PERCEPTIONS OF TEACHERS TO ONLINE LEARNING

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The COVID-19 outbreak the global pandemic has had a profound impact on almost every aspect of life, including education. Because of the difficulty in preventing the outbreak from spreading further, world leaders have developed extremely stringent rules to break the chain of COVID-19 spread. Some of the World Health Organization's (2019) recommended standards, such as social distancing and physical separation, have resulted in difficult decisions for each country to implement. These were followed by additional regulations such as working from home for employees, praying from home, and homeschooling for students from early childhood education to higher education.

Changes in learning systems necessitate the implementation of distance education or online learning, e-learning, distance education, correspondence education, external studies, flexible learning, and massive open online courses in schools (MOOCs)

Online learning focuses on Internet-based courses that are available both synchronously and asynchronously. Synchronous learning is a type of learning that involves direct interactions between students and teachers while also utilizing online forms of communication such as conferences and online chat.

Meanwhile, asynchronous learning is a type of indirect (not concurrent) learning that employs an independent learning approach.

During the COVID-19, students can attend school from home. The pandemic has had a significant impact on the educational systems of all countries around the world. In response to the crisis, countries implemented various rules and methods for dealing with
changes in the educational system. Within a few months, national educational systems began to rely on solutions such as online methods, television, radio, and printed books and modules.

Along with these changes, modifications to instructional strategies, technological readiness to implement online learning, and providing support and motivation to all parties involved have been required. While it is hoped that the situation will soon return to normal, changes in national curricula must be made to increase flexibility, and technological readiness must be accelerated in the meantime.

References: