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**| RESEARCH ARTICLE**

## **Strategies for Increasing the Teacher's Performance through Online Learning during the Covid-19 Pandemic at the State of I Loa Kulu First Middle School Kutai Kartanegara District**

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**| ABSTRACT**

This study aims to analyze the strategy for improving the teacher's performance during the Covid-19 pandemic through online learning at SMP Negeri 1 Loa Kulu and to analyze the supporting and inhibiting factors for improving teacher performance through online learning at SMP Negeri 1 Loa Kulu during the Covid-19 pandemic. This study uses qualitative design research because it wants to explore the phenomena that occur in the field; the data collection of research is carried out through 3 (three) main techniques, namely *observation* (careful review), *in-depth interviews* (in-depth interviews), and literature studies so that it can explain about strategies for improving teacher performance at SMP Negeri 1 Loa Kulu during the Covid-19 pandemic. Sources of secondary data in this study are secondary data at SMP Negeri 1 Loa Kulu as well as research journals and news articles, and so on related to this research. The results showed that Strategies for Improving Teacher Performance During the Covid-19 Pandemic through Online Learning at State Junior High School 1 Loa Kulu are, namely 1) Developing teacher professionalism, teachers developing their professionalism must continue to train and improve several things such as knowledge and abilities 2) improve skills, teacher skills mastering online learning media, the efforts made by each teacher are different, some try out before teaching, learn from YouTube, ask fellow teachers and so on. Supporting and inhibiting factors for the Strategy to Improve Teacher Performance through Online Learning at SMP Negeri 1 Loa Kulu during the Covid-19 Pandemic are. 1) Teacher motivation to understand online knowledge, 2) teacher skills in implementing online learning, and 3) facilities and infrastructure. Inhibiting factors are; 1) laziness to develop 2) There are still some teachers who are technology stutter 2) Internet network that is not stable 3) Infrastructure facilities that are not optimal.

**| KEYWORDS**

Strategy, Improvement, Performance, Covid-19 Online Learning

**| ARTICLE INFORMATION**

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### **1. Introduction**

Strategies are planned steps that have broad and deep meaning resulting from a process of thought and deep reflection based on certain theories and experiences. The concept of strategy, when associated with learning, strategy can be interpreted as general patterns of teacher and student activities in realizing learning activities to achieve the goals that have been outlined (Syamsu.S, 2017). A teacher must use the right learning strategies to support the learning process, especially in the current state of the COVID-19 pandemic. The outbreak of the Coronavirus, which is spreading very quickly throughout the world, has prompted the Indonesian Government to anticipate early and instruct its staff, both Ministries and Institutions, Governors and Regents/Mayors, to make efforts so that the coronavirus does not spread, but in fact, all parts of Indonesia are affected by the Pandemic. Covid-19.

Circular Letter Number 4 of 2020 states that the inner and outer health of students, teachers, school principals, and all school members is a major consideration in the implementation of this education policy; one of the methods suggested and taken by the government is Learning From Home (LFH) or also known as home learning methods.

Learning at this time (covid-19 response status) is all done online at all levels of education with help from parents. Online learning aims to provide quality learning services in a massive and open network (online) to reach more and wider students. The success of online learning or learning media depends on the characteristics of the students, and not all students will be successful in online learning. An educator or teacher must be required to have a strategy and try to master online learning application technology so that learning at school does not stop during the COVID-19 pandemic.

Learning from home as referred to in the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 719/P/2020, one of which is learning through a network known as online learning and SE Regent and Head of the Education and Culture Office of Kutai Kartanegara Regency, are required for education actors to conduct online learning starting in March In 2020, teachers are therefore required to have performance that can provide and realize the hopes and desires of all parties, especially the general public who have trusted schools and teachers in fostering students. In achieving good quality education, it is strongly influenced by the performance of teachers in carrying out their duties, so teacher performance becomes an important demand for achieving educational success. In general, good quality of education becomes a benchmark for the success of the teacher's performance.

The learning process is the interaction between teachers, students, and their environment so that changes in behavior occur for the better. In these interactions, the influence is very much both internal factors from within the individual, as well as external factors that come from the environment Marquis & Hilgard (Suyono dan Hariyanto, 2016), states "learning is a process of seeking knowledge within a person that occurs through, learning, training, and others so that changes occur in oneself, somebody.

Online learning is defined as a knowledge transfer experience using video, audio, images, text communication, software, and with the support of the internet network. (Zhu, 2020), This forces education actors to conduct online learning starting in March 2020; therefore, to achieve learning objectives, the solution is that teachers are required to design learning media as innovations by utilizing online media (online), and teachers must have strategies for learning online that can work well.

Online learning carried out from home provides students with assignments, summarizing, Student Worksheets (LKS), and others, causing students to be bored, their enthusiasm for learning is low, and sometimes students are stressed because they are unable to complete these tasks. Even though the concept of learning from home should not be a burden, the priority is to maintain the health of students.

To explain how the strategy for improving teacher performance during the COVID-19 pandemic is through online learning and the results of pre-research conducted by researchers who took the research location at the State Junior High School 1 Loa Kulu. Based on the results of interviews with school principals, teachers have conducted online learning, but the implementation of online learning is only around 70% and the remaining 30% offline because, in online learning, there are many obstacles faced by teachers, especially related to the problem of internet access being not smooth, there are still teachers who have not mastered online learning applications, limited facilities, and infrastructure, different social strata conditions of students, do not have data packages, cannot access online learning applications, there are still those who think that the use of online learning applications is very ineffective because the applications used are too many so confusing to use.

Constraints faced by students include limited facilities and adequate infrastructure, unstable internet networks and the absence of data packages and the busyness of parents, and the number of students who do not understand online learning applications. Research with the title Strategy for Improving Teacher Performance through Online Learning during the Covid-19 Pandemic (Case Study) at State Junior High School I Loa Kulu, Kutai Kartanegara Regency.

## **2. Methodology**

This research uses the Design of qualitative research; this qualitative research was chosen because it wanted to explore the phenomena that occur in the field. According (to Creswell, 2009) qualitative research is a type of research that aims to analyze in depth a phenomenon or case related to the focus of research to be explored in the field. In this study, the researcher uses a descriptive approach; according to (Neuman, 2015), the descriptive method's main purpose is to provide an overview using words and numbers and to present profiles (problems), type classification, or front-line stages to answer questions such as who, when, where, and how. Furthermore, it is said that research with a descriptive method begins with a well-defined problem or question and tries to explain it accurately; the results of the research are in the form of a detailed description of the problem or answers to research questions.

The Research Place is at the State Junior High School I Loa Kulu, Kutai Kartanegara Regency ". At the State Junior High School I Loa Kulu on Jalan, MT. Haryono, Loh Sumber Village, Loa Kulu Subdistrict, Kutai Kartanegara Regency, and the time the research

was carried out from March to June 2022 with Key Informants, namely Teachers who teach Subjects and Principals, Deputy Principals, Class 7, 8 and 9 students, Guardians of students in grades 7, 8 and 9. This in-depth interview deals with topics related to the research question, namely the strategy for improving teacher performance at SMP Negeri 1 Loa Kulu during the Covid-19 pandemic.

Research data collection was carried out through 3 (three) main techniques, namely observation (careful review), In-depth Interview (in-depth interview), and literature study so that it can explain the strategy for improving teacher performance at SMP Negeri 1 Loa Kulu during the period. Covid-19 pandemic. a) Observation (careful review), b) In-depth Interview, c) Literature Study.

Data analysis in qualitative research is carried out before entering the field, while in the field, and after finishing in the field. Activities in data analysis, namely a) Data Display, b) Conclusion Drawing (conclusions)

Furthermore, the activities in data analysis are as presented in Figure 1. According to the diagram of the relationship between the components of the interactive model, qualitative data analysis is a continuous, repeated, and continuous effort. The problem of reducing data, presenting data, and drawing conclusions/verification becomes a picture of success in sequence as a series of analytical activities that follow one another.

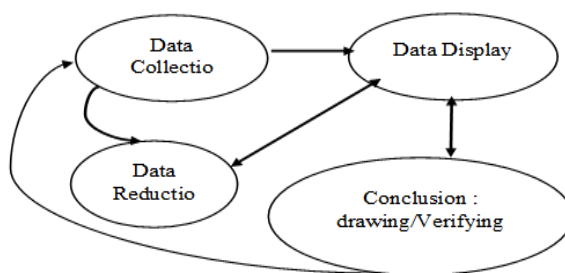


Image 1. Components in Data Source analysis (Sugiyono, 2014)

### 3. Results and Discussion

#### 3.1 Overview of State Junior High School 1 Loa Kulu

**The history of** SMP Negeri 1 Loa Kulu is located in the Loa Kulu sub-district with the address at Jalan MT. Haryono Ds.Loh Sumber, Loa Kulu sub-district, Kutai Kartanegara Regency, East Kalimantan province. Geographically, SMPN 1 Loa Kulu is located in Loa Kulu City; on the north side of the school, there is an eastern mountain and residential areas; on the right, it is also bordered by people's houses, and on the south, it borders on MT Haryono road and the west it is adjacent to people's houses, so it can be said This school is in the middle of a residential area.

The school's vision is "To create students who excel in science and technology based on IMTAQ towards God Almighty and cultured in a clean, healthy and green environment." To achieve this vision, strategic actions are needed as the school's mission, namely:

1. Foster appreciation of the religious teachings adopted as the foundation of local wisdom in socializing and acting.
2. Develop and utilize ICT as a learning tool.
3. Develop the field of Science and Technology based on the interests, talents, and achievements of students.
4. Creating human resources who care about preventing
5. Environmental damage and preserving the environment.
6. Realizing clean, green schools and minimizing waste that is not useful.
7. Have a high concern for society and the environment.

The situational goals that will be achieved by SMP Negeri 1 Loa Kulu in the 2020/2021 Academic Year are as follows.

- a. Optimizing worship practices in accordance with the teachings of their respective religions to increase devotion to God Almighty
- b. Improving the learning process with various approaches and based on IT so that there is an increase in teacher competence will affect the improvement of student achievement,
- c. Increasing self-development activities that are effective, efficient, efficient and high creativity to develop the self-potential of students

- d. Schools develop a clean, healthy, and conducive social and cultural school environment so that they can function optimally as a source of fun learning
- e. Increase students' knowledge and understanding of a healthy and beautiful living environment.

The curriculum used in this school is Curriculum 2013 since the beginning of this curriculum was rolled out by the government. The curriculum is developed

Using guidelines compiled by BSNP by considering regional characteristics, social needs of the community, cultural conditions, age of students, and learning needs. The syllabus developed by teachers is based on Content Standards (SI), Graduate Competency Standards (SKL), and 2013 curriculum preparation guidelines.

The activities of compiling and developing the syllabus are carried out independently or in groups in school MGMP meetings or district-level MGMPs. Teachers have a Lesson Plan (RPP) which is prepared based on the principles of lesson planning for both national content subjects and local content subjects. As with the syllabus, the preparation of lesson plans is also carried out by teachers independently or in groups in school MGMP meetings or district-level MGMPs.

SMPN 1 Loa Kulu has 45 educators and education staff, of which 45 consist of a school principal, 35 teachers, 9 educators, and 1 gardener.

**Data** downloaded on November 27, 2021, the number of students at SMPN 1 Loa Kulu is 638, consisting of 299 males and 339 females. When viewed by age, those aged 6-12 years are 82 males and 120 women, 210 men aged 13-15 years, and 216 women, while there were 7 men aged 16-20 years and 3 women.

The religion he adheres to, the data obtained are as follows: there are 284 male Muslims and 320 women, while the Christian religion is 11 men and 16 women, and 4 male Catholics and 3 women,

For class levels, the data found are as follows: Level 7 has 93 males and 130 females, Level 8 males are 112 females, and 107 people are at level 9, and 94 males are male, and 102 females are female, a total of 299 males and 339 females, which means the number of students is 638 people.

In this study, the key informant No. 1 was KS with the last education of Master of English; Informant No. 2 was the representative of KS with the last education of S1 Science, Informant No. 3 was the Science Subject Teacher, Informant No. 4 was the Social Sciences Subject Teacher, Informant No.5 is Indonesian subject teacher, Informant No.6 is Civics subject teacher, Informant No.7 is English subject teacher, Informant No.8 is Social Studies teacher, Informant No.9 is Civics subject teacher, informant No.10 is Civics subject teacher b. English, Informant No.11 Teacher subject b.Indonesia, Informant No.11 km, Informant No.12 KkVIII, informant No.13 Kk VII, Informant 14 KkIX, Informant No.15.PO, Informant 16 WM1, Informant 17 Wm 2, Informant 18 Wm3, these are some of the informants who have collaborated in completing the data and information needed in this research which are very helpful.

### **3.2 Analysis of Teacher Performance Improvement Strategies during the Covid-19 Pandemic**

The teacher profession has been mentioned in Law Number 14 of 2005 Chapter 1 Article 1 of the Law, which states that teachers are professional educators who have the main task of educating, teaching, guiding, directing, training, assessing, and also evaluating students, both children's education. Early childhood through formal education, as well as basic education and secondary education. As mandated by the law above, a teacher is required to develop themselves to be able to deal with various situations, especially during the current pandemic where the teaching and learning process is different from usual; therefore, a strategy is needed to deal with it.

The strategy is carried out as an effort to improve teacher performance during the Pandemic according to government instructions through online learning; thus, a teacher is required to adjust to these conditions by 1) developing teacher professionalism; teachers developing their professionalism must continue to train and improve several things such as knowledge, abilities, skills, attitudes, and habits, 2) increase knowledge, knowledge According to (Haslina, 2017)increasing knowledge, it is a must for a teacher because the more knowledge they have, the more knowledge that can be given to students. The results of the study indicate that the learning and teaching process during the Covid-19 pandemic at SMPN 1 Loa Kulu uses online learning; this is in accordance with the mandate of the Minister of Education by issuing Circular Letter Number: 04 of 2020 concerning the Implementation of Educational Policies in the Emergency Period of the Spread of Corona Virus (COVID-19). -19) where it is mentioned that it is stated that the inner and outer health of students, teachers, school principals, and all school members is the main consideration in the

implementation of this education policy; one of the methods suggested and taken by the government is *Learning From Home (LFH)* or also known as home learning methods.

The results of the study show that the strategy for improving teacher performance during the Covid-19 Pandemic at SMPN 1 Loa Kulu has done various things, as stated by the Headmaster who stated that the efforts of SMPN 1 Loa Kulu schools to face the Covid-19 pandemic were improving school facilities and infrastructure, improving networks. The Internet provides technical guidance to subject teachers, which is the development of teacher professionalism to hone skills so that they become skilled teachers and understand online learning technology and reschedule subject hours; this is done to provide comfort for subject teachers in learning and teaching students, according to the subject and students can learn well. Collect data on students who have mobile communication facilities and those who do not so that students can participate in learning together. Mobile communication facilities are very important to have because, without cellphones, online learning will not be carried out because online learning, in principle, is transferring subjects through the network; as argued (Zhu, 2020) online learning system (in the network) is a learning system without face to face directly between teachers and students but is carried out *online* using the internet network.

Teachers must ensure that teaching and learning activities continue even though students are at home. Online learning is defined as a knowledge transfer experience using video, audio, images, text communication, software, and with the support of the internet network. The concept of strategy, when associated with learning, strategy can be interpreted as general patterns of teacher and student activities in realizing learning activities to achieve the goals that have been outlined. A teacher must be smart in choosing and using appropriate learning strategies to support the learning process, especially in the current Covid-19 pandemic conditions (Syamsu, S, 2017)

Improved performance can be done with their desire to develop, such as by participating in training and technical guidance; if this is not done, then the teacher will not know and cannot do learning, as stated by (Gunawan, 2003) Strategies to improve teacher performance can be obtained by a teacher's desire to develop and motivation from himself, a teacher must have innovation and creativity in carrying out learning to students, especially during the covid-19 pandemic, increasing teacher performance will affect the quality of schools. The results showed that teachers at SMPN 1 Loa Kulu tried to know and understand online learning media, but each teacher had different abilities in absorbing knowledge about online learning obtained from instructors or resource persons who came by the school. Due to the different abilities of teachers, the teaching and learning process of each subject teacher at first was not very successful; therefore, they needed time to master online learning.

The efforts made by each teacher are different; some are tested before teaching, learn from YouTube, and so on; the point is to master and be skilled in using online learning media; the skills to master and understand the use of online media make teachers at SMPN 1 Loa Kulu is increasingly confident in carrying out online learning.

The strategies needed to teach and learn online successfully require understanding; just as in face-to-face classes, learning that occurs in schools is essentially a series of communication processes between teachers and students based on the interests and abilities of each student's talents. Teachers must have skills or skills in teaching during a pandemic. The implementation of online learning requires special skills to master online media.

The results showed that teachers at SPMN 1 Loa Kulu had different skills in mastering online learning media, so the efforts made by each teacher were different; some had to try out before teaching, learn from youtube, and ask questions; fellow teachers and others whose point is to master and be skilled in using online learning media, the skills to master and understand the use of online media make teachers at SMPN 1 Loa Kulu more confident in carrying out online learning.

Online learning is learning that is different from usual because it is not face-to-face but through a network which is something new for teachers at SMPN 1 Loa Kulu. Teachers usually communicate one-way or two-way at school by meeting face-to-face and conducting discussions and exercises together. Teachers will find it easier to provide explanations and explanations of a material, while students will find it easier to understand and discuss directly with their teachers because of the availability of different teaching facilities both in quantity and quality (Zuhairini, 1983). During the Covid-19 pandemic, it became very difficult to maintain the habit of face-to-face communication. The communication used is, of course, online. This communication allows teachers as communicators and students as communicants to communicate via the internet or cyberspace.

The teaching process during the Covid-19 pandemic requires learning strategies to improve teacher performance at SMPN 1 Loa Kulu. Online learning in this pandemic era is very helpful for teachers and students at SMPN 1 Loa Kulu to carry out learning; teachers and students are safe in their respective homes and can meet face to face; online learning requires teachers and students to rely on computer devices, mobile phones, and internet networks, thereby placing the teacher as the main actor in providing

information, so in learning the teacher plays more of a role as a facilitator, this is in accordance with the opinion (Sanjaya, 2008) which states that positively online learning in this pandemic era helps the continuity of learning, teachers, and students will remain safe in their place or their respective homes without having to leave the house and meet face to face, but there are some significant changes; for example, teachers and students rely heavily on computer devices and internet networks, thus in terms of "teaching" teaching or placing the teacher as the main provide information, in learning the teacher acts more as a facilitator.

In addition, other positive things can be obtained, such as cost efficiency, extensive learning resources, easy management, and data integration. However, there are still many who are not aware of the ease of online communication. Teachers, as information facilitators through online learning, are expected to be able to interact with students effectively. Effective interaction here is communication that is always established between teachers and students so that later it can cause changes in students' attitudes or behavior in participating in learning.

Learning using online media, of course, requires facilities and infrastructure, one of which is a laptop. Laptops are currently the only online learning device that is very appropriate because it has several advantages in terms of their physical appearance, and the model and brand give an elegant impression and make it easier for teachers to carry out learning and motivate student and teacher (Haslina, 2017) learning. Computers or laptops have advantages, namely: (1) can increase student learning motivation, (2) provide information about errors and the amount of study time and time to work on questions for students, (3) overcome weaknesses in group learning, (4) train students to be skilled in choosing the desired parts of the lesson content, (5) useful for students who are usually less able to follow conventional learning methods, (6) reducing shyness in the learning process, (7) supporting individual learning, (8) enabling students to more familiar with and familiar with computers, (9) creating defenders enjoy teaching, and (10) computers are an effective medium for delivering learning.

A teacher who has a confident attitude will be able to easily improve his or her quality, be it the quality of oneself, the quality of learning, the quality of work, etc. By having a confident attitude, a teacher will have no difficulty learning through online media.

The results showed that the teachers at SMPN 1 Loa Kulu were initially not optimal in mastering online learning or the internet but with self-confidence and trying to learn, teachers at SMPN 1 Loakulu can master online learning nowadays it is commonplace, according to the statement (Sumaatmadja, 2000 ). A person's self-attitude is formed by the atmosphere of the environment that surrounds him. Personality is the overall behavior of an individual, which is the result of the interaction between bio ± psycho-physical potentials that are carried from birth with a series of environmental situations, which are revealed in their actions and actions as well as their psychological and mental reactions if they are stimulated by the environment.

Supporting factors are all factors that play a role in helping, accelerating, supporting, and supporting online learning during the Covid-19 pandemic, while all factors that become obstacles are inhibiting factors.

The results showed that the supporting factors to improve performance were teacher motivation to understand online knowledge and teacher skills in teaching. The teaching process during the pandemic requires teachers to understand knowledge about online learning; this is because learning during the pandemic is something that has just been implemented; teachers who have the motivation to be able to operate online learning media must master online media for that, it is necessary to do exercises, without self-motivation alone, it is possible not to understand learning knowledge. This statement is in accordance with the opinion (Kamijan, 2021) that there are two factors supporting teachers in online learning in educational programs. First, peer support in online learning groups and family support factors. The second factor is motivation.

The skills of teachers in conducting online learning are a supporter of the implementation of learning in transferring knowledge to students; the results of the study show that during the pandemic, the teachers at SMPN 1 Loa Kulu were partially skilled in mastering online learning technology, the media that were often used were zoom meetings, Gmeet, classrooms, WhatsApp and telegram. Each teacher has their own choice of media in the learning process, according to their habits in carrying out learning; the skills of teachers in the teaching process are not only skilled in mastering online media but also skilled in mastering the material, skilled class supervisors, skilled in arranging this statement plan in accordance with the opinion (Hamalik, 1991) stating that the skills that must be possessed by teachers in teaching assignments and their roles in the classroom are: a.) Teachers as instructors b) Teachers as class leaders c) Teachers as class supervisors d) Teachers as environmental regulators e) Teachers as participants f) Teachers as *expeditors* g) Teachers as planners h) Teachers as supervisors, i) Teachers as motivators, j) The teacher is the questioner, k) The teacher is the teacher l) The teacher is the evaluator m. Teacher as a counselor.

Online learning requires parents to always accompany their children in taking lessons; this is because some students have not mastered online applications in learning and sometimes also help their children in doing the tasks given by the teacher, all done to motivate their students to continue learning.

The results showed that some parents of students at SMPN 1 Loa Kulu during online learning always accompanied their children because they were worried that their children were not serious about participating in learning; the motivation of parents to always accompany their children during online learning was a supportive attitude, so that their children learn and gain knowledge while studying, and some help does the tasks given by the teacher so that their children get good grades, the care of parents to make their children from not being able to be full of struggle, even we often see it from the media There is news, how a mother must repeatedly repeat lessons that have been received by her teacher, this statement is in accordance with the opinion that the (Hariyanto, 2014) success of children's learning needs encouragement or motivation from the family, especially their parents as primary educators. Parents have an important role and a big influence on children's education; in addition to being educators, motivators, facilitators, and mentors also have the responsibility of educating them to be gentle and polite. Parental motivation has an important role because, without motivation, a child will not be able to achieve good results.

### **3.3 Analysis of supporting and inhibiting factors for improving teacher performance.**

The inhibiting factor for teacher performance in the implementation of online learning is the existence of an unstable internet network; besides that, of course, teaching facilities are laptops or cellphones; without these two facilities, online learning does not occur.

The results show that the inhibiting factors for online learning at SMPN 1 Loa Kulu include the internet network with unstable signal strength, and teachers have also used laptops of various models; some are new, some are old, and some teachers are still clueless. , from students of different social strata so that some students cannot participate in learning, the additional cost of purchasing internet quota increases for both students and teachers, online technology requires a network connection to the internet and will increase the burden of teacher expenses. This statement is in accordance with the statement (Sadikin & Hamidah, 2020). ) Online learning is learning that uses the internet network with accessibility, connectivity, flexibility, and the ability to bring up various types of learning interactions.

## **4. Conclusion**

Based on the data from the research and discussion described, the following conclusions can be drawn:

1. The strategy was carried out as an effort to improve teacher performance during the pandemic with an online system at SMP Negeri 1 Loa Kulu.
  - a. Developing teacher professionalism, teachers developing their professionalism must continue to train and improve several things such as knowledge and abilities
  - b. Improving skills, teachers' skills in mastering online learning media, so the efforts made by each teacher are different; some are tested before teaching, learn from youtube, ask fellow teachers, and so on
2. Factors supporting and inhibiting strategies for improving teacher performance through online learning at SMP Negeri 1 Loa Kulu during the Covid-19 pandemic.
  - a. Supporting factors are 1) teacher motivation to understand online learning knowledge, 2) teacher skills in implementing online learning, and 3) online learning facilities and infrastructure.

Inhibiting factors are; 1) laziness to develop 2) There are still some teachers who are technology stutter 2) Internet network that is not stable 3) Infrastructure facilities that are not optimal.

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