

## Online Learning Teaching Strategy

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### Abstract

The purpose of this study is to identify the teaching strategies used in online education. The researcher used a qualitative approach to identify the instructional tactics used in online education. Three teachers from SMAN 5 Palopo made up the entire number of data sources. Purposive sampling was employed by the author to choose the sample. This study used interviews as its instrument, and there were a total of 16 questions asked. The study's findings demonstrate that teachers employ conversation, small-group work, and independent learning as instructional tactics. Teachers' responses that the tactics they employ fit the circumstances because of online learning provide evidence for this claim. The application of the teaching-learning process is done. Thus, this is an effective method for evaluating students.

*Keywords: Online Learning; Evaluating; Teaching Strategies*

### 1. Introduction

In a broader sense, teaching is the intentional sharing of information and experience, usually organized around a discipline, as well as the provision of a person or thing to stimulate the intellectual and psychological growth of others. To achieve the lesson plan's goal, the teacher must be able to support the intended teaching and learning process in the classroom. Thus, helping others increase their knowledge and comprehension is the art and science of teaching. More than that, teaching is the process by which an experienced person imparts moral principles, competencies, and talents to a beginner in order to guarantee a positive behavioral change that is advantageous to both the individual's and society's progress.

Face-to-face instruction allows teachers to connect with students in person, conduct in-class assessments, and deliver lessons. Following the creation of a lesson plan in compliance with the curriculum, the instructor will adjust the amount of time allocated for the subject matter, select engaging teaching strategies, and get the necessary media ready. A wide variety of learning resources are offered, such as worksheets, modules, package books, photocopies of the contents, and more.

Along to Covid-19, many aspects of our lives—including education—have changed. This relates to Circular No. 4 of 2020, which is overseen by the Minister of Education and Culture of the Republic of Indonesia and outlines the implementation of education policies in the event of the spread of the corona virus disease. The teacher and students should transition from in-person education to online learning in order to stop the spread of Covid-19.

Since the teaching and learning process should take place online, all subjects should be taught digitally in schools. According to [1], online learning is defined as an educational process when instruction is provided through a digital device and an internet connection. In this case, teachers must create online teaching strategies as a novel approach to instruction.

Lesson plans will still be created by the instructor prior to instruction, but as in-person instruction occurs over a longer time frame, the instructor will also need to provide media, tactics, techniques for assessing activities, and techniques for evaluating new or modified learning objectives.

As previously explained, the instructor will conduct virtual lectures via Google Classroom, Zoom, WhatsApp groups, and Google forms. Naturally, that method will be employed for learning outcomes assessment, activity evaluation, and material distribution even though it involves a lot of cheating. As a result, educators need to come up with fresh approaches to teaching. Teachers need to create lesson plans and learning activities in order to educate. However, due of contemporary online teaching methods, teachers have several difficulties. It is challenging to implement online learning because teachers are still learning about it. Given the background information provided above, the author is interested in researching "The Teaching Strategies in Online Learning".

## **2. Methodology**

The goal of this study's qualitative research design is to identify the instructional tactics employed in online education. The purpose of this study was to characterize the strategies that teachers used two years ago in online learning, according to Miles and Huberman [2]. The SMAN 5 Palopo teachers make up the research population. Based on their own experience, the author employed purposive sampling to choose the sample for this study. Teachers who meet the requirements to teach in online learning have experience using learning methodologies in both in-person and virtual classroom settings. Three teachers were chosen by the author to serve as the research sample. The instrument of this research was interviewed. The writer used structure interview and voice recording to find out what are the teaching strategies that teachers use to teaching in online learning.

To learn about the instructional strategies used at SMA Negeri 5 Palopo for online learning. In this qualitative study, the technique of descriptive data analysis involves examining, characterizing, and condensing events or phenomena based on information gathered from interviews and firsthand field observations. Data reduction, data display, and conclusion are the three steps in a data analysis process [2]

## **3. Result and Discussion**

### **3.1. Result**

The following was developed based on the findings of the three teachers' interviews: During online learning, their approach was to simply provide materials and assignments. The WhatsApp group and Media Didik deliver this tactic. The purpose of the Media Didik application was to increase its material provisioning leverage. They use a WhatsApp group to communicate about student attendance and assignment instructions. Students who are experiencing difficulty with technology can visit the laboratory school to participate in online learning.

The following query concerns how to create content that will pique students' interest in learning. How do you communicate it? Using the information from the three teachers' interviews, the following was developed: the strategy of using spectacles to engage kids.

Assign students to watch or present the content, adding visuals as needed, and then having a discussion about it with their friends.

The following query concerns whether the objectives of in-person and virtual learning are the same or different. Could you elaborate on how the two aims differ? Using the information from the three teachers' interviews, the following was developed: distinct objectives for online and in-person learning. according to the varied setting, circumstance, and outcome of education. in tangible form. 50% of education is done online due to its limitations. if there is a 100% face-to-face ratio and the material's satisfaction level is already established.

Then the author inquired regarding How did you find the online learning interaction to be? Is there a mutually beneficial interaction between students and teachers? Using the information from the three teachers' interviews, the following was developed: Although not entirely, there is a reciprocal relationship between teachers. indicating that only material delivery is reciprocity. Ask the pupils and get their assignments for the teachers. Return is therefore not ideal.

### 3.2. Discussion

Based on the findings, the writer watched and spoke with teachers about their online learning tactics. The author discovered certain differences between in-person and virtual learning. The learning objectives, the scoring methodology, and the environment differ. The fact that teaching and learning activities are actions carried out to attain learning objectives will not alter, despite the many variances that occur. Dick and Carey state in [3] that the teacher's utilization of all learning methods, components, and phases of learning activities makes up the learning strategy that aids students in achieving specific learning objectives.

Following data analysis, the author comes to three conclusions that are backed by a number of sources, namely:

1. Independent Strategy

In online learning, instructors only use software created by the school and internet resources to digitally present the lesson; they do not go into great detail about the subject matter. As such, it is incumbent upon students to acquire, comprehend, and discover the subject matter independently. Candy [4] defines independent learning as a process, method, and educational philosophy in which students study on their own and hone their critical problem-solving skills.

2. Work in Small Groups

Not too dissimilar from in-person instruction. Online learning does employ a group technique; it's simply that it only does so on a tiny scale because of unfeasible circumstances. The intention is to facilitate students' comprehension of the subject matter and help them achieve academic success. Because working through an issue with friends who are knowledgeable and experienced will make it easier to solve. Learning in small groups involves distributing instructional information through networks and groups. such that the group and how the group functions as a whole decide the point of success [5].

### 3. Online forums and discussions

Internet conversation is the final tactic. This tactic is used to help pupils achieve their goals as well as to enable them to communicate digitally with peers. The teacher will typically assign readings or videos to the class, which they then discuss with their group members before coming to conclusions on the subject matter.

Students appreciate this method of instruction because it is engaging and promotes involvement. The conversation method allows students to examine their previous experiences and apply them to inform new situations. According to [6], an online discussion is a learning activity in which students are encouraged to participate and speak up while debating a certain topic.

We can deduce that the methods employed in "Sman 8 Luwu Timur" are online conversation, small group work, and individual study. This approach to online learning works really well, but perhaps in the future improved media will increase these tactics' efficacy even more.

Effective strategies used in face to face classes that can be transferred to an online learning environment [7]. The effective strategies as follows: discussion learning/forum, independent learning, small group work, projects and collaborative learning.

### 4. Conclusion

The author draws the conclusion that teachers employ discussion, small-group work, and autonomous learning in online learning because they are only providing the content and facilitating discussion groups. This conclusion is based on the findings and discussion in the preceding chapter. Students must study and comprehend alone or through group discussion. The pandemic has also changed the objectives for learning. The current learning objectives only concentrate on getting students to learn and turn in their assignments in order to receive a grade, rather than on imparting knowledge and skills. Teachers use apps like WhatsApp and Media Didik to share materials, provide instructions, and facilitate question-and-answer sessions with students while they are learning online.

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