

Research article

Motivating Teachers During the COVID-19 Pandemic

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The effects of the COVID-19 pandemic are being felt in all aspects of human life, especially in the education sector. Changes are seen in teacher behavior in terms of guiding, training, educating, and teaching students. Not all teachers could transition well to the new culture of online learning. Many experienced a lack of motivation, leading to depression in some cases. Moreover, with limited Internet network infrastructure, not all teachers and students could have proper access to online learning. Therefore, efforts are needed to motivate teachers during the pandemic. Using a systematic literature review design, the current study discusses the requisites for building teacher motivation during the COVID-19 pandemic. The articles used are those published from 2015 to 2021 and accessed from Scopus, Google Scholar, Research Gate, and ERIC Institute of Education. Results indicated that teachers can be motivated by providing insight into the urgency of developing professional teacher competencies during the pandemic.

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1. INTRODUCTION

On December 31, 2019, a case of pneumonia of unknown etiology was identified in Wuhan city, Hubei province in China [1]. World Health Organization, World Health Organization (WHO) has named this disease COVID-19 [2]. Coronavirus Disease 2019 within three months, infected more than 89,779 confirmed positive cases in 70 countries of the world and 3,069 deaths [3]. The World Health Organization (WHO) has declared COVID-19 a global pandemic [4].

COVID-19 has had a major impact on human life, including world order education. This pandemic affects teachers, heads of institutions, and government officials to take this crisis more seriously [5]. The role and position of real Education is a crucial domain in the conditions of the pandemic [6]. Where education is carried out online, almost all over the world, this country is no exception. Consequences of the transfer of teaching and learning activities originally at school to be at home requires cooperation that

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cooperation between schools, students, parents, and teachers who connected in system digital or online learning, which is often known as e-learning. Change system Learning certainly cannot be separated from the significant role of a teacher, especially to learning patterns online. Condition this of course demands a change in teacher behavior in guiding, training, educating, and teaching his students. Besides Therefore, teacher creativity is very important to understand the condition of students, including the development of community life [7].

Teacher is the main element that has an important role in the world educate. Its existence is a determinant of the success of students and the quality of education [8]. Not all teachers are able to adapt to new behaviors and cultures during the Covid-19 pandemic. Many teachers experience a decrease in motivation even to the point of depression. Especially when faced with inadequate conditions and infrastructure and an internet network where not all teachers and students are able to access it. Among the obstacles to implementing online learning methods include: (1) the problem of limited use of technology by teachers, (2) limited standardized infrastructure, (3) limited internet access, (4) limited financial support, (5) the influence of weather on during the online process [9]. Low achievement motivation and low job satisfaction have an impact on the teaching and learning process that seems static, there is no progress because the teacher is less innovative in providing material, such conditions will make students affected who do not have the ability to compete with other school students who are more advanced [10].

Other factors the low motivation of teachers, namely the lack of teachers in mastering the competence of professional teachers. Even though the success of teaching teachers depends on the competence of the mastered teachers. Teachers need to be serious and responsive to changes and developments that occur in society [11].

The low motivation of teachers is caused by several factors, namely 1) low understanding of learning strategies, 2) lack of proficiency in managing the classroom, 3) low ability to conduct and utilize classroom action research, 4) lack of discipline, 5) low professional commitment, 6) low ability time management [12].

From some of the factors above, which will be the researcher's question is how to build teacher achievement motivation during the covid-19 pandemic? To answer this research question, this study will adopt the Systematic Literature Review (SLR) methodology which will be explained below.

2. METHOD

This article was compiled using the Systematic Literature Review (SLR) method. In Indonesian called systematic literature review or literature review that identifies, reviews, evaluates, and interprets all available research [13]. In complete the results of this study, the author compiled journal articles from Scopus, Google Scholar, Research Gate, ERIC Institute of Education. Keywords in this study is Achievement motivation, Teacher, COVID-19. The articles collected were only articles published in the period 2015 to 2021. From various articles, the researchers selected 25-29 articles that were closely related to the keywords used. The guidelines used in the SLR are the Preferred Reporting Items for Systematic Reviews and Meta-analyses (PRISMA) guidelines. Which is arranged in five stages, which is illustrated in Figure 1.

2.1. Defining eligibility criteria

The first stage to conduct a literature review is to define the literature eligibility criteria, this is determined by the inclusion criteria (IC). In this study, there are 2 eligibility criteria for the articles to be studied, namely:

IC1 : Article is the result of research using Indonesian and English

IC2 :The purpose of the article is to conduct research on efforts to build teacher achievement motivation during the Covid-19 pandemic.

2.2. Defining Information Sources

The second stage is done by defining sources of information through literature searches on several scholarly indexes such as Scopus, Google Scholar, Research Gate, ERIC Institute of Education. In addition, an article search was carried out by analyzing the references contained in the articles that entered the inclusion criteria, this aims to find other articles related to this research.

2.3. Literature Selection

In the third stage, namely the selection of literature, here are the things that need to be done:

Define keywords/keywords

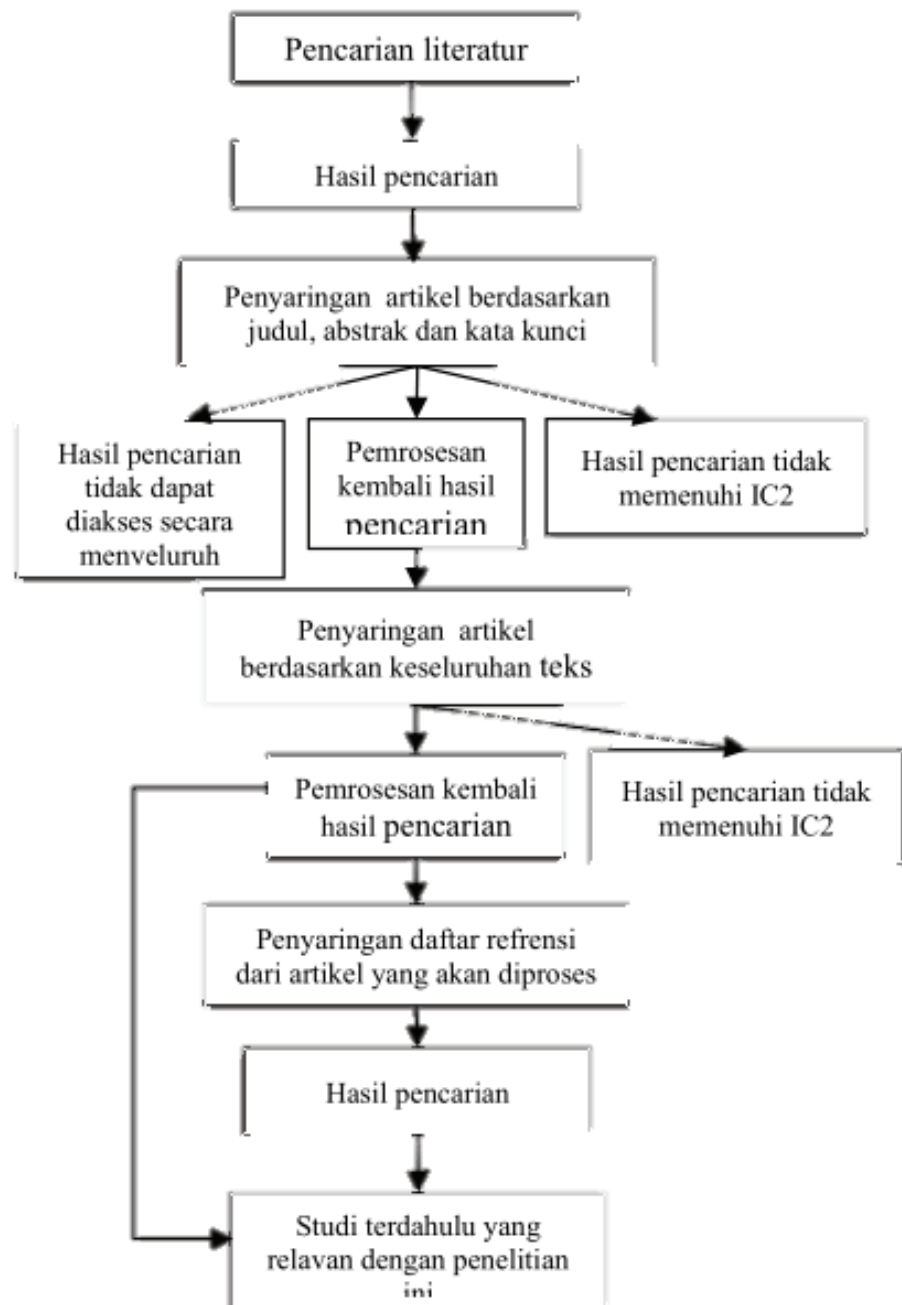


Figure 1: SLR stages with PRISMA guidelines.

Exploring articles, selecting titles, abstracts, and keywords on articles that have been obtained at the stage of defining the eligibility criteria.

Read the article in full or in part, then determine whether the article deserves to be included in the next study or not.

The keywords used in determining the selected articles include: Achievement motivation, Teachers, and Covid-19.

2.4. Data collection

The fourth stage is data collection, where the extraction formula is made which contains metadata from the articles that have been collected such as the author's name, title, year, journal name, keywords, methods used, research objects and conclusions. And then each article will be recorded metadata using the formular.

2.5. Data Item Selection

The fifth stage is the selection of data items, which is done by grouping research topics regarding building teacher achievement motivation during the Covid-19 pandemic. The topics that have been classified are as follows:

1. Topics that discuss the literature review on achievement motivation
2. Topics that discuss literature reviews about teachers
3. Topics that discuss literature reviews about Covid-19.

3. RESULTS AND DISCUSSION

After doing the article search process using the PRISMA approach method with predetermined keywords. Then found as shown below:

Motivation is a form of emotional virtue to achieve the desired goal with a strong sense of will, even though there are various obstacles or challenges that must be faced [17]. Teacher motivation in teaching is very much needed so that the continuity of the teaching and learning process, especially in online learning can run smoothly. However, behind the online learning that is applied, various obstacles are faced by teachers, causing their teaching motivation to decrease [11,16,9,17,19], including:

1. Inadequate online learning support facilities
2. Low literacy skills
3. Difficult internet access
4. Lack of self-study ability.

In addition to the teacher barriers that have been mentioned, among the teacher obstacles in the learning process during the COVID-19 pandemic, namely:

TABLE 1: Reference about building teacher achievement motivation during the Covid-19 pandemic.

| Source | Article / Journal Title | Motivational Factor | Demotivating Factor |
|--------|---|---------------------|---------------------|
| [11] | Teacher Competence during the Covid-19 Pandemic | ✓ | ✓ |
| [14] | Utilization of E-Learning for PAI MGMP Teachers During the Covid-19 Period in Kab. Bintan Riau Islands | ✓ | |
| [15] | The Efforts to Improve Teachers' Achievement Motivation in Achieving National Education Goal | ✓ | |
| [16] | Learning in the Perspective of Teacher Creativity in Utilizing Learning Media | | ✓ |
| [9] | Building Teacher Creativity with Learning Innovations during the Covid-19 Pandemic | | ✓ |
| [17] | An Overview of Teaching Motivation for Junior High School (SMP) Teachers during the Covid-19 Pandemic | | ✓ |
| [18] | The Effect of Achievement Motivation on Organizational Commitment in High School Level of Education | ✓ | |
| [19] | The Effect of Work From Home (WFH) on Teacher Performance at SD Negeri Dengkek 01 Pati During the Covid-19 Pandemic | | ✓ |
| [20] | The Effect of Rewards and Achievement Motivation on the Work Achievement of State High School Teachers in Sukabumi Regency | ✓ | |
| [21] | The Influence of Delegation, Rewards and Principal's Motivation on Teacher Work Achievement (Studies at Elementary, Junior and Senior High Schools in Jambi City) | ✓ | |

First, teachers who usually carry out conventional learning must be done remotely which makes teachers confused in making learning methods to keep running effectively and efficiently.

Second teachers' methods, styles and strategies in learning must change and be adapted to online learning. The method used must be maximal so that it can be absorbed by students.

Third changes in communication in the era of the covid-19 pandemic, where teachers usually communicate in one direction and usually there are discussions with students, in the current pandemic, students are less active and motivated in online discussions [22].

Of the various obstacles above, it will certainly be the cause of the decline in teacher achievement motivation, such as: (1) low understanding of learning strategies, 2) lack of proficiency in managing the classroom, 3) low ability to conduct and utilize classroom action research, 4) lack of discipline, 5) low professional commitment, 6) low time management skills.

Based on the analysis of the findings of the article, there are at least 4 efforts to increase teacher achievement motivation [11,14,15,18,20,21], namely:

1. In still and direct teachers to clear and measurable targets, goals and performance achievements. The COVID-19 pandemic has had an impact on all groups, including teachers whose habit of teaching face-to-face has turned to online learning. This is certainly difficult for teachers and students, but this is a policy so that the spread of COVID-19 can be stopped. The teacher who originally taught by applying the target, became incoherent due to the lack of knowledge in mastering digitalization. Teachers are required to be creative and innovate in developing lesson plans. Expected innovations such as in terms of methods, media, and learning facilities so that they can still transfer their knowledge to students even in all limitations. But on the other side [9].
2. Conducting coaching, training and organizing activities together in a teacher working group or MGMP (Subject Teacher Conference). Among the efforts to increase teacher achievement motivation is conducting subject teacher deliberations. Moreover, during the current pandemic, all face-to-face activities are carried out virtual. Not all teachers master technology, so teachers must synergize with each other for the realization of the learning process. Media that can be used by teachers today to exchange ideas is E-Learning. E-Learning is all learning technology that supports teaching and learning activities such as audio and visual, telephone lines, satellite teleconference, commonly known as web-based training. Google meet and google classroom are two relevant applications used for learning during the COVID-19 period. With the google meet and google classroom facilities, it can make it easier for teachers to distribute assignments, submit assignments, and even teachers can assess submitted assignments directly [23]. Other media that can be used for MGMP during the pandemic is video editing training to support online learning. This has been done by the teacher at schools where the implementation of video editing training is divided into two stages, the first is the lecture method. This method is to provide participants with a basic understanding or theory of multimedia. Topics are described briefly, clearly, easily understood

and applicable. Both practices, to apply the theory presented previously, it will be deepened with the practice of video editing using Window Movie Maker [24]. On the other hand, teachers can exchange opinions, give suggestions, responses and various social reactions with their professional friends as opportunities for them to improve their abilities and experiences [25].

3. Provide insight into the urgency of developing professional teacher competencies during the Covid-19 pandemic. Teacher competence is a combination of personal, scientific, technological, social and spiritual abilities which kaffah form standard teacher competencies, which include mastery of the material, understanding of educators, educational learning, personal development and professionalism.[26]. Competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, and mastered by teachers/lecturers in carrying out their duties his professional duties [27]. Competence for teachers is an absolute thing that must be possessed, if teachers are not competent it will definitely affect the quality of learning and achievement of students. Especially during this COVID-19 pandemic, where all learning models are digital, teachers must have a series of competencies to help students in their learning.
4. Give awards to teachers who excel and innovate. Giving gifts will really inspire teachers who are highly motivated. Griffin and Moorhead argue that the purpose of the reward system is to attract, retain, and motivate qualified employees. This opinion is reinforced by Hellriegel and Slocum who state that reward programs are a powerful tool for motivating high-level individuals and teams [15]. Maslow argues that appreciation is the main driving force for humans to do something in order to actualize themselves as perfect beings [21]. From the results of research conducted by Siti Nurpina [28] the effect of appreciation on achievement motivation that there is a positive influence on achievement motivation with a correlation coefficient value of 3.67 and a path coefficient value of 0.367. This gives the meaning of rewards or rewards having a direct effect on achievement motivation. Giving rewards to teachers is very reasonable, especially their dedication to the institution which is shown through the time they are given to pay attention, think about, and devote themselves and spend their creativity so that the learning process continues effectively and efficiently [29].

4. CONCLUSIONS AND SUGGESTIONS

The implementation of online learning policies in every educational institution requires a more in-depth evaluation of the teacher's role. Teacher performance is required to maintain previous achievements as a form of professionalism. Teachers are seen as professional and highly motivated when their performance results are good. However, it becomes a problem when teachers who have high achievement motivation decline due to the transfer of the learning system during the COVID-19 pandemic. Therefore, efforts are needed to build teacher achievement motivation during the COVID-19 pandemic so that teachers are able to adapt to every existing condition. The effort to build achievement motivation is to provide insight into the urgency of developing professional teacher competencies during the Covid-19 pandemic.

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