Teachers' Self-Assessment: Implementation of English Online Learning during COVID-19 Pandemic at Senior High Schools in Ogan Ilir, South Sumatera

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Abstract. Significant changes happened in education aspect due to COVID-19 pandemic led to some consequences one of which is online learning and school from home policy. This paper discusses the online learning implemented by senior high school English teachers in Ogan Ilir, South Sumatera based on six performance standards: learning preparation, learning activities, learning evaluation, interpersonal relationship, professional development, and school development. There were 45 senior high schools English teachers from 22 schools took the teachers' self-assessment questionnaire. The results yield that from 4 levels of performance standard, the teachers are at level 3, or effective performance, for learning preparation, learning evaluation and interpersonal relationship. Meanwhile, for learning activities, professional development, and school development standard, the teachers are at level 2, or satisfactory performance, out of 4. This result gives important insights regarding follow-up programs that could be conducted to help the teachers developing their performance level to the highest one of each standard.

Keywords: teacher's self-assessment; English online learning; COVID-19 pandemic

1 Introduction

When the COVID-19 pandemic hit the world, the integration of ICT in the process of teaching and learning in schools became a necessity due to online learning system policies implemented by many countries including Indonesia. This condition requires teachers to be able to adapt quickly in organizing effective and efficient online learning regardless of the various challenges and obstacles faced [1][2]. Various studies that have been conducted related to online English learning in Indonesia during the COVID19 pandemic have found that the first challenge faced is related to the completeness of facilities and infrastructure owned by students in online learning process activities such as the availability of internet networks and technological devices owned.

In response to this, the government has issued policies such as providing free internet quotas to learners and teachers to be utilized during the online learning process. However, in order to obtain a quality and optimal online learning process, there are also other factors that are needed to get extra attention such as teacher readiness in designing online learning, support and collaboration between teachers and stakeholders and the motivation of teachers themselves to do self-development in the face of online learning [3][4][5][6]. In other words, knowing how to

apply English learning online during a pandemic using comprehensive indicators will help identify the quality of online learning.

The process of online teaching and learning activities implemented due to the COVID19 pandemic has its own challenges for teachers including high school English teachers in Ogan Ilir district, South Sumatra. Pre-liminary data obtained from the results of discussions in the field with several high school teachers found that not a few teachers experienced obstacles in carrying out online learning due to technical problems of infrastructure facilities, lack of digital literacy skills owned and lack of comprehensive insight about online learning. To that end, knowing more fully how teachers apply online learning in the field during pandemic times has urgency and priority as a thorough evaluation, control, and improvement effort.

One effective strategy to evaluate the implementation of the online teaching and learning process is through self-assessment. Self-assessment is an important part of the personal development process to understand one's weaknesses and strengths related to something and become one of the important factors for becoming an independent autonomous learner [7][8]. Self-assessment is believed to be one form of assessment ideal for adults because it gives them the opportunity to independently assess the extent of their performance in both learning and work contexts and has a positive influence on work professionalism [9] [10].

Self-assessment conducted by teachers related to learning activities that are carried out can help provide an overview of the quality of performance that has been done that has an impact on the quality of learning received by students. Teachers' self-assessment can be used by teachers to map the performance that has been done both related to teaching and learning activities in the classroom and in a more thorough scope such as pedagogical, professional, personal, and social aspects to achieve the expected standard of teacher competence.

As a form of assessment as learning, teachers' self-assessment gives teachers space to be able to assess their performance objectively using measurable indicators. The use of teachers' self-assessment as part of the teacher evaluation system can be done in two ways, namely at the beginning of the school year and during the school year. When teachers' self-assessment is conducted at the beginning of the school year, it will help teachers in determining the achievement targets and development plans that will be carried out throughout the school year. The use of teachers' self-assessment in the middle of the school year will help teachers to review the learning framework that is being used including identifying aspects that need improvement while collecting the supporting data needed to make those improvements [11].

Researches that have been done show that teachers' self-assessment motivates these teachers to continue to improve their self-competence independently which is the capital for them to improve the quality of learning in the classroom [12]. Concerning those points, this research figures out the implementation of English online learning at high school in Ogan Ilir district conducted by the teachers during the COVID19 pandemic in terms of teaching and learning preparation, implementation, evaluation, teachers' interpersonal relationship, professional development, and school development.

2 Literature Review

Online English Learning

The use of information and communication technology (ICT)in learning activities in schools has become a central issue that has been discussed in the last two decades in the world of Indonesian education. Teachers are expected to have the insight and expertise to synergize the use of ICT in the learning process to improve the quality and effectiveness of learning and maximize targeted learning achievements [13] [14]. Pandemic conditions that suddenly hit the

world make the use of information and communication technology a necessity due to online learning systems implemented. The application of online English learning has its own uniqueness because of the four language skills that must be mastered by students including habituation that needs to be done to obtain English fluency.

Some aspects that are not accommodated to support the English learning process during online such as lack of time to practice online with friends and a conducive environment make learning English online has its own challenges in addition to other obstacles faced in online learning in general [15] [16] [17] [18].With the conditions faced by students in learning English online during this pandemic, teachers are expected to have a complete understanding of their role not only as providers and presenters of teaching materials but also as role models so as to motivate students to continue learning optimally despite the various obstacles faced during online learning [19].

Teacher's Self-Assessment

Teacher's self-assessment is one strategy that can be used to help the teachers improving the effectiveness of learning activities in the classroom. Through this self-assessment activity, teachers can observe, judge, and interpret their behaviors related to teaching preparation, activities, evaluation, and other supporting aspects to help the students achieve their highest learning result. One of the self-assessment models represents self-assessment as the integration of three processes those are self-observation, self-judgement, and self-reaction. These three processes can be occurred in the moment as reflection-in-action or reflection-on-action [20].

Studies related to teacher's self-assessment and technology also have found that this is one essential skill which can help teacher to develop their professionalism. For example, teachers' self-assessment related to the integration of technology in the learning process at Bataan Peninsula State University shows that the level of competence of teachers in the use of high technology as well as the use of technology in the teaching and learning process has a positive attitude impact on students.

Another study in the application of digital literacy in EFL classes in Temanggung, Indonesia where computers and smartphones are used as the electronic devices also reveals that teachers who have a positive attitude in the application of digital literacy realize that the syllabus is a core learning device, developing effective learning involving all four language skills. In another words, teachers' self-assessment allows the teachers to take responsibilities of their development process and professionalism growth [21] [22].

3 Research Methods

This research used quantitative method which data was obtained through the distribution of self-assessment questionnaires on the evaluation of online English learning during pandemic times. There were 45 high school English teachers from 22 senior high schools in Ogan Ilir regency, South Sumatera who became the samples. The sampling was carried out using purposive sampling techniques based on data obtained from the committee of senior high school English subject teachers association in Ogan Ilir Regency. The questionnaire used was adopted from teachers' self-assessment rubric (TSAR) and consists of six performance standards: learning preparation, learning activities, learning evaluation, interpersonal relationship, professional development, and school development [23].

This questionnaire has 40 performances indicators with 4 level scales: level 1 (L1) which is scored 1, level 2 (L2) which is scored 2, level 3 (L3) which is scored 3, and level 4 (L4) which is scored 4. The data obtained from the questionnaire were analyzed using descriptive statistics

by calculating the average value obtained in each standard performance. The performance levels in each standard are determined by ranges and descriptions as in Table 1 below.

Table 1. Score Range of Each Level and Its Description

Level	Score Range	Description
L1	1-1,4	**Below Satisfactory Performance**: Teacher's performance does not meet the expectations, roles, and responsibilities of a teacher; Needs more effort to achieve proficiency to become an effective teacher; Requires continuous professional support to achieve proficiency
L2	1,5-2,4	**Satisfactory performance**: Making efforts to achieve the required proficiency to become an effective teacher; Requires professional support to achieve proficiency; Needs improvement in his/her performance
L3	2,5-3,4	**Effective performance**: Meets the requirements of teaching job; Demonstrates a willingness to learn and applies new teaching skills; Sustains high performance over a period; Exhibits behaviors that has a positive impact on students' learning
L4	3,5-4	**Exceptional performance**: Consistently exhibits behaviors that have a strong positive impact on learners and school's climate; Serves as a role model to others; Innovatively performs tasks and makes extra efforts for improving students' performance

4 Results and Discussion

Samples' Profile

The demographic data regarding the respondents' profile are discussed based on their gender, educational background, length of teaching experience, and certified or uncertified status. These criteria are believed to have influence on the teachers' professionalism [24] [25]. The distribution of the samples based on those criteria is as shown on Table 2.

Table 2. Distribution of Samples' Profile

Profiles Criteria	Total
Gender	
Male	15
Female	29
Educational Background	
Bachelors' degree	24
Masters' degree	14
Others'	7
Length of Teaching Experience	
< 5 years	2
5-10 years	4

10-15 years	18
>15 years	21
Status	
Certified teacher	34
Uncertified teacher	11

Data on Table 2. display that unsurprisingly the numbers of female teachers are still higher than the male teachers. From the 45 samples in this study, 64,4% are female and the rest 35,6% are male. In term of educational background, an interesting finding is revealed where 31% of the samples have master's degree and only half of the samples have bachelors' degree. This indicates that the English teachers at senior high school at Ogan Ilir district are concerned with their professionalism development and determine to pursue their study to master's degree although the required educational background for senior high school teachers is bachelor's degree.

In addition, based on the data of length of teaching experience, almost all the samples are senior teachers who have more than 10 years of teaching experience. In more detailed distribution, 40% of the samples have 10-15 years of teaching experience and 46.6% have more than 15 years of teaching experience. Furthermore, regarding the certification status, 75% of the samples are already certified teachers which means according to the regulation they are admitted as professional teachers. Concerning the data of all the sample' profiles obtained, the senior high school English teachers at Ogan Ilir district are mostly senior and certified teachers holding both bachelor's and masters' degree.

*Samples' Performance Level of Each Standard*

There are six performance standards regarding the implementation of English online learning which were analyzed in this study; those are learning preparation, learning activities, learning evaluation, interpersonal relationship, professional development, and school development. All these six standards are presented in 40 questions asked in the questionnaire which each of them has 4 level scales ranging from 1-4. The result of the samples' performance level of each standard is presented in Table 3.

Table 3. Samples' Performance Level of Each Standard

Performance Standards	Average Score (1,00-4,00)	Performance Level (L1-L4)	Description
learning preparation	3,14	L3	effective performance
learning activities	2,36	L2	satisfactory performance
learning evaluation	2,65	L3	effective performance
interpersonal relationship	2,67	L3	effective performance
professional development	2,15	L2	satisfactory performance
school development	2,36	L2	satisfactory performance

Table 3. shows that from the six performance standards of English online learning measured, three of them are at level 3 and the other three are at level 2. This indicates that the senior high school English teachers at Ogan Ilir district perceive that they have already had effective performance in learning preparation, learning evaluation and interpersonal relationship.

Furthermore, they identify them self of having satisfactory performance for learning activities, professional development, and school development. Figure 1 shows the distribution comparison of each performance standards of the English teachers.

Table 4. Comparison of each performance standars

	learning preparation	learning activities	learning evaluation	interpersonal relationship	professional development	school development
Average Score	3,14	2,36	2,65	2,67	2,15	2,36
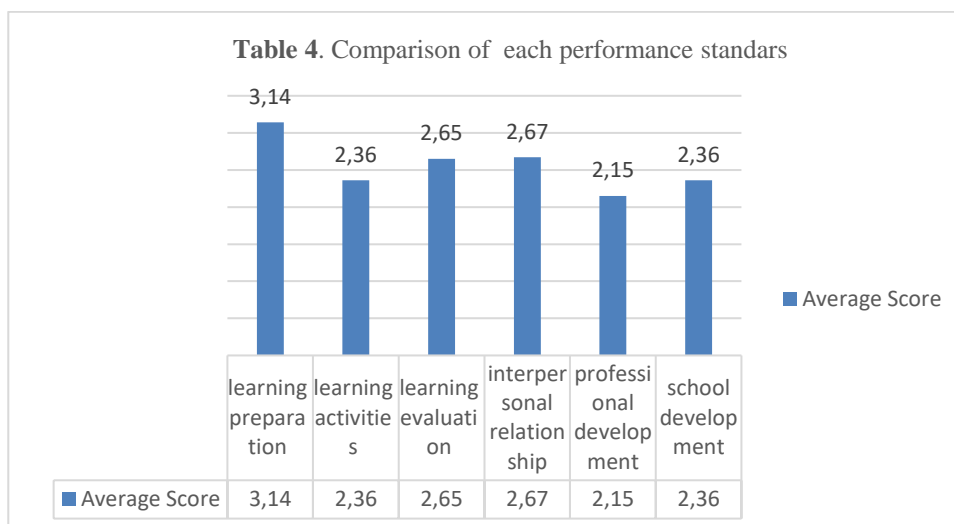
Discussion

Significant changes regarding teaching and learning activities during pandemic from offline learning to online leaning force the English teachers to adapt many aspects toward the new situation. The need to use ICT in online teaching and learning activities is undeniable. In fact, due to its sudden occurrence, the implementation of the English online learning is not as well as expected. The results of this study reveal that the senior high school English teachers from 22 schools at Ogan Ilir realize that their performance level during the English online learning in pandemic situation is not optimal.

From the self-assessment they had, the teachers recognize that their learning preparation, learning evaluation and interpersonal relationship are at performance level 3 or effective level out of 4 level. In this effective level, the teachers have already met the requirements of teaching job. They also demonstrate a willingness to learn and applies new teaching skills, sustain high performance over a period, and exhibit behaviors that has a positive impact on students' learning.

The performance level achieved in these three standards might be explained as one of the effects of the teachers'profile. Based on the data of the teachers'profile especially related to the education background, teaching experience and certification status, it is found that most of the English teachers at senior high school as Ogan Ilir are senior and certified teachers who have been teaching for more than 10 years. In addition, they also hold masters'degree which means they have more than adequate educational background needed for high school teachers. This is in accordance with findings from some studies that found there is positive correlation between teachers' professionalism and their experience background [26].

Concerning those ideas, it is understandable that the teachers were able to adapt with the sudden shift from offline learning to online learning especially in term of learning preparation, learning evaluation and interpersonal relationship standard. They have adequate prior knowledge and experiences regarding those three standards and are motivated to do autonomous

self-improvement to adjust themselves with the new teaching and learning environment in online context [27] [28]

However, the performance level achieved for these three standards are still possible to be improved to level 4 known as exceptional performance. At this level, the teachers have already had consistent exhibits behaviors that have a strong positive impact on learners and school's climate. They also serve as a role model to others, innovatively performs tasks and makes extra efforts for improving students' performance. To reach this highest level of performance standards, the teachers need to balance their performance level of these three standards to the other three standards which are learning activities, professional development, and school development since all these six-performance standard are integrated and supported each other in developing teachers' professionalism [29].

In addition, the results obtained regarding learning activities, professional development, and school development performance standard in this study show that the teachers' performance level of learning activities, professional development, and school development are still at level 2 out of 4. In this level, which is known as satisfactory performance, the teachers are already made efforts to achieve the required proficiency to become an effective teacher especially in online learning context. However, they need professional support and improvement to achieve proficiency for the three performance standards discussed especially in online learning context.

In learning activities performance standard, some explanations can be drawn related to the teachers'self-assessment result. The effectiveness of online learning activities are relied on many factors which can be categorized as external factor, some of the most determined external factors are the stability of internet access and the avaibility of students'devices. These two external factors have central role in making the online learning activities run well and effectively. In fact, due to the geographical condition of the schools which are mostly located in rural area, these two external factors needed are not completely fulfilled. Therefore, it is understandable the achieved performance level for this online learning activity standard is not as high as expected.

Furthermore, for the professional development performance standard in relation to online learning, the teachers' performance level is also at level 2. This standard aims to know how often the teachers participate and present papers on seminars or conferences, engage in innovative and action research, or participate in related in-service education program amid the pandemic. Again, this performance level achieved by the teachers is plausible since the sudden shift happened around the world from offline activities to online activities takes time to be adjust.

In addition, the level performance of school development achieved by the teachers which is also at level 2. This performance standard measured teachers' participation and contribution in school events or programs and aimed to know teachers' initiative in taking responsibilities for certain duties in schools. Despite the level achieved by the teachers, this performance standard is also potential to be improved by creating school organization atmosphere. For improving the teachers' level of performance of this standard, the school's principal has important role to more encourage the teachers and gives them wider opportunities to involve in developing the schools.

5   Conclusion

The implementation of English online learning at senior high schools at Ogan Ilir district assessed from the teachers' perspectives for the six performance standards have already been quite good. However, some significant improvements are still needed to help the teachers achieve higher level of performance which can affect the effectiveness of English online

learning. An integrated and supportive collaboration among teachers and other stakeholders at school is important aspect to build a conducive learning environment, including in online learning context. In addition, further investigation is strongly recommended to find out appropriate teacher development programs and suitable online teaching material to support the performance of senior high school English teachers at Ogan Ilir district.

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