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Exploring Efl Teachers' classroom Management During And Post Pandemic Covid-19: A Narrative Inquiry Study

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Abstrak

Manajemen kelas merupakan salah satu kemampuan atau keterampilan yang harus dikuasai guru dalam mengajar di kelas. Pada tahun 2020, para guru menghadapi kesulitan dalam mengelola kelas mereka. Akibat virus COVID-19, pemerintah Indonesia memberlakukan sistem pembelajaran daring. Saat ini, pandemi COVID-19 telah berakhir. Namun, kurangnya kesiapan pembelajaran di kelas dirasakan oleh guru dan siswa dalam peralihan metode pengajaran daring ke luring pada masa pandemi COVID-19 hingga pascapandemi. Penelitian ini bertujuan untuk mendeskripsikan tantangan yang dialami oleh dua guru EFL SMP berdasarkan teori dimensi pengajaran dan strategi mereka dalam menghadapi tantangan tersebut selama dan setelah pandemi COVID-19. Penelitian ini menggunakan metode inkuiri naratif dan menggunakan wawancara dan narasi tertulis untuk mengumpulkan data. Data dianalisis dengan analisis tematik. Studi ini mengungkapkan bahwa tantangan utama selama dan setelah pandemi adalah teknologi dan kurangnya fasilitas sekolah. Oleh karena itu untuk meminimalisir dan menghadapi tantangan dalam mengelola kelas, guru sekolah menengah EFL memiliki strategi agar proses belajar mengajar dapat berjalan efektif.

Kata kunci: *Covid-19, Guru bahasa Inggris, Manajemen kelas, Pandemi*

Abstract

Classroom management is one of the abilities or skills teachers must master in teaching in the classroom. In 2020, teachers faced difficulties in managing their classes. Due to the COVID-19 virus, the Indonesian government imposed an online learning system. Currently, the COVID-19 pandemic has ended. However, the lack of readiness in classroom learning is felt by teachers and students in the transition from online to offline teaching methods during the COVID-19 pandemic to post-pandemic. This study aimed to describe the challenges experienced by two junior high school EFL teachers based on the dimensional theory of instruction and their strategies for dealing with these challenges during and after the COVID-19 pandemic. This study used narrative inquiry method and used interview and written narrative to collect the data. The data were analyzed with thematic analysis. This study revealed that the main challenges during and after pandemic are technology and lack of school facilities. Therefore to minimize and face challenges in managing the class, EFL secondary school teachers have strategies so that the teaching and learning process can run effectively.

Keywords: *Classroom management, COVID-19, EFL Teachers, Pandemic*

INTRODUCTION

Classroom management is one of the abilities or skills teachers must master in teaching in the classroom. Being a teacher is not only required to master the material taught to students but also how the teacher can manage the class well. According to Martin and Baldwin, (1992), classroom management is a multi-faceted process that includes three broad dimensions, namely the dimension of the person the teacher believes about the student's personality, the dimension of instruction allows students to learn effectively, and the dimension of discipline as a standard of behavior in the classroom. In addition, Macías, (2018) mentioned that classroom management theoretically includes several aspects of classroom work, such as teaching materials, seating arrangements, whole classrooms, social and cultural activities, and relationships with parents.

In 2020, teachers faced difficulties in managing their classes. Due to the COVID-19 virus, the Indonesian government imposed an online learning system. In this case, teachers are forced to adapt from traditional face-to-face classes in the classroom to using technology to manage classes in this online learning because they cannot meet face-to-face with students. Khalid (2022), in his study, stated that teachers have difficulty in dealing with virtual classroom management, and there are significant challenges related to the teacher's inability to check for interference in the learning environment, namely home. Classroom management procedures are divided into four according to Kuswahyuningsih (2021), the first is that teachers need to make lesson plans and also make rules for students, the second is that teachers need to organize the class by finding relevant material sources,

a qualified assessment system, and last but not least is the maintenance of learning through e-learning applications. Teachers widely use WhatsApp applications to monitor the learning process of students at home, and also teachers use video-based applications such as Youtube, Zoom, and Google Meet to distribute and deliver materials to students (Lathifah, Helmato, and Maryani 2020). There is no guarantee that students can listen to and understand the material delivered by teachers well. Many students complain that they need help understanding the material provided online due to teaching materials only in the form of reading materials.

Currently, the COVID-19 pandemic has ended. Teachers and students have also carried out the learning process as before, namely face-to-face in the classroom. However, the lack of readiness in classroom learning is felt by teachers and students in the transition from online to offline teaching methods during the COVID-19 pandemic to post-pandemic. According to Asmoni & Hodairiyah (2022), in the process of switching teaching methods like this, children are less enthusiastic about participating in learning because, in the online learning process, students need parents as companions and mentors at home. This is a challenge for the classroom management skills of EFL teachers in secondary schools.

The classroom management theory stated by Martin and Baldwin has an instruction dimension. According to Martin and Baldwin (1992), the instruction dimension allows students to learn, such as establishing classroom maintenance routines, using time, and organizing the physical space by incorporating what the teacher does. The instruction dimension is the planning made by the teacher in classroom learning. Planning includes preparing lesson plans, making class rules, and inviting students to sing, and the teacher carries out play in the classroom management strategy (Huziah & Novarita, 2022). According to Kuswahyuningsih (2021), teachers plan to learn by finding relevant material sources, maintaining learning through e-learning applications, creating an assessment system, and making classroom rules.

The purpose of this study is to describe the challenges experienced by junior high school EFL teachers based on the dimensional theory of instruction and their strategies for dealing with these challenges during and after the COVID-19 pandemic. This research used the thematic analysis method: multiple case studies. Thematic analysis opens the possibility to build common themes, highlight individual differences, and compare narratives in data sets (Barkhuizen et al., 2014).

RESEARCH METHOD

This study used a qualitative research approach because in this study the data and results obtained will be presented as deeply as possible to show the importance of the details of the data studied. In this study, the narrative inquiry method was used because this method is relevant to the qualitative approach so that the teacher's experience can describe in detail. According to Barkhuizen et al., (2014) Narrative inquiry is the use of stories as research data, as a tool for data analysis, and as a presentation of findings. The participants in this study were two EFL secondary school teachers who have more than five years of teaching experience because they have gone through many challenges and have more experience than novice teachers. Data collection in this study used data triangulation (interviews and written narratives). In this study, interviews were used with the aim of digging deeper into the experiences of managing EFL teachers' classes during and after the COVID 19 Pandemic by means of EFL teachers sharing their experiences through storytelling. Written narrative in language teaching and learning research, which is used to gain experience in learning language and teaching language in writing in various contexts (Barkhuizen et al. 2014). This study used written narratives with the aim of validating data by asking teachers to retell their experiences managing classes during and after online learning through writing and carried out lastly to check the suitability of the data and cloud the existing data. The instruments in this study were used question and prompts. The researcher were used a semi-structured interviews. According to Barkhuizen et al., (2014) in semi-structured interviews, researchers use interview guidelines in the form of questioning as a source to direct the interview. Question were addressed to EFL teachers to answer questions in this study such as, what are the challenges in managing the classroom during and after the COVID-19 Pandemic, how you overcome challenges in managing the classroom, and others. After obtaining data from the interviews, the researcher were used prompts for the written narrative method. Prompts are list of questions in the written narrative that contain questions that are almost similar to questions in the semi-structured interviews such as, what are the biggest challenges faced in managing the classroom during and after the COVID-19 Pandemic, what are the effective strategies used in managing the classroom during and after the COVID 19 Pandemic, and others.

RESULT AND DISCUSSION

Results

This research was held to answer questions on the problems contained in this research. The results are based on the research questions in this study.

1. Classroom management challenges during and after the Pandemic COVID 19

In the interview and written narrative sessions, researchers explored the difficulties faced by EFL secondary school teachers in managing classes during and after the COVID-19 pandemic summarize in Table 4.1.

During Pandemic	After Pandemic
Using tehcnology	Adapting student behavior
Delivering material	Lack of school fasilities
Managing student	
Time constraints	

Table 4.1. Challenges during and after Pandemic

The participants' answers found that the challenge of managing the classroom during the COVID-19 Pandemic was because teachers had never implemented online learning before. This is the first experience for them during their profession as teachers. Most of the challenges felt by the participants were the same, but one challenge was different namely the limited time. After returning to face-to-face learning in the classroom, the teachers again found the difficulties they had to face. They had to adapt to students' attitudes and behavior and find ways to overcome the limitations of the facilities provided by schools to support the teaching and learning process in class.

2. Classroom management strategies during and after the Pandemic COVID-19

In the interview and written narrative sessions, the researchers explored the strategies used by teachers in managing their classrooms during and after the COVID-19 Pandemic summarize in Table 4.2.

During Pandemic	After Pandemic
Overcome student boredom	Regulated student order (class contract)
Maintain student discipline	Make learning media
Ask help to student parents	Teaching method
	Seating arrangement

Table 4.2. Strategy during and After Pandemic

The strategy used by participants during the COVID-19 Pandemic was to overcome the challenges they faced. From the results of the answers obtained from the participants, all the strategies they used were the initiatives of each participant to manage the class effectively. One of the participants in the strategy needs the help of parents to pay attention to the student's learning process at home. This was done because participants could not pay attention to students directly during online learning. The strategy for managing classes after online learning from all participants is the same. One of the strategies was obtained during the experience of the participants teaching online. During online learning, the participants mastered technology enough so that after face-to-face learning, their teaching methods became more varied using technology. In addition, there are differences in how to arrange student seats. This shows that each participant has their way of managing the class.

Discussion

From the results obtained in this study, in this session, the researchers discussed the results supported by the theory from Martin and Baldwin in instruction dimension and the previous studies. The following is a discussion on English teacher classroom management during and after the COVID-19 Pandemic:

1. Classroom management challenges during and after Pandemic COVID-19

Based on results in this study, the critical point in classroom management during the COVID-19 pandemic is in terms of technology, and it starts with teachers who are not used to using technology. This shows that before online learning, teachers rarely even tended not to use technology in delivering material in class. This is follows Pertiwi (2021), which states that e-learning was used only to complement conventional learning before online learning existed. Teachers use e-learning only to provide assignments and material resources. Therefore teachers rarely use technology in face-to-face learning. In addition, Efriana (2021) also stated that inadequate preparation occurred when the transition from

the conventional learning system to the online system suddenly occurred. This was caused by some teachers who were unable to adapt to technology and did not have skills in using technology. Apart from that, in managing the classroom after the COVID-19 pandemic, the main problem felt by the participants was the lack of school facilities that support learning in class. These two challenges follow the statement of Ullah & Arshad (2022) in public sector schools, teachers have to spend a lot of time teaching because of the commotion made by students and inadequate school facilities.

2. Classroom management strategies during and after Pandemic COVID-19

Based on this study results, during the COVID-19 pandemic, the role of parents in assisting students in learning is crucial because teachers cannot pay attention to students directly. For this reason, participants, as teachers, ask for help from students' parents to assist teachers in paying attention to student learning. This is in line with the statement of Atmojo & Nugroho (2020) in online learning, parents of students must be informed to monitor student learning and attitudes. After the COVID-19 pandemic, the participants mentioned that they had to make their learning media because of the lack of school facilities. This is an obstacle for teachers to manage their classes, so the learning and teaching process in the classroom still needs improvement. What the participants did in this study was to make learning media as creative as possible, such as making learning videos that were unique and funny, as Asmoni & Hodairiyah (2022) said, creating passion or enthusiasm for learning in class and watching children by increasing their learning abilities and managing a good class is a stimulus that the teacher must own. For this reason, this problem must be a concern of the school and the government to provide adequate facilities in each classroom to make it easier for teachers to manage their classes effectively.

CONCLUSION

This study reveals that during and after the COVID-19 pandemic, EFL secondary school teachers faced challenges in managing their classrooms. The challenges of managing the classroom that teachers face are relatively the same. During the COVID-19 pandemic, their challenges were using technology, delivering materials, and managing students. In addition, one teacher feels that during online learning, the time of lessons is reduced, unlike the time of lessons at school when face to face. An essential point in the challenges of managing the classroom during a pandemic is that teachers need to be used to using technology. In addition, teachers face challenges in managing the classroom after the COVID-19 pandemic due to the transition from online to face-to-face learning. The challenge teachers face after

face-to-face re-learning is adapting to student behavior and lacking school facilities that support learning. Teachers feel that needing more school facilities is the primary problem because it makes learning less effective. To minimize and face challenges in managing the class, EFL secondary school teachers have strategies so that the teaching and learning process can run effectively. The strategies for managing the class they use during online learning are overcoming student boredom, maintain student discipline, and ask help to students parents. During the COVID-19 pandemic, the role of parents in assisting students in learning is crucial because teachers cannot pay attention to students directly. Therefore one of the participants asked for help from parents to pay attention to their children studying at home. In addition, the strategies for managing the classroom after the pandemic were used by the teachers, namely regulated student order (class contract), make learning media, teaching methods, and also arranging student seating. After the COVID-19 pandemic, the participants mentioned that they had to make their learning media because of the lack of school facilities. This is an obstacle for teachers to manage their classes, so the learning and teaching process in the classroom still needs improvement.

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