IMPLEMENTATION OF PAI TEACHER RESPONSIBILITIES IN ONLINE LEARNING DURING THE COVID 19 PANDEMIC

Azimah
STAI Tapaktuan South Aceh, Indonesia
e-mail: aziziazimah@gmail.com

Abstract

The teacher’s responsibilities in assessing learning include: carrying out assessments using assessment instruments that have been developed when planning learning; carry out modifications and scoring; as well as providing input and follow-up on process improvements and providing remedial learning. The skills needed to carry out learning assessment tasks are to understand the learning assessment methodology, including assessment techniques and tools, good assessment criteria, forms and types of tests, scoring, statistics related to assessment, as well as remedial implementation programs. Therefore, a teacher needs to motivate students to carry out activities to meet their needs. Because motivation can make someone try to improve the work results they want to achieve. This effort will continue until you get what you want. This motivation arises because of a need. The needs that encourage motivation are psychological needs to fulfill physical satisfaction such as eating, drinking, oxygen and so on as well as social psychological needs to fulfill social satisfaction such as; appreciation, praise, security and so on. Apart from that, the emergence of motivation is also influenced by the environment in which the individual is located.

Keywords: Responsibility Answer, PAI Teacher, Learning, Covid 19.

A. Introduction

Pedagogic competencies that must be owned by an Islamic Education teacher include understanding students, planning and implementing learning activities, evaluating learning outcomes, and developing students to actualize the various potentials that students have. With regard to implementing the curriculum, a teacher must be able to develop a curriculum based on the level of each educational unit that is adapted to local needs. Besides that, teachers must apply ICT in their learning, namely using various media and learning resources that are relevant and attract students’ attention so that learning objectives are achieved optimally. Teachers must be able to optimize students’ potential to actualize their
abilities in the classroom. Teachers must also be able to carry out assessment activities on learning activities that have been carried out. Learning is activity Where a person is intentionally changed and controlled with the intent to behave or react to certain conditions (Muhaimin, 2001).

Learning is teaching students to use principles education and learning theory is the main determinant of success education. Learning is a two-way communication process, teaching is carried out by the teacher as an educator, while learning carried out by students or pupils. Teaching and learning activities are conditions that are deliberately created, where in these activities interaction occurs between educators and students in order to realize the learning objectives themselves. Learning to teach has the nature, characteristics, and components. Learning must produce learning in students and must be carried out in a systematic plan, while teaching is only one application of learning strategies among other learning strategies with the main aim of conveying information to students. This difference has also shifted the paradigm of education, from the teacher as the center to the student as the center. Educational activities which were originally more oriented towards teaching (teachers played more of a role) have shifted to learning concepts (planning activities that are oriented towards students so that learning occurs within them) (Sagala, 2010).

The learning process is a process that contains a series of teacher and student actions in a reciprocal relationship that takes place in an educational situation to achieve certain goals, where the process contains multiple roles for the teacher. Teaching itself is the creation of an environmental system that allows the learning process to occur (Hasibuan & Moedjiono, 2018). Teaching is essentially carrying out learning activities, so that the teaching and learning process can take place effectively and efficiently. Suryosubroto continues the teaching and learning process, which includes activities carried out by teachers starting from planning, implementing activities to evaluation and follow-up programs that take place in educational situations to achieve certain goals, namely teaching. According to Martinis Yamin, the teaching and learning process is a systematic process, meaning the process carried out by teachers and students in the learning place involves sub-shs, sections, components or elements that interact with each other to achieve a goal (Yamin, 2007).

B. Result and Discussion
1. PAI Teacher Responsibilities in Online Learning

The primary responsibility of a teacher is to manage teaching in a more effective, dynamic, efficient and positive manner. This is characterized by
awareness and active involvement between the two teaching subjects. Namely the teacher as the initial initiator and director and guide, while the students are the ones who experience and are actively involved in achieving self-change in teaching (Ahmad & Ahmadi, 2010).

There are three main tasks and responsibilities of a teacher, namely the teacher as a teacher, the teacher as a guide, and the teacher as an administrator in the class. As a teacher, teachers are required to have the ability in their duties starting from planning activities, and carrying out the learning process to the evaluation process. Teachers as mentors and educators must have skills or abilities especially in efforts to provide assistance and solutions to problems faced by students. Meanwhile, the role of the teacher as an administrator means that the teacher must have the ability to administer the subject area.

a. PAI Teachers are Responsible for the Continuity of Learning

The responsibility of a teacher in online learning is that the teacher must ensure that learning continues as it should. Self-learning is essentially an activity that is carried out consciously to produce a change, concerning knowledge, skills, attitudes and values. Oemar Hamalik defines that learning is a relatively stable change in behavior thanks to practice and experience (Hamalik, 2003). Learning according to Suhaenah Suparno is an activity that causes relatively permanent changes as a result of the efforts it makes (Suhaenah, 2001).

In providing internal coaching to students to continue learning, a teacher not only provides classical coaching but also has to provide individual or individual coaching. So this requires that teachers always show their attitudes, actions and behavior. In implementing learning, teachers must have certain skills, including knowledge and abilities. Carrying out learning activities basically creates a learning system according to what was previously planned. Meanwhile, the abilities that must be possessed include the ability to open learning, the ability to explain, give ideas, demonstrate, define, compare, motivate, discipline, ask questions, and encourage students to think, provide reinforcement, by using materials and various strategies, methods, media, learning resources, and all appropriate supporting factors, as well as the ability to summarize learning.

b. PAI Teachers are Responsible for Providing Learning Motivation

The next responsibility that must be carried out by a teacher in online learning is the responsibility in providing learning motivation to their students. Responsibility itself can be realized in various forms, one of which is by providing creative learning that can increase students' interest in learning. Motivation according to Carole Wade and Carol Tavris is a process in humans or animals that causes the organism to move towards the goal it has, or move away from an
unpleasant situation (Wade & Tavris, 2007). Meanwhile, motivation according to Santrock is a process that gives enthusiasm, direction, and persistence of behaviour (Santrock, 2007). Almost the same as the definition above, according to Bimo Walgito, motivation is the power within an organism that encourages action or drives behavior towards a goal.

Motivation gives direction and purpose to individual behavior. Motivation is an important factor in achieving achievement, both academic achievement and in other fields. Motivation is closer to the willingness to carry out tasks to achieve goals. One type of motivation that is seen as having a role in individual work behavior is achievement motivation. One of the factors that encourage the emergence of motivation in a person is the need for achievement. These needs include the desire to achieve success, overcome obstacles, complete something difficult and the desire to be able to exceed other people. The need for achievement is assumed as a motive to achieve success and a motive to avoid failure. According to Murray in Beck, achievement motivation is the need or desire to overcome obstacles, use strength, try to do something difficult, as well and as quickly as possible. The need for achievement for students is intrinsic, students who have high achievement motivation want to complete assignments and improve their performance. These students are oriented towards tasks and problems that provide challenges, where their performance can be assessed and compared with other people’s benchmarks (Beck, 1990, p. 279).

In the learning process, motivation is a very important dynamic aspect. It often happens that students who are underachieving are not caused by their lacking abilities, but because there is no motivation to learn so that they do not try to direct all their abilities. Thus, it can be said that students with low achievement not necessarily caused by low ability either, but may be caused by a lack of encouragement or motivation (Sanjaya, 2011, p. 28). Then the learning process will be successful, when students have motivation in learning, therefore, teachers need to foster motivation in learning. To obtain optimal learning results, teachers are required to be creative in generating student learning motivation. This is reinforced by the results of Rusman’s research that motivation influences the acquisition of learning outcomes. Students who have high achievement motivation obtain better learning outcomes compared to students who have low achievement motivation (Rusman, 2016).

c. PAI Teachers are Responsible for Making Learning Devices

Such as syllabus, lesson plans, and other accountability reports. A teacher must complete according to the specified time limit. There is no term tolerance for delay, even though the burden is multiplied due to the teaching and learning
process at home. Preparations for the new school year are still ongoing. Another addition, of course, is the teacher who is also the homeroom teacher. Apart from being obliged to carry out the responsibilities above, they control the grades sent by study field teachers in the school e-Report after the student/student examination process. This includes coordinating with the parents of their guardian children at all times.

d. PAI Teachers are Responsible for Deuteronomy or Examination Preparation

Learning online requires teachers or schools to ensure that all students have the technological devices needed to work on exam questions. At least borrow temporarily from family or other relatives, if there is no communication device connected to the internet in the house.

Teachers are also responsible for checking exam results and assignments. Although in this case it requires patience and takes a lot of time. Because the teacher must first see the answers that students have sent via media facilities, such as WhatsApp. Then check and input them one by one into the laptop/computer, before submitting the scores to each homeroom teacher. This can be done if all procedures run smoothly and all students are able to meet the required technological facilities. Work according to the specified time.

Deuteronomy is an important strategy in teaching. Within a certain span of time the teacher never forgets this test problem. Because with tests given to students, teachers want to know to what extent and to what extent the results of the teaching they have carried out (process evaluation) and to what extent the students' mastery of the material that has been given in a certain period of time (product evaluation).

Apart from the two functions of the test, namely process evaluation and product evaluation, another interest is to get feedback from students. Usually students will study hard (either at school or at home) when they know that they will be having a test. Notebooks and textbooks are strived for by students to be able to read so that they are mastered before the test. As if there is no more time to relax, but time to study.

In teaching and learning activities, teachers can use tests to arouse students' attention to the material provided in class. Deuteronomy can be given at the end of each teaching activity. So that students' attention to the material to be given can last a relatively long time, the teacher should inform students that at the end of the lesson there will be a repeat.

Assignment / burden of repetition can be used as a motivational tool. Students usually prepare themselves by studying in advance to face tests (Ngalim,
2002). Students will study hard if they know there is a test. Therefore, giving this test is also a means of motivation (Sardiman, 2000).

Even so, the tests given do not seem careless, only to hide self-weaknesses, but must be in accordance with the learning objectives that have been formulated. What steps need to be taken after a test should be considered so that the results of the test are not in vain, but are useful for teachers and students in the future (Hamalik, 2011: 154-155).

2. Online Learning During the Covid-19 Pandemic

The barriers and challenges in implementing quality control in developing teacher professionalism at MTsN 1 Pesawaran school reveal some key insights:

a. Online Learning

*Online* learning is taken from 2 words, namely learning and *online*. Learning according to Law no. 20 of 2003 concerning the National Education System states that learning is a process of interaction between students and educators and learning resources in a learning environment. While *online* is a term that we often use when connected to the internet or cyberspace. Being connected to the internet even though it is only connected to our social media to email and also all kinds of accounts that we have to be able to use an internet connection. Currently, there are many ways that can be used to get online on the internet, one of which is by using a smartphone that has a city or often called internet service, we can go directly to a certain internet network.

Online learning, also commonly called *electronic learning* or e-learning, is learning that is presented electronically using computers and computer-based media. Learning materials are accessed through a network, with sources such as websites, internet, CD-ROMs, DVDs. With learning through e-learning, teachers can monitor student performance and report learning progress results. Through e-learning, students not only access information but also receive guidance to achieve a certain result (Smaldino et al., 2008).

*Online* learning is also an open and dispersed learning environment, which uses pedagogical tools, enabled by the internet and web-based technologies, to facilitate learning and knowledge formation through meaningful activities and interactions. In addition to the 5 attributes described in distance learning, *online learning* is added to the 6th attribute, namely: internet technology and/or web-based technology used to support the learning process and facilitate learning and build knowledge through meaningful activities and interactions (Dabbagh & Bannan-Ritland, 2005).

There are several methods used in online learning, namely:
1) **Web Supported e-Learning**, namely learning is carried out face-to-face and is supported by the use of a website that contains summaries, learning objectives, learning materials, assignments, and short tests.

2) **Blended or mixed mode e-Learning**, i.e. part of the learning process is carried out face-to-face and partly done online.

3) **Fully online e-Learning format**, namely the entire learning process is carried out online including face-to-face between educators and students which is also carried out online, teleconference technology is usually an option.

b. **Online Learning Models**

*online* learning models are as follows (Dabbagh & Bannan-Ritland, 2005):

1) **Knowledge Network** *(Knowledge Network)*. Knowledge network is a telecommunications network that was initially formed geographically. There are separate institutions that require different knowledge. Information is provided through electronic transfer or collaborative activities that support the production and use of knowledge.

2) **Knowledge portal** *(Knowledge Portal)*. A knowledge portal is a service metaphor adopted by commercial Internet environments, educational services, and media organizations that implies a collection of other legal content in one simple local entry point *(LEP)*. This LEP is a "safe harbor" for cyberspace users.

3) **Asynchronous Learning Network** *(non-synchronous learning network)*. The term asynchronous learning network is used to describe learning communities that through computer networks can communicate with each other and access learning materials at any time from any place. Asynchronous learning networks use communication technologies to interact with remote learning resources, coaches or mentors, and other learners. This type of learning is more formal than knowledge networks and knowledge portals.

4) **Telelearning** *(Learn remotely)*. Telelearning is a relationship between individuals with learning resources through communication technology for learning related to goals. Telelearning includes learning activities such as: *tele access* *(Use of Online Resources)*, *virtual publishing* (available class materials published publicly via telecommunications networks), *telepresence* (ability to use telecommunications technology for discovery/research purposes), *telementoring, telesharing* (supporting the exchange of all forms of information between users through
telecommunications technology for problem solving, collaborative design and collaborative inquiry across classes).

5) **Virtual classroom** (Virtual Class). A virtual class is a formal online learning environment, resembling a classroom environment but without face-to-face interaction. Students in virtual classrooms share ideas with teachers and classmates using computers and hardware devices that enable students to send and receive messages, interact with teachers and classmates, read and comment on lecture material, take tests, and receive feedback without attending to schedules. (Virtual Class).

6) **Web-based instruction** (Web-Based Learning). Web-based learning includes the World Wide Web, confronting students with text-based learning, hypermedia, multimedia, and collaborative resources for learning purposes. Web-based learning takes many forms and relates to various types of presentation technologies, ranging from establishing learning resources for learning, such as syllabuses and teacher lesson notes, to using text-based communication tools to promote collaborative discussion and various activities and documents between students and teachers. Multimedia sources, including video, audio, animation, are components included in the web.

c. Online Learning Evaluation

In a lesson there are several important components to achieve the expected learning outcomes including learning tools, learning strategies, learning media and learning evaluation. Learning outcomes are changes in behavior both increasing knowledge, changing attitudes, and increasing skills experienced by students after completing learning activities.

Learning outcomes can be measured by carrying out a learning evaluation process. Evaluation is a systematic process to determine or make decisions to what extent the teaching objectives have been achieved by students. This is in line with Nasution’s opinion which states that evaluation is a decision-making process using information obtained through measuring learning outcomes, both using test and non-test instruments (Nasution, 1994).

Teachers can develop various types of evaluation to make it easier for teachers and to attract more students’ willingness to take part in the evaluation process. One evaluation that can help learning is a web-based online evaluation (website). The development of information and communication technology (ICT) which produces the internet with web-based learning is a learning activity that utilizes website media (websites) that can be accessed via the internet network.
Web-based learning or also known as "web-based learning" is a type of application of electronic learning (e-learning).

E-learning-based evaluation is expected to assist teachers in designing a learning evaluation system that refers to the use of technology because it can make it easier for teachers to check student learning outcomes and reduce the occurrence of fraud when carrying out the evaluation process (Elizah et al., 2022). In addition, the online evaluation process can also be carried out outside school hours so that evaluation time is not only tied to learning. This can help students engage continuously in the learning process not only in the classroom but also outside the classroom (Fauzi & Yusuf, 2022; Fitriani, 2020).

d. Advantages and Disadvantages of Online Learning

According to Rusman, like other learning media, learning using the online system also has advantages and disadvantages. The advantages of online learning are (Rusman, 2016):

1) Enables everyone anywhere and anytime to learn.
2) Students can learn according to their own characteristics because they are individual.
3) The ability to create links, so that students can access information from various sources, both inside and outside the learning environment.
4) It has great potential as a learning resource for students who don’t have time to study.
5) Can encourage students to be more active and independent in learning.
6) Providing additional learning resources that can be used to enrich learning material.
7) The content of the study material can be updated easily.

The disadvantages of online learning are:
1) The success of web-based learning depends on learning independence and motivation
2) Access to take part in learning using the web is often a problem for students
3) Learners can quickly feel bored and bored if they cannot access information, because they do not have adequate equipment, especially insufficient bandwidth.
4) A guide is needed for students to find relevant information, because the information contained on the web is very diverse.

By using web-based learning, students sometimes feel isolated, especially if there are limitations in communication facilities.
C. Conclusion

The urgency of the teacher’s role and the severity of their duties and responsibilities, especially in developing human potential (students). However, in online learning, an PAI teacher basically has the same responsibilities as other subject teachers. The thing that sets it apart lies in the material it teaches. The responsibility of a teacher in online learning is to continue to ensure the learning process takes place. Because learning does not have to be done in the classroom alone, but all space and time can be used as a medium for learning, because the essence of learning itself is not where the learning takes place, but rather leads to conscious efforts in forming changes for the better. motivation in learning is very important to note.

The teacher’s responsibilities in assessing learning include: conducting assessments using assessment instruments that have been developed when planning lessons; make modifications and scoring; as well as providing input and follow-up on process improvements and providing remedial learning. The skills needed to carry out learning assessment tasks are having to understand the methodology of learning assessment, including assessment techniques and tools, good assessment criteria, forms and types of tests, scoring, statistics related to assessment, and remedial implementation programs.

Online learning is learning that is carried out electronically using computer-based media and a network. Online learning is also known as electronic learning, e-Learning, on-line learning, internet-enabled learning, virtual learning, or web-based learning. E-valuation of web-based online learning is an interesting evaluation process but it is still rarely done and some have never implemented it. This happens due to the limited knowledge of educators regarding the application of e-learning evaluations, the lack of time to prepare evaluation developments and other constraints.

References


