

English Teacher Performances Toward Hybrid Learning in Post-Pandemic Era based on Students' Perspective

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Abstrak

Kinerja guru dipengaruhi oleh keberadaan guru yang baik dalam mengelola dan menangani proses belajar mengajar, khususnya di era pasca pandemi. Dalam hal ini diperlukan kinerja guru yang baik. Dari sudut pandang siswa akan mempengaruhi kinerja guru. Penelitian ini bertujuan untuk mengetahui perspektif siswa bahasa Inggris tentang kinerja guru dalam mengajar bahasa Inggris menuju pembelajaran hybrid di era pasca pandemi. Penelitian ini dilakukan dengan menggunakan desain studi kasus. Kuesioner dan wawancara digunakan untuk mengumpulkan data. Hasil awal penelitian menunjukkan bahwa siswa memiliki pandangan positif dan baik terhadap kinerja guru mereka dalam mengajar bahasa Inggris menuju pembelajaran hybrid berdasarkan tiga aspek kinerja: perencanaan, pengembangan, dan hasil. Kesimpulan menunjukkan bahwa guru memiliki kinerja yang baik dan dapat menangani masalah di era pembelajaran hybrid pasca pandemi.

Kata Kunci: *Kinerja Guru, Perspektif Siswa, Pembelajaran Hybrid, Pasca Pandemi.*

Abstract

Teacher performance is influenced by the presence of a good teacher in managing and handling the teaching and learning process, especially in the post-pandemic era. In this case, good teacher performance is needed. Regarding the students' perspective, it will influence the teacher's performance. This study aims to find out English students' perspectives on teacher performance in Teaching English toward hybrid learning in the post-pandemic era. This research was conducted by using a Case study design. A questionnaire and interview were used to collect the data. The preliminary result of the research showed that students have a positive and good perspective on their teacher performance in teaching English toward hybrid learning based on three aspects of performance: planning, development, and result. The conclusion showed that the teacher has a good performance and can handle the issues in the post-pandemic era of hybrid learning.

Keywords: *Teacher Performance, Student's Perspective, Hybrid Learning, Post-Pandemic Society.*

INTRODUCTION

The Covid-19 pandemic has changed the order of education systems around the world, this has resulted in the total closure of educational institutions such as schools and universities. The activities of learning move to online learning. Online learning is a process of education through an internet network using a management system for education (Setiawan & Lestari, 2020). Through online learning, educators can use virtual classrooms to teach from home with tools that make online sessions effective and efficient. Nowadays, after two years of the pandemic, in 2022 a post-pandemic era and several higher educations were conducting hybrid learning to overcome the post-pandemic era in the education field. In theory, the hybrid learning model is a learning process that is delivered online by utilizing internet facilities and direct learning with a face-to-face process (Afif et al, 2022). Hybrid learning is a refinement of the online learning model.

In the post-pandemic era, the use of digitally supported learning environments has become increasingly appreciated. Now, due to the coronavirus pandemic, humanity has been forced to rely on itself and has suspended all activities that involve face-to-face communication. Advances in technology and various electronic devices are gaining a lot of attention in the educational environment. These days, a lot of work and education continues online with the help of technology (Ioannou, 2020). Therefore, even after the pandemic process, the integration of technology and education will be implemented in the coming period. Based on this situation, English teachers

need to work hard and prepare for a good performance in teaching toward hybrid learning. Good teacher performance can create learning effectiveness that can make discipline students, schools, and teachers. At this time the teacher's performance is being tested with the learning system, which is now transitioning from a pandemic to the new normal because of pandemic Covid-19.

Teacher performance in class is the dominant factor in determining students' learning motivation and learning quality. Teacher performance in learning is an important part of supporting the achievement of the educational process effectively, especially in building discipline and quality attitudes toward student learning outcomes (Icha, Melanie & Nashir, 2021). This can be understood because teachers who have good performance in class will be able to explain the lesson well, be able to grow student motivation well, be able to use good learning media, and be able to guide and direct students in learning. English teachers must have qualified skills in their fields to become professional teachers who can design learning as attractive as possible, to motivate students' enthusiasm for learning (Utami & Madehang 2020). Being a teacher is not as easy as people think, teachers must have social skills to build quality relationships between students and teachers (Cahyaning, 2021). In hybrid learning, the teacher's performance in making learning activities is very much needed, so that learning is conveyed properly. The way to know a good teacher's performance in teaching English is from the student's perspective.

Students' perspective on teacher performances is an essential thing that teachers must know. Perspective is the activity of observing, interpreting, evaluating, and giving opinions about things or other people in their environment (Eggen and Kaucak, 2001). Because the students know how the teacher's performance in the learning process, whether the teacher has delivered the lesson correctly and according to the needs of the students. There are two types of perspective, namely positive perspective is a perspective that describes all knowledge and responses that continue with efforts to use it and the Negative perspective is a perspective that describes all knowledge and responses that are not aligned with the object in perception (Irwanto, 2002). The student's perspective on English teacher performance will influence the teacher's performance and understanding of students required in learning English toward hybrid learning. It will give several solutions to English teachers on how to increase their performance in teaching the English language based on students' needs to achieve learning success.

Based on the research (Melisa et.al, 2021) conducted the result showed that students had a good perception of preliminary activity, core activity, and close activity. It can be concluded that students had a good perception of teacher performance on three aspects of teaching activity. Setiawan, A. (2020) explained that students' perceptions of teachers' performances within the classroom are positive. The teacher used active activities that helped students to understand and learn English well. English teachers used interactive media such as games, and English songs and brought the students to public space. Previous studies showed that students have a good and positive perception of teacher performance in teaching activities, but the differences are the activities that are used by the teacher. First, it was explained that the teacher used three steps activities and in the second previous the teacher used interactive media and did not mention the three-step activities in the teaching process.

Based on those previous studies that showed that teacher performance in teaching English is good, unfortunately, the result is not related to this post-pandemic era. Nowadays, many universities implement hybrid learning, therefore the researcher took interest in exploring students' perspectives on teacher performance in teaching English toward hybrid learning. The aims of this study are for gaining students' perspectives on teacher performances in teaching English toward hybrid learning in a post-pandemic era to engage teacher performance in teaching English.

1.1 Objectives

The objective of this study is to explore English teacher performance toward hybrid learning in the post-pandemic era based on students' perspectives.

1.2 Research Question

According to the background above, the research question that will be answered by the data of this study is:

1. How are English teachers performing toward hybrid learning in a post-pandemic society based on students' perspectives?

METHOD

This research uses a Qualitative Approach, with a case study design. The participants of this study are five master's students from different universities in Indonesia. The instruments used in this study are Questionnaire

and Interview. The Questionnaire was adapted from the final version of the Evaluation of the Teaching Performance questionnaire (CEID) (Moreno-Murcia, J., Torregrosa, Y. S., & Pedro, N. B. 2015). The questionnaire was created based on a thorough investigation. Among the literature that highlighted the crucial elements to be evaluated, which later appeared in many things. The first version with 28 items was drafted, which was reduced to 21 items after being reviewed by the needs of this research and grouped into two types of questions. The questionnaire is using a checklist of the right answer and open-ended questions. In the questionnaire, the students should read carefully about the question, because there are positive and negative questions.

To validate the questionnaire data, the researcher used interviews. The interview guide was performed after the researchers obtained questionnaire results. The question of the interview will clarify the result of the questionnaire data. Based on the questionnaire data, the participants who were willing to be interviewed were three students from different universities. To analyze the data the researcher used the theory from Miles & Huberman, 1992, which consists of three steps: data reduction, data presentation, and conclusion.

RESULT AND DISCUSSION

To determine the description and percentage of the student's perspective of the English teacher's performance in teaching English toward hybrid learning, the question's item responses were divided into three aspects planning, development, and result and the data will calculate into a table. In this section, the researcher showed the result of questionnaire and interview data from the five-undergraduate student of the English education department from five universities: Universitas Negeri Malang, IAIN Kediri, UIN Surabaya, Universitas Negeri Yogyakarta and Universitas Brawijaya.

English teacher performance toward hybrid learning in post-pandemic society based on student's perspective
Planning

Where the term "teacher planning" refers to anything associated with the earlier phase of reflection and subject matter creation (Juan et.al, 2015). It is included in the curriculum, how classes, labs, and tutorials are set up, how learning activities are planned, how assessments are conducted, and what tools and resources are used in the classroom.

Table 1: Students’ Perspective related to the Planning of Teacher Performance

Question	Checklist Option	
	Yes	No
During Hybrid Learning, the Teacher Presents the minimum content of his/her subject matter, tailored to the student's knowledge	3	2
Is He/She allowing the student to organize and distribute part of the assignments to be performed in the course during Hybrid Learning?	4	1
Is He/she providing clear information about objectives, bibliography, tutorials, contents, and assessment methods in the subject's curriculum during Hybrid Learning?	5	-

Here is the result of the questionnaire data on teacher performance in the planning section according to the student's perspective during hybrid learning as the teacher presents the minimum content of the subject, tailored to the student's knowledge in this aspect there are three students said yes and two students said no, the teacher allowing the student to organize and distribute part of the assignments to be performed in the course the students perspective showed four students said yes and one student said no and providing clear information about objectives, bibliography, tutorials, content, and assessment method during hybrid learning, in this aspect from the perspective all participant said yes.

Based on the result of the student’s perspective on the planning section of open-ended questions from the questionnaire. The question is whether the teacher is easily accessible (tutorials, e-mails, etc.). The answer that the teacher accessible via WhatsApp group, E-learning, Sipejar, and accessibility concerns more to the

material sources to be reached by students.

The data above is also supported and validated with interview data. The English students stated that:

"Based on this post-pandemic era the lectures use hybrid learning. For the beginning of the course, the lectures give a clear objective and activities based on today's class, and provide clear information about objectives, bibliography, tutorials, contents, and assessment.

Development

The course's development includes all aspects of curriculum implementation and adherence, as well as the actual teaching and learning activities, anticipated pedagogical activities, and implemented evaluation techniques (Juan et.al, 2015). Here is the result of the development aspect of the English teacher's performance.

Table 2: Students’ Perspective related to the development of Teacher Performance.

Question	Checklist Option	
	Yes	No
Is He/She informing the students of the competencies they will be expected to acquire?	5	-
Is He/She presents the contents following a clear and logical framework, highlighting the important aspects?	5	-
Is He/She allowing and encouraging student participation during Hybrid Learning?	5	-
Is He/She promoting individual work and Group Work in Hybrid Learning?	5	-
Is He/She providing initial and final overviews of the session and/or subject in hybrid learning?	4	1
Is He/She facilitating student-student and student-professor interaction during hybrid learning?	4	1
Is He/She attends and responds clearly to questions asked in class?	4	1
Is He/She maintaining an objective and respectful position with the students?	4	1

Based on the data above, the development section on teacher performance during hybrid learning showed that English teachers informing the students of the competencies they will be expected to acquire, present the contents following a clear and logical framework, highlighting the important aspect, allowing and encourage students’ participation during hybrid learning, promoting individual and teamwork on that aspect the respondent said yes and this aspect got five yes and no one said no. it conclude that the teacher performance based on the four aspects is good.

Another student's perspective on Providing initial and final overviews of the session and subject in hybrid learning, facilitating students-students and student-professor interaction during hybrid learning, attending, and responding clearly to questions asked in the class, and maintaining an objective and respectful position with the students showed four yes form the participant it is also concluded that teacher performance in the hybrid learning involves those aspects.

In addition, here is the result of the open-ended questionnaire the result of this data is the teacher providing students with scientific information that allows them to gain a better and deeper understanding of the subject matter for example the English teacher provides the journal, supporting papers, and ethic in research to make sure that the students have sufficient resources. The next is the teacher encouraging student interest and motivation to learn. Also, English fosters research and a critical spirit in students, organizing activities for the student to actively participate in course assignments and efficiently incorporating and employing ICTs (Information and Communication Technologies).

The explanation above is supported by the interview data, the English student said:

“Lecturers always provide interesting learning and in hybrid learning, lecturers still provide individual assignments and teamwork. always give time for consultation”

“The teacher's performance in teaching is good, always responds to student questions and also gives individual assignments and teamwork.”

According to the result above the development aspect based on students' perspectives on teacher performance in hybrid learning showed good English teachers also provide complete facilities for their students and make an effective learning activity during hybrid learning.

Result

In terms of educational goals, the outcomes pertain to what the students have accomplished as well as issues including the modification and improvement of teaching activity, external acknowledgment of teaching responsibilities, and development of instructional materials (Juan et.al, 2015).

Table 3: Students’ Perspective related to the result of Teacher Performance.

Question	Checklist option	
	Yes	No
Is He/She having a good command of the contents of the course? Developing	4	1
Is He/She designs the content and develops the course to promote the acquisition of professional competencies?	5	-

The result of teacher performance based on the questionnaire data are teacher has a good command of the content of the course, the teacher designed the content and develops the course to promote the acquisition of professional competencies from two aspects the result of the student's perspective is good, in the first aspect showed there are four students said yes and in the second aspect all the participants said yes.

Based on the data open-ended questionnaire showed the English teacher used material resources that facilitate learning such as an e-book, journal article, PPT, and scientific journal. In addition, the English teacher is interacting satisfactorily with the students for example make it jokes, ask the progress and barriers of one of the students, and giving a certain encouragement.

In the interview data, the English teacher had a good command of the content of the course, the students stated, and the teacher encourage students' activities:

"Sometimes we did an assignment in a google document, then the lecture can immediately comment on our assignment"

“To make an interactive activities teacher they walk closer to the students' seat to make an interaction, one of the lectures are trying to make students being active learners by discussion, presentation, etc.”

DISCUSSION

In the post-pandemic era, it can influence the learning process in the educational field. Especially in higher education, nowadays they use hybrid learning to provide the learning process based on the post-pandemic area. According to this situation, the education field may need to identify the issues that may occur in this condition (Shazia & Sunishtha, 2020). Therefore, exploring teacher performance based on the student's perspective in this post-pandemic era will identify the issues that may occur in implementing hybrid learning and help English teacher performance to engage their performance in hybrid learning to achieve successful learning.

The result of this study showed students' perspectives on three aspects of teacher performance in hybrid learning: planning, development, and result. First, in the planning aspect, teacher performance toward hybrid learning showed good performance in the opening of the course by explaining the objectives, bibliography, tutorials, contents, and assessment. In addition, the English teacher is accessible via WhatsApp group, E-learning, and Sipejar and accessibility concerns more to the material sources to be reached by students. It is mean that the English teacher's performance is accessible.

The development of teacher performance based on the student's perspective showed that the English teacher meets all the good performance criteria for hybrid learning. Such as encouraging students' participation, facilitating students with journal articles, and books, give individual and teamwork. It was an interesting activity

that was brought about by the teacher's performance. A good teacher performance will bring their class actively and provide students with a facility in learning and always respond to all students' questions.

The third aspect is a result of teacher performance, teacher planned the content and developed the course to enhance the learning of professional competencies from two aspects, resulting in a satisfactory outcome from the students' standpoint. A teacher may use an electronic book, a journal article, a PowerPoint presentation, or a scientific publication as learning aids. Additionally, the English teacher is getting along well with the children. For instance, she makes jokes, inquiries about one student's progress and challenges, and offers specific support.

CONCLUSION

A good teacher's performance will influence the learning process. Moreover, educational institutions affected by the post-pandemic may need to assess their problems and get ready to make difficult choices in the months to come. Hybrid learning is a good solution in this condition, and it will be effective if the English teacher has a good performance doing this learning model. To know the performance of the teacher it is need of exploring students' perspectives on it, then the result can be used for engaging English teacher performance in the post-pandemic area toward hybrid learning.

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