



Exploring The Challenges Faced By Student-Teachers In Adapting To Online Teaching

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Abstract. *This study aims to find out the problems faced by student-teachers in implementing online learning. A case study was chosen as the research design because the current research focused on understanding the issues faced by teaching practicum students in improving their performance when teaching using the online learning strategies. The researcher collected data through three types of data collection techniques, namely, interviews, observation, and document analysis. The results of this study show that online learning is not effective and cannot run well in learning activities in online classes. Furthermore, the results of data analysis show that students cannot develop appropriate and interesting online learning materials because they do not fully know how to develop appropriate materials due to the absence of special training for them to be able to teach and develop suitable and interesting materials during online learning activities. The findings also show that the use of online learning platforms has an effect on students' teaching performance because the lack of student participation in the implementation of online classes is more felt by students. The implication of this study is that it is crucial for educational institutions to provide comprehensive training and support in utilizing diverse online platforms for teaching purposes, ensuring that students are equipped with the necessary skills to deliver high-quality virtual instruction.*

Keywords: *Online classes, student-teachers', teaching performance*

Abstrak *Penelitian ini bertujuan untuk mengetahui permasalahan yang dihadapi siswa-guru dalam melaksanakan pembelajaran daring. Studi kasus dipilih sebagai desain penelitian karena penelitian saat ini berfokus pada pemahaman permasalahan yang dihadapi mahasiswa praktikum dalam meningkatkan kinerjanya ketika mengajar menggunakan strategi pembelajaran online. Peneliti mengumpulkan data melalui tiga jenis teknik pengumpulan data, yaitu wawancara, observasi, dan analisis dokumen. Hasil penelitian ini menunjukkan bahwa pembelajaran daring tidak efektif dan tidak dapat berjalan dengan baik dalam kegiatan pembelajaran di kelas daring. Selanjutnya hasil analisis data menunjukkan bahwa siswa belum dapat mengembangkan materi pembelajaran daring yang sesuai dan menarik karena belum sepenuhnya mengetahui cara mengembangkan materi yang sesuai karena tidak adanya pelatihan khusus bagi mereka untuk dapat mengajarkan dan mengembangkan materi yang sesuai dan menarik selama kegiatan pembelajaran daring. Temuan juga menunjukkan bahwa penggunaan platform pembelajaran online berpengaruh terhadap kinerja mengajar siswa karena kurangnya partisipasi siswa dalam pelaksanaan kelas online lebih dirasakan oleh siswa. Implikasi dari penelitian ini adalah penting bagi institusi pendidikan untuk memberikan pelatihan dan dukungan komprehensif dalam memanfaatkan beragam platform online untuk tujuan pengajaran, memastikan bahwa siswa dibekali dengan keterampilan yang diperlukan untuk menyampaikan pengajaran virtual berkualitas tinggi.*

Kata Kunci: *Kelas online, siswa-guru, kinerja mengajar*

INTRODUCTION

Electronic learning (e-learning) is a term that is frequently used to describe online learning activities. Generally speaking, e-learning is described as learning in educational or training programs using electronic technologies (Simaibang, 2013). The learning activities in e-learning, according to Almpanis (2011), can be divided into two major categories, namely, (1) synchronous and (2) asynchronous e-learning. When teachers and students come together at the same time and location (either physically or virtually) and interact in real time, they engage in synchronous learning; conversely, they engage in asynchronous learning when teachers and students communicate with each other and access resources at their own pace over a longer period of time. Through online learning, both teachers and students can interact through learning activities that can be carried out anytime and anywhere using sophisticated devices (Stern 2018). These learning devices include laptops, computers, and mobile phones that can be used to access internet networks. The use of these devices allows many users to share their learning experience.

During the pandemic, online learning activities have become an alternative to face-to-face teaching. This learning modality to a great extent helps teachers at all levels of education deal with the policy of school closure. Learning takes place through online modes from elementary school to higher education. Subsequently, online learning is seemingly not new thing to do. Despite this claim, in practice, not all teachers and schools are capable of applying online learning, as suggested by the national policy. During the pandemic, the implementation of online learning has been found to have many discrepancies. Teachers experience difficulties running online classes. The effective teaching that used to be carried out based on face-to-face modality must now be replaced by online learning. The same problem was faced by the student teachers who carried out the teaching practices. These students were not ready to deal with changes in teaching practices at schools during the pandemic.

This condition surely affects the teaching practices carried out by student students at schools. Learning activities are no longer carried out face-to-face but must be replaced with online learning. Such changes may not be well responded to by schoolteachers because of their unpreparedness to apply online learning. Clearly, changes in learning patterns require all teachers to equip themselves with good knowledge and skills in online systems (Soepriyanti et al., 2022). The current research indicates that teachers' training background in the application of online learning can affect their teaching performance (Mariani, 2020). Such changes in learning patterns may also apply to student teachers who have carried out teaching practices during the pandemic. They may face difficulties and challenges owing to such changes in learning patterns, especially when confronted with online learning modalities.

Ally (2008) mentioned that there are three main learning theories that underlie online learning: the theory of behaviorism, cognitivism, and constructivism. Proponents of behaviorism theory claim that the application of theory in online learning is to provide learning outcomes for students so that they can manage or improve the knowledge given by the teacher, whether it is in accordance with his expectations during learning activities. A teacher is said to be successful in teaching using e-learning if he can provide broad knowledge to his students and they can understand it.

In contrast to behaviorism, cognitive theory posits that learning is an internal process that involves memory, thought, reflection, abstraction, motivation, and metacognition. Cognitive psychology focuses on the receipt and processing of information for students to move into long-term storage memory. Therefore, instructional designers must consider different aspects, beginning from chunking the learning content into smaller parts and supporting different learning

styles, up to higher concepts, such as motivation, collaboration, or meta-cognition. Although the cognitive-focused approach is well suited for reaching higher-level objectives, a major weakness can be identified if a learner lacks the relevant prerequisite knowledge. To account for this, a course designer must ensure that the instructions are appropriate for all skill levels and experiences, which is costly and time-consuming. The implication of the theory of cognitivism in online learning is to prepare various learning materials according to students' learning styles.

Regarding constructivism, the learning process is characterized by experience and social interaction (Ally, 2008). Among other things that must be considered in online learning include the following: (1) learning should be an active process; (2) instructors must provide good interactive online instructions; (3) collaborative and cooperative learning should be encouraged to facilitate constructivist learning; (4) learners should be given control of the learning process; (5) students should be given time and opportunity to reflect on the learning content; (6) learning should be made meaningful and illustrative for learners by including examples and use cases for theoretical information; and (7) instructors should focus on interactive learning activities to promote higher-level learning and social presence and to help develop personal meaning. The implication of constructivism learning theory in online learning is to make learning activities an active process, meaning that even though online learning must be carried out with meaningful activities, it can also be done by building their own knowledge and by students taking the initiative to carry out learning construction with other learners.

At present, many comprehensive studies on online learning have grown so fast in Indonesia (Sinaga, 2020; Atmojo and Nugroho, 2020; Busyra and Sani (2020); Rahmawati and Sujono 2021) However, only few research reports explain the types of pedagogical problems faced by student teachers during the pandemic. Online teaching and learning activities are conducted as permitted. In conducting online classes, the teacher did not receive adequate training. Many of them have different understandings in responding to the study of home policy (Rasmitadila et al., 2020). This eventually affects the quality of learning and teaching performance, including readiness to adjust to disruptive changes. These researchers identified several obstacles that hindered the effectiveness of online learning, one of which was the teachers' limited mastery in accessing information technology.

Current conditions in the field show that many student teachers are required to adopt various new online applications when they practice teaching in schools. As learners have diverse learning styles, student teachers must design learning activities that provide significant experiences for each student (Khatoony and Nezhadmehr, 2020). As a new direction of study, the issue of student-teacher teaching performance in implementing online learning needs further research. Therefore, this is a crucial topic for further study.

METHOD

This study employs a qualitative research method. It is categorized under descriptive research, which is conducted to understand a complex, detailed understanding of the issue (Creswell, 2014). A case study was chosen as the research design because the current study focused on understanding the problems faced by student teachers in the school. In a case study, the researcher observes an interesting topic or question, determines the appropriate unit or section to represent it, and then defines what is known based on what is analyzed from various sources of information based on certain cases (Yin, 2014). Through this study, the researcher hopes to identify the problems faced by teaching practicum students in improving their performance when teaching

using online learning. Creswell subsequently states that qualitative research aims to find a problem and develop a detailed understanding of a central phenomenon, collects word-based data from a small number of individuals to obtain participant views, and analyzes data for descriptions and themes using text analysis and interpreting greater meaning than the findings.

This research was conducted at a high school in West Lombok. This school was chosen because it received the best accreditation status in town. Second, this school implemented online learning earlier than other schools. Furthermore, the participants in this research consisted of five student teachers who conducted teaching practices in the school. The interviewees were assigned with name coding, such as ST 1, ST 2, ST 3, ST 4, ST 5 respectively. This was used to protect the individuals' identities. The participants were selected on a purposive basis. They were chosen because they were believed to be able to provide the information required for the study.

The researcher collected data using three types of data collection techniques: interviews, observation, and document analysis. Qualitative researchers usually collect data by examining documents and observing or interviewing participants (Creswell, 2014). As regard to the

Interviews: The researcher asked participants a list of questions. All information was noted and recorded. The interviews were conducted and completed within a timeframe agreed upon by the participants. The researcher used a list of questions related to student teachers' online teaching performance. The interviews conducted in this study were intended to identify the factors influencing student-teacher performance in online learning.

The researcher carried out in-class observations. To collect data, the researcher observed learning activities carried out online by student teachers. The researcher observed how the students taught English through an online system. The researcher recorded every aspect of the activities carried out by student teachers during the online learning process. The current pandemic has caused researchers to conduct online classroom research because it allows researchers to obtain more information.

In addition to interviews and observations, data collection procedures can also be obtained through facts stored in the form of diaries, archives, magazines, journals, and others (Arikunto, 2016). A document study was conducted by viewing or analyzing materials delivered online during the learning activities. The researcher thoroughly collected and analyzed the documents. Before analyzing the collected data, the researcher examined their trustworthiness. Triangulation was used to test the trustworthiness of the data. Triangulation is a technique for checking the trustworthiness of data by comparing the results of interviews with the object of research. Using triangulation, the researcher eliminated the inequality in data obtained during the data collection process.

In this study, the data analysis process started when data collection was conducted. Data analysis was performed at the time of data collection by identifying which data were important. Creswell (2014) stated that qualitative researchers should consider and analyze when qualitative research begins. In this study, researchers used the data analysis techniques suggested by Miles and Huberman (1994), which included three steps: data reduction, data display, and drawing conclusions.

Data reduction is an activity to summarize, choose the appropriate subject matter, focus on things that are important for online learning, and determine the appropriate theme. The data collected by the researcher will be structured in a structured manner; therefore, it is necessary to select the appropriate data and simplify it into more detailed data. Data reduction will make it easier to group data and compose research.

Data display is a structured collection of information that can provide the possibility of drawing conclusions and taking action. Looking at the display can help researchers understand

what is happening and to carry out further analysis to remove caution in understanding. Data display in qualitative research can be performed in the form of a brief description based on the stages that have been carried out. Finally, drawing conclusions is an activity to formulate research results based on the data analysis.

FINDINGS AND DISCUSSION

The data obtained from the interview showed from the described teaching strategies, predominantly student teachers used asynchronous learning to help online learning continue. As stated by ST 3 *"if it is given to junior high school students it might be a bit difficult, so that's all that we used, the previous platform, Google Classroom and WhatsApp group."* A similar comment was uttered by ST 5 *"if I see it, they are more likely to do the task if the platform is WhatsApp. If it's from Google Classroom it's very little"* In the same vein ST 4 said *"I use WhatsApp."* ST 2 stated *"Google Classroom, and WhatsApp."* All of these show that WhatsApp and Google Classroom were predominantly used student-teachers' to carry out learning activities. In contrast, ST 1 who had no knowledge related to online platforms stated *"I just used print--out, LCD."* This happened because she did not master the online learning technology as she never participated in the professional development of online teaching before.

Results of observations in online classes show generally student-teachers used more WhatsApp Groups to run distance learning and teaching activities than using other platforms. This preference for WhatsApp groups can be attributed to its ease of use and accessibility, as most students already have the app installed on their smartphones. The students passively participated in the learning process. This passive participation may be due to the lack of interactive features in the online learning platforms used. Additionally, the absence of lesson plans for online learning may have contributed to a less structured and engaging learning experience for the students. The data of document studies show that the student-teachers did not develop lesson plans for online learning. They just used written documents for offline learning. This reliance on written documents for offline learning may have limited the students' ability to actively engage with the material and participate in interactive activities. Furthermore, without lesson plans specifically designed for online learning, the student-teachers may have struggled to effectively adapt their teaching methods to the digital environment, resulting in a less engaging experience for the students.

Data from interviews indicate that participants of the study tried to use face-to-face learning activities using Zoom, but they experienced difficulties when using the platform to deliver the learning material. ST 5 said, *"If I use zoom and so on, there are many obstacles that make students unable to join the class. I tried to use video calls but it wasn't effective, the connection was not that good."* Similarly ST 4 said *"This zoom, as far as I know, requires a lot of quota and drains android power quickly... it is ineffective to apply to it in my class because many students were on and off from the class"*. Other student-teachers said they did not use Zoom for synchronous learning because they think it was difficult to implement it. All of these mean that the use of video calls, specifically Zoom, was not effective for the student-teachers due to various reasons. Some faced connectivity issues, while others found it to be resource-intensive and draining on their devices. Additionally, some student-teachers felt that implementing Zoom for synchronous learning was challenging. These experiences highlight the obstacles and limitations that hindered the successful use of video calls in their classes. Thus, due to this condition, synchronous online learning could not be run by student-teachers'. Furthermore, ST 2 also mentioned the difficulties experienced by

students. He also mentioned the difficulties experienced by students, such as poor internet connectivity and distractions at home. These factors further compounded the challenges of implementing Zoom for synchronous learning, making it even more challenging for student-teachers to effectively engage their students in online classes.

Furthermore, the data obtained from the interview showed the response given by students when learning was carried out through online was passive. When the online class took place, not all students were present and gave responses to the research participants. Thus, the interactions did not run well. This lack of active participation in online learning may have been due to various factors, such as technical difficulties or a lack of motivation. Additionally, the absence of real-time interactions in an online class setting may have hindered the development of a collaborative learning environment, further impacting the overall effectiveness of the teaching and learning process. For example ST 5 complained *"Again I said, it's really minimal when we interact with students online."* ST 4 added *"Often when online learning takes place not 100% of the students participate."* Furthermore, the presence of fewer participants made the class not run as expected. ST 1 stated *"students' main obstacles are gadgets and the internet. Not all students have gadgets for online learning"* The same reason was uttered by ST 3. When teaching online, ST 3 often experienced difficulties *"because students do not have quotas and all kinds of things"* This makes student-teachers' absence from synchronous online learning. . All these mean that a significant number of students are unable to fully engage in online learning due to the lack of necessary technology and internet access. As a result, the effectiveness of the class is compromised and student-teachers face challenges in delivering their lessons successfully. It is crucial for educational institutions to address these barriers and provide support to ensure equal access to online education for all students.

As regards research question number 2, findings are presented in two categories, i.e. (1) student-teachers' lack of adequate knowledge of online learning; (2) the absence of IT for online teaching training from campus. The first category of student-teachers' teaching performance was the lack of knowledge of student-teachers in teaching with an online application. Results of observation show some participants found problems when conducting online learning. They got difficulties to improve their teaching performance. These student-teachers' could not decide the right online platform that they could use because of their lack of knowledge about online learning. Results of interview revealed a similar thing. ST 1 said *"Well.(it is) like print out paper. I just know how to use LCD (projector)."* ST 1 admitted that he was not been able to use online learning platforms because he never learnt them. He therefore preferred to use the chalk blackboard. This finding indicates that the student-teachers were not familiar with using technology in their teaching practices. They felt more comfortable with traditional methods such as using a blackboard and printing out materials. However, this lack of knowledge and experience with online platforms could hinder their ability to effectively engage and educate their students in an increasingly digital world. It is important for these student-teachers to receive proper training and support in order to overcome these difficulties and enhance their teaching performance

Most student-teachers admitted that they only used WhatsApp and Google Classroom for teaching, but they could not enhance their teaching well because they didn't have enough knowledge to create captivating Google Classroom. This lack of knowledge hindered their ability to fully utilize the platform's features and engage students effectively. In this relation ST 2 said *"I can only use two platforms, WhatsApp Group and Google Classroom but not much"*. Similarly ST 3 stated *"Well, I like better Google Classroom. I use WhatsApp only for giving notifications or send materials. I cannot use it for teaching"*. On the same issues, ST 4 and ST5 stated that they

used WhatsApp only because the condition of the schools did not support the online learning. They interacted with students only through assignments that they sent via WhatsApp. From the data described it can be inferred that student-teachers did not master online learning because their knowledge of online platforms is only limited to using WhatsApp groups and Google Classroom in doing learning. It is evident that the student-teachers' lack of exposure to various online platforms hindered their ability to effectively utilize online learning methods. Without access to a wider range of tools and resources, they were unable to fully engage with students and provide a comprehensive learning experience. This highlights the need for further training and support in utilizing diverse online platforms for teaching purposes.

The result of the observations showed that some students had a problem with their knowledge as stated by all student-teachers' in the interview section. Also not all teaching practicum students understood the right online platform to use; some of these student-teachers had only limited ability to use WhatsApp groups and Google Classroom. The results of observations show that in general these student-teachers did not understand technology related to online learning. As regards an analysis of lesson plan document, ST 1, ST 2, ST 4, and ST 5 didn't use lesson plan for online learning and for the last ST 3 didn't give her lesson plan for online learning. All of these findings indicate that there is a lack of preparation and understanding among student-teachers when it comes to incorporating technology into their online teaching practices. This could potentially hinder the effectiveness of their lessons and impact the overall learning experience for students. It is crucial for teacher education programs to provide comprehensive training and support in utilizing technology for online learning, ensuring that student-teachers are equipped with the necessary skills to deliver high-quality virtual instruction.

From the interviews it was found out that student-teachers did not get support from the campus for the implementation of online learning. This lack of support hindered these student-teachers' difficulties to effectively navigate the challenges of online teaching and adapt their lesson plans accordingly. As a result, they struggled to engage students and provide the necessary resources for remote learning. It was admitted that these participants never received online pedagogy from the courses they took on campus. This lack of online pedagogy in their coursework further exacerbated the student-teachers' difficulties in transitioning to online teaching. Without proper training and guidance, they were ill-equipped to utilize digital tools and platforms effectively, leading to a subpar learning experience for both themselves and their students. Consequently, it is crucial for campuses to recognize the importance of providing comprehensive support and training for student-teachers in online teaching methodologies. In this case ST 5 remarked "*As I said before, there is absolutely no, what is it called, training or debriefing from the campus about how we teach online. It doesn't exist in our campus.*" This means that both ST 5 and ST 2 have noticed a lack of support and training for student-teachers in online teaching at their campus. This lack of guidance can result in difficulties for student-teachers in effectively adapting to the online learning environment and may hinder their ability to provide a quality education to their students.

Overall, it can be justified that student-teachers preferred to carry out classroom activities manually or through WhatsApp because they received no training or support from the campus. This leads to the stagnation of online teaching practices in schools. As a result, they may resort to more familiar and accessible methods such as manual activities or WhatsApp. This hinders the progress of online teaching practices in schools. Additionally, the lack of guidance from the campus may also contribute to reluctance among student-teachers to explore and adopt innovative online teaching strategies. All student-teachers admitted that their campus did not provide training

before they carried out teaching practices. As a result, student-teachers had to rely on their own creativity and limited resources to conduct online classes effectively. Without proper guidance or access to technological tools, they were unable to explore innovative teaching methods or utilize digital platforms that could enhance student engagement and learning outcomes. Consequently, the lack of training and support from the campus hindered the development of effective online teaching practices among student-teachers.

DISCUSSION

The student teachers in this study were exposed to various online learning platforms to maximize online learning platforms. They used online platforms such as Google Meet and Zoom Meeting. These online platforms have enabled student teachers to teach online. They collected assignments through an asynchronous online platform and conducted online discussions to explain the subject matter through a synchronous online platform. However, some of the student teachers did not fully understand the use of online learning platforms because they received no prior training prior to teaching practice. This finding is in line with that of Rasmitadila (2020), who found that providing teachers with adequate training could improve their teaching performance.

In helping with online learning activities, student teachers use asynchronous and synchronous online learning platforms. The results of the data analysis show that student teachers only used the platform in the form of the most dominant WhatsApp group, followed by Google Classroom. In this case, student teachers can only use asynchronous online learning because the interactions with students do not go well. Therefore, they used asynchronous learning based on student responses. Student teachers eliminate the application of synchronous online learning when carrying out learning activities because students do not participate much in online classes, and students are more passive and experience difficulties when using synchronous online learning, such as using the zoom meeting application.

On the other hand, in the application of asynchronous online learning, not all student teachers could use it well because they only did what their tutors gave. For example, Google Classroom was used in online classes, but not all student teachers who make it themselves use their own tutor. This is because, before carrying out practical activities, there was no special training provided by the campus related to online learning, and student teachers gained knowledge using the online platform from their tutors. However, their knowledge cannot develop significantly because they are only taught by civil servant teachers.

Furthermore, the results of this study indicate that every student teacher experiences problems in online learning to improve their teaching performance through online learning. The problem arises from the knowledge factors of student teachers themselves. However, there are other ways to solve the problems encountered during an activity. The results of this study also show that the use of online learning platforms has an effect on student teachers to improve their teaching performance because the lack of understanding of using online platforms to improve teaching performance is felt more by student teachers. The shortcomings felt by student teachers when online learning was applied came from both external and internal factors. External factors such as the lack of an adequate Internet connection and the hardware used to help make online learning more optimal, as well as various platforms that are appropriate for use in online learning. This is in line with research conducted by Busyra and Sani (2020), which revealed that the lack of knowledge and skills in online learning made most teachers unable to maximize the use of online applications for teaching. This can be seen in the teaching process carried out by the teacher,

starting from the planning, implementation, and evaluation carried out when teaching and learning activities take place”.

The results of the data analysis show that the knowledge gained by students cannot develop properly because when online classes take place, few students pay close attention to the explanations given by student teachers when practicing teaching and even interactions that occur during online classes. did not go well due to the lack of student response when taking online classes, which was carried out because of the many reasons students did not take online classes until the end of learning. According to the theory of cognitivism, student teachers can prepare learning materials according to their learning styles. The results of the data analysis show that student teachers cannot develop appropriate and interesting online learning materials because they do not fully know how to do so due to the absence of special training. Furthermore, the theory of constructivism, how online learning and teaching activities can make learning activities more meaningful and can build students' knowledge during learning, can also be constructed with other students. The results of the data analysis indicate that the interactions that occur between student teachers and students do not run smoothly, so that communication and construction that occurs between other students is also not optimal due to the same obstacle, namely the lack of student participation in the implementation of online classes.

The results of the data analysis showed that student teachers understood the materials they taught because before carrying out teaching activities, they prepared the material to be taught in advance. However, for the development of interesting materials when teaching online classes, they cannot do well because of their lack of understanding of the appropriate online learning platform to use. Therefore, they cannot improve performance when online learning takes place because of the lack of online knowledge of student teachers. The second component is teacher practices where in this case teachers carry out teaching activities to be able to show their performance when carrying out learning and teaching activities. The results of the data analysis show that student teachers are not effective in carrying out online teaching practices due to various obstacles so that their performance is not good in teaching.

There are several factors that cause their performance to not be able to teach properly and optimally, including their lack of understanding of online learning, which is still very minimal; almost all the courses they take do not lead them to prepare online learning, and there is no training related to online learning. The third component is time on task, related to how a teacher can organize teaching time in order to carry out teaching activities optimally. For example, the results of the data analysis show that student teachers cannot make good use of their online teaching time because of the obstacles they find, either from student-teachers themselves or from the students they teach. Even so, student teachers still try to maximize themselves by doing teaching online, even though many obstacles were found.

CONCLUSION AND SUGGESTION

This study reveals that student teachers can overcome problems in online learning with online learning strategies that have been suggested, and that problems of student teachers in online learning can improve their teaching performance. For research question 1, all student teachers used asynchronous online learning to make it easier for them to teach online by using platforms such as WhatsApp groups and Google Classroom. They did not fully understand that either because the Google Classroom and WhatsApp group links they used online were made by their tutors. Therefore, due to the lack of knowledge and support that they do not have, they eliminate the

application of synchronous online learning because they do not understand the use of online platforms such as zoom and Google meetings. This is because the interactions that occur during online pursuits are insufficient due to the lack of student responses in online learning.

Furthermore, for research question 2, several problems related to the application of online learning were the lack of knowledge and skills possessed by teaching practicum students related to online learning. On the other hand, there is no support or training from the campus to provide a deeper understanding before students carry out teaching practices in schools. Therefore, teaching practicum students' poor teaching performance is because there is no training provided, and student participation in online learning has not been maximized. The findings showed that online learning is ineffective and cannot run well in learning activities in online classes. These problems stem from the ability and knowledge of teaching practicum students, who are still lacking because they do not have online knowledge, and the involvement of students in online classes is very minimal due to obstacles such as the lack of Internet connection, the absence of hardware used by students to study online, and students still being lazy to take online classes.

Apart from these problems, tutors assist teaching practicum students in implementing online learning. Practicum students obtain a lot of new knowledge from the school where they practice teaching. However, their knowledge did not develop significantly because they were taught only by civil servant teachers. Teaching practicum students before carrying out teaching practice in schools still needs training to improve their online teaching performance.

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