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'When Teachers Become Students': Enhancing the Engagement of Public Senior High School XY Kediri Teachers During Online Learning

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ABSTRACT

Online learning during pandemic has reduced teacher engagement at Public Senior High School XY Kediri. The 'When Teachers Become Students' training was held to foster teacher engagement. This training applied a Sense of Self-efficacy approach (instructional strategies, classroom management, and student engagement). This study employed a quantitative approach with experimental method of pretest-posttest design. The sampling technique used was purposive sampling with a total of 16 participants. The measurement given before and after the training was the engaged teacher scale by Klassen, Yerdelen, and Durksen (2013). Data were analyzed by using paired sample t-test. There was an increase in the sense of self-efficacy score (sig 0.00 (p <0.05)). It indicated that this training was considerably effective in enhancing the engagement of Public Senior High School XY Kediri teachers. Increased teacher engagement is marked by awareness to establish relation with students and between teachers (colleagues) to cooperate in packaging the material. School should provide Zoom and Google Meet training for the teachers to conduct online learning effectively.

BACKGROUND

The role of teacher has shifted over time. A teacher is the oldest profession, even before the emergence of an institution called school. Teachers are expected to know about learning (pedagogical knowledge) and become role models for students and the community through the education program.

Currently, teachers play a role in nurturing a vibrant learning atmosphere so that teachers are expected to design (designer), program (programmer), diagnose (diagnostician), conduct research and analysis (researcher), organize (organizer), manage (manager), innovate (innovator), educate (educator) and to mediate (advisor) in the learning process (Xhemajli, 2016). Therefore, these roles further teacher engagement.

Since March 16, 2020, many fields of work have declared WFH (work from home) as a form of adaptation to a new life (the new everyday life), including schools. The implication is that many teachers teach from home by utilizing media (platforms) such as WhatsApp ZOOM, Google Classroom, and others. Also, students attend classes online from home through these learning media (Vibriyanti, 2020). It turned out that this acclimatization caused intricacies, respectively, the low teacher engagement of Senior High School XY Kediri.

In fact, in universities, online learning causes students to experience academic stress. The academic demand is exceedingly high without lecturers' excellent quality of teaching (Lubis, Ramadhani, & Rasyid, 2021).

Klassen, Yerdelen, and Durksen (2013) defined teacher engagement as teachers' efforts in carrying out their roles to promote and attain the goals of the teaching and learning process. Teacher Engagement has four aspects, including physical-cognitive engagement (CE), emotional engagement (EE), social engagement - colleagues (SEC), and social engagement – students (SES).

The decrease in physical-cognitive engagement (CE) during online learning is indicated by the delivery of material that has not used technology; only in the form of giving assignments. In addition, some teachers only send Power Point files and voice recordings in explaining the material sent through the WhatsApp groups.

The packaging of the material has an effect on student involvement during learning. Thrilling and interactive material enhances students' enthusiasm for learning. Therefore, mastery of technology in learning is essential. When teachers can utilize technology, they can assuredly create material that is not monotonous during online learning (Attard & Holmes, 2020; Cents-Boonstra, Lichtwarck-Aschoff, Denessen, Aelterman, & Haerens, 2020).

Consequently, some students do plagiarism, so that the teachers require students to write their works on paper and then upload them on Google classroom and WhatsApp. The teachers evaluate students understanding based on their assignments.

The decrease in emotional engagement (EE) during online learning arises because teachers feel uninterested and unmotivated because they have to correct all the assignments. Adopting the emergency curriculum is challenging for them. Teachers only focus on fulfilling Basic Competencies (*Kompetensi Dasar*) and face the hardships in providing character development during online learning.

The decline in student-social engagement (SES) during online learning arises because teachers feel that students' problems are solely from inadequate internet and facilities. The teachers only serve questions related to the material (teaching materials) and do not serve the personal needs of the students.

The teachers assume that student problem is personal in nature, so it is not the teachers' responsibility. The teachers only motivate students to do assignments and attend class. They treat these problems nonchalantly without trying to take a personal or group approach to students who are late for submitting assignments, do not understand the material, and are always absent.

It causes many students to complain about learning problems through students' counselors. The students feel that the learning methods that have been applied so far have not made them understand more. Students feel that the assignments are more excessive than the given material.

A strong relation between teachers and students is significant in creating effective learning. It induces a positive bearing on students' emotional engagement and behavior towards learning. A friendly and pleasant teacher makes students feel content so that when they experience academic or non-academic difficulties, students can consult with the teacher openly. Thus, students become motivated to learn (Roorda, Jorgensen, & Koomen, 2019).

In addition, parent-school involvement is also essential. This involvement fosters openness and collaboration to overcome student learning predicaments. Consistent parenting, both at school and at home, also makes students more motivated to learn and achieve (Borup, Chambers, & Srimson, 2019).

The decline in social engagement-colleagues (SEC) during online learning occurs because teachers do not discuss their difficulties, let alone working collaboratively to develop effective learning methods. In addition, teachers do not work hand in hand in solving students' problems. Each teacher perceives that they have been anchored with overload work so that they do not need to carry out a joint agenda, including developing effective learning methods for students.

The description of the problems above shows that teachers need to improve their engagement to mobilize their energy, potential, and resources to achieve learning targets without ignoring students' welfare and learning needs during the pandemic.

Engagement has decreased due to the pandemic situation, which requires teachers always to innovate and to be independent. Therefore, increasing teacher involvement can be done by furthering self-confidence to be able to perform well.

Self-efficacy can also grow because of a supportive environment. Consequently, if teachers have high self-efficacy, they can work together to provide better learning for students. Success in providing suitable learning during the pandemic generates a positive experience so that teachers are increasingly motivated to manifest their allegiance.

Several studies have shown that teacher engagement has a positive relation with teacher sense of self-efficacy (Granziera & Perera, 2019; Klassen, Yerdelen, & Durksen, 2013a; Skaalvik & Skaalvik, 2007, 2014; Sokmen & Kilic, 2019). Therefore, an increase in teacher sense of self-efficacy can prognosticate an increase in teacher engagement.

Teachers who have a tremendous sense of self-efficacy will be more open to innovation and willing to keep up with their demands at work (Klassen et al., 2013a; Skaalvik & Skaalvik, 2007, 2014), besides, it also has a positive impact on their work performance in school (Grigg, Perera, McIlveen, & Svetleff, 2018; Kurt, Güngör, & Ekici, 2014; Song, Kim, & Bae, 2018). Optimism in teachers boosts their motivation to provide optimal online learning (Rasyid, Rahmah, & Permatasari, 2021).

Teachers sense of self-efficacy can enhance teacher engagement and affect high job satisfaction and decrease burnout level (Høigaard, Giske, & Sundsli, 2012; Song et al., 2018). Based on this explanation, teachers sense of self-efficacy is delivered through a training called 'When Teachers Become Students' to enhance teacher engagement.

RESEARCH METHOD

Research Design

The research used a quantitative approach through experimental methods. This study was a one-group pretest-posttest design examining two research variables: teacher engagement (dependent variable) and sense of self-efficacy (independent variable).

Participants

There were 16 teachers at Public Senior High School XY Kediri, consisting of 12 female teachers and 4 male teachers. Research subjects were obtained by using the purposive sampling technique.

Collecting Data Method

Researchers assembled data through 4 stages. The first stage, namely TNA (training need analysis), aims to map the problem by conducting online interviews with the vice-principal and teachers at Public Senior High School XY Kediri.

The second stage aims to measure the pre-test and post-test. The teachers were given an engaged teacher scale by Klassen, Yerdelen, and Durksen (2013) with Cronbach's alpha reliability scores on four dimensions which are EE (0.89), SEC (0.85), CE (0.85), and SES (0.84). The scale is translated into Indonesian for research purposes only.

The engaged teacher scale consists of 16 items (4 EE items, 4 SEC items, 4 CE items, and 4 SES items). A Likert scale measures the intensity of the score from 1 (never) to 7 (always). The third stage is the implementation of the 'When Teachers Become Students' training by using a sense of self-efficacy approach (Tschannen-Moran & Hoy, 2001; Tschannen-Moran, Hoy, & Hoy, 1998), which consists of 4 aspects including instructional strategies, classroom management, and student engagement. The training was conducted for six days; one session runs for 90 minutes per day. The following is the 'When Teacher Become Students' Training module:

Table 1. '*When Teachers Become Students*' Training Module

Session	Objective
Session 1: *Make your move*	**General objective** - Participant understands the concept of teacher engagement **Specific objective** - Participants understand the definition and the application of teacher engagement in online learning - Participants can know the importance of teacher engagement in online learning
Session 2: *Always listening, always understanding*	**General objective** - Participants understand the concept of instructional strategies - Participants understand the importance of the concept of instructional strategies in learning **Specific objective** - Participants can implement and apply the concept of instructional strategies

Session	Objective
	- Participants can assess that giving instructions by the teacher in learning is important - Participants can understand the positive effect of giving instructions on learning - Participants can reflect on the instructional strategies that have been applied in learning
Session 3: *Rasing Awareness*	**General objective** - Participants apply instructional strategies in various teaching and learning situations - Participants can find the concept of instructional strategies according to the characteristics of students **Specific objective** - Participants can understand the variations in learning situations and student characteristics - Participants can apply the concept of instructional strategies - Participants have the right strategy in giving instructions during learning
Session 4: *Gaining attention*	**General objective** - Participants understand the concept of classroom management - Participants know the importance of classroom management in dealing with students learning difficulties in class **Specific objective** - Participants can pay more attention on the problems that occur in class - Participants can properly handle students' problematic behavior - Participants can apply the concept of classroom management to support conducive learning - Participants understand the resources that can be used to overcome these problems
Session 5: *Becoming an active teacher*	**General objective** - Participants understand the concept of student engagement - Participants understand the importance of student engagement in the teaching and learning process **Specific objective** - Participants can find the right steps to increase student involvement in learning - Participants can reflect on themselves to launch learning methods that increase student engagement
Session 6: *Learning in harmony*	**General objective** - Participants understand the concept of student engagement - Participants understand the importance of student engagement in the teaching and learning process **Specific objective** - Participants can establish a good relation with parents which is closely related to increasing student involvement - Participants can work together in understanding student needs during learning - Participants can reflect on ways to communicate with parents

The fourth stage is the provision of an engaged teacher scale post-test to assess the effectiveness of the 'When Teachers Become Students' training in increasing the engagement of Public Senior High School XY Kediri High School teachers during the online learning process.

Data Analysis

Data were analyzed by using paired sample t-test with the assistance of IBM SPSS Statistics 24.0 for Mac. The paired sample t-test analysis was intended to compare the pre-test and post-test results in one group before and after the training was given (Howitt & Cramer, 2011).

The engaged teacher scale is divided into 5 categories including: (1) very low (<35.20), (2) low (35.20 > X <54.40), (3) moderate (54.40 > X < 73.60), (4) high (73.60 > X < 92.80) and very high (> 92.80).

RESULTS

The following are the results of the difference test results of the study:

Table 2. The Difference Test Results

	N	Mean	Normality	Sig. (2-tailed)
PRE_TE	16	67,4	0,314	.000
POST_TE	16	76,6	0,857	.000

The normality test results showed that the pre-test teacher engagement data was normally distributed with a significance level of 0.3 (> 0.05). It also applies to the post-test teacher engagement, with a significant 0.8 (> 0.05) level by the Shapiro-Wilk analysis due to the small number of samples. Because both data have a normal distribution, the type of data is parametric which then requires analysis by using Paired Sample T-Test (Howitt & Cramer, 2011).

The results of the difference test analyses showed a significance of 0.000 (< 0.05). It can be inferred that there is a significant divergence between the participants pre-test and post-test scores. In addition, the difference can be seen from the increase in the average score (mean) of the pre-test and post-test of the participants from 67.4 to 76.6.

Based on the results of the data analysis above, it can be concluded that the 'When Teachers Become Students' training is considered adequate in enhancing teacher engagement at Public Senior High School XY Kediri.

In addition to measuring the results, this training also considers evaluating the level of knowledge (knowledge) and skills (behavior change) to see the effectiveness of the training provided (Lawson, 2015; Smidt, Balandin, Sigafoos, & Reed, 2009).

Table 3. Knowledge Score Comparison Results

	N	*Mean*
PRE_TE	16	4,8
POST_TE	16	7,3

Based on the results of knowledge level scores, it can be concluded that the participants experienced an increase in knowledge by looking at the increase in the mean number before and after the training was given.

It indicates that the teachers of Public Senior High School XY Kediri considerably comprehend the notion and applicability of the sense of self-efficacy material to enhance teacher engagement. The effectiveness of the training also reviews changes in behavior that have an impact on teacher work performance after the training.

The results of behavior change include (1) teacher openness to start

discussing and sharing problems faced by students (Social Engagement-Students), (2) a growing sense of belonging and cooperation in negotiating problems faced by students during distance learning (social engagement-colleagues), (3) student counselors can visit students to examine the problems faced by parents and students during online learning, and (4) teachers nourish a sense of enthusiasm to remain dedicated (emotional engagement) to give their best at work and as parents at home to their children who are also going through quite the same thing.

However, there is no significant change in cognitive engagement, especially in technological knowledge, because many teachers still have difficulties in operating distance learning media. Nonetheless, teachers are keen to continue learning from their skilled colleagues. Moreover, some teachers have begun to develop teaching skills by making learning videos uploaded on YouTube or WhatsApp groups.

DISCUSSIONS

The 'When Teacher Become Students' training can moderately boost teacher engagement for Public Senior High School XY Kediri teachers. This is proven by (1) the results of the difference test score (0.00 ($p < 0.05$)), (2) an increase in the mean pre-test and post-test of teacher engagement, (3) an increase in knowledge about teacher engagement as seen from the increase in the mean score, and (4) positive behavior changes after training being given.

The results of this training are in line with the findings of Sokmen & Kilic (2019), asserting that teacher sense of self-efficacy improves teacher engagement and teacher autonomy and lessens teacher burnout. In addition, individuals with high levels of self-efficacy are pledged to their work (Coladarci, 1992; Palmer, 2006).

Individual commitment to work can be described by the concepts of vigor and absorption, which strongly correlate with cognitive engagement (Klassen, Yerdelen, & Durksen, 2013b). The 'When Teachers Become Students' training increases cognitive engagement supporting the findings of Klassen et al. (2013).

Physical-cognitive engagement is correlated with vigor and absorption. Teachers, who harbor high physical-cognitive engagement, exhibit an abundance of enthusiasm in investing their energy in online learning. However, because most of the participants are in their senior years, they necessitate further training for conducting technology like Zoom to improve their learning hard skills.

In addition, distance learning (online) has become more difficult due to improving teacher engagement in several aspects. Borup, Graham, and Drysdale (2014) mentioned teacher involvement in distance learning: designing and organizing. This involvement demands teachers to adjust and develop a new learning curriculum that is pleasing and entertaining.

If the mastery of learning media is not well-developed, the teachers merely implement the offline learning curriculum to online learning. It becomes an urgent note for future training. Therefore, many of the participants rely on colleagues who are more proficient in utilizing technology to assist them in operating the learning media.

The 'When Teacher Become Students' training has succeeded in enhancing social engagement (colleagues) where participants work together to accomplish specific goals (goal-directed activities), which in this case is online learning (Collie, Granziera, & Martin, 2019; Granziera & Perera, 2019; Perera, Vosicka, Granziera, & McIlveen, 2018). Within the framework of social learning theory, self-confidence grows when individuals master skills that

can be used to solve problems (Lent & Brown, 2006; Salanova, Llorens, & Schaufeli, 2011).

Finally, 'When Teacher Becomes Students' boosts social engagement (students) and increases teacher awareness to make students involved in the learning process. It appears that the Public Senior High School XY Kediri teachers are eager to collaborate with the student counselors in establishing interactions with students' parents (Shaukat & Iqbal, 2012).

In addition, the increase in social engagement (students) is accompanied by an increase in aspects of instructional strategies and classroom management. It means that teachers can employ varied subjects and set rewards and punishments, discipline, and utilize the media to accommodate student aspirations in creative and collaborative work during online learning (Borup, Graham, & Drysdale, 2014).

The weakness of this research is in its implementation. Some teachers are not actively involved in discussions due to their busyness and inadequate network because the training is carried out online. In addition, this training has not been able to enhance physical-cognitive engagement optimally because teachers are only encouraged to work with proficient teachers in operating learning technology.

Cultivating a willingness to learn in teachers to master learning media is no less important and should be the primary intervention as well. Mastery of learning media leads to effective and interactive learning methods during online learning to reduce students' academic stress.

CONCLUSION

The 'When Teachers Become Students' training has increased teacher engagement for Public Senior High School XY Kediri teachers. The teachers realize their potential and develop them to implement effective online learning for students.

RECOMMENDATION

The recommendations are as follows:

1. For the trainees, it is better to collaborate in establishing communication with students and parents to understand their stipulations and generate comprehensive problem-solving.
2. Schools are expected to provide training on the operation of learning media during online learning, such as Zoom, Google Meet, and other supporting applications.

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