

MAINTAINING THE TEACHER'S PERFORMANCE OF SAINT PETER PRIMARY SCHOOL KELAPA GADING TEACHERS DURING HOME ONLINE LEARNING AMIDST COVID 19 PANDEMIC

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INFO ARTIKEL	ABSTRACT
Diterima: 5 Februari 2021 Diterima dalam bentuk revisi: 13 Februari 2021 Diterima dalam bentuk revisi: 23 Februari 2021	This qualitative research which has purpose to analyze how to maintain teacher's performance during home online learning is using descriptive analysis method. Saint Peter Primary School has been using Microsoft 365 and Zoom application in all process of teaching learning and interaction between colleagues and all students during the pandemic time. The use of digital application features have been formed the primary basis of school administration which is conducted individually by teacher of Saint Peter Primary School and was monitored by the school principal. This research was conducted by processing the qualitative data obtained from in-depth interview towards informant of school staff and teachers of Saint Peter Primary School. The data collection was conducted through observation, in-depth interview towards informant and so was documentation. The subjects of this research are the school principal and also the teachers. In this qualitative research it is known that teacher's performance appear in preparing, implementing and assessing the teaching learning with the use of digital applications during the online learning in pandemic time. Despite the all the weakness circumstances of home online learning, it is known that the quality of education is obviously adequate.
Keywords: on line learning; Saint Peter Primary School; teacher's performance	

Introduction

The successful goal of education can be reflected by the teacher's performance. Nevertheless, It is understood that being a teacher is not just a matter of transferring knowledge to the students. A teachers should have a professional quality to do administration preparation f the teaching and learning materials to deliver the knowledge, present the knowledge and do evaluation whether the teaching learning meets its goal (Darling-Hammond, 2010).

There are also four competencies the teacher must have reflecting the teachers performance. Pedagogy, Professional, Personality, and Social. Having the pedagogic competence, teacher will know the characteristic of students, understand their needs, their backgrounds and interests (Hakim, 2015).

These must be taken a consideration if we want to create the quality of teaching learning. Teacher must know how to deal with student characteristic along with

assessment on why the students behave inappropriately (Stronge, 2018).

Pedagogy is also the discipline that deals with the theory and practice of teaching. In pedagogy, the teachers inform teaching strategies, methods and teacher actions toward the theories of learning. The second competency is professional. The general context of being professional is related to a profession or any person who deal with their job or profession (Ellis, 2010).

Teacher who is professional has the standards of education and training. This background of study prepared the teacher to deeply understand their professionalism as the particular knowledge and skills necessary to perform their specific role within that profession. The professional works along with determination to make the educational goal is reached (Bürgener & Barth, 2018).

Personality is the third competence. The personality competence is assumed to be a method to interact with the circumstance and other individuals. It means the teachers must be good interactive person in their work field. Teachers will know how to behave with their partners and students will be then exemplified by students. Through personality, the teacher can be good example for students and know how to deal with such different circumstance (Bender, 2012).

The last competency is social. This competency builds a capacity how to deal with social things, teachers must be sensitive to the problem around. Teacher can not work alone, they need other individuals around the school in order to control students' activity at school. Teachers must work with society to encourage the students to study and to learn new things in society. Here, the teacher must have good access to the society. It is possible to hold a meeting with students' parent to discuss the development of students and find

the ways to enhance the school capacity toward society development.

Social competence also reflects the capacity of teacher to take another's perspective or idea concerning a situation. Those competencies are strongly needed to produce quality teacher in teaching field. It is absolutely required a full-heart acceptance of change. The best teachers are not created to be a passive personality but they have to become energetic persons to facilitate, motivate, and educate their students to be a true agents of change (Panjaitan, 2019).

Teachers who work in private school, specially those formerly school labeled as national standardized school such as Saint Peter School Kelapa Gading which ran double curriculums: national curriculum and the Cambridge University Curriculum in their teaching learning activities are really struggling for implementing the label of being competence and professional teachers. They don't only burdened to work as they are meant to be and stated in the previous discussion. They were asked to fulfill the never ending administration which used to written in lots of form of paper.

While administering the teaching learning process they had to also complete more than 10 form such as lesson plan, frame of work (syllabus), students attendance list, students mutation, class inventory, guest book, counseling book, book mark, remedial program book, after test analysis book, which dragged which are put the teachers' into overwhelmed situation (Strayhorn, 2018).

Quite a lot of teachers were performing low work performance not because they couldn't do their job properly, it was because they did not have enough time to balance their functions as educators and administrators and social people. The administration stuff in other are claimed to be very essential for the school to conduct school accreditation which is really

necessary. It was a time when teachers were given personal Microsoft email by Saint Peter Education Foundation to communicate inter personally and a little use of one drive for file storage of One Drive for our administration in the Saint Peter Primary Unit. Amidst the COVID 19 pandemic, teachers of Saint Peter Primary School in Kelapa Gading are forced to more to cope the teaching learning gaps between teachers and students (Chalkley et al., 2018).

In the early outbreak time, the principal asked the teachers to study more and implemented Microsoft 365 in the teaching learning and administration completion using it. The online teaching learning is compulsory and both teachers and students have to adjust themselves with it. Teachers and teacher educators are transitioning through a particularly uncertain time in terms of their professional lives and work (Churiyah et al., 2020).

The rapid move to online modes of delivery in order to keep students engaged in learning-from early childhood through to the tertiary sector-has led to significantly intensified workloads for staff as they work to not only move teaching content and materials into the online space, but also become sufficiently adept in navigating the requisite software. The impact on staff and students is uneven-in some contexts, for example many universities, there are already established online and mixed modes of course delivery, such that the onus is now on building greater capacity through these avenues. In others, particularly many schools, the move to the online space is presenting considerable hardship as teachers struggle to adapt to what might well be the "new normal" for quite a period of time (Council, 2012).

With regulations changing in days in this country, there is an object lack of clarity in many instances about what the best and, to cite the Minister of Education, Nadiem

Makarim. reiterates that the medical expert advice is that it is safe to send children to school, where does this leave teachers and other adults working in educational contexts? Has the practicality of enforcing the required physical distancing measures at the same time as teaching in regular classrooms actually been thought through? Similarly, in higher education-where many teaching spaces simply do not allow for people to maintain a 1.5 m distance from each other. Yet many schools in remote area nevertheless remain open, in compliance with government regulations. However, it is beyond the scope of this editorial to dwell on policy critique, and so we will leave this type of commentary to others (Elias, 2011).

Suffice to say that, when we look back on this period in time, when it is all over, there will be many lessons learned as to how our schools and universities are governed-and whose voices count in making the decisions that cannot but affect our lives (Haines, 2011).

More immediately, it will be interesting to discover how online pedagogies serve the interests of teachers and learners and enable the high levels of student engagement and outcomes to which we aspire as teachers and teacher educators (Allen et al., 2020).

Although there is an array of different software facilities and functionalities, one cannot help but wonder whether online teaching will spell a return to more traditional ways of teaching, and what the consequences of this might be, in terms of both teachers' and students' engagement. In 2019, Gert Biesta noted the irony in the fact that:... some of the most popular technology-mediated forms of education-such as TED talks, MOOCs and the numerous professional and amateur instructional videos on YouTube-are all staged in traditional ways, with someone

talking and explaining so that others can watch, listen and learn (Astuti et al., 2020).

Based on the background, the purpose of this study were as followed: (1) to describe the teaching learning activities using Microsoft 365 (2) to describe teachers' performance during online learning.

Research Methods

This study employed qualitative method by using descriptive analytic to describe the online teaching learning and the use of Microsoft 365 by teachers in Saint Peter Primary School in doing their administration stuff. The research subjects were teachers and the principal of Saint Peter Primary School Kelapa Gading. There were 6 respondents have been observed and in depth - interviewed to seek the formal data. The data were focused on documentation from interview, on how Microsoft Teams 365 help the teachers enhances their competence and communication through online learning. The data analysis techniques in used to explore the features in Microsoft 365 and how they can be done in the online teaching learning activities during COVID 19 pandemic.

results and discussions

Within the online teaching leaning time, teachers and students are forced to work more efficiently Saint Peter Primary teachers were giving some trainings to use Microsoft 365. They need to elaborate their administration and the materials to teach the students through online learning during pandemic time. All the student was given individual account to access Microsoft and the teachers made the online classes Through Teams. The students can access the application and personalize the leaning everywhere. It is not time consuming to access , assess the class and keep the classes on the right track, and to maintain the

activities from planning, assessing the students work, to giving personal feedback to the students. All the work can be done on line and the teachers can still be in touch with colleagues in the community of Saint Peter Primary School professionally. Teams is one of the features we can find in the Microsoft 365, it is a digital hub where we can conduct meetings, webinar, filing, chat, and video conference all in Office 365 Education. Using Forms teachers can easily make the quizzes and return the feed back to students at ease. To present the teaching materials, teachers can use Power Point, Sway, (Video)Stream and share it to it each respective class and pops it in Teams at the same time for purposive classes. Using Microsoft 365 the teachers can work faster and find it easier to do chatting to preparing contextual, continuity teaching learning process. All the files of teaching preparation, documents like videos and folders can be stored in One Drive and will be shared to the students via Share points. They are important data for school accreditation valuably. The stake holder , especially the principal can do supervision and evaluation based on the data stored. The Microsoft 365 in the online teaching learning are used:



- To manage projects, tasks, and content which can be applied everyday by teachers all in one platform which is adjustable.
- To provide a continues information, updated real time teaching-learning shared in Teams and share points
- Supporting institution collaboration. Microsoft 365 help people to be engaged and wok in the same circumstances through various experience and integrated work from Office 365 just like in Word, Excel, PowerPoint, OneNote and One Drive.





Some examples use of Teams in the teaching learning activities. Teachers and students collaboration using Teams. It

enhances online teaching learning which is innovative, amidst the COVID 19 outbreak. In its typically creative way, the school regarded the shift from a holistic viewpoint. It didn't simply shift lectures to an online format. "Classroom lectures are all about human interaction," explains Shoto. "Realizing that school might be closed for a long time, we decided that we needed to create a new model, because we believed that merely holding lectures online would lower the quality of learning."

That's why the school restructured its daily class format to take advantage of the possibilities afforded by the digital space. Saint Peter primary School knows that it can't simply substitute online lectures for the in-person version of pre-pandemic times. It strives to make learning sustainable. It records and posts lectures online so that children can access them at the best time for them, replaying them if and as often as they like. Teachers use Microsoft Teams for real-time interaction and information exchange. "This is not just for students; educators also find it reassuring," says Ms. Renita Yulianti, the school principal. What digital applications are used in doing in the online learning in Saint Peter Primary School?

Microsoft 365 has the tool or applications you need to work anytime, anywhere, on any device. It has the same Office apps you've used for years, plus all the benefits of the cloud. Applications in this solution use in Saint Peter Primary School are:

	Teachers and students can send files, pictures and video through built in email in the community.
	Teachers and students can compose ideas, report and essays and edit it using this application.

	Teachers can use this mainly to make a balance sheet, some projects report, involving tables and diagram. Teachers can create spreadsheets from anywhere, collaborate on workbooks in real time, and get a better picture of data with Microsoft Excel. They can fulfill the administration using this app such as attendance list, lesson plan, remedial program, students mutation.
	Teachers use this application to deliver interesting presentation in the form of slides, pictures and video.
	Microsoft Teams is a digital hub that brings conversations, content, assignments, and apps together in one place, letting educators create vibrant learning environments. Build collaborative classrooms, connect in professional learning communities, and connect with colleagues – all from a single experience. Using this hub, subject teachers collaborate with homeroom teachers and create a meaningful and interesting classroom, and do some virtual meetings, too.
	The One drive is mainly use to save files and folder which is meant to fulfill the school administration which is done by teachers. It is a main basic storage data that can be used by principal to see the teachers performance



The Zoom Cloud is effectively replace the classroom figure. The cloud is used to do real scheduled interaction between teachers and students. It is no doubt that by using this cloud the can be the best alternative solution to choose during home learning in pandemic time.

Hence, there are some value teachers and students can obtain while using Microsoft the digital applications:

- Work together with real-time coauthoring, auto saving, and easy sharing in people's favorite web apps, Word, PowerPoint, and Excel.
- Stay on top of people in the institution email with Outlook for the web mailbox
- Microsoft Teams, your digital hub that integrates the conversations, calls, content, and apps in the school needs to be more collaborative and engaged.
- Improve learning outcomes with built-in accessibility features and Learning Tools that support reading, writing, math, and communication.
- Keep organized with OneNote, your digital notebook.
- Stay connected with Class Teams and OneNote Notebooks.
- Take authentic assessments with Forms.
- Enable digital storytelling with Sway.
- Never run out of space with unlimited personal cloud storage.
- The online teaching learning is tailored with the tasks given.

Conclusion

Using digital apps : Microsoft and Zoom in pandemic time is one of the updated solution Saint Peter Primary School can offer to students. It specifically help the

teachers out to be more effective and efficient in preparing the material, delivering and giving assessment to the students. More over, the students can get real time feed back after the teacher assess their work. The principal can also do direct supervision during teaching and learning in factual time because the use of applications in Microsoft 365. Personalized students tasks given to individual student can be accessed any time anywhere which enable them to link and collaborate. Within the observation time it implies that the teachers' performance is increasing, regarding to the school principal the teachers administration are now is complete and reliable. It is also paperless. The factual information given from the use of One Drive by every single teacher in Primary leaves a better trace. The use of Microsoft 365 will give teacher the experience of readiness to face the fast changing of technology in education. The next research can improve and develop the ideas of the evaluation use of the digital applications: Microsoft 365 at school.

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