

Teachers' Demotivation Causes and Strategies in Teaching English Online during Covid-19 Pandemic

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ABSTRACT

The objective of this research was to investigate the causes of teachers' demotivation and to reveal the strategies used by the teachers to resolve demotivation in teaching English online during Covid-19 pandemic in Bengkulu. This research employed mix method design which involved both collecting and analyzing quantitative and qualitative data. The instrument used in this research were questionnaire and interview. The questionnaires and interviews were distributed to the junior high school English teachers in Bengkulu. The results showed that English teachers in Bengkulu had demotivation during online learning. Teaching profession, curriculum, working conditions, students and parents, colleagues and school administrator, and physical conditions were the causes of the teachers' demotivation. In addition, it is found that there was the only one strategy by the teachers which was self-control. The teachers rarely used Professional development and instructional strategies as strategy during online learning pandemic Covid-19. Finally, it is suggested to the students to understand that their behavior in classroom has a significant impact toward teachers' demotivation, so the teachers are motivated in teaching. It is also suggested to next researcher to conduct similar research in larger scope about teachers' demotivation, and the correlation between teachers' demotivation and teachers' performance.

Keywords: Covid-19 Pandemic, Teachers' Demotivation, Teaching English Online

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui penyebab demotivasi guru dan untuk mengungkap strategi yang digunakan oleh guru untuk mengatasi demotivasi dalam mengajar bahasa Inggris online selama pandemi Covid-19 di Bengkulu. Penelitian ini menggunakan rancangan metode campuran yang melibatkan pengumpulan dan analisis data kuantitatif dan kualitatif. Instrumen yang digunakan dalam penelitian ini adalah kuesioner dan wawancara. Kuesioner dan wawancara dibagikan kepada guru bahasa Inggris SMP di Bengkulu. Hasil penelitian menunjukkan bahwa guru bahasa Inggris di Bengkulu mengalami demotivasi selama pembelajaran online. Profesi guru, kurikulum, kondisi kerja, siswa dan orang tua, kolega dan administrator sekolah, dan kondisi fisik menjadi penyebab demotivasi guru. Selain itu, didomain bahwa hanya ada satu strategi yang dilakukan oleh guru yaitu pengendalian diri. Para guru jarang menggunakan strategi pengembangan dan pembelajaran profesional sebagai strategi selama pandemic pembelajaran online Covid-19. Terakhir, disarankan kepada siswa untuk memahami bahwa perilaku mereka di kelas memiliki dampak yang signifikan terhadap demotivasi guru sehingga guru termotivasi dalam mengajar. Disarankan juga kepada peneliti selanjutnya untuk melakukan penelitian serupa dalam lingkup yang lebih luas tentang demotivasi guru, dan korelasi antara demotivasi guru dengan kinerja guru.

Kata Kunci: Pandemi Covid-19, Demotivasi Guru, Pengajaran Bahasa Inggris Online

INTRODUCTION

The COVID-19 pandemic which began to spread in Indonesia in March 2020 made the government decide to lock down the public places or as we in Indonesia call *Pembatasan Sosial Berskala Besar* (PSBB). This decision has an impact on various fields, especially Education (Suraya et al., 2020). To break the chain of the corona virus in Indonesia, the Ministry of Education and Culture has decided to shut down schools and required them to carry out teaching learning process by using online platforms. From then on, the teachers changed the conventional face-to-face teaching method into online learning through the Whatsapp, google classroom, and zoom meeting (Arriaga et al., 2021).

Online learning requires teachers to innovate by using websites and applications that are expected to be able to support the teaching and learning process. Despite the advantages of online learning, it is not as easy as it seems. Teachers must be able to master classes with students who have different abilities and background knowledge. Problems like these make it difficult for teachers to manage the class (Depari, 2017). If the teachers are not able to use technology properly, then it will have a negative impact on the success of the online teaching and learning process.

However, demotivation is likely happened during Covid-19 pandemic while face-to-face meeting was replaced with online or blended learning. Khanal et al.(2021) reported that during pandemics teachers are both intrinsically and extrinsically demotivated. Low pay, a lack of professional development opportunities, disruptive students, job instability, and fewer holidays are all key factors that demotivate these teachers. Teachers' demotivation is seen as a key barrier to improving the teaching and learning process during the pandemic. Consequently, institutional EFL teachers should be motivated by enough salary, the organizing of various professional conferences, and the appreciation of their worth in society.

Demotivation has a significant impact toward teaching learning process especially for Junior High School level. Based on observation an interview with peer teachers in our school, it is pointed that the teacher is commonly employed as a role model. The students at Junior High School tend to copy their teachers including their motivation during instruction. These problems are also impacted to the students' willingness to learn. As a result, the teacher should be well-behaved and capable of motivating their students to learn despite learning online (Mashari & Umami, 2019).

Acknowledging and overcoming obstacles may have a significant impact on motivation and learning. Demotivating variables are important elements that have a negative impact on a teacher's attitudes and behaviors, resulting in poor teaching outcomes. According to Azad & Ketabi (2013) teacher' demotivation causes include the stressful nature of work, the suppression of teacher autonomy, a lack of self-efficacy, material repetition, and an insufficient career structure. According to the definition, teacher demotivation should be given greater attention since it has a direct impact on teaching practices, attitudes, and behaviors in the classroom.

Aydin (2012) argued that there are six main factors that cause demotivation during the EFL teaching process. They included problems relating to the (a) teaching profession, (b) curriculum, (c) working conditions, (d) students and their parents, (e) colleagues and school administrators, and (7) physical conditions. Some demotivating aspects in the teaching process have been recognized, and it is necessary to underline that demotivation might have some negative consequences. Demotivation, in generally, is a hindrance to continuing, developing, engaging, and joyful teaching and learning.

METHODOLOGY

This research employed mix method design which involved both collecting and analyzing quantitative and qualitative data. The population in this research were 117 English teachers in 24 Junior high schools in Kota Bengkulu. This research used total sampling technique. There were 117 English teachers as population of this research, so the samples of this research were all teachers in population.

The data were collected by using a questionnaire since the answers will be nicely organized. The researcher used questionnaire to find out the teachers' demotivation toward online learning in teaching English during Covid-19 pandemic in Bengkulu. This research

employed interview as secondary instrument. The interview was used to get qualitative data. There were 5 open-ended questions that had been prepared by the researcher.

The quantitative data was obtained from the result of questionnaire. The scale responses to the questionnaire were calculated by using some formulas. To answer the research questions, the researcher used scale regarding the percentage score and analyzed by using interval score (Ary et al., 2018). The researcher interpreted the result and wrote the conclusion. The qualitative data was examined based on the interview results. The data was analyzed using data reduction, data display, conclusion drawing, and verification from an engaging cyclical process are three different sorts of this approach from Saldaña (2021).

Data reduction

In this part, the researcher explained how to examine data by choosing, concentrating, simplifying, and altering it. The amount and complexity of data obtained via interviews, observations, and documents is enormous. As a result, data reduction was required to make the information clear and easy to understand. The researcher then concentrated on study questions concerning instructors' demotivation in teaching English online during the Covid-19 outbreak to limit the data.

Data display

A data display in this research was a well-organized, condensed collection of data that enables for conclusions to be drawn. Data visualization supported us in comprehending what is going on and taking action. In this research, the data was presented in the form of brief notes, tables, and descriptive language.

Conclusion drawing

Conclusion drawing which is also known as verification was the last step where the result was interpreted into a conclusion. Data reduction and data presentation should come before drawing. Furthermore, the researcher began to determine the relevant factors to include in the conclusion in this research. Consequently, the conclusion was supported by evidence that is both valid and reliable.

FINDINGS AND DISCUSSION

Findings

The Causes of Teachers Demotivation

There are six major factors about teachers' demotivation in teaching English online during Covid-19 pandemic in Bengkulu which are teaching profession, curriculum, working conditions, students and parents, colleagues and school administrator, and physical conditions. The detail description of each aspect is described below.

Table 1. Teachers' Demotivation in Teaching English Online

Aspects	Mean	Category	Total
TeachingProfession	2.74	Positive	Positive = 6 (100%) Negative = 0 (0%)
Curriculum	2.56	Positive	
Workingconditions	2,78	Positive	
Studentsandparents	2.55	Positive	
Colleaguesandschool administrator	2.96	Positive	
Physicalconditions	2.93	Positive	

Based on the table above, the mean score of the teaching profession was 2.74 which means that there was a positive demotivation toward teachers' profession aspect. In addition to the curriculum, the mean score was 2.56 which means that there was positive demotivation toward curriculum aspect. For working condition, the mean score was 2.78 which also means that there was positive demotivation from the teachers. The mean of students and parents was 2.55 which means there was positive demotivation from the teachers. The mean score of colleagues and school administrator was 2.96 which means there was positive demotivation from the teachers. Finally, the mean score of physical conditions was 2.93 which mean that there was also positive demotivation from the teachers.

Based on the results above, there were six aspects which received positive respond from the teachers toward the demotivation in teaching English online during Covid-19 pandemic in Bengkulu. All causes such as teaching profession, curriculum, working conditions, students and parents, colleagues and school administrator, and physical conditions were affected teachers to be demotivated. In summarizing, the English teachers in Bengkulu had the demotivation in teaching English online during Covid-19 pandemic.

The interview results showed that after three months teaching online, the demotivation has been rising. The students found it very difficult to understand the lesson. The teacher argued that teaching learning is less active and limited by only using visual media. In addition, some students did not have any phones or messengers, therefore they were not aware of new assignments and lessons. There were many students less active in learning, even some of them did not attend the class at all. It made the teachers less motivated since due to lack of face-to-face meeting with the students.

Students' motivation is also demotivated during online learning. there was a very drastic decline of enthusiasm. The parents and students also complained that they were not able to study effectively which so much different compared to conventional face-to-face meeting. Phones addiction was also the cause of teachers' demotivation. The participants mentioned that most students only played with their phones during teaching learning process while the teachers were not able to monitor and to control students' progress. In summarizing, the teachers believe that there were three main factors of teachers' demotivation which are ineffective teaching learning process, lack of devices and unstable internet connection, and difficulties in managing classroom.

The Strategies to Resolve the Demotivation

There are three major factors about the strategies to resolve the teachers' demotivation in teaching English online during Covid-19 pandemic in Bengkulu which are professional development, self-control, and instructional strategies. The strategies are the efforts that the teachers used to resolve their demotivational crisis. The detail description of each aspect is described below.

Table 2. The Strategies on Online Learning

Aspects	Mean	Category	Total
Professional development	2.45	Negative	Positive = 1 (33.33%)
Self-control	2.66	Positive	Negative = 2 (66.67%)
Instructional strategies	2,28	Negative	

Based on the table above, the mean score of the professional development was 2.45 which means that there was a negative respond toward professional development to resolve the demotivation. Instructional strategies were also negative which the main score for the items in this aspect was 2.28. Finally, the mean score of self-control was 2.66 which means that the teachers used self-control in resolving the demotivation.

Based on the results above, it is also showed that there was only one aspect which received positive respond from the teachers toward the strategy to resolve the demotivation in teaching English online during Covid-19 pandemic in Bengkulu. On the other hand, professional development and instructional strategies were negative which mean that the teachers rarely used those strategy during

online learning pandemic Covid-19. In summarizing, the English teachers in Bengkulu used self-control as strategy to improve their mood and to motivate them in teaching English online during Covid-19 pandemic.

The interview result showed that some teachers believed that continuous communication between teachers and parents is a must to resolve difficulties in maintaining effective teachings. The demotivation is likely occurred since there were several problems, they faced during teaching online. Beside talking to the parents, the others believed that they need to have workshop and discussion session among them. Solving the demotivation will be easier if they think it with colleagues and school administrators.

The rest of the participants also mentioned that most teachers in their schools faced same demotivation during teaching online. Patience is the key to set their mindset. Teachers can set their mindset by using some techniques, such as praying, pursuing hobbies, and going for vacation. Some of them answered that they prayed more often to clarify their mind. Listening to religious video will improve their spiritual and resulted to improve their mood and motivation. The rest of participants agreed that going for vacations which avoided crowded such as camping, hiking, and fishing on the river were effective to improve their motivation and boredom.

The last question was about the suggestion and recommendation to overcome teachers' demotivation. The answers revealed that half of the participants agreed full-time online learning were ineffective and the government should never apply it again ever. Workshops and trainings about online learning should be encouraged and the government should design another approach to prevent the chain-spread of Covid-19 such as limit the number of students who attend meeting in the classroom. The other participants answered that school administrators should facilitate communication between teachers and parents so they can monitor the students' progress in learning.

Discussions

The results showed that English teachers in Bengkulu had the demotivation in teaching English online during Covid-19 pandemic. There were six causes which received positive respond All causes such as teaching profession, curriculum, working conditions, students and parents, colleagues and school administrator, and physical conditions were affected teachers to be demotivated. The results agree with Aydin (2012) who found that students, economics, structural and physical characteristics, and working conditions are the kinds of demotivational causes.

Teaching profession included teachers' affective states and lack knowledge of teaching methodology misunderstanding had contributed to increase demotivation. Khanal et al. (2021) argued that lack of professional development programs at the schools where they teach demotivated the teachers. The interview results also shows that they had never had the opportunity to participate in professional development activities such as seminars, workshops, webinars, or conferences especially in preparing for online learning during Covid-19 pandemic. The inability to embrace this situation made stress level higher and affecting demotivation in teaching (Lestari, 2017).

It is also found that dealing with the curriculum, such as a lack of supportive material for classroom usage and problems with the course books had resulted in demotivation. Hettiarachchi (2015) also pointed out that curriculum planners, school administrators, and governments on the importance on designing school curriculum as a crucial component of teacher motivation. If curriculum modification is designed with enough preparation, the teachers may perceive it as a threat, challenging their values and upsetting their confidence in their established methods and sense of self-efficacy. For change to happen, teachers must believe in the planned curriculum to establish a feeling of ownership, which may lead to appropriate implementation and sustainability of the change (Lestari, 2017; Makewa&Ngussa, 2015). Working condition such as financial problem, heavy workload, inability to do social activities had proven to be cause of demotivation. Both questionnaire and interview results had shown that the teachers were quite dissatisfied with their current financial situation. A teacher's income should be sufficient to meet expenditures, which is an important factor that contributes to job satisfaction. According to Lestari (2017), teachers' motivation to teaching might be impacted by their income. When teachers' salaries are not comparable with their effort, demotivation is possible. Teachers assume that their efforts and achievements are rarely recognized or rewarded by society.

Lack of concern from students and their parents was contributed to the teachers' demotivation. The teachers mentioned that there were rarely parents' control during teaching online, therefore the students only played with their phones. Lack of knowledge of technology use in the learning process was the problems faced by teachers in daily works during online learnings. The results agree with Hayes (2008) who also argued that the most demotivating factors were students using phones in class, students napping in class, students adopting disruptive attitudes, excessive meeting hours, and a lot of paperwork.

Demotivation was also produced by misunderstandings between teachers and the ideological perspective of school administrators throughout the EFL teaching process (Duckworth et al., 2015; Lestari, 2017). Teachers might get demotivated if teachers and school leaders do not communicate effectively. Teachers are demotivated because their community does not support their ideas on education as a mediational tool. In this case, the community, which may include students, colleagues, school administrators, or others, does not respond as expected, prompting teachers to feel demotivated. Physical factors such as large classes, loudness, and an inadequate educational climate towards instructional technology contributed to demotivation in the EFL teaching process. According to Sugino(2010), large classrooms have more detrimental than positive impacts. Furthermore, it causes stress for the teacher. Overcrowding in the classroom may be harmful to both teachers and students. They can lead to teacher burnout, tension, and exhaustion, as well as imposing physical and mental strain on teachers. Similar with Rakhmanina and Melati (2022) In addition, the majority of students actively participate in the learning process through E-teaching, activities, and answering questions presented by teachers. However, some teachers are still conscious of carrying out this responsibility and drafting courses. This study provides feasible and appropriate strategies to enhance E-teaching at private universities in Bengkulu.

There is no doubt that the COVID Pandemic has left both teachers and students anxious and exhausted. People are somehow dragging themselves to somehow get up, work from home, and conduct our everyday activities during the lockdown, despite a lack of motivation. The causes that led to teachers' demotivation with teaching English at school during online learning have been well, but other aspects were lately uncovered during this online learning. These are aspects that can be attributed to both internal and external causes.

Internal causes are related to individual's mindset. Some people were anxious when watching news about COVID disease especially for those who have germaphobia or any anxiety disorders. Working from home are also weaken someone's mood, and people were not supposed to go outside during pandemic. On the other hand, the external factors are related to the relationship with school administrators and students. During the pandemic, social interactions were limited by using online platforms, making lack of communication which were also resulting to the teachers' demotivation. Through online classroom teacher instructional strategies and student-to-student interactions, the school setting is formed. Collaboration between teachers, students, and schools is required to keep teachers motivated to teach English. Teachers can encourage the students in solving this demotivation by providing different techniques or recommendations. Teachers are also encouraged to adjust or change their teaching methods, particularly while teaching online, to minimize the demotivating effect on students. If students and teachers work together to overcome their problems, they will be able to plan a better teaching.

CONCLUSIONS AND SUGGESTIONS

The research investigated the detailed description of teachers' demotivation in teaching English online during Covid-19 pandemic in Bengkulu. Based on the result, it is found that teaching profession, curriculum, working conditions, students and parents, colleagues and school administrator, and physical conditions were received positive respond from the teachers. The results from interview also confirmed that teaching learning activities were less active compared to conventional face-to-face learning. Since some students did not have any phones or messengers, they were not aware of new lessons. There were many students less active and even some of them did not attend the class at all, so it caused the teachers to be demotivated.

Based on the results and conclusions above, there are some suggestions provided in this research. First, it is suggested for the students to understand that their behavior in classroom has a

significant impact toward teachers' demotivation. Second, it is suggested for teacher to understand how to resolve demotivation. It is very important to stay motivated so they can enjoy teaching. Better understanding of the causes and the strategies of demotivation will help them so they can get an appropriate approach to improve their mood and motivation. Finally, since there is limitation in this research, it is suggested to next researcher to conduct similar research in larger scope about teachers' demotivation, and the correlation between teachers' demotivation and teachers' performance.

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