ONLINE LEARNING AND ITS IMPACT ON ENGLISH TEACHERS' WORKLOADS

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Abstract

The outbreak of the coronavirus, especially in Indonesia, has caused the teaching and learning process to change completely. The face-to-face teaching and learning process turns into an online teaching and learning process. Teachers and students are required to be ready for implementation. Teachers must change their instructions online so that teaching and learning can continue. This creates new challenges and workloads, especially for teachers who are just starting the online teaching process. The purpose of this study was to determine whether online learning increases the workload on teachers physically, mentally, and financially. The method used was a quantitative method and the instrument used was a questionnaire that is distributed online. The samples of this research were teachers who teach at private senior vocational schools in West Jakarta. Based on the data obtained, it can be seen that the application of online learning increases the workload on teachers physically, mentally, and financially.

Keyword: Online, Learning, Teachers, Workloads

Abstrak

Wabah virus corona khususnya di Indonesia menyebabkan proses belajar mengajar berubah total. Proses belajar mengajar tatap muka

berubah menjadi proses belajar mengajar online. Guru dan siswa dituntut untuk siap dalam pelaksanaannya. Guru harus mengubah instruksi mereka secara online agar proses belajar mengajar dapat berlanjut. Hal ini menimbulkan tantangan dan beban kerja baru, terutama bagi guru yang baru memulai proses pengajaran daring. Tujuan dari penelitian ini adalah untuk mengetahui apakah pembelajaran online meningkatkan beban kerja guru secara fisik, mental, dan finansial. Metode yang digunakan adalah metode kuantitatif dan instrumen yang digunakan adalah kuesioner yang disebarkan secara online. Sampel penelitian ini adalah guru yang mengajar di SMK Swasta di Jakarta Barat. Berdasarkan data yang diperoleh, terlihat bahwa penerapan pembelajaran daring menambah beban kerja guru secara fisik, mental, dan finansial.

Kata kunci: Online, Pembelajaran, Guru, Beban Kerja

Introduction

With the conditions of this learning process, the author wants to know whether the learning process impacts the workload of the teacher's work or not. And what is the solution if the learning from making the teacher's workload gets heavier? During the Covid-19 pandemic, teachers played a major role in fighting for education to continue. Never completely neglect their function and role. Don't judge that the teacher has a lot of rest time since the government policy has moved the learning process home. In fact, as the author finds online teaching is much more difficult than face-to-face learning. Educators must face sudden changes in the learning process. More energy, thoughts, and time spent on the learning process online. Educators do not know the terms day or night. What a time-consuming day. Moreover, educators who really carry out their responsibilities (Astini, N.K.S, 2020; P. 241–255).

The government's adoption of "distancing" to suppress the spread of the coronavirus has an impact on teacher teaching methods. When in conventional learning there will usually be a teacher and student in one class and interact with each other. However, the government, instructing teachers and students to carry out learning from home, is one of the steps to guard restrictions on movement to reduce the spread of corona. There are many stories about how teachers can still do their job of teaching science to their students but with different methods.

This pandemic makes teachers learn many things, in a short time, learning that was originally planned using the face-to-face method suddenly has to become distance learning. Of course, those who weren't used to it would stutter

at this. Teachers are required to try to apply different teaching methods in a previous context. It is impossible to be perfect without trying them. Teachers must plan lessons accordingly, if the results are not as expected, they can be tried again at the next meeting.

Workload according to Meshkati in Astianto and Suprihhadi (2014) can be defined as a difference between capacity or the ability of workers with job demands that must be faced. Considering that human work is mental and physical, each has a different level of workload. Level loading that is too high allows the use of energy excessive and overstress occurs, on the contrary the intensity of loading too low allows a feeling of boredom and boredom or under stress. Therefore it is necessary to try the level of intensity the optimum loading that is between the two limits extreme and of course different between individuals with other. According to Moekijat (2010, p.28) workload is the volume of results work or records about the work that can show volume produced by a number of employees in a section certain. The amount of work a group has to complete or someone in a certain time or workload can be seen the at objective and subjective point of view. The objective is the total time spent or the number of activities performed. Meanwhile, subjectively the workload is the measure used someone against statements about feeling overloaded with work, measures of job pressure and job satisfaction. Workload as the source of dissatisfaction is due to overloading of work (Dunlap, Joanna.2005; P. 18 – 25).

Teaching in the midst of a pandemic will certainly be very different from regular learning, teachers need to adjust to the situation. Recreate the basis for learning to be achieved. Teaching in the midst of this pandemic is rather difficult and confusing, especially if it is done without planning. Now what needs to be done is how to structure distance learning as meaningful as any learning experience in the classroom. Suddenly distance learning is indeed a difficult and tiring situation for the Teacher. Be open and flexible in teaching, and don't be overwhelmed with tasks that can't be handled. Students also need support to learn with this system. Especially if students are on unstable internet coverage. Think about these possibilities and make the assignment flexible and meaningful (Fitriyani, Y., Fauzi, I. and Sari, M.Z, 2020: P. 165–175).

Online learning was first known for the influence of the development of electronic-based learning (e-learning) introduced by Illinois University through a computer-based learning system (Hardiayanto). Online learning is a system that can facilitate students to learn more broadly, and in variety. Through the facilities provided by this system, students can study anytime and anywhere without being limited by distance, space and time. The learning material being studied is more varied, not only in verbal form, but also more varied such as visual, audio, and motion. In general, online learning is very different from conventional learning. Online learning places more emphasis on students' thoroughness and foresight in receiving and processing information presented online

According to Bonk Curtis J. implicitly stated in the survey Online Training in an Online World that the concept of online learning is the same meaning by e-learning. According to The Report of the Commission on Technology and Adult Learning (2001) in Bonk Curtis J. (2002, p. 29). E-learning is defined as "instructional content or learning experiences delivered or enabled by electronic technology ". Therefore, online learning requires students and teachers to communicate interactively by utilizing information technology and communications, such as computer media with the internet, telephone, or fax, The use of this media depends on the structure of the learning material and the types of communication required. Conversation transcripts, examples information, and written documents that link online learning or learning via the Web which show examples Full text is typical of that importance learning material is documented online.

According to Ilyas in Krisna (2012) there are three ways that can be used to measure the workload, namely: 1) Work Sampling. This technique was developed in the industrial world to see the load work held by personnel in a unit, field, or a certain kind of force; 2) Study Time and Motion. This technique is carried out by carefully observing the activities conducted by the personnel being observed. In time and motion study, we can also observe the following; 3) Daily Log. The daily log is a simple form of work sampling, where the people studied wrote their own activities and the time used for these activities. The se of this technique very much depends on the cooperation and honesty of its personnel.

The workload indicator in this study will be measured by indicators as follows (Hart and Staveland in Astianto, 2014): 1) Task demands. Task demands, namely, can workload determined from an analysis of the tasks performed by workers. However, individual differences must always be taken into account; 2) Effort. The amount spent on a job may be a naturally intuitive form of workload. However, since the increasing demands of individuals may not be able to increase the level of effort; 3) Performance. Most studies on workload have concerns with the performance to be achieved.

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education [Permendikbud No. 15 of 2018]. Teachers are professionals with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students. The main duties of the teacher are carried out in the early childhood education unit (PAUD), and formal education starting from Kindergarten-SMA / K, and SLB. Main Duties of Teachers in Accordance with Permendikbud 15 of 2018.

In carrying out his duties, a teacher has 5 (five) main activities. The first main activity is planning learning or guidance, which is carried out through activities, reviewing the curriculum and learning syllabus, guidance, and special

needs programs in educational units, arranging annual and semester programs according to their respective fields of work, making a Learning Implementation Plan or guidance implementation plan according to process standards.

The second main activity is to carry out learning or guidance through intra-curricular, co-curricular, and extracurricular activities. This second activity is the implementation of the Learning Implementation Plan (RPP) or the Guidance Implementation Plan (RPB).

The third main activity is to assess the results of learning or guidance. Assessing is the process of collecting and processing information on the results of learning or guidance. This assessment activity is used to measure the achievement of student learning outcomes in three aspects, namely attitudes, knowledge, and skills.

The fourth main activity is guiding and training students. Guiding and training students can be done by educators through co-curricular activities and/or extracurricular activities. Main Duties of Teachers in Accordance with Permendikbud 15 of 2018.

Finally, the fifth main activity is carrying out additional tasks attached to the implementation of main activities in accordance with the Teacher's Workload. The additional tasks carried out by the teacher are equivalent to the teaching load. This means that additional assignments from the teacher are equivalent to face-to-face teaching hours/week [Permendikbud No. 15 of 2018].

From the various phenomena that the author stated above, in this study, the authors formulate problems related to online learning on teacher burden, an overview is taken of the physical workload, mental, the time needed in online learning, the financial burden on teachers, and the increase in workload in preparing teaching materials.

Research Methods

The research method used is the quantitative method. The quantitative research method is one type of research whose specifications are systematic, planned, and structured with clear from the start until the making of the research design (Sandu Siyoto,2015). Another definition mentioned that quantitative research is a lot of research that demands the use of numbers, from data collection to interpretation of these data, as well as the appearance of the results. As well as at the conclusion stage the research would be better if accompanied by images, tables, charts, or other displays. images, tables, charts, or other displays.

The purpose of quantitative research includes the variables in the study and the relationship between these variables, participants, and the location of the study [Creswell, 2010 The quantitative research method is one type of research whose specifications are systematic, planned, and structured with clear from the start until the making of the research design.

Research location at a vocational school in West Jakarta. The object of this research is the measurement of physical workload and mental workload. Meanwhile, the subjects of this study were teachers at the school. The type of research data used in this study consists of primary data and secondary data. Primary data is a type of data obtained from questionnaires to predetermined respondents. The research instrument used was a set of questionnaires to measure workload, and Excel software for processing research data. There are several types of questions, namely open and closed questions. In this study the authors used questions in a closed form, where the respondent did not need further explanation in the form of a question, only answered yes and no. Questions are arranged based on research variables, namely workload and the impact on teachers. The values calculated and obtained from this population are called parameters, therefor, respondents were given 5 questions and only answered yes or no.

The sample is part of the population whose characteristics are to be studied (Djarwanto, 1994: 43). Sugiyono (2008: 118) states that the sample is a part of the whole as well as the characteristics of a Population. According to, Arikunto (2006: 131), the sample is a part or representative of the population to be studied. If the research is conducted by part of the population, it can be said that the research is a sample study. The writer took 20 samples from the population. The population is the whole of the research subjects, while the sample is part of the population.

Results and Discussion

The writer used Guttman Scale in the research. In the social sciences, the Guttman or "cumulative" scale measures how much of a positive or negative attitude a person has towards a particular topic (Singarimbun dan Efendi, 1989). Guttman scale is one of the three unidimensional scales, the other two being – Likert Scale and Thurstone Scale. Guttman scale also called cumulative scaling or scalogram analysis is created with elements that can possibly be ordered in a hierarchical manner. It is representative of the extreme "attitude" of respondents, i.e. extremely positive or negative, about the subject in-hand.

Table 1 Descriptive average Teacher Workloads variables

	N	Minimum	Maximum	Mean	Std. Deviation
Average Teacher's Workload	20	0.4	1.0	.730	.2364
Valid N (listwise)	20				

From table 1. It is gotten that the mean of teacher's workload is .730. While the frequency of respondents' answer of each item can be seen in the following table.

Table 2 Response of item 1

Item 1				
	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	7	35.0	35.0	35.0
No	13	65.0	65.0	100.0
Total	20	100.0	100.0	

Based on the response regarding item 1, 65 % of the respondents (teachers) feel that online learning does not increase their workload physically. This can be seen from the 65% of teachers' answer is No.

Table 3 Response of item 2

Item 2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	3	15.0	15.0	15.0
	Yes	17	85.0	85.0	100.0
	Total	20	100.0	100.0	

Table 3 shows that most of respondents were mentally burdened. There is 85% of respondents feel burdened by the online learning process. This is in contrast with the first item in which the respondents did not feel that online learning add their workload physically.

Table 4 Response of item 3

Item 3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	3	15.0	15.0	15.0
	Ye	17	85.0	85.0	100.0
	Total	20	100.0	100.0	

Table 4, shows 85 percent respondents spend more time online learning than face-to-face learning. It means that 85% of respondents feel burdened by the online learning process.

Table 5 Response of item 4

Item 4					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	8	40.0	40.0	40.0
	Yes	12	60.0	60.0	100.0
	Total	20	100.0	100.0	

Table 5 shows that 60 percent of respondents feel online learning adds a financial burden. Thus, 60% of respondents feel burdened by the online learning process.

Table 6 Response of item 5

Item 5					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	6	30.0	30.0	30.0
	Yes	14	70.0	70.0	100.0
	Total	20	100.0	100.0	

Table 6 indicates that 70 percent of respondents feel online learning adds to the workload in preparing materials. 70% of respondents feel burdened by the online learning process.

Statistical descriptive analysis

This analysis is to determine the description of variable data such as mean, minimum value, maximum value, and standard deviation. In this study, it was used to determine the effect of online learning on teachers' workloads.

The following presented descriptive statistics as a whole about the average respondent's answers, which are as follows:

Table 7 Descriptive Statistics of Variable Mean

Variable	N	Min	Max	Mean	Decision
Teacher's Workload	20	0,4	1,0	0,730	High

Source: Processed data,2021

The scale range for respondent assessment uses the following formula:

$$RS = \frac{\text{Maximum Value} - \text{Minimum Value}}{\cdot \text{ Number of classes}}$$

$$= \frac{1 - 0}{2}$$

$$= 0,5$$

Scale Range :

1) 0 - 0,500 = Low Workload

2) 0,501 - 1 = High Workload

Online implementation was initially carried out suddenly with the outbreak of the Covid 19. Previous research has mostly discussed the effect of online learning on students and rarely discussed its effect on teachers. That's why the writer wants to find out whether online learning has an impact on teachers or not. There seems to be an impact. This research began with the author's curiosity regarding teachers' responses. From the results of simple chats with teachers, there is a tendency for them to feel burdened when implementing online learning, including communication difficulties with students during online learning, difficulty monitoring student activities, lack of supporting facilities to support the online learning process, students do not have laptops or mobile phones because most the students taught come from disadvantaged backgrounds.

From the statistical test data carried out by the author, it can be seen that there is a relationship between online learning which is closely related to teacher workload. Previously, the author suspected that there were several impacts of online learning on teacher workloads, such as the impact on teacher workload physically, and mentally, time spent teaching, financial burden, and burden in preparing teaching materials.

We can see the scale range above, it can be seen that the average respondent's answer is as follows: Teacher Workload Variable, the average respondent's answer states that the workload is high because the average value of 0.730 is in the range 0.501 - 1. With this, it is concluded that the effect of online learning makes teachers' workloads high.

Conclusion

Based on the scale range statistical descriptive analysis, it can be seen that the average respondent's answer is as follows: Teacher Workload Variable, the average respondent's answer states that the workload is high because the

average value of 0.730 is in the range 0.501 - 1. With this, it is concluded that the effect of online learning makes teacher workload high.

Here are alternatives that the writer offers to ease the workloads of teachers:

Cooperation between teachers through teacher organizations such as teacher working groups (KKG) for elementary school teachers and subject-teacher consultations (MGMP) for junior and senior high school/vocational teachers in order to develop interesting and interactive presentation materials to be delivered on online learning platforms.

Schools should compile a PJJ guidebook for parents so they can help accompany their children to study at home as well as tips on saving internet quota. Schools must provide internet fees for teachers in carrying out the online teaching and learning process.

Teachers should forgive themselves. Like it or not, working from home must be ready with reality. Teachers should develop learning plans that are easy for themselves and their students to reach. The simple step is that teachers must be able to forgive themselves for imperfections when teaching remotely. Instead of blaming yourself, it's better to focus on improvement to restore students' confidence in the teacher.

Teachers should focus on What They can control. The Covid-19 pandemic is a reality that forces humans to adapt in creative ways. If only regretting the past, then it's just a waste of time. The teacher should make an effort to remain mentally calm. Control what can be controlled, if out of control, then let it be. As educators, teachers must also learn to pay attention to their own mental health.

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