

The Role of Teachers in Improving Student Learning Outcomes During the COVID-19 Pandemic

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ABSTRACT

The role of the teacher in any circumstances and conditions is still prioritized in improving student learning outcomes. So that learning can still run effectively so that the process can run as it should. During the COVID-19 pandemic at SMAN 2 Kinali, there was a decrease in student learning outcomes. Research purposes, in this case, are to find out how the role of teachers in improving learning outcomes during the COVID-19 pandemic. The method used is a literature review from various journals and book sources that are on the theme. The role of teachers in improving student learning outcomes during the COVID-19 pandemic at SMAN 2 Kinali can be done by increasing aspects of the role and function of teachers in learning, factors that affect learning, learning outcomes, and learning during the COVID-19 pandemic.

Keywords: Teacher Role, Learning Outcomes, COVID-19.



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INTRODUCTION

Education is a conscious effort to foster the potential of human resources through teaching activities. One of the factors from within that determine whether or not it is successful in the teaching and learning process is learning motivation. In learning activities, motivation is the overall driving force within the self that causes learning activities, which ensures the continuity of learning activities. Learning motivation is a psychic factor of a non-intellectual nature. A person who has fairly high intelligence can fail because of a lack of motivation in learning.

Improving learning outcomes is indispensable learning. After the pandemic, many students get low learning outcomes so there must be an increase in learning outcomes so that learning completion can be fulfilled so that learning can be said to be successful. During the COVID-19 Pandemic, learning in Indonesia or even almost all over the world must have experienced disruptions. Starting from technical disturbances in learning to psychological disorders of teachers and students. No exception with the world of learning in schools, everyone is so confused that it seems that they are not ready to accept this sudden change. Including infecting the world of education in Indonesia. During the corona outbreak, almost all of the world of online learning is considered to be a solution for teaching and learning activities. Although various educational institutions have agreed, this method has attracted a lot of controversy in the community. For teaching staff, the online learning system is only effective for assignments. They consider that to make students understand the material, the online way is judged to be difficult. In addition, each student's

technological and economic abilities are different. Not all students have facilities that support this distance learning activity.

Learning at SMA Negeri 2 Kinali is currently very affected by this pandemic, learning is carried out with a system of 50% face-to-face and 50% learning at home so the implementation is less effective. Many students are less motivated to learn. This can be seen from the attitude of students who are indifferent to the learning process, do not pay attention to the teacher when explaining the material, and do not do the tasks given by the teacher. This is due to the difficulty of students' adaptation to learning during pandemic conditions. The strengthening and cultivation of learning motivation are in the hands of teachers. Teachers are educators who play a role in pedagogical engineering. The teacher compiles a learning design and is implemented it in the teaching and learning process. The teacher also acts as an educator who teaches values, morals, morals, and society, and to carry out this role a teacher is required to have broad knowledge and insight which will later be taught to students. The COVID-19 pandemic has forced teachers to be able to maximize their role in learning.

METHODS

The method used is a literature review from various journal and book sources that are on the themes discussed in this article, namely about the role of teachers in learning, factors that affect learning outcomes, and learning outcomes.

RESULTS

The Role and Function of teachers in the Learning Process

Teachers according to Law no. 14/2005 "are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating learners in early childhood education, formal education, primary education, and secondary education". The role of a teacher is very significant in the teaching and learning process. The role of the teacher in the teaching and learning process includes many things such as a teacher, class manager, supervisor, motivator, consular, explorer, etc. What will be stated here is the role that is considered the most dominant and the classification of teachers according to Usman (2007) is as:

1. Teacher as Demonstrator Through his role as a demonstrator, lecturer, or teacher, the teacher should always master the material or subject matter he will teach and always develop it in the sense of improving his ability in terms of the knowledge he has because this will greatly determine the learning outcomes achieved by students. One of the things that must be considered by the teacher is that he is a learner. This means that the teacher must learn constantly. In this way, he will enrich himself with various sciences as a provision in carrying out his duties as a demonstrator to be able to

demonstrate what he teaches in a didactic manner. The point is that what he conveys is owned by the protégé.

2. **Teachers As Classroom Managers** Teaching successfully means that there must be active student involvement to learn. The two go hand in hand, nothing precedes teaching and learning because each has a role that influences one other. The success of the teaching teacher is determined by the student's activity in learning, as well as the success of students in learning is also determined by the role of the teacher in teaching. Teaching means conveying or transmitting knowledge and views (Rooijakkers, 1990). William Burton stated that teaching is defined as an effort to provide stimulus, guidance, direction, and encouragement to students so that the learning process occurs. In this case, the role of the teacher is very important in managing the classroom so that PBM can run well.
3. **Teachers as Mediators** As mediators, teachers should have sufficient knowledge and understanding of educational media because educational media is a communication tool to further streamline the teaching and learning process. Thus it is clear that the educational medium is an indispensable basis that is complementary and an integral part of the success of the educational process.
4. **Teachers as Facilitators**, teachers should be able to strive for learning resources that are useful and can support the achievement of goals and the teaching and learning process, whether in the form of resource persons, textbooks, magazines, or newspapers.
5. **Teacher as Evaluator** In the world of education, every type of education or form of education at a certain time during one period of education will be held an evaluation, meaning that at a certain time during one period of education, people always hold an assessment of the results that have been achieved, both by the educated party and by the educator. Assessment needs to be carried out because with assessment the teacher can find out the success of achieving goals, students' mastery of the lesson, as well as the accuracy or effectiveness of teaching methods.
6. **Teachers as Motivators** In line with the shift in the meaning of learning from teacher-oriented learning to student-oriented learning, the role of teachers in the learning process has also shifted, one of which is strengthening the role of teachers as motivators.

The learning process will be successful when students have the motivation in learning. Therefore, teachers need to foster student learning motivation. To obtain optimal learning outcomes, teachers are required to be creative in generating student learning motivation, so that effective student learning behaviors are formed. From a management and psychological perspective, we can find several theories about motivation and motivation which are expected to help managers (read: teachers) develop their skills in motivating their students to show their learning achievements or performance in a superior manner. Nevertheless, in practice, it must indeed be admitted that attempts to apply these theories or in other words to be able to become a great motivator are not simple, given the complexity of problems related to the behavior of the individual (student), both those related to the internal factors of the individual himself and the external circumstances that affect him.

The task of the teacher in the field of humanity at school should be able to establish himself as a second parent. He must be able to attract sympathy so that he becomes the idol of his students. Whatever lessons are given, should be a motivation for students in learning. If a teacher in his appearance is no longer attractive, then the first failure is that he will not be able to plant the seeds of his teaching to the students. The students will be reluctant to face the unattractive teacher. Lessons cannot be absorbed so that every walk of life (homo indents, homo pubescent, and homo sapiens) can understand when facing teachers.

The functions of the teacher are as follows:

1. **Teacher As Educator** One of the common functions of a teacher is as an educator. In carrying out this fungus, teachers are required to be inspirers and maintain class discipline. As an inspiration, the teacher encourages the students regardless of their level of intellectual ability or their level of motivation to learn. Make each student happy to associate with the teacher, both in and out of the classroom. This of course demands high flexibility. The attention and actions of the teacher should be adapted to the needs of each student.
2. **The Teacher as Didactic** According to Bloom (1971), the quality of teaching depends largely on how it is presented that must be learned. In addition, how teachers use edification, how teachers enable students to participate and feel involved in the learning process, and how teachers provide information to students about their successes, are the usual ways they are conveyed. All of these things demand the teacher's didactic skills.

The duties and functions of the teacher are of course related to learning because learning cannot be separated from the students themselves. So Learning is the modification or strengthening of behavior through experience *learning is defined as the modification or strengthening of behavior through experience*. According to the above understanding, learning is a process, an activity, and not an outcome or goal. Learning is not just remembering, but it is broader than that, that is, experiencing. Learning outcomes are not a mastery of the results of practice, but a behavior change. This sense is very different from other notions of learning, which state that learning is acquiring knowledge; learning is an automatic habit-forming exercise, and so on. Compared to the first understanding, it is clear that the purpose of learning is the same principle, namely changes in behavior, only different ways or efforts to achieve it. This understanding focuses on the interaction between the individual and the environment. It is in this interaction that a series of learning experiences occur. Evidence that a person has carried out learning activities is a change in behavior in that person, which was not there before or whose behavior is still weak or lacking. Behavior has an objective element and a subjective element. The objective element is the motor element or the physical element while the subjective element is the spiritual element (Hamalik, 2011).

Factors Affecting Learning

We can distinguish the factors that affect student learning into 3 types, namely: Internal factors, external factors, and learning approach factors. The above factors are in many ways often interrelated and affect each other. A student who is conserving science or has

an extrinsic pattern (external factors), for example, usually tends to take a simple and not in-depth approach to learn. Conversely, a student with high intelligence (internal factors) and who received positive encouragement from his parents (external factors), may choose a learning approach that is more concerned with the quality of learning outcomes.

1. Internal Student Factors: Factors that come from within the students themselves include 2 aspects, namely: physiological (physical), and psychological (spiritual) aspects.

☞ Physiological Aspects The general condition of the physical and tone (muscle tension) that marks the level of fitness of the organs of the body and its joints, can affect the enthusiasm and intensity of students in following the lesson. The condition of weak organs, especially if accompanied by severe headaches, for example, can reduce the quality of the copyright (cognitive) realm so that the material it learns is lacking or not imprinted.

☞ Psychological Aspects Many factors include psychological aspects that can affect the quantity and quality of student learning acquisition. However, among the spiritual factors of students, which are generally seen as more essential, namely: the level of intelligence/ intelligence of students, student attitudes, student talents, student interests, and student motivation.

2. External Factors of Students Like internal factors of students, external factors of students also consist of two types, namely: social environmental factors and nonsocial environmental factors.

☞ Social Environment: The social environment of the school such as the teachers, the administrative staff, and classmates can affect the learning spirit of a student. Teachers who always show sympathetic attitudes and behaviors and show good and diligent suritauladan, especially in terms of learning, for example diligently reading and discussing, can be a positive driving force for student learning activities. Furthermore, what includes the social environment of the students is the community and neighbors as well as friends of the game around the student's village.

☞ Non-social Environment Factors that include the nonsocial environment are the school building and its location, the house where the student's family lives and its location, learning tools, weather conditions, and the study time used by the student. These factors are seen as determining the student's learning success rate

3. Factors of Learning Approach The learning approach, as outlined at length in the previous subsection, can be understood as any means or strategy used by students in supporting the effectiveness and efficiency of the learning process of a particular material. Strategy in this case means a set of operational steps engineered in such a way as to solve the problem or achieve a specific learning goal (Lawson, 1991). In addition to the internal and external factors of the student which have been explained upfront, the learning approach factor also affects the success of the student's learning process (Shah, 2004).

Learning Outcomes

Learning outcomes describe a student's ability to learn something. This is the opinion of Sudjana (2006) who states that learning outcomes are abilities that students have or master

after they receive their learning experience. Learning outcomes include cognitive (intellectual), affective (attitude), and psychomotor (acting) abilities. Meanwhile, according to Syaodih (2007) learning *outcomes or achievements* are the realization or expansion of potential skills or capacities that a person has can be seen from their behavior, both behavior in the form of mastery of knowledge, thinking skills, and motor skills. Almost the vast majority of the activities or behaviors that a person shows are the result of learning. In school, the results of this learning can be seen in the students' mastery of the subjects they take.

According to Purwanto (2003), learning is a process that causes a change or renewal in behavior and or skills. Student's ability to learn a lesson is reflected in the results of their learning. The extent to which the change can be achieved or in other words whether or not learning works depends on various factors.

The factors affecting learning outcomes are as follows:

- ☞ Factors contained in the individual, are grouped into two factors, namely psychic factors, and physical factors. Psychic factors include: cognitive, affective, psychomotor, and personality. Meanwhile, physical factors include the senses, limbs, and body (Rumini, 2006).
- ☞ Factors that exist outside the individual are referred to as social factors. Meanwhile, social factors include factors such as family conditions, teachers and ways of teaching, the environment and available opportunities, and social motivation (Purwanto, 2003).

Learning during the COVID-19 Pandemic

The COVID-19 pandemic has spread from the end of 2019 until now, counting 193 countries that have struggled to resist covid attacks that are not indiscriminate. Coronavirus disease (COVID-19) is an infectious disease caused by a newly discovered type of coronavirus. Although it attacks more people, this virus is biased to also affect anyone, from babies, and children, to people. adult. This coronavirus is biased to cause mild disturbances in the respiratory system, severe lung infections, and death.

To prevent the COVID-19 pandemic, the government issued a policy so that schools asked their students to study at home. Starting March 16, 2020, until now the school has implemented the online student learning method. Learning "online" as the sole option in the context of preventing the spread of COVID-19 gives a special color to the struggle against this virus. Even this form of learning can also be interpreted as a barrier to children as educated. Ordinary education that takes place with direct interaction between elements (educators and education staff and students) turns into indirect interaction learning. Restrictions on direct interaction in education sometimes occur in certain situations but not in the context of social restrictions such as what people live to prevent the spread of the virus. The online learning system (on the network) is a learning system without face-to-face directly between teachers and students but is carried out online using the internet network. Teachers must ensure that teaching and learning activities continue, even when students are at home. The solution, teachers are required to be able to design learning media as an innovation by utilizing online media (online). For more than sixteen months,

students have been forced to carry out online learning due to the corona pandemic. With this pandemic, some students complain because they feel that online learning is less effective. Many distractions make their learning process not optimal.

From the description above, the role of teachers in improving learning outcomes is very important, especially during the COVID-19 pandemic, where learning activities are very limited. If the teacher does not participate in improving student learning outcomes, students are less creative and not provoked to be active. Therefore, the role of the teacher is very influential in improving student learning outcomes and its main goal is to achieve achievements and improve the quality of learning in the learning process at SMA Negeri 2 Kinali.

CONCLUSIONS

Teachers according to Law no. 14/2005 "are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating learners in early childhood education, formal education, primary education, and secondary education". The role of a teacher is very significant in the teaching and learning process. The role of the teacher in the teaching and learning process includes many things such as a teacher, class manager, supervisor, motivator, consular, and explorer. Learning outcomes describe a student's ability to learn something. This is following the opinion of Sudjana (2006) who states that learning outcomes are abilities that students have or master after they receive their learning experience. Learning outcomes include cognitive (intellectual), affective (attitude), and psychomotor (acting) abilities. Meanwhile, according to Syaodih (2007), learning outcomes or achievements are the realization or expansion of potential skills or capacities that a person has can be seen from their behavior, both behavior in the form of mastery of knowledge, thinking skills, and motor skills. Almost the vast majority of the activities or behaviors that a person shows are the result of learning. In school, the results of this learning can be seen in the students' mastery of the subjects they take. Learning during the COVID-19 pandemic must be accompanied by high learning motivation so that teachers must play an optimal role in increasing student learning motivation during the COVID-19 pandemic even with various limitations, learning must run optimally.

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