

CHAPTER 1

INTRODUCTION

1.1 Research Background

The COVID-19 pandemic affected Indonesia's education industry. The Directorate General of Teachers and Educational Personnel (*Direktorat Jenderal Guru dan Tenaga Kependidikan*) from The Ministry of Education and Culture of Indonesia, reported that school closures affected 91% of students around the world (Kemdikbud, 2020). Therefore, the ministry announced the implementation of distance learning (*Pembelajaran Jarak Jauh*) throughout the country in the third week of March 2020. Angkie Yudisti, the Presidential Spokesperson for Social Affairs, stated that schools were encouraged to have an adaptive learning in approaching the distance learning condition (Mangihot, 2020).

There is an opportunity to achieve adaptive learning through ICT integration in the teaching and learning process. The Australia-Indonesia Centre mentioned the COVID-19 pandemic situation signaled the urgency for Indonesia to improve its technology innovation in the education sector (Chan, Trihermanto, & Sebastian, 2020). Hence, The Ministry of Education and Culture has tried several ways to provide equality in learning deliverables. To illustrate, the collaboration with a national television channel (TVRI) broadcasting '*Belajar dari Rumah*' aimed to ensure every student received the same learning opportunity at home since April 2020. The educational TV program has been running for a total duration of 3 hours per day from Monday to Friday, for students in the age of kindergarten until high school, with an additional three-hour duration for cultural-knowledge programs on the weekends. Further, the government also introduced a learning website named '*Rumah Belajar*' (belajar.kemendikbud.go.id) offering learning resources, digital classes, virtual laboratories, and practice questions for students and teachers in the age of early childhood to high school. The government also collaborated in developing an open online education ecosystem with Google Indonesia, Microsoft, Quipper, Ruangguru, Sekolahmu, Kelas Pintar, and Zenius. For example, Google

with G Suite for Education plan offered live streaming capabilities for online learning (Kementrian Pendidikan dan Kebudayaan, 2020). The programs pointed out the importance to ensure equality in accessible education.

However, the online learning implementation in Indonesia was perceived far from expectation. It was unable to offer the same experience with face-to-face class. Based on the survey conducted by The Indonesian Child Protection Commission (KPAI); the majority (65,1%) of 1700 students used Google Classroom for class sessions with assignments given through Whatsapp. However, most students shown dislikes on learning from home.

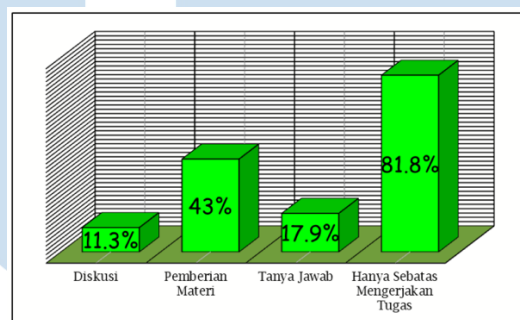


Figure 1.1 Survey Result Conducted by The Indonesian Child Protection Commission (KPAI) Regarding the Implementation of Online Learning (*Pembelajaran Jarak Jauh*) (Source: Komisi Pelindungan Anak Indonesia, 2021)

The Minister of Education and Culture, Nadiem Makarim, stated that parents recognized the lack of teaching deliverables effort during online school (Putri, 2021). Based on the survey, 79,9% from a total of 1700 students didn't interact with their teachers aside from task submission. As seen on the graph figure above, most students (81,8%) felt that their teachers emphasized more on giving assignments (such as video assignments, answering up to 50 questions, and summarizing chapter books) than explaining the materials or conduct class discussions. The pressure in tight deadlines made 77,8% out of 1700 students experienced difficulty in managing their assignments well (Komisi Perlindungan Anak Indonesia, 2021). Aside from learning progress, The UNICEF and World Health Organization (WHO) has warned the long-term consequences affect student's health and wellbeing (UNICEF, 2021). As a result, due to the lack of

explanation in teaching and learning environment, students have been showing low learning achievements.

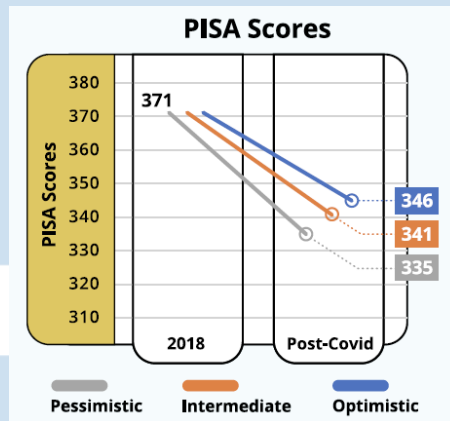


Figure 1.2 Estimated learning loss on Indonesian student’s PISA scores between January 2020 – December 2021 (Source: Yarrow & Afkar, 2021)

The World Bank estimated that Indonesian students’ learning outcomes decreased around 0.9 to 1.2 year of study, in comparison to before pandemic where the averaged of 12.4 years of study was equivalent to 7.8 years of learning outcomes. The approximately 0.9 years of study resulted in 25 points lower in reading scores on Programme for International Student Assessment (PISA). As seen in the figure graph above, the World Bank predicted another loss of 0.3 years of learning would result in another 11 points decrease in PISA if Indonesia continued its school closure until December 2021 (Yarrow & Afkar, 2021).

	GDP 2019 (billions USD)	Impact of Lost Learning (billions USD)	
		-1/3 year learning	-2/3 year learning
Argentina	990	-683	-1 347
Australia	1 262	-871	-1 716
Brazil	3 092	-2 134	-4 205
Canada	1 843	-1 272	-2 507
China	22 527	-15 543	-30 636
France	3 097	-2 137	-4 212
Germany	4 474	-3 087	-6 084
India	9 229	-6 368	-12 552
Indonesia	3 197	-2 206	-4 347
Italy	2 557	-1 765	-3 478
Japan	5 231	-3 609	-7 114
Republic of Korea	2 206	-1 522	-3 000
Mexico	2 519	-1 738	-3 426
Russian Federation	3 968	-2 738	-5 397
Saudi Arabia	1 609	-1 110	-2 189
South Africa	731	-504	-994
Turkey	2 350	-1 621	-3 196
United Kingdom	3 121	-2 154	-4 245
United States	20 575	-14 197	-27 982

Figure 1.3 Indonesia’s GDP in comparison with G20 countries due to the impact of learning loss (Source: Hanushek & Woessmann, 2020)

The decreased student learning outcomes affect Indonesia's competitiveness in education globally. The Organization for Economic Co-operation and Development (OECD) stated that the government has been too focused on business closures and unemployment issues, that hardly see a longer-term consequence caused by school closures. The OECD calculated the education disruption in a labor force scenario among Grade 1-12 students who experienced ineffectiveness teaching and those who didn't in the year 2020. As seen in the figure above, the impact of less than 1/3 years of learning outcome to the next 80 years resulted in a decreased present value of GDP of approximately 2.2 billion USD caused by labor forces who experienced ineffectiveness in teaching and learning (Hanushek & Woessmann, 2020).

The phenomenon of decreased learning outcome is called learning loss. The learning loss issue is defined as a decreased learning ability caused by a loaded curriculum, tedious learning process, limited facilities and infrastructure, incompetent and unprofessional teachers, inadequate supporting resources, as well as ineffective education assessment (Subagya, 2021). Although the government announced a recovery response to reopen schools and introduced hybrid-learning (Saries & Faisal, 2021), The World Bank stated that learning loss phenomenon itself is not because of the duration of school closure, but because of ineffectiveness in teaching and learning. Thus, The World Bank suggested an acceleration of learning recovery by identifying additional support needed for an effective teaching (Yarrow & Afkar, 2021).

One of the additional supports needed for an effective teaching is to develop teachers' resilience. Previous studies have indicated the role of resiliency in teacher's professional and personal development to form an effective teaching method. The concept of 'teacher's resilience' was believed as a result of someone's development on their adaptive response towards challenging situations (Howard et al., 1999; Luthar et al., 2000; Rutter, 1990; as cited in Gu & Day, 2007). The concept of challenging situation is aligned with the uncertainties in COVID-19 pandemic school setting and because of that, developing teachers' resilience could

be the key support for an effective teaching to support hybrid-learning during COVID-19 pandemic.

Although there have been several studies about teaching effectiveness, there are still lack of study on measuring the factors. Moreover, there is a research gap on the study of teachers' resilience on a hybrid learning school setting during the COVID-19 pandemic in Indonesia.

In conclusion, the teaching and learning conducted during the COVID-19 pandemic is considered ineffective. Many Indonesian students reported to experience the lack of teaching interaction which caused a phenomenon called learning loss. In addition to a decreased learning outcome, the impact of learning loss is a decrease in Indonesia's competitiveness in education globally, and in longer term, a decrease in the value of GDP by learning-loss-experienced labor forces in the next 80 years. Due to the lack of teaching effectiveness, there is a need to restore learning through effective teaching by identifying additional support needed for teachers. One of them is through the development of teacher's resilience. This study aims to fill in the limitation of research on the study of teacher resilience to teaching effectiveness in the context of hybrid learning during COVID-19 pandemic in Indonesia.

1.2 Research Problem

The teaching and learning conducted during the COVID-19 pandemic is considered ineffective. Many Indonesian students reported to experience the lack of teaching interaction which caused a phenomenon called learning loss. In addition to a decreased learning outcome, the impact of learning loss is a decrease in Indonesia's competitiveness in education globally, and in longer term, a decrease in the value of GDP by learning-loss-experienced labor forces in the next 80 years. Due to the lack of teaching effectiveness, there is a need to restore learning through effective teaching by identifying additional support needed for teachers. One of them is through the development of teacher's resilience. This study aims to fill in the limitation of research on the study of teacher resilience to teaching effectiveness in the context of hybrid learning during COVID-19 pandemic in Indonesia. Based

on the research background, the formulation of the problem can be formulated: What are the factors that influence teachers' resilience to teaching effectiveness?

1.3 Research Purpose

Based on the research problem, the research purpose is formulated: To identify and evaluate the factors that influence teachers' resilience to teaching effectiveness.

1.4 Benefits of Research

The benefits of identifying and evaluating the factors that influence teachers' resilience to teaching effectiveness, are as follows:

1. The school as the company. This research can be used as an input for the school management in managerial strategies related to their teacher's resilience. The teachers can also take an advantage from the knowledge to develop resilience in their teaching and learning.
2. Academics. This research can be used to provide an overview knowledge for the teachers, the school management stakeholders, and people who want to know the impact of the teachers' resilience on teaching effectiveness, especially in a new research context, which is in the realm of hybrid learning during the COVID-19 pandemic.

1.5 Scope of Limitation

The scope of this research in identifying and evaluating the factors that influence teachers' resilience to teaching effectiveness, are as follows:

1. This study focused on teachers who used ICT in their hybrid learning.
2. The results of this thesis are strategic recommendations and does not reach the stage of the implementation of the strategy.