

## ABSTRACT

Hoogendyk, Fika Widya Christy. 2022. **Rough Ride of an English Teacher during Pandemic in Homeschooling: a Narrative Inquiry**. Yogyakarta: English Language Studies Graduate Program, Sanata Dharma University.

The COVID-19 pandemic that hit the world in early 2020 has changed many ways of life, including the education sector. The teaching and learning process, which previously could be done offline or face-to-face, has finally made the world of education, especially in Indonesia, apply distance learning as an effort to keep the teaching and learning process going. In order to present the rough ride and experiences of an English teacher during pandemic in homeschooling, this study was conducted using narrative inquiry to retell the full story of participant.

In conducting this study, a narrative inquiry is utilized to reveal in-depth lived experiences of English teacher who teaches at homeschooling during pandemic. This study narrated the rough ride of the participant such as the challenges, obstacles, personal matters, her passion, ideas, and views. This study used qualitative data, which were collected through interviews and they completed with data triangulation. There was only one participant in this study since it focuses on the description of lived experiences of an English teacher. This study revealed the lived experience of an English teacher in a homeschooling during pandemic such as new experience, obstacles and struggles, learning media, attitudes and passion.

The result of this study narrates in a form of stories. First, the participant felt that the use of media in homeschooling was inconsistent. Moving from one media to another was not easy and required time to learn. She said that homeschooling should not be in a hurry to use PIJAR because this tool still needs a lot of improvement before launching. PIJAR is a mobile application-based educational platform that aims to facilitate schools and teachers in carrying out the digital teaching and learning process. It is made by PT. Telkom Indonesia. Second, although it was still in pandemic situations, the participant felt happy because finally, the technology she always liked could be used, especially in matters related to her work as an English teacher. With this distance learning, now, in any condition, everyone can still be productive even though it is done virtually. Third, the participant suggests that there should be a feedback for teachers from parents, especially regarding how their children process during the class. As for the principle, as a leader, she should be able to fulfil his duties as well as possible. Last, as her reflection and hopes, the distance learning can be implemented even though one day the pandemic will end. Although currently, many schools are offline because the situation is gradually returning to normal, some places and schools are still implementing online learning. Therefore, This situation become a blessing in disguise for participant in dealing with the pandemic situation in carrying out his role as a teacher.

**Keywords:** pandemic, homeschooling, narrative inquiry, distance learning, lived experience

## INTISARI

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Pandemi COVID-19 yang melanda dunia di awal tahun 2020 telah mengubah banyak cara hidup, termasuk dunia pendidikan. Proses belajar mengajar yang sebelumnya bisa dilakukan secara offline atau tatap muka, akhirnya membuat dunia pendidikan khususnya di Indonesia menerapkan pembelajaran jarak jauh sebagai salah satu upaya agar proses belajar mengajar tetap berjalan. Untuk menyajikan perjalanan dan pengalaman kasar seorang guru bahasa Inggris selama pandemi di homeschooling, penelitian ini dilakukan dengan menggunakan inkuiri naratif untuk menceritakan kembali kisah lengkap peserta.

Dalam melakukan penelitian ini, inkuiri naratif digunakan untuk mengungkap pengalaman hidup mendalam dari guru Bahasa Inggris yang mengajar di homeschooling selama pandemi. Studi ini menceritakan perjalanan kasar peserta seperti tantangan, hambatan, masalah pribadi, hasrat, ide, dan pandangannya. Penelitian ini menggunakan data kualitatif yang dikumpulkan melalui wawancara dan dilengkapi dengan triangulasi data. Hanya ada satu peserta dalam penelitian ini karena berfokus pada deskripsi pengalaman hidup seorang guru bahasa Inggris. Penelitian ini mengungkapkan pengalaman hidup seorang guru bahasa Inggris di homeschooling selama pandemi seperti pengalaman baru, hambatan dan perjuangan, media pembelajaran, sikap dan semangat.

Hasil penelitian ini dinarasikan dalam bentuk cerita. Pertama, partisipan merasa bahwa penggunaan media dalam homeschooling tidak konsisten. Berpindah dari satu media ke media lainnya tidak mudah dan membutuhkan waktu untuk mempelajarinya. Ia mengatakan homeschooling tidak perlu terburu-buru menggunakan PIJAR karena alat ini masih perlu banyak perbaikan sebelum diluncurkan. PIJAR merupakan platform pendidikan berbasis aplikasi mobile yang bertujuan untuk memudahkan sekolah dan guru dalam melaksanakan proses belajar mengajar secara digital. Dibuat oleh PT. TelkomIndonesia. Kedua, meski masih dalam situasi pandemi, peserta merasa senang karena akhirnya teknologi yang selama ini disukainya bisa dimanfaatkan, terutama dalam hal-hal yang berkaitan dengan pekerjaannya sebagai guru Bahasa Inggris. Dengan pembelajaran jarak jauh ini, kini, dalam kondisi apapun, semua orang tetap bisa produktif meski dilakukan secara virtual. Ketiga, peserta menyarankan agar ada timbal balik bagi guru dari orang tua, terutama tentang bagaimana proses anak-anak mereka selama di kelas. Adapun prinsipnya, sebagai seorang pemimpin, ia harus dapat menunaikan tugasnya dengan sebaik-baiknya. Terakhir, harapannya, pembelajaran jarak jauh dapat dilaksanakan meski suatu saat pandemi akan berakhir. Meski saat ini banyak sekolah yang offline karena situasi berangsur-angsur kembali normal, beberapa tempat dan sekolah masih menerapkan pembelajaran online. Oleh karena itu, situasi ini menjadi berkah bagi peserta dalam menghadapi situasi pandemi

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