CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This study was conducted during the Covid-19 Outbreak that swept through Indonesia. The session started with a discussion with a school that had firsthand experience with the difficulties of integrating online learning. During Covid-19, All teaching and learning activities are carried out online learning. This is done because all public schools in Pinrang Regency, South Sulawesi, Indonesia are still not open on the grounds that the pandemic is still spreading until 2021.

According to Mills in Kunandar (2008) observation is an activity observation (Data Capture) to photograph how far the effect of the action has reached the target.[1] Observations made by researchers observing directly at school by implementing health protocols.

1.Result of Observation

The researcher did an observation toward the activity on class, which identifying the teacher difficulties during learning process at class. This instrument was become supporting data or measure of teacher difficulties. Observation did for accurate evaluation of observing an issue, observation measure of any object clearly for accuracy in research. In this data presentation, the researcher presented the data base on the result of observation and interview. To answer the research question, in Mei 31st 2021 the researcher conducted observation in online class and interview by directly interview at SMAN 6 Pinrang in teachers' Room.

1.1 Table Observation Guide

NO	ACTIVITY	DESCRIPTION

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[1] Kunandar, langkah muda penelitian tindakan kelas sebagai pengembangan profesi guru, Jakarta: Rajawali pers 2008

1	The teacher opening the class, the Teacher ask the students to pray together and then teachers give some motivation before starting the lesson by using Zoom meeting application.	The teacher opened the class with a happy face and very excited. With the hope that learning will run optimally
2	Teacher Check the Students attendance list though whatsApp group and zoom application. Then the teachers tells the aim of the subject that will be reached.	When the teacher checked the attendance list, only a half of the students enrolled were taking English classes.
3	Teacher explain the material By using English sometimes the teacher combine the language when the student didn't understant. The teacher Explain the material though zoom meeting application.	At that time the teacher continued the material by teaching through the zoom application, even though only a few students were present. The teaching and learning process was less effective because there were some students who had network problems. Especially at that time of the rainy season so the network is getting worse. The teacher shaking her head.

4	After that the teacher Opened discussion session with students. Then she give some Exercise about the material.	From everything the teacher has explained, there are still some children who are actively participating in the class. She looked annoyed when she reminded the students several times to turn on their cameras. But there are still students who turn off their cameras, the learning process is less interactive, she looks sometimes moody.
5.	The English teacher give some assignment and quiz for the students	Seen at that time, there were 2 students who were constrained by network problems so they could not take the quiz. After that, students continue to work on the given task. The teacher looks dizzy to overcome network problems. The teacher look like take a deep breath.
6.	The English teacher check the result of students Exercise and then teacher give an opportunity for student to ask their difficulties in learning English during Covid 19.	Not all students who participate in online teaching and learning activities do the assignments given well, some even do not do them at all. With a hopeful expression, she reminded the students to continue to be enthusiastic about learning and reminded their friends who did not attend class today.
7.	Teacher checks the student's attendance list after class.	After the class was almost over, she checked the attendance list again before closing the class and checking for students

		with network problems.
8.	Teacher close the class by pray togethers'.The teacher close the class by saying " *Assalamu alaikum wr wb*"	Before the class ended with a full expression of hope he invited students to be active in online learning, she looked very tired but still gave students encouragement.

During this pandemic, there are many new difficulties experienced by teachers who are different from the previous situation. The results of observations made by researchers at SMAN 6 Pinrang to English teachers on May 31st 2021 show the activities that English teachers do during the teaching process using the Zoom meeting application during the pandemic, and it is very clear that there are visible difficulties from the reactions and also behavior shown by teachers and students. As written in the observation table, the teacher seems to occasionally take a deep breath, shakes his head and looks disappointed.

The researcher interviewed English teacher from second grade at SMAN 6 Pinrang. The interviewed was conducted on June 3rd 2021, and support by audio recorder. The result data from interviewed that has been processed through data display and coding are representative responds present below:

a. **Teachers' difficulties in teaching English during Covid-19**

1) **Difficult to apply online learning**

Almost all schools, particularly in the sphere of Education, now unable to undertake face-to-face learning. According to the Minister of Education and Culture of the Republic of Indonesia's Circular Letter No. 4 of 2020 on the Implementation of Educational Policies in the Emergency Period for the Spread of Corona Virus Disease (Covid-19), the learning process is carried out using an online system or an online system since March 2020. The

learning system is carried out without face to face but is carried out using a distance learning system. With a distance learning system, students are not required or required to come to school or campus to carry out learning media on the internet That is, students' instruction and learning takes place at home for the time being. Many teachers, particularly religious teachers, have had difficulty functioning devices and laptops after the publication of this circular. According to Nadiah Ayu Wulandari:

"To reduce the spread of Covid-19 and education activities can run as usual, the government has made several efforts to reduce this number, one of which is implemented in the education system in Indonesia. The implementation of teaching and learning activities has been carried out using an online system or an online system since March 2020. The learning system is carried out without face to face but is carried out using a distance learning system. With a distance learning system, students are not required or required to come to school or campus to carry out learning''[2]

Based on the results of observations and interviewed about teachers' difficulties at the second grade of SMAN 6 Pinrang during the current pandemic, Covid-19 explained that in second grade teachers had implemented online learning activities from home as a form of preventing the spread of the corona virus as evidenced by the results of interviewed as follows:

''This is it, during this Covid-19 pandemic, school conditions are the same as other schools in Pinrang Regency. It is very difficult to implement this new learning system, Mmmm there is no face-to-face teaching and learning process, in accordance with the government's appeal we also implement an online learning system, well by utilizing existing technology media. All students study at their respective homes and teachers continue to teach from school''[3]

The first difficulty felt by the teacher was that it was difficult to implement a new and different learning system from usual. Not only teachers but students are also still difficult to adapt.

Another opinion from Informant (Mr. I) said:

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[2] Hamsia Umar English teacher in Sma Negeri 6 Pinrang , Interviewed, Pinrang, mei 31 th

[3] Hamsia Umar English teacher in Sma Negeri 6 Pinrang , Interviewed, Pinrang, mei 31 th

"*Regarding the difficulty of teaching English, it is actually the same as what other teachers feel, I am still very foreign and not used to teaching online. Moreover, this is still in the early stages so you still need to take a lot of training first.*"

2.) Difficult to control students through online.

Now, in implementing online learning during the Covid-19 pandemic, other difficulties that the English teacher (Mrs.Hu) explained were:

''*English is a very complex subject. Because it consists of 4 skills, Speaking, Reading, Listening and writing. The difficulty is in the process of delivering the material, we don't meet in person, so it is very difficult to control all students through the zoom application media. Not to mention when teaching tenses material, for example. Tenses are difficult for students to understand because they need a lot of explanations and examples. Teaching in person doesn't mean that students understand it, especially online.''*[4]

Another opinion from Informant (Mr. I) said:

''*Students are very hard to dick from afar. Sometimes when we are at the school we can directly monitor the activities that students are doing. While now everything is done at home. The main differences is the students attitude, we can not see directly how the students attitude at their home is only limited to the zoom application and even then some of students turn off their cameras.*''[5]

3.)   Its difficult to be interactive in learning process.

In the process of learning and teaching is needed what is called feed back. Good response from students when learning takes place, while online learning is a very different situation, here are the results of interviews with English teachers (Mrs. HU) :

''*In addition, during the learning process, it is very difficult to make students interactive in participating in learning English. Most students are not interactive and are not enthusiastic about learning.*''

Another opinion from Informant (Mr. I) said:

"*In the online learning process during the COVID-19 pandemic, there is very little direct interaction from students to teachers, this causes learning not to run optimally as usual. Children who are basically lazy and indifferent become increasingly indifferent, only children who are really diligent are enthusiastic about participating in learning.*"

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[4] Hamsia Umar English teacher in Sma Negeri 6 Pinrang , Interviewed, Pinrang, mei 31 th

[5]Irfan bin Ali English teacher in Sma Negeri 6 Pinrang , Interviewed, Pinrang ,june 10 th 2021

4.) Difficult to give an assessment.

Furthermore, doing an assessment is a challenge for teachers in the online teaching process, as evidenced by the results of interviewed with (Mrs. Hu) as follows:

'"Then in the learning process the difficult thing is to make an assessment, to be honest! Because I can't measure the extent of student understanding, the only benchmark for assessment is the assignments that students do, and also activity plus attendance. In terms of assignments, there are not a few students who only copy their friends' assignments. The point is that every teacher has different challenges, for example, mathematics teachers, for example, they are also difficult to explain mathematical formulas''[6]

Another opinion from Informant (Mr. I) said:

'' And the last is doing assessment, from all obstacles like its difficult to control students though Online, students are not active in learning , network problems. Be honest,in assessment process there are several factors that cannot be direcly assessed which is different from the precvious example, such us assessing the students attitude in their home, who often helps their friends, who diligent in praying and who is polite to their teachers.''[7]

5.) Limited Facilities and infrastructure.

This is one of the teacher's difficulties in teaching, here is an English teacher's (Mrs HU) explanation regarding this:

'"Emmmm, that was the difficulty of teaching English, kid, other difficulties can't be separated from the limited facilities and infrastructure, son, during this Covid pandemic, networking is a common problem that often happens. Problems with cellphones and quotas"[8]

In apply Teaching -Learning process on android phones, networks and quotas are very important because these are learning media. Based on the explanation from (Mrs. HU), the teaching process cannot be effective when only the teachers have adequate facilities, but the students do not. She said that the private teachers supported the facilities, only that the difficulty was the facilities owned by the students. The following is the statement from (Mrs. HU) as an English teacher:

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[6] Hamsia Umar English teacher in Sma Negeri 6 Pinrang , Interviewed, Pinrang, mei 31 th

[7] Irfan bin Ali English teacher in Sma Negeri 6 Pinrang , Interviewed, Pinrang ,june 10 th 2021

[8] Hamsia Umar English teacher in Sma Negeri 6 Pinrang, Interviewed, Pinrang, mei 31 th

"Actually from me personally, thank God it's adequate, there are cellphones and laptops, there is also wifi provided at the school. The only problem is student facilities, I have 2 students who still don't have Android cellphones, only borrow someone's cellphone his parents, there are also students whose home location is an unstable internet network, and what students often complain about is the quota. There are reasons that they don't take English classes because the network is bad, they don't even have a quota, their cellphone storage is full and other reasons. I don't know, "Wallahu Alam". The teaching and learning process will not be effective when the media for students and teachers are not adequate, if only I can use digital media while my students can't, that's also a problem and learning is hampered. sometimes I have difficulty determining what methods are effective to support the online teaching and learning process when media is limited like this.''[9]

6.) Network problem

One of the things that do not escape from online learning during the Covid-19 pandemic is networking. So far we can not ensure that the network is always stable because there are obstacles that occur. Network problems were also described by the first respondent (Mrs. HU), the following are the results of the interview:

''There are students whose home location is unstable internet network, especially in the rainy season, children usually complain that their network is not stable when it rains. This network is indeed a common problem that cannot be separated from online learning.''

Another opinion from Informant (Mr. I) said:

"Not free from network disturbances, this is certainly very disturbing the teaching and learning process runs effectively, lots of students complain that sometimes they don't understand information and explanations from the teacher when the network is stuck"[10]

In addition to interviewed with English teachers, the researcher also did interviewed with headmaster of SMAN 6 Pinrang regarding network problems (Mr. M) said :

''The obstacle faced by the teachers there are some students who are still having problems in quotas network and also the facilities like a smartphone which is include for the sake of students motivation which also very low so that like this the teacher goes down directly to call students even meet their parents at home.''[11]

7.) Difficult in using digital media technology.

In addition to interviews with English teachers, especially those who teach in second grade, the researcher also conducted interviews with another Informant (Mr. I).

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[9] Hamsia Umar English teacher in Sma Negeri 6 Pinrang , Interviewed, Pinrang, mei 31 th

[10] Irfan bin Ali English teacher in Sma Negeri 6 Pinrang , Interviewed, Pinrang ,june 10 th 2021

[11] Masriadi headmaster at Sma Negeri 6 Pinrang, Interviewed, Pinrang, june 9 th 2021

This is additional reinforcing data regarding teacher difficulties in teaching online. (Mr. I) as an English teacher who teaches in grades one and three explained some of the difficulties she experienced:

''Regarding the difficulty of teaching English, it's actually the same as what other teachers feel, I'm still very foreign and not used to doing online teaching. google media and many more''.[12]

Another opinion from Informant (Mr. I) said:

''Moreover this is still in the early stages, so it still does not need to take a lot of intention, maybe more precisely not too proficient in using digital technology very well such us bombs , maked exam forms via google and many more, we still learn more.''

6.) Unlimited working hours and spending more money.

During this pandemic difficulty is a common thing because this is indeed a new thing. Informant (Mrs. HU) said that the third difficulty she felt was more personal as an educator:

"There is one more thing, this is more of a problem for me personally, maybe every teacher also feels the same hehe. During this pandemic, at first it was difficult for me to adapt, so I still attended online teaching trainings. Using digital media such as Classroom, Zoom meeting, I just learned during this pandemic. This is the lesson, son, teachers should not be technologically savvy, besides that, Emmm, this online learning system requires me or the teachers to work extra. Working hours are not limited, which used to only teach in schools, now they have to control students around the clock. Not to mention personal tutoring, checking attendance in the classroom, checking student assignments and student home visits. To be honest, the additional expenditure is also greater. That's all.''[13]

Teachers and principals must work together to overcome existing difficulties, because the main problem in this online learning system is the problem of quotas and android cellphones, based on interviews that researchers conducted with the principal of SMAN 6 Pinrang, researchers got some difficulties from the principal, the following is a recording of (Mr. M) interview as the head of the school regarding the difficulties and solution he experienced:

"Regarding the policy from schools to deal with the Covid-19 pandemic period, it is to follow the appeal from the government to carry out the online teaching and learning process. Sometimes it is combined in the sense that there are face-to-face activities but

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[12] Irfan bin Ali English teacher in Sma Negeri 6 Pinrang , Interviewed, Pinrang ,june 10 th 2021

[13] Hamsia Umar English teacher in Sma Negeri 6 Pinrang , Interviewed, Pinrang, mei 31 th

students are limited and still adhere to health protocols, but mostly online. All educators such as teachers and staff continue to enter as usual, for teachers who experience symptoms of illness, a policy is given to teach from home. From the school as well. There are several obstacles faced by teachers such as network problems, quotas and also facilities such as android phones. During the pandemic, student motivation is also very low, so at times like this the teacher goes down directly to call students, even to meet their parents. Of the total 405 students registered, there are 5 people who are still having problems with facilities such as smartphones and 12 people whose places of residence often have network problems. Children often complain that the only good network is Telkomsel, while Telkomsel's quota is very expensive. While the 5 children who don't have smartphones, they have relatives, so they have to share and take turns when participating in online learning and some are still using their family's smartphones."[14]

Based on the explanation from informant (Mr.M), he also explained the difficulties that are almost the same as those experienced by English teachers. Initially at SMAN 6, he had time to do face-to-face teaching even though the students were limited and still adhered to health protocols, but the activity was stopped due to following the appeal the government to continue to carry out online teaching, this is to anticipate the spread of the Covid-19 Virus.

The solutions provided are as follows:

"This pandemic period is a new thing in the world of education, our way from the school to overcome existing problems is to hold meetings, try to find the best solution for every problem encountered and then conduct an evaluation. For example, related to how solutions or policies for students whose family economy can be considered low, the school provides assistance in the form of free quotas. In terms of facilities and infrastructure, I think the school is sufficient, such as the provision of Wifi in schools, computers as well as guide books and worksheets. For students from the school, they have also given free quota 2 times.''[15]

The economic limits of the people in Tiroang District, especially during the Covid-19 pandemic, cannot be denied. Out of a total of 405 students from various families, the economic conditions of the people in Tiroang District are farmers who only receive revenue every three months. Every harvest season, this happens once a month. While there are many needs during a pandemic. This is the outcome of the conversations. At school meetings with kids' parents when it comes to quotas and cellphone networks, the

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[14] Masriadi headmaster at Sma Negeri 6 Pinrang, Interviewed, Pinrang, june 9 th 2021

[15] Masriadi headmaster at Sma Negeri 6 Pinrang, Interviewed, Pinrang, june 9 th 2021

reality is that some student neighborhoods are tough to reach. In the region where they resided, a total of 12 students reported experiencing interference or trouble signaling.

B. Discussion

This study aims to find out what are the difficulties of English teachers in teaching during the Covid-19 pandemic at SMAN 6 Pinrang, there are many differences felt by teachers when teaching directly and teaching online during the pandemic. Analyze several sources such as interviews, documentation, and observations. The results that the researcher got after conducting a series of research processes were that there were some difficulties experienced by the English teacher at SMAN 6 Pinrang.

1) Difficult to apply online learning

The teaching and learning process during the Covid-19 pandemic is considered to provide its own challenges, the pandemic eliminates the face-to-face learning process and replaces it with an online learning process. English teachers also required to make breakthroughs and be creative in carrying out the distance learning process, so that the learning and teaching atmosphere does not feel boring.

Based on the results of observations and interviewed about teachers' difficulties at the second grade of SMAN 6 Pinrang during the current pandemic, Covid-19 explained that in second grade teachers had implemented online learning activities from home as a form of preventing the spread of the corona virus. SMAN 6 Pinrang has followed the government's call by implementing an online learning system, where there are no face-to-face learning activities at school. Students study from home using smartphones and teachers continue to teach at schools by implementing strict health protocols, such as wearing masks and maintaining distance. For teachers who have symptoms of fever, the policy is still given to teach from home.

Online learning is a new way in the learning process teaching that utilizes the device electronics especially in the internet inside Submission of learning. Online learning, fully dependent on access Internet Network. online learning is a form Conventional

Learning Submission which is poured on digital format Through the internet. Online learning, considered to be the only media Scrake material between teachers and students, In the emergency pandemic period. Teachers' adopted the online teaching and learning process throughout the COVID-19 pandemic, according to the statement, but encountered certain challenges. Based on the results of interviews and observations Teaching difficulties are usual, it is simply that teachers are experiencing new challenges because of the pandemic.

Based on the observations I did with the English teacher, I saw the condition of the students was in English learning activities. The teaching and learning process is carried out using zoom media, from 30 students registered in 1 class there are only 18 students who take part in learning. English is a complex subject because it consists of 4 skills. Examples of tenses material, to make students really understand the tenses material, it requires maximum explanation and more interaction with students.

2.) Difficult to control students through online.

Research proves that face-to-face learning that involves direct interaction from teachers and students is more effective than the distance learning process through applications, or just passively listening to teacher lectures or doing assignments every day.

In addition, from the results of interviews with several English teachers, they explained that they had difficulty monitoring students whether they were really studying or not at home. There was also no one who could ensure that the assignments were done by the students themselves or maybe done by someone else.

3.) Its difficult to be interactive in learning process.

As we know that in the learning process, each student has a different learning style. There are individuals who can understand the material by self-study, there are also those who easily understand only by reading theory. Not only that, some need the help of pictures and watch videos to understand the material or listen to music to understand. Therefore, online learning is not effective because it does not adapt the learning style to the personality of each student who participates in learning activities.

Online learning requires all students to follow a learning program that has been made the same and only supports one or two learning styles. This, of course, makes students

less likely to get the material in its entirety, such as face-to-face learning with the teacher directly. According to theinformant in SMAN 6 , Some of students feel bored, because they cannot carry out the learning process as usual, are less able to express themselves and are interactive in the learning process

4.)   Difficult to give an assessment.

Assessment activities are crucial and necessary components of teaching and learning. An assessment is required to collect information regarding the achievement of student competencies. In terms of student assessment, the introduction of online learning creates additional issues. Learning activities are evaluated on affective, cognitive, and psychomotor levels, according to the 2013 curriculum. Learning assessment should be meaningful, transparent, and fair, according to Anderson the teacher is unable to fully implement these three ideas. The professor the principle of justice. The English teacher mentioned that he had trouble providing pupils assessments since they were uninterested in participating in online learning activities and rarely submitted homework.[16]

Teachers usually provide corrections to student assignments or projects that are collected, provide verbal reinforcements and rewards such as the words "good, smart, enthusiastic" and or provide similar symbols or emoticons to arouse students' motivation to learn and participate. However, sanctions for students who do not, have not, or are late in submitting assignments cannot be immediately given during this pandemic. Teachers can only remind them continuously every week so that they immediately submit assignments. During the learning and research process, there were 30 (thirty) registered in the absences, only 18 people attended the class and only 15 people collected the assignments given. This also shows the limitations of teachers in checking the level of student competence. In the end, the evaluation of learning cannot be carried out optimally.

5.) Limited Facilities and infrastructure.

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[16] Cumming,J.J Contextualizing Asessment. Assesment in Education, 177-194

During the Covid-19 pandemic, facilities and infrastructure were limited. Online learning issues that arose during the Covid-19 outbreak, according to Ranu Suntoro, included:

The average student is children with middle to lower economic class so that not all students have facilities such as smartphones, there are even some parents. can't afford it yet. The limited facilities and mastery of information and communication technology have resulted in online learning only being carried out through the WhatsApp application with an assignment system for students, namely only giving written assignments through photos. To meet the daily needs of their parents, some students work as laborers and trade. Of course, this activity means that parents cannot accompany students during learning hours. This also causes students to be less disciplined in starting learning. From some of the explanations above, it can be concluded that in the process of implementing online classes there are several problems such as the limited competence of teachers in using technology so that online learning can only be done via WhatsApp, there are some students who do not have smartphones, internet connection problems, and prices. Internet quotas that are increasingly expensive during the pandemic, lack of parental assistance during learning due to work, and assignments that pile up make students feel overwhelmed.

The theory conveyed by Ranu Suntoro, related to online learning problems that occurred during the Covid-19 pandemic, researchers also found the same difficulties. Mrs. Hamsiah as an English teacher also explained that the ineffectiveness of teaching and learning activities was also influenced by the limited facilities and infrastructure owned by students. This is one of the teacher's difficulties in teaching,

Based on the explanation from the English teacher, one of the difficulties that hinder the online teaching and learning process during the pandemic is the limited facilities owned by students. She said there were 2 students who were still having problems with their android phone, some were constrained by the quota problem, because the quota price was quite expensive. It cannot be denied that the economic conditions of each child are different. She also used to feel this way when he taught English. Almost all students and teachers

complain about this, but this is no reason not to carry out teaching and learning activities during this pandemic.

6.) Network problem

One of the main problems faced by many teachers and students is a slow internet network. The network is not always smooth and optimal. A slow network is influenced by several factors, such as bad weather factors, and the selection of the type of data card. Even though online learning requires a fairly strong internet network, such as: Zoom, Google Meeting, Google Classroom and many more.

The informant explained that network problems were the most frequently complained by students. Sometimes when the English teacher brings material and teaches through the Zoom application, the video may suddenly stop or the sound will sound intermittent. Technical problems such as video that suddenly stops and intermittent sound causes learning to be ineffective and information is also not conveyed fully and optimally.

The first informant (Mrs HU) strongly complained about this network problem because until now the teachers had not been able to find an effective solution, especially the location of the students' homes were different and far from each other. She explained that when facing problems like this, students were directed to come directly to school.

7.) Difficult in using digital media technology.

Teachers have a vital role in the teaching and learning process, during this pandemic Difficulty is a common thing because this is indeed a new thing. One of the teachers difficulties is difficult in using digital media very well. Teachers are required to constantly learn and be more creative in their teaching during the covid-19 pandemic, where they must not only be able to operate laptops and LCD with attractive presentations, but also be able to operate several online meeting applications, such as Zoom, Classroom, and Whatsapp. During the Covid-19 outbreak, instructors have a new difficulty. First responden (Mrs HU) explained admitted that it was challenging at first since she and her colleagues

were still adjusting, but she and her colleagues always attended special teacher trainings to help them teach more effectively.

This challenge does not apply to all teaching staff because there are also teachers who understand technology, they only need to learn a little and adapt to the new system. This difficulty is felt by several senior fellow teachers, they are still difficult to use technology-based media. There are many factors, one of which is age.

But actually the positive impact of this pandemic is that teachers are challenged to continue to learn and develop their quality every time. There have been many learning and socialization activities regarding online learning that are planned in the future so that teachers can learn and develop their abilities in the field of information technology.

8. Unlimited working hours and spending more money.

Muhammad Nadirudin Darul Haq said. Without having to deal with pupils in the classroom, online PJJ is the ideal approach to interact. The teacher must create a virtual class teaching model utilizing a variety of applications that he or she has mastered. It is a requirement; if a teacher is unable to understand these many online learning apps, this PJJ will not succeed.

Mrs HU said that she was not overwhelmed when teaching traditional classes because the school had a customized schedule in place, and she taught till 13.00 WITA every day. So, there's still time to relax with your family at home. But it is different from the current conditions which require teachers to always control students. Even at home, he still thinks about his students, not to mention when there are students with problems that must be guided personally, students who have never participated in learning must also be considered. She always contacted students' parents and visited students directly at their homes. And this requires extra extra both energy, time, thought and funds.