



English Teachers' Challenges in Managing Classroom during Online Learning at SMAN 13 Padang

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Abstract

Since Covid-19 outbreak, Indonesia government shifts the learning system from conventional into online learning to stop the spread of Covid-19. This situation causes new challenges for teacher in teaching and learning process, especially in classroom management. The aim of this study is to explore the challenges faced by teachers in the classroom during teaching and learning process. Qualitative descriptive method is used in this research. The samples of this study are English teachers at SMAN 13 Padang. The numbers of English teachers at SMAN 13 Padang are four. The data was collected through questionnaire (close question) and interview (open question). The result of this study revealed that there were some challenges in managing classroom during online learning. Students participation is the first challenge that teacher deal with. For example, students not listen to teacher explanation. The other challenge is students' misbehavior which becomes significant problem must be addressed such as late and not stay in the room. During online learning process, students often did not pay attention with teacher in the classroom.

Keywords:

Online learning, classroom management, teacher's challenges

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INTRODUCTION

During teaching and learning process, teacher is the main actor in the classroom. Sibarani (2017) and Nurhijjah (2020) says the role of teacher during teaching and learning process is important to make teaching-learning process running properly and fascinating. Lasari (2021) says the teacher's role is not only transferring knowledge, but also acting as a mediator and a facilitator during the teaching and learning process. Marzano (2003) adds that the teacher's role in the classroom is as a manager who maintains teaching and learning process.

In Indonesia, conventional learning has been performed since long ago. However, since corona virus outbreak, it affects the educational sector in most of

countries in the world including Indonesia. Due to this situation, the Ministry of Education determines a new regulation to change the learning platform from traditional face-to-face class to online learning. Ministry of Education and Culture issued new regulation Number 4 which concerns to educational policy during the spreading of Corona Virus "*Tentang Kebijakan Pendidikan dalam Masa Darurat Penyebaran Coronavirus Disease*" related to the implementation of education during pandemic; 2020 national exam cancellation and learning from home to stop the spread of virus (Kemendikbud, 2020). Therefore, online learning must be implemented due to the spread of corona virus.

According to Yolandasari (2020) online learning is learning system used internet or network. Moreover, online learning is a program used to reach vast group of abroad students (Efriana, 2021). It cannot be avoided that its impact on the world of education, which requires the world of education to always adjust the development of information technology in the learning process". It can be concluded that online learning use technology in teaching and learning process.

The changes of the situation may cause some new challenges for the teachers in order to manage the classroom. Mahyoob (2020) states the challenges of classroom management can occurs of learning materials, getting involved during discussion, and students' assignment. Another challenges faced by teacher is how to manage time in order to make balance between wasted time and activities during the class (Thiel et al., 2012, Pianta et al., 2012). Thus, online learning causes challenges such as; learning material, students' behavior, and time.

According to McCreay (2013) classroom management is teacher's strategies used to create conducive classroom environment to successful teaching and learning process. Furthermore, Wahyuni (2013) states classroom management is the teacher's ways to organize the activities in the classroom to create the good atmosphere in the classroom to support the learning process. Djamarah and Zain (2010) states teacher plays the main role in classroom management. Classroom management is needed to maintain students' motivation in teaching and learning to achieve a successful learning process.

Classroom management can maintain conducive atmosphere for teaching and learning process. However, since the regulation about education already changed because of pandemic, teacher must change the management of classroom. Therefore, this situation causes challenges to teacher in managing classroom. (Kiselava and Pogosian, 2020) proposes that the main challenge for teachers was to find a learning platform providing video conferencing tools and students' misbehavior during online class. Similarly, Prabawati (2021) found that the problem face by teacher during online learning such as internet connection and students' participation. In the other hand, Efriana (2021) found that the understanding of material, the ability to use in online learning, and the limitation in controlling students' behavior are problems faced by teacher during online learning.

According to the background of the problem above, the teacher's challenges in management classroom during online learning needs to be examined. This situation

inspires researcher to conduct a research to find out the English teachers' challenges in management classroom in online learning during COVID-19 pandemic at SMAN 13 Padang.

METHOD

This research used descriptive qualitative; the researcher administered a questionnaire and described it to answer the research question. Sugiyono (2010) states qualitative is descriptive, meaning that in order to collect the data was in word form rather than numbering. Qualitative descriptive research was selected because this study described the view and perspective of senior high school teachers toward online class implemented during pandemic. The time of research was conducted in the second semester of the academic year 2021/2022 on March 30, 2022.

The population of this study was English teachers in SMAN 13 Padang. Total sampling was selected in order to collect the data. There are four English teachers in SMAN 13 Padang. The researcher selected total sampling. The participants of this study were all of English teachers in SMAN 13 Padang.

In this study, the researcher used questionnaire as the main instrument. In order to get the good statement, the researcher required to follow a rule or guideline, that the characteristics of the statement were not forgotten and each statement have the ability to distinguish between groups of respondents who agree and group's respondents who do not agree with (Djaali and Maljono, 2008). The questions on the questionnaire are written in English and Bahasa Indonesia to avoid misunderstanding from participants. The questionnaires were divided into six parts: Preparation Phase, Physical Classroom Management during Online learning, Pre-Teaching, Learning Activity Management, Student Management during Online Learning, and Evaluation. The questionnaire was closed questions in which the participant was given two choices in responding the questionnaire. Participants were given two choices in responding the questionnaire. After answering the questionnaire, the participants of the study were interviewed.

RESULT AND DISCUSSION

Research Finding

Four English teachers responded to this questionnaire in one day. The questionnaire is written in Bahasa Indonesia. In presenting the data, the researcher translates the questions into English. Each teacher was represented as Teacher 1 (T1), Teacher 2 (T2), Teacher 3 (T3), and Teacher 4 (T4).

There are six parts in the questionnaire, namely; preparation phase, physical phase classroom management during online learning, pre-teaching, learning activity management, students' management and evaluation. In the preparation phase, there were eleven questions. Most participants admit that they do not find any challenges in this preparation phase. However, one teacher (T4) had challenge in ascertaining whether the teaching materials accordance with the native language and skills during online learning. In the interview, T4 states that:

“Iya, kesulitannya itu karena rata rata bahan ajar itu menggunakan Bahasa Indonesia yang di translet kan ke bahasa Inggris, bukan dari bahan ajar bahasa itu sendiri berasal. Untuk mengatasi permasalahan itu, saya menggunakan contoh dan beberapa latihan siswa yang di kutip dari buku Bahasa Inggris yang bersifat Internasional”. (“Yes, because most of learning material seems like Bahasa Indonesia which literalli translated into English. So that, to overcome this problem, I used an example and exercise about the topic from international books”).

In managing the physical classroom, there are four questions in this phase. The result of interview is that teachers do not have any issues in using virtual classroom such as *Zoom*. Instead, all teachers admit that they have big issues related to the speed of network. Thus, teachers prefer using another platform like *WhatsApp* to overcome the unstable network. Beside the issue of networking, T2 has problem in managing the virtual classroom like *Zoom*, that she only benefits *WhatsApp* for teaching and learning process.

In the interview, T3 states that:

“Iya, karena selama pembelajaran daring saya sedikit mengalami kesulitan dalam mengoperasikan aplikasi yang digunakan untuk pembelajaran daring. Oleh karena itu, untuk mengatasinya saya mengajar dan memberikan tugas kepada siswa melalui aplikasi WA”. (“Yes, because during online learning I had a problem in operating the platform used for online learning. Therefore, I sent assignments to the students only through *WhatsApp*”).

T4 actually is able to manage the virtual classroom properly. However, unstable network is still an issue. As stated in the following interview:

“Oh untuk zoom meeting sendiri pernah dilakukan, tetapi tidak efektif karena beberapa faktor salah satunya jaringan internet. Terkadang siswa mengalami masalah itu sehingga proses belajar mengajar hanya dilakukan melalui WA sebagai platform memberi dan mengumpulkan tugas”. (“I had ever used *Zoom* platform before, but it is not running properly because of some issue like unstable network faced by students, that teacher used *WA* as a platform to send and collects students’ ssignments”).

In the pre-teaching phase, there were two questions. The result is all of teachers do not have any challenges because to make sure students in the classroom, teacher will greet students before the class is started. After that, teachers will check students’ attendance before class is started

In learning activity management phase, there were four questions in this phase. Most teachers do not have any difficulties as teachers focus on giving theory instead of giving practicing. Following of the result of interview, T1 stated:

“Begini, dalam pembelajaran daring tidak terlalu fokus pada 4 skill yang ada karena dalam pembelajaran daring, guru memberikan video. Contohnya video tentang pembelajaran interview, nanti dijelaskan tentang materi yang ada didalam video tersebut. Kita tidak terlalu focus kepada skill pengucapan kecuali kalau di kelas, baru mudah untuk dipraktikkan karena tidak terhalang signal atau hal hal lainnya”. (“So, during online learning, teachers do not focus on four English skills

because during online learning sometimes teachers giving video about the topic. For example is video about interview. After that, teacher will give explanation about it. And for speaking skill, we do not practice it during online learning”).

Similarly, in following interview T4 stated:

“Kalau untuk praktek hanya focus ke writing. Untuk yang lain tidak terlalu focus karena susah dilakukan ketika pembelajaran daring, kecuali tatap muka, kita bisa menyuruh siswa secara langsung”. (“For practice, we are focus on writing only, because it is difficult to apply it during online learning instead of conventional learning”).

In the other hand, in the following interview T2 stated:

“Iya karena selama pembelajaran daring, saya jarang menggunakan virtual classroom. jadi untuk praktek sendiri jarang di lakukan. Jadi untuk mengatasinya, untuk praktek pengucapan saya meminta siswa mengirimnya melalui pesan suara (VN)”. (“Yes, because during online learning I rarely used virtual classroom. So, to overcome that issue for speaking practice, I asked students to send it through voice note (VN)”).

Even though most of teachers chose not to do speaking practice during online class, but T2 chose to do it through voice note in *WhatsApp* for speaking practice.

Next phase is namely students' management. There were twenty-four questions in this phase. There are some issues faced by teachers in this phase. The first one is students' behavior. All of teachers have challenges in this phase. Most of teachers stated that it is hard to control students' behavior during online learning because teacher and students are in the different place.

Pursuant to the interview, T1 stated:

“Iya, karena ketika pembelajaran daring melalui WhatsApp, terkadang siswa tidak ikut dalam forum diskusi dan guru tidak bisa melihat apakah siswa tersebut masih berada dalam lingkungan belajar atau tidak. Oleh karena itu, untuk mengantisipasi hal tersebut terkadang guru memberikan peringatan dengan mengatakan akan memberi alfa di kehadiran siswa yang tidak menjawab ketika saya bertanya mengenai topic yang sedang di diskusikan”. (“Yes I have problem, because during online learning through *WhatsApp* sometimes students do not join the discussion and teachers cannot make sure that students are in the forum or not. Consequently, to overcome the issue teacher give a warning that teacher will give punishment to students who do not answer teacher's questions about the topic that is discussed”).

Furthermore, T2 stated:

“Tentu, karena selama pembelajaran daring, sulit untuk mengontrol siswa karena mereka tidak berada di berinteraksi secara langsung”. (“Of course, because during online learning it is hard to control students directly”).

Same with the previous teachers, T3 stated:

“Iya, terkadang mereka tidak masuk kelas, dan ketika sudah di jipri pun terkadang mereka tidak meresponnya. Apalagi kalau kelasnya digabung, terkadang hanya 2 orang yang menghadiri kelas dan kebanyakan itu dari kelas jurusan IPS. Untuk mengatasi itu, saya memberikan peringatan kepada siswa yang bersangkutan, jika masih tidak di indahkan saya akan mengkoordinasikannya dengan orangtua siswa yang bersangkutan”. (“Yes, sometimes students do not attend the class. Teacher sent a message to students personally and sometimes students do not respond it. To resolve that issue, teacher will give warning to students. If students do not respond it, teacher will discuss it with students’ parents”).

Equal with the others teachers, T4 stated:

“Kalau itu tau sendirikan ini daring, jadi saya tidak melihat siswa secara langsung, sehingga susah untuk melihat atau mengatur perilaku siswa”. (“On online learning, I cannot oversee the students directly, it is hard to control students’ behavior”).

Some students do not attend the class due to many issues. To overcome that problem, teachers send a message to students personally to attend the class. But, if it does not work, the teacher will coordinate with students’ parents.

In managing teacher-student’s interaction, only T2 has issue related to topic. Following of the result, T2 states:

“Interaksi melalui aplikasi itu sangat sulit dilakukan karena siswa banyak sedangkan guru yang menghandlenya hanya satu, jadi ketika siswa mengirimkan pesan kepada guru, maka guru akan butuh waktu untuk merespon nya. Dan pada umumnya, siswa memiliki kecenderungan malu untuk bertanya, sehingga sulit bagi guru memastikan apakah siswa sudah paham dengan materi pembelajaran atau belum. Jadi saya biasanya akan menunjuk siswa secara acak dan memberikan pertanyaan terkait dengan pelajaran untuk mengetahui tingkat pemahaman siswa”. (“The number student is more than teacher in the classroom, that it causes a challenge to teacher to manage the students. Some students sent message personally, but teacher needs time to respond it one by one. Furthermore, students pretend to be silent when I ask them whether they understand the topic or not. Thus, to resolve it I will select students randomly and give them a question about the topic that was discussed to know the level of students understanding”).

Another issue faced by teacher is student’s participation. Three out of four teachers have challenge in this phase as teachers cannot control students directly. T3 states that:

“Tentu, karena guru dan siswa tidak berada pada ruangan yang sama, makanya untuk menkontrol siswa itu menjadi satu tantangan. Tetapi untuk melihat partisipasi siswa ketika belajar, saya melakukan beberapa cara. Contohnya, jika itu kegiatan individu, saya akan mengajukan pertanyaan kepada siswa dengan memberikan hadiah kepada siswa yang berpartisipasi. Dan jikalau itu kegiatan berpasangan atau berkelompok, maka saya menugaskan siswa untuk membuat sebuah video yang mengharuskan siswa merekam diri mereka sendiri. Dari video tersebut kita bisa menentukan apakah siswa itu aktif atau tidak dengan cara melihat

antusias mereka ketika melakukan perekaman.” (“Sure, because teacher and students was separated, so that controlling students’ participation is a serious issue. But, I have some technique to know the level of students’ participation. For example, in individual work, I told students that I will give a reward if they be participant to answer the question. Furthermore, for pair work or group work, I asked students to make a video to know their participation through the video”).

The last one is evaluation. There were six questions in this phase. Following the result, all of teachers did not have any challenges in this phase because teachers can collect and assessing the assignment properly. But, T3 had a problem in giving an appropriate exhortation. In the following interview, T3 states:

“Sering kali siswa tidak mengindahkan peringatan yang saya berikan selama proses belajar mengajar berlangsung. Apalagi jika itu adalah siswa kelas X yang mana saya belum pernah bertemu dengan siswa itu secara langsung dan belum mengenali karakter mereka. Jadi untuk mengatasi permasalahan itu saya melakukan dan menasehati secara pribadi dengan siswa tersebut melalui pesan dan panggilan suara. Jika itu tidak bekerja dengan baik maka saya akan membicarakan masalah itu dengan orangtua siswa yang bersangkutan agar orangtua bisa mengawasi dan membimbing anak di rumah.” (“Students often did not listen to teachers warning during online learning. Especially students in grade X whom I never meet personally. To overcome that issue, I sent a message personally to misbehavior student and give them an advice. If it does not work, I discuss that problem to students’ parents to oversee their children”).

It can be concluded that during online learning, teacher almost do not have challenges during online learning. Moreover, some teachers argue that controlling students’ behavior during online learning is hard to do because teacher and student are not in the same room. In the other hand, the challenge in managing classroom is lack of students’ participant during online class.

Discussion

Teaching is not about behavior or attitude controlling only, but also it is also about how to working with students on how to learn, work and create a successful learning process together. Classroom management is more than managing students’ behavior, but it includes all aspects of classroom procedure such as planning, organizing, arranging, monitoring and evaluating students’ progress (Chika and Chinyere, 2019).

Based on the findings, the teachers slightly have challenges in preparation phase. The teachers have difficulty to ascertaining whether the teaching materials accordance with the native language and skills during online learning. Due the limited books at school, teachers used e-book to support learning material. Furthermore, Siti Badriah (2019) Lack facilities such books make teachers have problem to explain the material to the students. Thus, students might not be interested learning. Furthermore, Mania and Negut (2021) states that teachers can adapt the learning material during online learning based on students’ learning style and students’ needs.

In physical classroom management, teachers do not use virtual meeting application such as *Zoom* and *Google Meet*. Teachers argue that using virtual classroom is difficult because of any factors such as lack of internet connection.

Following of the result of interview with (T3) stated that:

“Kita pernah melakukan Zoom Meeting, tetapi itu tidak berjalan dengan baik karena sering kali sinyal tidak stabil, jadi kami memutuskan tidak menggunakan Zoom Meeting tetapi hanya menggunakan aplikasi WhatsApp”

As teachers have a problem with the internet connection, learning process do not run properly. So that, teachers use *WhatsApp* and create a group to deliver the material to students and also for discussion about the learning material. Kiselva and Pogolian (2021) argue that using *WhatsApp* during online learning is more convenient because *WhatsApp* be able in typing, voice messege and video connection. This is in accordance with Efriana (2021) that states teachers can use simple platform to carry out online learning. Besides that, teachers are expected to be able used the other platforms.

Similarly, Efriana (2021) states the biggest challenges that faced by teacher is controlling student participation during online learning. Teachers cannot make sure the students participation level. Furthermore, student’s parents can control their participation during online learning. Dealing with this research; teachers get difficulty in controlling student’s behavior during online learning because of distance limitation. In controlling students’ behavior during online learning such as being late for class and delaying to collect the assignments, teacher sent personal chat to students to give feedback about the material and students’ assignments. Furthermore, Hoang et. al (2021) found that students can answered the questions given by the teacher during online learning. It means students’ participation is good during online learning.

Since online learning, students often do focus and do not stay in the group discussion. For this problem, teacher calls out their names and re-explain agin the topic that was discussed. However, if students still do not respond it, teacher will send a messege to them in personal. (Efriana, 2021) Teachers contact the students personally who those are not active during online learning. However, teacher also visits students house that are less participation during online learning. In Prabawati (2021) study, she also gets the same result. Furthermore, Amelia (2021) states that in make sure students have joined the class teachers will check students’ attendace.

CONCLUSION

From the result of the data above, it can be concluded; in preparation part, there are no difficulties that the teachers find in order to prepare the material use for teaching-learning process. Teacher states that it is easy to find the learning material, text book from school library and also e-book that teachers share it through *WhatsApp* group. In the other hand, the teachers find difficulties to control students’ behavior and students’ participation during online learning process. In order to assess students’ work and assignment, the teachers do not find any issue.

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