learning strategies in order to providetoervice or learning for students as a form of responsibility to the leader.

There is research that is relevant to the research conducted by the current researcher, namely the research conducted by Sofyan et al.2020 has with the aim of knowing the online learning model during the pandemic in vocational high schools. It explains how the online learning model is used by teachers, the technical steps for developing online learning models, the obstacles experienced by teachers, and the efforts made to overcome obstacles when running online learning. Mujahidin also conducted another similar study. This study examines the effectiveness of online learning in vocational schools, which includes explaining the obstacles encountered during the implementation of online learning. However, the two studies did not reveal the teaching experience of a teacher during online learning from an agency theory perspective. Therefore, in this study, the researcher wanted to reveal the experience of teaching vocational teachers, especially in the Modeling and Building Information Design Program in Indonesia online during the covid-19 pandemic, from the agency theory perspective.

One agency relationship is defined as a contract in which one or more people (principals) instruct another person (agent) to perform a service on behalf of the principal, and the agent is given the authority to make the best decision for the principal (Scott, 2015). The application of agency theory in the implementation of education includes approval and performance appraisal in managing education properly between educators as agents and the government, school committees, foundations, and the community as principals (Erstiawan, 2021).

Teacher agency is impessential understanding and developing pedagogics because how teachers act will affect student learning and well-being (Heikkilä & Mankki, 2021). According to Biesta et al. (2015), teacher agency is considered a specific form of professiona al agency. The active contribution of a teacher to shaping learning conditions is considered an inseparable element of a good and meaningful education (Imants & Van der Wal, 2020). The sense of professional agency of a teacher is manifested by interrelated learning objects,

teacher motivation, and activities to facilitate and manage to learn (Pietarinen et al., 2016).

Teaching experience is something that has been experienced by a teacher while carrying out his duties as an educator both about the knowledge, skills or values obtained at a certain time (Julifahni, 2021). Based on the problems that occur, it is necessary to research the teaching experience of vocational school teachers, which includes the learning process, the obstacles experienced, as well as the strategies used to deal with these obstacles in the Modeling and Building Information Design Program in Indonesia online during the covid-19 pandemic from a theoretical perspective of agency theory.

Research Method

In this study, a qualitative methodology and a narrative approach are used. Descriptive statistics are provided, together with estimates and predictions of the outcomes, to describe findings or phenomena, provide what is factually accurate, demonstrate correlations between variables, and present what is relevant (Tobing et al., 2017). Qualitative researchers are concerned with the nature of research that is conditional with values (Nugrahani & Hum, 2014). Researchers use the narrative technique in studies to describe people's lives, gather information, tell stories about people's lives, and write stories or histories of specific people's experiences. (Jaatshiah, 2021). The narrative approach is carried out because the study aims to summarize and evaluate previous findings (Gerliandi et al., 2021).

The data used has two types, namely primary data and secondary data. Primary data is data obtained directly from sources in the form of teaching experience for teachers in one of the vocational schools in Indonesia during the covid-19 pandemic. In contrast, secondary data is data that supports primary data. Secondary data is obtained indirectly through reference books, journals, and scientific reports that are in accordance with the experience of teaching teachers in a vocational school during the

covid-19 pandemic. According to Sugiyono, (2015), so that the data generated in a study is more representative, it is necessary to have a sample collection technique with certain considerations. The data sources come from observation data, documentation data, and interview data conducted on three teachers at one of the Indonesian Vocational Schools in the Building Modeling and Information Design program.

Sampling using a purposive sampling technique. The use of purposive sampling is so that the objectives of the research can be met and the sample can be relevant to the research conducted. Respondents were selected based on the following considerations: (1) Respondents are teachers in the Building Modeling and Information Design program, (2) Respondents have done online learning during the covid-19 pandemic, (3) Respondents have varying lengths of teaching experience.

To ensure the accuracy and credibility of the research results, the member checking technique is used as a technique to test the validity of interview data. Member checking means that the data from the interviews that have been transcribed by the researcher will then be given back to the participants or respondents. Respondents are required to read, correct, or strengthen the summary of the interview transcripts that has been prepared by the researcher (Raco, 2018). The data analysis technique uses the content analysis technique with the help of QSR Nvivo 12+. The research procedure begins with observing the online learning process carried out during the Introduction to the Schooling Environment, compiling an interview guide, the interview stage, the data analysis stage using QSR Nvivo 12+, and concluding with the conclusion-making stage based on the data that has been obtained.

Results and Discussion

The data was analyzed by the content analysis method with the help of QSR Nvivo 12+. Content analysis discusses a text objectively to get an overview of the content as it is without the intervention of

researchers. Therefore, the results of the analysis obtained will reflect the content of a text and not the result of the subjectivity of the researcher (Ahmad, 2018). The steps of data analysis using the QSR Nvivo 12+ started by entering the interview transcript file into the Nvivo 12+ application using the import menu. Next, create codes or themes using the codes menu and group respondents' answers into codes or themes that have been created previously. From the code or theme, an outline of the respondent's answers will then be obtained.

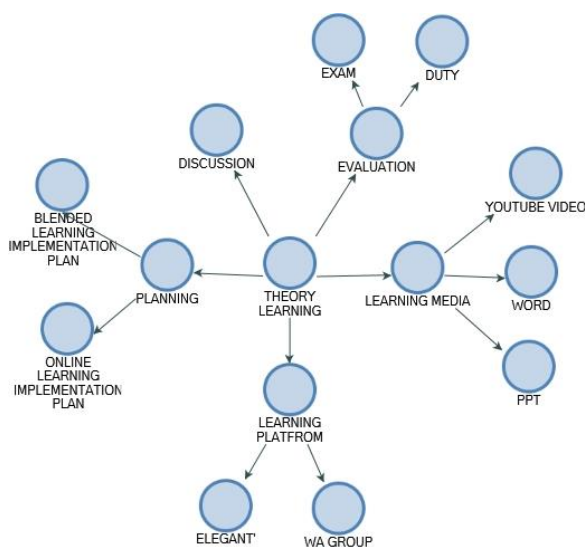Learning Theory During the Covid-19 Pandemic

Figure 1.   Project Map of Theory Learning Implementation

Based on Figure 1, the implementation of theoretical learning in one of the Vocational High Schools in Indonesia is carried out using the main learning platform in the form of the Elegant Application and WhatsApp Group as a learning support application, learning implementation plans used during online learning using online or blended lesson plans, learning media provided by teachers to students in the form of Power Point files, Word files, and YouTube video links. During online learning there is no discussion or group assignment. Evaluation of learning is carried out by giving assignments and exams, both Mid Examinations and Final Exams. This is supported by the answers given by respondents as follows:

"The learning is done using elegant applications and also whatsapp groups." (S/25-01-2022)

"Learning tools are remade with an online learning system." (S/25-01-2022)

"The learning implementation plan is made again with a new format, which is made with a blended system." (EK/25-01-2022)

The material is packaged in the form of a powerpoint file, word document, or YouTube link." (EK/25-01-2022)

"During distance learning, learning is not carried out using the discussion method because it will make it difficult for students because it is difficult to communicate." (S/25-01-2022)

"Evaluation is seen from the results of the tasks that students do." If the implementation of UAS and UTS uses assessment... (S/25-01-2022)

At one of the Vocational High Schools in Indonesia, carrying out theoretical learning during the covid-19 pandemic online or remotely using the Elegant Vocational High School application and Whatsapp as a communication assistant application. Elegant Vocational High School is a special internet-based application belonging to the school which is used to distribute materials, assignments, and evaluation questions to students.
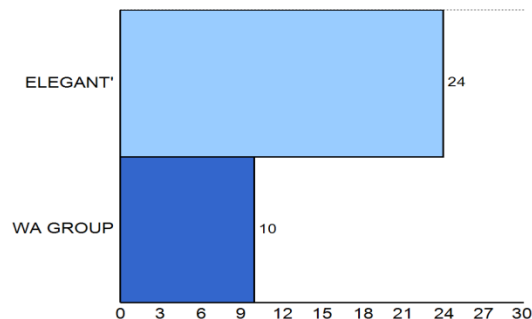

Figure 2.   Learning Platform Usage Diagram

The numerical data in Figure 2 is obtained from the accumulated amount of data on the use of the learning platform. As it can be seen in Figure 2, the use of the elegant application is more dominant than the use of WhatsApp Group because there is more data on the use of the elegant application. This proves that the Elegant Application is the main application used in learning, while WhatsApp Group is an auxiliary application used by teachers and students to facilitate communication. The Elegant application also has a teacher journal menu, a student monitor, a teacher monitor, an exam monitor, and an assignment monitor. Where the application is used as a means to monitor the implementation of online learning by the principal, so that the principal can carry out his duties as a principal.

The learning tools used, both the syllabus and the learning implementation plan, were remade and adapted for the online learning activities. Based on interview and documentation data, the Vocational High Schools uses a Learning Implementation Plan with a blended learning system. The methods, tools, and learning media used adjust to the type of activity. The tools used during offline learning are blackboards, markers, computers, rulers, and other tools in the classroom. Meanwhile, when learning online, the main tools used are cellphones and computers or laptops, as stated by Mujahidin, (2021) that online learning uses computer or mobile media. Online learning media can take the form of material word files (modules), power point files, or YouTube video links.

Based on observational data, learning is carried out according to the schedule that has been made. Before learning begins, the teacher first uploads learning materials or assignments to the Elegant Vocational High School application. In order for the learning process to run smoothly, the teacher must guide learning. The teacher at the Vocational High Schools starts learning by giving information to students in the Whatsapp Group application. The info contains orders for students to make attendance and open the material in the Elegant Vocational School application. When students open the material in the application, there will be an opening in the form of directions from the teacher regarding learning activities that will be carried out by students. Based on the documentation data, the learning activities did not go according to the Blended Learning Implementation Plan used by the teacher. Learning activities are only carried out in 3 core stages, namely opening, content, and closing, without any interaction, as well as the activities described in the Learning Implementation Plan.

Giving assignments to students is adjusted to the material and basic competencies and adjusted to the lesson schedule. However, during online learning, the tasks given to students are made light and not burdensome. If there are several continuous basic competencies, the daily tasks and tests will be combined into one. During online learning, group assignments or discussions have not been carried out. This is because learning is not carried out in a single room, which results in hampered communication between students. During online learning, the submission of assignments is given a deadline of up to several days.

The implementation of learning evaluations in the form of mid-semester examinations and final semester exams is carried out on a scheduled basis through the Elegant Vocational High School application. The questions that have been made will be uploaded by the teacher into the Elegant Vocational High School application. When the exam time starts, students will access and work on the questions online. During the covid-19 pandemic, the priority is safety and health, so that in the implementation of learning evaluations it cannot be a reference for improvement.

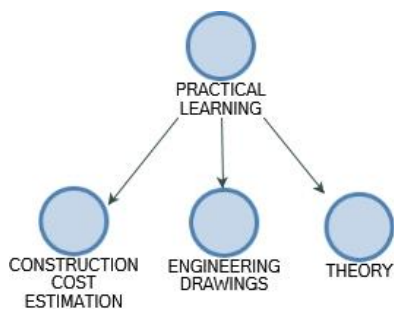Practical Learning During the Covid-19 Pandemic

Figure 3.   Project Map of Practical
Learning Implementation

According to Figure 3, certain vocational high schools in Indonesia can integrate practical learning during the covid-19 epidemic, but not all of them can.. Practical subjects that can be implemented during the covid-19 pandemic are Engineering Drawings and Construction Cost Estimation, while the Software Application and Building Interior Planning subjects and subjects related to product manufacture are completely stopped and only theoretical material is given. This is reinforced by the respondents' answers as follows:

> *"Technical drawing can still be done because it does not require strict supervision." (S/25-01-2022)*

> *"EBK subjects can be done by counting manually by hand." (EK/25-01-2022)*

> *"... practices related to the manufacture of products cannot be carried out..." (S/25-01-2022)*

> *"In the implementation of practical learning such as building interior and software applications, it really stops..." (EK/25-01-2022)*
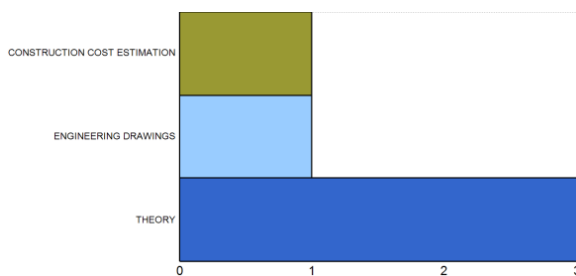

Figure 4.   Practical Learning Diagram
Online

The numerical data in Figure 4 is obtained from the accumulation of online practice learning data during the covid-19 pandemic. Vocational High School subjects are mostly about skills and practice, where skills and practice are carried out directly in a laboratory or workshop. Based on Figure 4, many practical subjects cannot be implemented and only the material is given. According to Scott, (2015), the agent has the authority to make the best decisions for the principal. If there is practical learning material that is not possible to carry out online, the teacher decides to provide theory on the material. examples of practical learning that students can do online are construction cost estimation and engineering drawings, while practical learning that cannot be done is building interior and software applications, Basic Construction and Wood Practice.

The implementation of practical learning in one of the vocational high schools in Indonesia is adjusted based on practical materials and equipment owned by students at their respective homes. In Vocational High Schools, practice is carried out in laboratories or workshops with special equipment and materials. Teachers must pay attention to the given practice assignments that are adapted to the conditions of students, including paying attention to the gap in learning facilities at home, because not all students have adequate equipment and practice materials. Not all practical learning materials can be carried out by students at their respective homes.
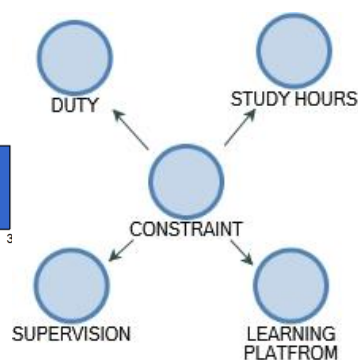
Online Learning Barriers

Figure 5.   Project Map of Constraints to the Implementation of Online Learning

The covid-19 pandemic has made changes to the education system in Indonesia, starting from face-to-face learning to distance learning or online. In its implementation, of course, there will be various obstacles. Based on Figure 5, there are various obstacles experienced by teachers, including the lack of learning hours, difficulty in supervising students, inability to explore the tasks given to students, and the less than optimal use of the Elegant and WhatsApp applications. This is in accordance with the respondent's statement in the interview, as follows:

"During the pandemic, the learning hours are limited. At the time of changing lesson hours, there will be a time lag if the child has not opened the material in Elegant, which means that he has not made a presence, so that the child is considered absent." (S/25-01-2022)

"If learning is done face-to-face, the teacher can explore the tasks that will be given to students, so that students can have various knowledge and skills." (EK/25-01-2022)

"... it's hard to keep an eye on students on assignments." (EK/25-01-2022)

"In distance learning in Vocational High Schools, which uses Elegant and WhatsApp, it is not running optimally because it is only one-way communication." (EK/25-01-2022)
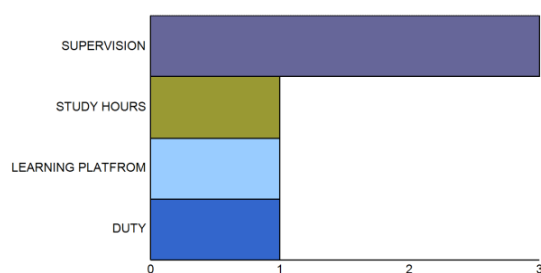

Figure 6.   Diagram of Learning Obstacles During the Covid-19 Pandemic

Online learning does not run perfectly and optimally because it is carried out remotely, where students and teachers are in separate places. Figure 6 is a comparison diagram of the obstacles experienced by teachers based on the accumulated data that has been obtained. As it can be seen in Figure 6, the most common obstacle experienced by teachers is the supervision of students. When using online learning, teachers cannot freely supervise students because they cannot meet in person. The use of the Elegant 'application learning platform and Whatsapp also hampers learning because communication only runs in one direction and is unreal time. This causes the low level of student activity in participating in learning because they are bored.

The lack of learning hours makes some materials unavailable to students. In other words, the provision of materials is less effective so that the results of the learning evaluation can not be used as a reference for improvement. In addition, limited learning hours and online learning make teachers unable to explore the tasks assigned to students.

Teachers at one of the vocational high schools in Indonesia did not experience problems in terms of data packages or internet networks, because they also received assistance from the school. Adjustment to technology does not make teachers feel uncomfortable because before the pandemic they were used to using computers or laptops.

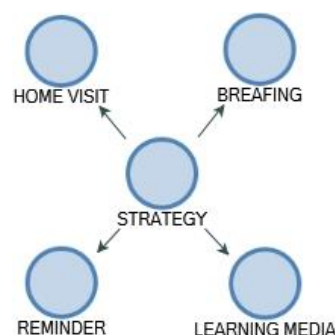Strategies to Overcome Obstacles

Figure 7.   Project Map of Strategies to Overcome Learning Obstacles

A learning strategy is also defined as a pattern of learning activities that are selected

and used by a teacher contextually adapted to the characteristics of students, school conditions, the surrounding environment, and the specific learning objectives that have been planned (Seknun, 2013).

The teacher makes a strategy that is used to overcome the learning obstacles experienced. Based on the figure, 7 teachers from one of the vocational schools in Indonesia have several strategies applied to overcome these problems, including conducting home visits or calling students to school to be given direction, making learning media more interesting. by multiplying images instead of writing, or by switching to the TikTok applications, Google Form, and Kahoot applications, and reminding students to follow the lesson via private messages or phone calls. This is in accordance with the respondents' answers as follows:

> *"Students who have never really participated in distance learning will have a home visit conducted by their homeroom teacher and counseling guidance teacher." (S/25-01-2022)*

> *"... when we are in the yellow or green zone, we use that opportunity to call children who have problems during online learning to school for guidance." (NA/10-02-2022)*

> *"The way to deal with bored children is to change the learning media, such as using the TikTok application." (S/25-01-2022)*

> *"The media used to convey the task is made interesting; it contains more figures than writing." (EK/25-01-2022)*

> *I use other learning media apart from elegant Vocational High Schools applications, including WhatsApp groups, Google Forms, and Kahoot." (NA/10-02-2022)*

> *"Teachers ensure that students take part in online learning by contacting students who have not opened the material or contacting students' parents to guide their children." (S/25-01-2022)*

To become professional agents, teachers must transform teaching practices. This transformation is adapted to current conditions and students so that learning can

run effectively (Pietarinen et al., 2016). Each teacher has their own strategy for dealing with obstacles during online learning. As an agent, the teacher must apply the right strategy in order to provide the best service or learning for students.
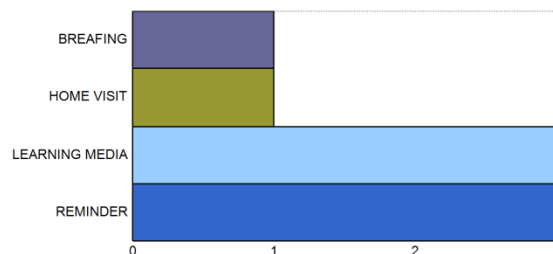

Figure 8. Strategy Diagram for Overcoming Online Learning

Figure 8 is a comparison diagram of the strategies implemented by the teacher based on the accumulated data that has been obtained. Students often feel bored when carrying out online learning. Based on Figure 8, the teacher's strategy to make learning more interesting is by adding more fun learning media such as Google Forms, Tiktok, and Kahoot. In addition, the material presented is also packaged more attractively by multiplying figures rather than words. The addition of learning innovations is expected to generate independence and confidence in students because, in the implementation of online learning, student independence plays an important role in learning success.

To optimize online learning, the teacher ensures that students participate in online learning by contacting students who have not yet opened the material or contacting their parents personally to ask how they are and remind them to open the material in the Elegnat application. If there are students who really don't take part in learning, they will be called to come to school to be given direction, or a home visit will be carried out to solve problems that are being faced by students by teachers or homeroom teachers, but these activities can be carried out when the pandemic zone is in a safe condition.

All learning activities that have been carried out by the teacher will be

accountable to the principal. The principal, who acts as the principal, must monitor and supervise the learning process carried out by the teacher. All online learning activities through the Elegant Vocational School application will be recorded and monitored through the teaching journal menu. The menu will show the time and date of the lesson, learning materials, and the teacher in charge of teaching. Because during online learning the teacher still goes to school, an evaluation meeting is also held to improve the implementation of learning and find solutions to the obstacles faced by teachers when carrying out online learning.

From a series of research results, it can be seen that the competence of teachers, especially in mastery of information technology in the preparation of teaching devices, is quite good (Asmoro et al., 2021). This is supported by the motivation of teachers to teach during the pandemic. As stated by Sukitman 2020, the role of teachers in supporting the online learning process during the covid-19 pandemic is such that, as a result, the learning process of students does not become neglected and they can learn without feeling burdened in the learning process. Also supported by Saumi et al., 2021, the role of teachers during the covid-19 pandemic includes (1) being a learning manager. Teachers are able to adjust the conditions of students, not burden students, and be flexible in managing learning. Teachers visiting go to students' homes to monitor learning progress, health, and mental conditions of students, (3) become facilitators. Teachers provide learning facilities using school electronic books and YouTube. (4) As intermediaries, teachers use media in the form of audio-visual media from the internet. (5) being a motivator, the teacher gives attention, encouragement and enthusiasm to students when making visits, and (6) being an evaluator, the teacher evaluates in the form of tasks carried out during visits. The experience of teaching teachers from the results of exploration during the covid-19 pandemic is limited face-to-face space and time. this has become

teacher-centered learning. For example, online learning is carried out using online-based platforms and applications, namely Microsoft Teams. In the Microsoft Teams application, teachers are actively preparing teaching materials, but teachers also experience problems controlling student activity (Cahyanto et al., 2021).

Conclusion

Theoretical learning in one of the Vocational High Schools in Indonesia is carried out online using an online or blended learning implementation plan. The learning platform used is the Elegant application and WhatsApp Group. The teacher provides students with learning media in the form of PowerPoint files, Word documents, and YouTube video links. During online learning, there is no discussion or group assignment. Learning evaluation is carried out by giving assignments and exams, both on the mid-semester examination and the final semester examination.

Practical learning in one of the Vocational High Schools in Indonesia is carried out online through the Elegant application and WhatsApp Group. Practical subjects that can be implemented online are Engineering Drawings and Construction Cost Estimation. As for the subjects of Software Applications and Building Interior Planning and those related to product manufacturing, only theoretical material is given.

The obstacles experienced by teachers when conducting online learning during the covid-19 pandemic at one of the Vocational High Schools in Indonesia were too few online learning hours so that some materials could not be conveyed to students; it was difficult to supervise students during learning; and teachers could not explore the assigned tasks. given to students.

The strategy taken by the teacher to overcome obstacles when conducting online learning during the covid-19 pandemic at one of the Vocational High Schools in Indonesia is to ensure that students take part in online learning, adding more fun

learning media such as Google Forms, Tictok, and Kahoot to make learning more interesting, as well as conducting home visits and providing directions at school to students who do not participate in online learning.

From a series of research results, it can be seen that the competence of teachers, especially the mastery of information technology in preparing teaching tools, is going fast, this is supported by the motivation of teachers to teach during the pandemic, although the findings of the teaching experience seem too teacher-centered. The results of this study will be more effective in learning if it is done after the end of covid-19, namely blended or hybrid learning. Teachers will be more flexible in supplying material to students, supervising students during learning, and teachers can explore homework to students in face-to-face classes and supported by virtual classes.

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