

CHAPTER I

INTRODUCTION

1.1 Background

The schools were forced to continue operating with less-than-optimal learning implementation as a result of the Covid-19 pandemic, which began spreading in Indonesia in 2020, resulting in deterioration in educational quality. Sherly et al (2021), as a result of becoming infected with the covid-19 outbreak, instructors have become afflicted. In Indonesia, schools are one of the few places where traditional face-to-face learning and teaching methods are not possible. Several schools, however, attempted to continue the teaching-learning process using online models after the activities were terminated.

However, beginning October 2021, situations in various parts of Indonesia have begun to improve, and crucial sectors such as education have begun to recover, necessitating a speed up in order to catch up to where they were before the pandemic began. On the ground in Palopo City today, educational institutions have implemented PPKM level 2 a couple years ago, which involves restricted face-to-face interactions, as advised by the Minister of Education. As a result, in the aftermath of the Covid-19 pandemic, Palopo City's education needs to be enhanced. The Covid-19 pandemic has forced everyone to adapt to new habits, including in the teaching and learning process in schools. The inability to adapt and transform will add to the problem and slow down efforts to achieve educational goals. Therefore, efforts and educational strategies are needed in the transition to the post-pandemic era.

Education becomes one of the sectors affected by the pandemic. Which is where the world of education is forced to change its learning system which initially used the face-to-face method, into online learning (Mulyani, 2020). In the post-pandemic situation teachers are faced with new challenges how to find the right strategy in an uncertain post-pandemic situation where some schools are still unfamiliar with the method. Based explanation the researcher wants to investigate what the teacher teaching strategies during post pandemic covid-19 at secondary school level.

1.2 Problem Statement

The researcher formulates the problem statement of this research is: what are secondary school teacher's strategies in post pandemic covid-19 at SMPN 6 Palopo?

1.3 Objective of the Research

The objective of this research is to find out the secondary school teacher's teaching strategies in post pandemic covid-19.

1.4 Significance of the research

The result of this research is expected to give some contributions especially for the students, the teachers, and the next researchers. The result will be used as follows:

1. For the students

Through the result of this research, what are secondary school teacher learning strategies in post pandemic covid-19? Students can find out what are problems they face when learning in post pandemic covid-19 situation and can be used as a reference to improve the quality of learning from the solutions that could be found from these problems.

2. For the teachers

The teachers can get information and select a suitable teaching strategy in teaching based on problems. The teachers will not be stuck or only focus on one particular teaching strategy. Besides that, the teachers can also develop the teaching strategy in their class to make students interested in the subject and to achieve the learning objectives as well.

3. For the next researchers

The researcher intends to bring significant references to the next researchers as a reference for further studies on a similar topic. The result of this research will give good information related to what are secondary school teacher learning strategies in post pandemic covid-19. Through the findings of this research, the next researchers also could develop this research with a different discussion.

1.5 Scope of the Research

Here the Researcher focuses to secondary school teacher learning strategies in post pandemic covid-19 at SMP Negeri 6 Palopo.

1.6 Operational of Definition

To get a general understanding of the title of the research, the researcher gives the definition of the key term related to the title:

1. Post pandemic covid-19

Post-pandemic is a time when the world is going through a transition period from high Covid-19 infections to a period of recovery, and especially in Indonesia, the post-pandemic era began on June 1 2021, where the government had given leeway to carry out outside activities, such as shopping centers by following several rules that had been set by the government. While in the world of education in Indonesia, the government allows schools to reopen on July 13 2021 by following the new school year on condition that they follow the rules set by the government.

2. Teachers' teaching strategy

Teaching strategy instruction focuses on strategies that facilitate the active learning process by teaching students how to learn and how to use what they have learned to solve problems and be successful.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

1. Covid-19

From 1 March 2020, WHO data suggests that a new coronavirus, SARS-Cov-2, will be identified as coronavirus disease 2019 (Covid-19). This virus was initially discovered in the Chinese city of Wuhan at the end of December 2019. The coronavirus is a zoonotic virus, or a virus transmitted from animal to human. Numerous wild animals can carry pathogens and transmit certain infectious diseases as vectors (Yuliana, 2020). In addition, she explains in her article that COVID-19 infection can result in mild, moderate, or even severe symptoms. In some instances, some patients exhibit mild symptoms that are not even accompanied by a fever. The majority of patients have a good prognosis, with only a small percentage of those in critical condition dying. The most prominent clinical symptoms are fever (a temperature of 38 degrees Celsius), cough, and difficulty breathing. Additionally, the clinical syndrome is subdivided into simple, mild pneumonia, and severe pneumonia. Within one week, half of the patients developed shortness of breath. In extreme cases, such as ARDS, septic shock, and intractable seizures, the condition deteriorates rapidly and progressively. The coronavirus pandemic (COVID-19) has brought a great challenge to our society worldwide, which has resulted in the need for mandatory change in almost every aspect of our lives. Undoubtedly, educational practice is one of the areas most affected by this pandemic. Teachers at all levels have had to learn how to use online learning systems and platforms in a very short amount of time.

Furthermore during the pandemic 2 years ago, education in Indonesia felt the impact of this pandemic, where teaching staff were required to create new methods of teaching because the pandemic situation did not allow face-to-face learning, and in the post-pandemic era, teachers are faced with changing the teaching system again. The teacher is faced with 2 choices: whether the teacher

will return to using the same method as before the pandemic or find a new method in the teaching system in the post-pandemic era.

2. Post pandemic covid-19

Stated by Fayed & Jill (2021), The post-COVID era will have a number of advantages. Many of us have been surprised by the efficiency with which large conferences and meetings with thousands of attendees have been organized. We have missed the personal interactions associated with these large conferences, but from an educational and information-sharing standpoint, we have lost relatively little. With hybrid conferences featuring both online and in-person options on the horizon, many of us will choose online participation to reduce our carbon footprint and the physical toll of long-distance travel.

Additionally, hybrid options are likely to expand at the secondary and postsecondary levels, necessitating a rethinking of curricula, timelines, instructional strategies, and all forms of assessment by policymakers and educators. There will be significant challenges for educators to find a balance between the online transmission of information and skills and the less quantifiable goals of education, such as social and emotional learning, the development of imaginative thinking skills, and participation in collaborative problem-solving learning communities. In light of the rapid changes that will inevitably occur in secondary and postsecondary education in the post-COVID era, it is somewhat reassuring to consider that, at least in the near future, the educational experiences of children in early childhood programs and elementary schools may remain relatively unchanged. There's no doubt that digital influences will grow, but it's likely that face-to-face classroom instruction will remain the most common model.

Clearly, post-COVID education will present both opportunities and challenges. But perhaps the greatest obstacle is posed by the same technology that has created so many learning opportunities. In the past year, the scope of Internet-based mass indoctrination through "viral" conspiracy theories has become apparent. In countries around the world, a sizeable proportion of the population

routinely disregards expertise. The scientific method is rejected in favor of an unfounded conviction. As fake news, credible media outlets are derided angrily.

Technological innovation in the field of vaccine development has brought hope that the physical devastation wreaked by the pandemic may soon be contained. But are there any technological or educational solutions on the horizon to limit the destructive psychological impact of disinformation, willful ignorance, and cynical exploitation? As we think about the challenges and opportunities of post-COVID education, we tend to focus on more effective ways of teaching academic subject matter such as math, science, and literacy. But at this juncture of human history, it is equally important for educators to enable their students to think rationally, constructively, and creatively so that they become immune to indoctrination and the destructive group-think characteristic of cults.

The Indonesian government, in an effort to enter the post-COVID-19 era, has established guidelines that allow face-to-face learning to return. These rules, which include various rules that must be respected by the school, may be found here. This policy has been implemented in many schools, including, without limitation, SMP Negeri 6 Palopo. In particular, this policy has been implemented in schools located in the city of Palopo.

3. Teachers' teaching strategy

a. Definition of teaching strategy

The teaching and learning processes both require the utilization of teaching strategies. The act of teaching and learning cannot be divorced from the strategies that are employed in either process. First and foremost, we ought to be familiar with the meaning of the term "teaching strategies" before delving into a more in-depth discussion of the topic. It was proposed by Sanjaya (2011), that the term "strategy" in the context of education refers to a plan, method, or sequence of activities that is designed to accomplish a particular educational goal. One definition of education strategy describes it as "the overall plan consisting of designed arrangements to reach the goal of education." This definition is applicable to both teaching and learning.

In addition, according to Aini (2019), the term "teaching strategy" refers to the approach, method, and media utilized in the process of teaching and learning.

On the other hand, it is up to the educators to figure out the method that will be most effective and appropriate. Therefore, the teachers decide what the students are required to learn, both in terms of the content that is taught to them and the types of learning experiences that they must have. At that point in time, the educators are attempting to create a program, a plan, or a curriculum. In addition to this, they will consider how the material should be taught, what method should be used to teach it, and how the program should be organized and put into action in the real world.

In addition, the findings of the research conducted by Aini (2019) indicate that there are two different things that can be focused on based on the definition of strategy. To begin, a strategy is a plan of action that includes the application of method as well as the application of a variety of sources and forms of power in the context of educational instruction. What this indicates is that the arrangement of strategy focuses solely on the process of arrangement rather than the action itself. The second strategy is to work toward accomplishing the learning goal in some way. Because the goal is the central focus in the process of putting the strategy into action, it is necessary to articulate a crystal-clear goal that can be used to gauge success before organizing the strategy.

As a result of the definitions that were presented earlier, one can arrive at the conclusion that a teaching strategy is a collection of plans that are selected and designed by the instructor to accomplish particular learning objectives. Included learning evaluations, learning strategies, learning methods, learning materials, and learning media. In the years after the pandemic, teachers will need to find or create new ways to teach.

b. The components of teaching strategies

Sapuadi (2019) suggests some components of teaching strategies that consists of:

1) Purpose

Prior to deciding or selecting the other components, such as strategy, teaching materials, media, and teacher assessment, it is the first element

that must be taken into account. Therefore, other components are chosen based on the desired learning outcomes.

2) Teaching material

One of the key components to ensuring that the learning process is successful is the teaching content. The subject's substance must be discussed with students in order for them to meet their learning goals, which take the shape of information that is organized logically and dynamically.

3) Method

A teacher's action to change knowledge is their teaching methodology. The methodology must be appropriate for the topic matter. Therefore, in order to develop effective lessons and fulfill learning objectives, every instructor needs be knowledgeable in a variety of methods.

4) Media

The media contains items in our environment that encourage learning and make it simpler for teachers to impart knowledge. It might be both auditory and visual or audio-visual.

5) Evaluation

Teachers should evaluate their students' learning outcomes so they may determine what needs to be reviewed and improved for the subsequent meeting. Here Sary (2018) in her book revealed that the evaluation could be conducted in form of spoken or written. The determination of this test is adjusted to the needs of the material and time allocation.

According to the definition of teaching strategy, the approach, method, and media used during the teaching and learning process are referred to as teaching strategy.

c. Types of English teaching strategies

Bawawa et al.(2021) in their research found that the English teachers used a variety-teaching method in the teaching and learning process both online and offline learning. The teaching method was used by the teachers namely blended

learning method, project-based learning, learning and playing, Audio Lingual Method, Total Physical Respond, Grammar-Translation Method. Furthermore, the English teacher also used applications from Google such as GC (Google classroom), GM (Google meet), and GD (Google Docs). In teaching during a pandemic covid-19 and new normal, English teachers also used picture media as a tool in the teaching and learning process.

During the pandemic the teacher apply emergency curriculum where the lesson schedule reduced number of subjects and time allocation. In addition emergency lesson plan change in time allocation, simplification of basic competencies, essential materials, learning steps, learning media, and assessment. Moreover the number of lesson hours is significantly reduced, the number of subjects is only 2 – 3 subjects / day, The learning schedule varies, starts at 7.30 - 11.30 a.m (Muzayanah et.al., 2021).

Based on the current situation, there are three types of learning used by teachers around the world, starting from the pre-pandemic period, during the pandemic and after the pandemic. Some of the strategies as follow:

- 1) Regular education system

Darkwa & Antwi (2021) proposed that regular education also known as the traditional education system is learning that takes place in face-to-face classes or offline learning. This strategy commonly used before pandemic covid-19, although the use of multimedia and technology has transformed the experience over the last few decades.

- 2) Distance or online learning

Online learning is instruction delivered through the use of the internet. Among other names, it is frequently referred to as "e-learning"(Gonzalez & Louis, 2018). This strategy frequently used during the covid-19 period. Online education is only one sort of "distance learning," which refers to all learning that occurs remotely and outside of a regular classroom.

- 3) Blended learning

Blended learning is an approach to learning that combines face-to-face and online learning experiences. Ideally, each (both online and off) will complement the other by using its particular strength (Ritakumari, 2019).

In general, the characteristics of blended learning are as follows:

- a) Combining various modes of delivery, teaching models, learning styles, and various technology-based media.
- b) It is a combination of face-to-face learning. Independent study and online learning.
- c) Supported by an effective combination of delivery methods, teaching methods, and learning styles.
- d) Parent teachers have an equally important role to achieve learning objectives, where teachers act as facilitators and parents as supporters.

Referenced on the explanation of the three types of learning above, the researcher wants to know whether teachers will apply their teaching strategy that focuses on regular learning, online learning, or blended learning.

To assist teachers and students in achieving learning objectives, a variety of teaching techniques have been suggested and used in language classrooms. In line with the definition of teaching strategy, teaching strategy refers to approach, method, and media in the teaching and learning process.

1) Teaching approach

Gill & Kusum (2017) proposed that the teaching approach is like the form or the way we teach or how we do it. The approach can also have many methods. Besides that, it could be said that the learning approach is a starting point or point of view of the learning process which refers to the view of the occurrence of a process that is very general (Rusman, 2011). The approach of learning greatly affects the use of the strategy and methods to be used. Gill & Kusum (2017) propose main approaches of learning, they are:

a) Teacher centered approach

This approach focuses on the teacher as an instructor. In this case, the teacher controls what will be taught and how students are provided with the information they learn. This approach implements direct instruction teaching strategies such as deductive or expository teaching. Generally, the approach that appears to be used is the lecture method.

b) Student-centered approach

In contrast with the previous approach, this approach emphasizes or focuses exclusively on students. It means that the learning process is precisely centered on the students' role. This approach applies to discovery learning, inductive learning, and inquiry learning.

2) Teaching method

Approaches and strategies, at the preparation level only, in the learning process. To implement it, therefore, requires a learning method. To know the predetermined strategy, methods are used. As mentioned earlier, strategy refers to a plan to pursue the target of catching up while the method is the method used to carry out the strategy. Rusman (2011) points out that the learning method is an effort to execute plans that have been prepared in real activities so that the objectives that have been prepared are achieved optimally.

According to Afandi et al. (2013) in implementing learning strategies there are several learning methods that can be used they are:

a) Lecture method

The lecture method is a way of presenting or delivering lesson material verbally from the teacher to a group of students. In this method, learning experiences that can be obtained by students include: practicing listening, assessing what is being discussed, understanding concepts, principles, facts, and the process of recording lesson material. However, one thing that must be considered for users of this method is that the lecture method is very dependent on the ability of the teacher because the teacher has a full role in the lecture method.

b) Discussion method

Discussion is a conversation that contains an exchange of opinions about a topic, a problem, or an issue. It is a thinking together process in which students talk freely to the teacher it is to one another a student-centered method since students participate actively. The role of the teacher is that of a moderator. There is a flow of information from teacher to student, from student to student. The teacher should not allow individuals to dominate the discussion.

c) Giving task method (recitation)

The assignment method is defined as a way of teaching and learning interactions by giving assignments to students to be done in groups or individually. The topic of discussion assigned to students is a topic of discussion that has been discussed in class as a follow-up to educators to assess students' understanding of the material that has been delivered or to increase the effectiveness of the lecture method.

d) Question and answer method

The question and answer method is a teaching method that allows direct two-way communication or two-way traffic from teacher to students or vice versa from students to teacher. In this communication, there is a direct reciprocal relationship between teacher and students.

e) Demonstration method

The demonstration method is a method of teaching by demonstrating things, events, rules, and sequences of activities, either directly or through using instructional media that is relevant to the subject matter or material that will be presented.

f) Simulation method

Simulation comes from the word simulate which means imitating or pretend. Someone demonstrates something in an artificial form that is similar to the real situation. There are some types of simulation methods commonly used in education:

1. Sociodrama

Sociodrama is learning method of role playing to solve related problems social phenomenon.

2. Psychodrama

Psychodrama is a method of learning by playing a role based on psychological problems. Psychodrama is usually used for therapy, namely for students gain a better understanding of him, discover self-concept, and express reactions to the pressures he is experiencing.

3. Role play

This role play includes dialogues as a few tasks that must be completed after reading the chapter's required information. In the role-playing exercise, students will pretend to be characters. They simulate and practice the conversation and activities in accordance with the given guidelines.

4. Pre Teaching/Micro Teaching

Pre-Teaching/Micro Teaching is useful for teaching practice by prospective teachers whose students are friends of prospective teachers.

3) Learning media

Ritakumari (2019) classified learning media into some types, they are:

- a) Audio media: It is the teaching-learning devices that appeal to the auditory sense. In other hand this media can be heard alone, it carries sounds, for example audio tapes, record player, radio.
- b) Visual media: It is the media that appeals to the sense of seeing (eyes) or the media which can be seen, example: television, computer, white board.
- c) Audio-Visual: It refers to those instructional materials which provide students with audio and visual experiences by appealing to the hearing and seeing senses at the same time, for example television, video tapes, and closed circuit television (CCTV).
- d) Projected media: Projected media is usually a combination of software and hardware. It require light source for projection, for example, film projector slides, and so on.
- e) Non-projected media: This aid does not require any projection on screen. These do not require light source. They include 3 dimensional objects, 2 dimensional objects, prints, charts, models and so on.
- f) Multimedia: Multimedia combines five basic types of media into the learning environment-text, video, sound, graphics and animation, thus providing a powerful new tool for education.

Regarding strategies in conducting online learning in the pandemic era, Lestianawati & Widyantoro (2020) in their research propose some teaching strategies used by the teacher during the Covid-19 pandemic they were applying

video conference and combining both online chat and video conference as well. In this case, the applications used to support the video conference strategy were Zoom and Google meet. Another strategy applied was online chat; in this case, Whatsapp was the most taken application. In addition Yuliansyah & Ayu (2021) propose that in online learning during covid -19 pandemic, the teacher apply project based assignment in teaching.

2.1 Previous Study

In this research, researcher uses previous research as a comparison and benchmark. Besides that it is used as a reference for researcher and makes him easier to compile this research. Below are some scientific works that have similarities with this research

1. Kesuma, Yogo Bkti. 2022 in his research entitled “Teaching English as A Foreign Language in the New Normal Era at SMAN 1 Balong”. The purposes of this research were to find out the strategies used by the English teacher in teaching English in the new normal era at SMAN 1 Balong, and to find out the teacher’s efforts to solve problems of teaching English in the new normal era at SMAN 1 Balong. This research applied qualitative approach and used case study design. It was conducted to the eleventh science class one of SMAN 1 Balong in academic year 2021/2022. The data were collected by observation, interview and documentation. Observation was conducted to observe the implementation of teaching and learning activity in the new normal era. Interview was used to know more detail about the process of teaching and learning activity in this new normal era, and the problems that could not be known by observation. While documentation applied as a support of the data collected by observation and interview. The data were analyzed using three steps of data analysis technique by Matthew B. Miles and Michael Huberman, namely data reduction, data display, and conclusion and verification. The results of this research showed that there were some strategies used by the teacher in teaching English in the new normal era. It consisted of teaching directly to main activity, helping students to use reading strategies, using writing strategy of writing presenting and feedback, using blended strategy, using holistic approach, and sending material discussed one day before.

2. Prastya, Risky Andika. 2022. In his research entitled “English Teachers’ Strategy in Conducting Lesson in New Normal Era after Pandemic Covid-19 at SMP N 2 Kartasura”. This research was to find out the teachers’ strategy in conducting lessons in the new normal era after the pandemic. This is qualitative research that was conducted in SMP N 2 Kartasura. To find the strategies applied by the teachers, the researcher interviewed three English teachers at the school. The researcher also observed their classes. This study used triangulation techniques to bring the truth of valid data. The result of this research showed that the teachers at SMP N 2 Kartasura used several strategies namely, 1) changing students' psychosocial; 2) direct question and answer; 3) authentic materials; 4) using game and interesting video. The findings imply that the teachers at SMP N 2 Kartasura have creative and innovative teaching abilities.
3. Rizka, Anisa (2022) in her research entitled “Teaching English For Young Learners in New Normal Era (Challenges And Implementation)”. This research aims to know the challenges faced by teachers when teaching English for young learner and to know how the teacher implement teaching EYL in new normal era at SDN 4 Selat Hilir and SDN 5 Selat Hilir in Kuala Kapuas Central Borneo. There are two teachers from different school as the participant in this study. Qualitative method was applied in this study by combining observation, interview and document analysis. The results show some challenges occurred during teaching and learning process in new normal era and how the teachers implement the lesson. The challenges were (1) students’ Motivation in teaching and learning process (2) students’ Attention, (3) Students’ Attitude (4) Students’ Discipline and (5) Students’ ability in English. and the implementation applied are: (1) Using recalling memory, ice breaking, vocabulary writing and game as the teaching strategy (2) Using Turn Lessons into songs and Review vocabulary through role playing as the teaching method (3) Implementing Listen and Repeat, Listen and Identify and listen and do as the teaching techniques (4) Using daily test as an assessment and (5) Using teaching media.

Based on the explanation of the three previous studies above, it can be concluded that the three researchers' research has similarities and differences. They have similarities that focus on research after the COVID-19 pandemic and discussed teacher teaching strategies. The first and the third research have same objective that is to find out the strategies used by the English teacher in teaching English in the new normal era. Where the second research not only focused on the strategy but also focused on to know the challenges faced by teachers when teaching English. Furthermore the first research investigated for senior high school students, the second research for junior high school students and the third research for primary school.

Moreover, the methods used by the three previous studies above have similarities which use qualitative descriptive methods. In this research, researcher will use qualitative method as the method and choose teacher SMP NEGERI 6 Palopo as the sample of the research.