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## English Online Learning amidst the Pandemic: An Analysis of Vocational Teachers' Performance

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### Abstract

In today's world where technology is inevitable, teachers are expected to adapt to dynamic changes, which requires the integration of technology into classroom activities. However, COVID-19 outbreaks, which forced a sudden shift in the educational system from offline to online learning, pose challenges for teachers. In this study, we examine the performance of vocational English teachers in the Ogan Ilir district, South Sumatera from the perspective of the teachers' self-assessments using qualitative descriptive analysis. Three English teachers from three vocational schools took a teachers' self-assessment questionnaire consisting of forty performance indicators categorized into six performance standards: learning preparation, learning activities, learning evaluation, interpersonal relationships, professional development, and school development. The results revealed that out of four levels, the performance level of the teachers was at level two for the five last standards and level three for the first standard. To better understand their performance, a semi-structured in-depth interview was conducted.

### Keywords

COVID-19 pandemic,  
English online learning,  
teacher's self-assessment

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## Introduction

In the last two years, the COVID-19 pandemic has become a serious threat across the globe, affecting many sectors of our lives today. As a result of the changing world situation, several updated policies have been enacted. School closures and online learning activities are among the most significant policies implemented around the world. The severe impact of the pandemic has forced 151 countries around the world to close some or all their schools by the end of April 2020. Although the total duration of the schools' closure varied for several reasons depending on each country, most of the countries had more than 41 weeks of school closure. Indonesia, for example, had 63 weeks of total duration of school closure during the pandemic (UNESCO, 2020). The Indonesian government established regulations regarding the learning from home policy to ensure that the education system could continue in the face of the pandemic (Haryanto, 2021; Putra et al., 2020).

However, since the policy regarding learning from home and online learning made was designed to overcome the emergency of the pandemic impact, there have been several obstacles faced during its implementation. Studies about online learning during pandemics have shown the same pattern of results, particularly when it comes to external factors. A major obstacle to online learning is unreliable access to the internet, especially in rural areas (Agung & Surtikanti, 2020; Fauzi & Sastra Khusuma, 2020; Mahyoob, 2020; Octaberlina & Muslimin, 2020; Prato & Solikhati, 2020; Rasmitadila et al., 2020). Furthermore, the availability of electronic devices for online learning also becomes an external issue. Because of various students' profiles including their economic background, laptops and handphones are still considered as lux devices for some students, especially amidst the pandemic when most of the economic sectors get collapsed. In response to those research findings, the Indonesian government was pushed to do its best to solve external problems. Providing students and teachers with internet quota data assistance is one of the government's policies. Although some believe that this policy is not effective enough to solve the problem because of the inequality of internet access throughout Indonesia, it at least attempts to address one obstacle (Budiman & Hairah, 2021; Kemendikbud, 2020; Sajida & Ranjani, 2020).

Although there have been quite a few studies discussing the implementation of online learning during a pandemic, the findings tend to point to external factors as discussed earlier. Apart from these external factors, there are also internal factors, in this case the teachers' factor, which should be elaborated further. The shift of the teaching system from face-to-face to online learning brings many changes for teachers to do in terms of methods and strategies for preparing learning, learning activities, evaluating learning and other supporting aspects. Therefore, knowing how the performance of teachers is affected by these internal factors during online learning is a crucial issue (Dhawan, 2020; Elumalai et al., 2020; Nambiar, 2020). By knowing how teachers carried out online learning during the pandemic, the obstacles faced by these teachers in terms of online learning preparation, online learning activities, online learning evaluation and other supporting aspects can be mapped. Then, follow-up recommendations such as teachers' development programs can be prepared to improve their performance in online learning.

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For this reason, this study investigates how the implementation of online learning by vocational English teachers in Ogan Ilir district is based on six standard performances: learning preparation, learning activities, learning evaluation, interpersonal relationships, professional development, and school development. Learning activities in vocational schools have their own uniqueness compared to senior high schools; one of them is the large portion of practical activities and internships which cannot be conducted during the pandemic. The change in the learning system to online will certainly be felt by teachers in vocational schools (Risten & Pustaka, 2021; Schleicher, 2020; Syauqi et al., 2020). In addition, Ogan Ilir district is an area where the main campus of Universitas Sriwijaya is located, so knowing the conditions of the implementation of online learning by teachers in vocational schools in the area is a must so that the institution can make a direct contribution to the surrounding community.

This study used a qualitative descriptive analysis approach in which the English teachers at vocational schools in Ogan Ilir district first filled out the teachers' self-assessment questionnaire which was adopted from the Teachers' Self-Assessment Rubric (TSAR) (National Council of Educational Research and Training, 2019). An in-depth semi-structured interview was conducted to obtain more comprehensive results. Self-assessment is one method that can be used to measure performance and is considered to be appropriate for adults. Self-assessment allows them to observe, reflect, and analyze what they have done in relation to online learning. This can provide teachers with the ability to analyze their strengths and weaknesses in terms of performance and improve their professionalism (Abas & David, 2019; Borg & Edmett, 2019; Haskova et al., 2019; Quddus et al., 2019; Yan, 2020). Concerning those ideas, the research question of this study is how do the vocational English teachers at Ogan Ilir district perceive their own level of performance in six standard performances regarding the implementation of English online learning during the COVID-19 pandemic?

## **Methodology**

### ***Research design, site, and participants***

This research applied qualitative methods with a descriptive analysis approach. The data were obtained from the distribution of questionnaires and in-depth semi-structured interviews. The sample in this study were three English teachers from three vocational schools in Ogan Ilir district, South Sumatera. Sampling was carried out using a purposive method based on data obtained from the chair of the English subject teacher's consultation forum, Ogan Ilir.

### ***Data collection and analysis***

The data were collected through a teachers' self-assessment questionnaire adopted from TSAR (National Council of Educational Research and Training, 2019) consisting of forty indicators divided into six performance standards, namely learning preparation, learning activities, learning evaluation, interpersonal relationships, professional development, and school development. Each indicator has a four-level scale from 1 to 4 where level 1 was scored 1, level 2 was scored 2, level 3 was scored 3 and level 4 was scored 4. The data obtained were

then analyzed using descriptive analysis. The mean obtained for each performance standard was interpreted according to the description of the performance level in Table 1 as adopted from TSAR (National Council of Educational Research and Training, 2019).

**Table 1.** *Score range of each level and its description*

<b>Level</b>	<b>Score Range</b>	<b>Description</b>
<b>L1</b>	1-1,4	Below Satisfactory Performance: Teacher's performance does not meet the expectations, roles, and responsibilities of a teacher; Needs more effort to achieve proficiency to become an effective teacher; Requires continuous professional support to achieve proficiency
<b>L2</b>	1,5-2,4	Satisfactory performance: Making efforts to achieve the required proficiency to become an effective teacher; Requires professional support to achieve proficiency; Needs improvement in his/her performance
<b>L3</b>	2,5-3,4	Effective performance: Meets the requirements of teaching job; Demonstrates a willingness to learn and applies new teaching skills; Sustains high performance over a period; Exhibits behaviors that has a positive impact on students' learning
<b>L4</b>	3,5-4	Exceptional performance: Consistently exhibits behaviors that have a strong positive impact on learners and school's climate; Serves as a role model to others; Innovatively performs tasks and makes extra efforts for improving students' performance

To determine the distribution of the samples' profiles, teachers' demographic data were also collected through the questionnaire. The demographic data collected were based on gender, educational background, length of teaching and teacher certification status. The questionnaires were distributed online by contacting each sample using data obtained from the chair of the English subject teacher's consultation forum, Ogan Ilir.

To gain a better understanding of the teachers' performance level, in-depth semi-structured interviews were conducted. The interviews were conducted online using the Zoom cloud meeting application with duration around forty-five minutes for each interview discussing the six performance standards measured on the questionnaire. The recording during the interviews was carried out with the consent of the informants and then transcribed. To ensure the trustworthiness of the data obtained, the qualitative data obtained was processed using several stages.

These stages include verifying the accuracy of the data, results, and interpretations by reconfirming with the informants regarding the transcripts and interpretations made. Feedback given by the informant regarding confirmation is one way to ensure the trustworthiness of the data gathered. After that, data analysis was carried out with the stages of organizing and familiarizing, coding, and reducing, as well as interpreting and representing (Ary et al., 2014). The data transcribed and confirmed by the informant is read several times during the organizing and familiarizing stage. This is so that the information can be captured

in its full meaning. In addition, interview recordings were also played several times to capture any non-verbal information that might be obtained. Then, coding and data reduction were carried out where in this process the existing data was categorized into themes and sub-themes based on the similarity of units of meaning. The next step was to interpret and represent the data.

### *Findings and Discussion*

Data on the demographics of the teachers revealed that 1 out of 3 held a bachelor's degree and the rest a master's degree. In addition, 2 are certified teachers and the other 1 is uncertified. In addition, based on their teaching experience, 1 teacher has 5-10 years of teaching experience, while another 2 teachers have more than 15 years of teaching experience. These aspects are believed to influence the professionalism of teachers (Habibi et al., 2019; Harisman et al., 2019; Kholis, 2019; Turmini et al., 2020). All teachers took the teachers' self-assessment questionnaire and the result of their level of performance for each standard is as shown in Table 2.

**Table 2.** *Samples' performance level of each standard*

<b>Performance Standards</b>	<b>Average Score (1,00-4,00)</b>	<b>Performance Level (L1-L4)</b>	<b>Description</b>
Learning Preparation	2,8	L3	<i>Effective performance</i>
Learning Activities	2,43	L2	<i>Satisfactory performance</i>
Learning Evaluation	2,26	L2	<i>Satisfactory performance</i>
Interpersonal Relationship	2,31	L2	<i>Satisfactory performance</i>
Professional Development	1,86	L2	<i>Satisfactory performance</i>
School Development	1,67	L2	<i>Satisfactory performance:</i>

The table indicates that the performance level of the teachers for the last five standards is at level 2 out of 4. Only the first performance standard is at level 3 out of 4. The teachers' first performance standard, which is learning preparation, is already at effective performance. Essentially, the teachers have met the teaching requirements and have demonstrated a willingness to acquire and apply updated techniques.

Additionally, they sustain high performance for a long time; exhibit behaviors that influence students' learning. However, teachers' level of performance in learning activities, learning evaluation, interpersonal relationships, professional development, and school development is only at level 2. Teachers who reach this level are already working toward proficiency but need professional support to achieve proficiency and need to improve their performance.

From the interviews conducted, there were six main themes that were elaborated. Table 3. shows the themes and sub-themes found.

**Table 3.** *Themes and Sub-themes*

Themes	Sub-themes
<b>Theme one: Learning Preparation</b>	Self-recording for learning material Providing video link from other learning resources (YouTube) Providing written summary of the material Setting up a synchronous class platform (zoom cloud meeting, google meet) Setting up a chat app (WhatsApp Groups)
<b>Theme two: Learning Activities</b>	Infrastructure obstacle (internet access, device limitation) Students' low motivation Unconducive learning environment
<b>Theme three: Learning Evaluation</b>	Students' low discipline in submitting the assignment given
<b>Theme four: Interpersonal Relationship</b>	Colleagues' collaboration Teacher-parent coordination
<b>Theme five: Personal Development</b>	Participation in joining online webinar
<b>Theme Six: School Development</b>	Principal's encouragement

Furthermore, to get a comprehensive understanding regarding the result of the interview, the profiles of each informant are provided in Table 4.

**Table 4.** *Informant profiles*

Teacher	Profiles
<b>Teacher A</b>	Female, millennial generation, 6-10 years of teaching experience, bachelor's degree, uncertified teachers
<b>Teacher B</b>	Male, boomer generation, more than 15 years of teaching experience, master's degree, certified teachers
<b>Teacher C</b>	Female, boomer generation, more than 15 years of teaching experience, master's degree, certified teachers

### ***Learning Preparation***

Based on the data obtained previously it is known that teachers' performance at this standard is at level 3 which is the highest level as compared to the other five performance standards. Accordingly, these teachers are capable of preparing learning materials during pandemics.



“I explained directly, and I sent a video link that I made myself for them ”” [teacher A]

“I sometimes used existing media, I took the video from YouTube, then I summarized the material in written form. To be honest, I can't make it (the video, red) yet.” [teacher B]

“In online learning (I, red) usually used SlideShare in the form of PowerPoint to make it interesting for the students.” [teacher C]

In terms of preparing English learning materials electronically, the teachers have made some effective preparations. These include making their own learning videos to share with students and explaining directly, utilizing learning resources from YouTube, or using SlideShare. The use of video in online learning is considered an effective way to help students understand the material given especially in the asynchronous online learning process (Dinmore, 2019; Hansch et al., 2015; Ou et al., 2019). The teachers said that they used video as a medium to help them explain the material that would be given to students. The teachers prepared the video either by making their own video recordings or by searching for content on YouTube that is in accordance with the material being discussed. A female teacher who makes her own video recordings belongs to the millennial generation, with experience of six to ten years in the classroom. This profile explains her familiarity with technology devices and applications; therefore, creating her own teaching video was her option in preparing the teaching material. Another teacher who also used video, but took it from YouTube, is a boomer-era male teacher. He has more than fifteen years of teaching experience. This shows that the teacher has already realized that video would help students understand the material more easily. However, due to his limited digital literacy, he used YouTube as one of his teaching resources. Additionally, he provided students with a written summary of the video and audio explanations.

“For example, about reading, we prepare, for example like narrative reading. And we must understand that (the reading, red) first and what students need to know. We make points such as summary because if students are given raw material, it cannot be understood by the students here (who are from rural area, red). Apart from preparing the video, we also must prepare the brief material and the audio explanation.” [teacher B]

Furthermore, the other female teacher identified as the boomer generation with more than fifteen years teaching experience prepared the material using a PowerPoint presentation. She thought that was interesting enough for the students. Concerning her profile, her decision is understandable since she has limited technology knowledge and digital literacy. While the vocational English teachers at Ogan Ilir have made different choices in preparation for learning, they have demonstrated their willingness to learn and apply new teaching skills.

### *Learning Activities*

In this standard, the level of performance reached by the teachers is level 2. This means they have made efforts to achieve the required proficiency to become an effective teacher but still require professional support to achieve proficiency.

“We also use the Zoom application but sometimes only two or three students joined. So, the use of technology is not very suitable for use in our area. Therefore, I only used WA only.” [teacher A]

“The one that I used the most is the WhatsApp group. (I, red) ever used Zoom Meeting, but the reason is that the students don't have internet quota. For those who already have internet quota, the reason is that there is no signal. Yet they may not be honest. So, those are the problems.” [teacher B]

“I teach in a rural area where the students are basically from middle to lower socioeconomic class. They have cellphones, but the internet connection network is not good. They are also constrained by costs to buy internet quota continuously” [teacher C]

One of the biggest challenges teachers face when it comes to teaching is infrastructure issues such as internet access. Due to poor internet access in rural areas, taking synchronous classes is almost impossible. This is in line with many previous findings regarding online learning (Agung & Surtikanti, 2020; Dhawan, 2020; Elumalai et al., 2020; Fauzi & Sastra Khusuma, 2020; Mahyoob, 2020; Nambiar, 2020; Octaberlina & Muslimin, 2020; Pratolo & Solikhati, 2020; Rasmitadila et al., 2020). In addition, this study also found that students were not motivated to participate in the online learning process.

“Usually, we explain to the student directly but now we can only go through WhatsApp and also sometimes I ask students if they understand or not, but the response is very slow” [teacher A]

“The problem is that sometimes students are given assignments within 2-3 days (to submit), but it takes 1-2 weeks (for the students, red) to submit. They also sometimes don't respond and when (they are, red) contacted, they are still not active” [teacher B]

“The problem is that it is very difficult to get children to be actively involved in online learning” [teacher C]

In online learning, participation and motivation are essential, especially when students are assigned numerous independent tasks. The online learning activities will run better in spite of the technical problem if the students actively participate in the activities and are motivated to do the activities (Hartnett, 2016; Kenedi & Astuti, 2021; Rahman et al., 2021). Amidst the pandemic, students and their families face a complex situation. Online learning is not



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prioritized because of unstable economic circumstances, health problems, and other factors, especially when students come from low socioeconomic backgrounds. Due to this, online learning from home is not conducive to students. Unfortunately, demotivation can also happen due to poor external support (Gustiani, 2020; Tezci et al., 2015; Widjaja & Chen, 2017).

“To cultivate a sense of responsibility to learn from students is difficult. We don't blame the parents; the students are too free at home. For example, if they are scolded at home, they will play outside. Parents who are working also can't control them anymore” [teacher B]

Consequently, two factors need to be improved significantly in the English online learning activities at Ogan Ilir. The external factor is the infrastructure issue, and the internal factor is students' motivation and engagement. Despite their different profiles, all three teachers interviewed described the same circumstances relating to the obstacles they faced in learning activities.

### *Learning evaluation*

During online learning, one of the main purposes of learning evaluation is to determine how far the students have achieved their learning objectives. Due to the ease with which students can browse answers on the internet in online learning contexts, the evaluation process activity is very challenging in online learning contexts, especially when the questions are textual. In this standard, the results show that the teachers' performance is level 2. In the interview, the teachers indicated that they evaluate students by giving them assignments via both WhatsApp groups and Google Forms.

“My strategy to know if they are really learning is through their attendance list. I checked their absence from their assignments. So, who submit the assignments will be considered as being present” [teacher A]

“They were given a video and told to watch it and asked to understand the content of the video. Then while understanding the video, they also read the explanation text that I sent. After that, I will give assignments or quiz based on the video and explanation. They must submit it online or offline (come to school to submit the assignment, red). The assignment is written in their notebooks if they are offline (learning, red) or if they are online (learning, red), they take the photo of it” [teacher B]

“They only join important lessons, for example, about 60% of the children participated in daily tests. Then 90% of them (students are present when, ed) when we do the mid-semester assessment fully online using Google Forms and usually 98% of the students take the end-of-semester assessment” [teacher C]

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In an online learning context, the form of evaluation should be more flexible and customized to the students' individual learning experience. This will ensure the chance to cheat and copy paste from online resources can be minimized (Gillett-Swan, 2017; Wanner & Palmer, 2015). Furthermore, open ended questions will better explore students' knowledge of the subject being discussed. In addition to assessing students' learning outcomes, one teacher uses the assignment to determine attendance. To engage students in learning activities, this strategy can be used. The other teacher also asked the students to write their assignments in a notebook and then take a picture of their work. Then, they submitted it through the WhatsApp group. This indicates that the teacher has limited knowledge of some applications that may assist him in evaluating. A Google Form, for example, can be used for learning evaluation, as well as other platforms such as Quizzes or Kahoot. Additionally, this platform will also be a variation for students who are not motivated during online learning.

Additionally, implementing online learning through a project-based method may be an alternative (Chanpet et al., 2018; Edy et al., 2020; Kurzel & Rath, 2007; Wei-Lin & Wen-Tsai, 2016; Yuliansyah & Ayu, 2021). By using this method, teachers can adjust the requirements between synchronous and asynchronous classes as well as the use of projects for evaluation. A project-based method tends to be more challenging and suitable for vocational students who are more familiar with practical processes and field experiments than theoretical learning processes.

Moreover, teachers must consider both summative and formative evaluations when assessing students. In online learning during the pandemic, formative evaluation for some extent has better indicators for explaining the students' learning process than the summative one (Berridge et al., 2012; Gordon & McGhee, 2019; Peterson, 2016). Teacher B asserted that he did not only focus on the score his students get but also the students' effort in doing the assignments.

“The first thing that I assess is their willingness to respond to the tasks I gave them. Then I look at the assignments they submitted both online and offline. The issue of how much right and wrong is not the main point ” [teacher B]

The most effective way for teachers to get a sense of student achievement is to use these two evaluation processes proportionally.

### ***Interpersonal Relationship***

In this standard, Ogan Ilir's vocational English teachers are at level 2 out of four. There are two aspects of this standard assessed in this study. The first is the relationship between teachers and their colleagues. The second one is their relationship with students' parents.

“Yes, there is. Usually we (the teacher and her colleagues) discuss with each other about how to deal with students and find solutions because the problem is closely related with the students. Disciplining students during this pandemic is a bit difficult.” [teacher A]

“Usually, I involve other English teachers to discuss how to deal with students, share strategies and methods, including materials, sometimes we send (the material, red) each other.” [teacher B]

“During this pandemic, there is none. But at the beginning of the new school year, we usually map out the basic competencies. So, we map the material that students will learn for one year per grade together from grade 10 to grade 12.” [teacher C]

In the interview, two teachers reported having positive relationships with their colleagues and usually discussing problems they encountered during online learning. They also shared the materials and teaching strategies they had with other teachers. By collaborating, teachers can help each other find a solution and make suggestions regarding the problems they are facing. In fact, the other teacher said that during the pandemic she did not do any collaboration or discussion with her colleagues regarding the online teaching and learning process. She mentioned that there is an annual teacher meeting forum at the beginning of the school academic year. This forum will map the basic competences of students at all levels.

Interpersonal relationship is one of the most critical soft skills which is needed by teachers (Edmunds, 2019; Mencl et al., 2016; Opić, 2016; Rahim et al., 2020). Teachers will gain new insights and perspectives on the obstacles they face by connecting with their colleagues. Furthermore, interpersonal relationships will help teachers create a comfortable working environment, which is crucial to improving their performance. The vocational English teachers at Ogan Ilir show that they have realized the importance of this interpersonal relationship with their colleagues even though they tend to be in formal settings, such as in teacher meetings. In fact, many collaborations with peers can be made outside the formal setting of schools. As a result, they still need professional support to develop their interpersonal skills, especially when it comes to collaborating effectively with colleagues. Furthermore, teachers should also possess good interpersonal skills with their students' parents in addition to making positive relationships with peers. Consequently, teachers can gain a deeper understanding of students' behavior and their achievement.

“It's only for certain students, for example, those who rarely come in or those who are having problems have their parents called and that's when we have a discussion with the parents” [teacher A]

“When I have the opportunity to meet with parents, we usually discuss how to make students more motivated to learn, their attitudes and moods for learning. And I also share with colleagues from other schools to find solutions to problems related to online learning.” [teacher B]

"We also just have a new program. It is called a home visit but not all students can get it because it is only for students who have problems and who are not actively participating in online learning." [teacher C]

The interview revealed that all teachers have the same pattern of interpersonal relationships with parents. They focused on communicating with parents whose children have low achievement or problems during online learning activities. It is understandable since the number of students in one class is usually around thirty to forty students. Therefore, it is difficult for teachers to maintain an effective relationship with all students' parents. Strong communication between teachers and parents will benefit the students in many ways; parents will give more support to their children regarding their school activities and lead to a conducive learning environment at home (Bano et al., 2018; Thomas & Strunk, 2017). Students' awareness of their responsibility during online learning can be greatly increased by this supportive learning environment.

### *Professional development*

The level of performance of the vocational English teachers at Ogan Ilir gained from the questionnaire for this standard is also at level 2. There is a close connection between this standard and teachers' willingness and effort to improve their skills and professionalism.

"Yes. During this pandemic I often attend webinars and others in my spare time" [teacher A]

"Yes, often, especially related to educational technology use" [teacher C]

Teacher A and teacher C, whose profiles are both females, said that they often joined online webinars or workshops during the pandemic. This is to develop their knowledge and understanding related to educational technology and education during the pandemic.

"It is mostly about how to understand the characteristics of students during a pandemic, how to study effectively during a pandemic, that's the theme that I usually join." [teacher A]

In contrast, teacher B, a male, admitted that he never joined any webinar during the pandemic. He claimed that he had many other things to do which were more prioritized.

"Never, because I have many daily routines" [teacher B]

Teachers' professional development is one of the ways to increase teachers' effectiveness in the teaching and learning process (Kennedy, 2016; Mizell, 2010; Postholm, 2018). This issue becomes more urgent during the pandemic since teachers are faced with new conditions of learning. Because of the closing of schools and the total use of online learning, this condition has never occurred before. On the other hand, there were so many online webinars held by

various institutions all around the world. It gives teachers the opportunity to join any public webinar based on their interest. Nevertheless, these types of professional development cannot be effective unless teachers implement them in their classrooms. For that reason, the school's principal has a role to encourage and support teachers to take professional development activities. They can also cascade the knowledge to their colleagues and use it to improve their teaching and learning process effectiveness in class.

### ***School Development***

This school development standard deals with how teachers actively participate in school activities or initiate programs in the schools. The level of performance reached by the vocational English teachers at Ogan Ilir for this standard is level 2 out of 4.

“In our school, our principal usually recommends attending webinars and we also have plans for teachers during the pandemic which will be for the next day.” [teacher A]

“There haven't been any for the past year” [teacher B]

“But during this pandemic, there is no (school program). Before the pandemic, there was a program to improve teachers' competence.” [teacher C]

During the pandemic, all three teachers said the school did not provide any teacher-oriented programs. This implies that the school did not have certain strategies to overcome the problems they had related to online learning implementation. Although teacher A said that the principal suggested the teachers at her school join some webinars, this kind of suggestion tended to be principal personal initiative. It was not school policy. The leadership of the principal is significant for school development and growth. School as a learning organization should be implemented to ensure that schools become agile in responding to any changes, including the COVID-19 pandemic (Alipour & Karimi, 2018; Kools & Stoll, 2016; Mohd Hamzah et al., 2011; Sangadji et al., 2021). Principals have a responsibility to create a supportive environment in schools that will engage teachers more in creating effective online teaching and learning practices. In addition, teachers' involvement and initiative in schools' programs can be increased when principals have effective leadership. As a result, school development can be accomplished as expected when teachers and principals share the same vision.

### **Conclusion**

The results of this study reveal that there is a need for supporting programs and technical guidelines to help the vocational English teachers at Ogan Ilir improve their level of performance in online learning especially in the context of online learning preparation, activities, evaluation, interpersonal relationships, professional development, and school development. Some implications can be drawn from the results of the teachers' self-

assessment regarding their implementation of English online learning during the pandemic. Firstly, teachers' digital literacy and knowledge of online teaching resources are vital in an online learning context. When these two things are lacking, the teaching and learning process will become monotonous and ineffective. Due to its nature, teaching English online can be challenging. There needs to be plenty of practice, as well as authentic English learning resources available on the internet. Nevertheless, online learning offers teachers a great deal of flexibility and a variety of resources to support their preparation, activities, and evaluation of online learning. Therefore, teachers' digital literacy and knowledge of online teaching resources play a crucial role in online learning. Secondly, the generation gap between teachers, especially between the boomer generation and millennials, should be treated as an opportunity to build teaching collaboration. With their familiarity with ICT, millennials can help the boomer generation with team teaching. Meanwhile, boomer generations who are more experienced in pedagogy can contribute to material contents and evaluation. Furthermore, the principal of the school plays a crucial role in implementing this strategy. The school principal must play a crucial role in creating a school-organization atmosphere in today's fast-paced era of unpredictable changes and uncertainties due to the pandemic. Thus, the role of principals in managing schools during and after the pandemic deserves further investigation. Further, based on the findings of this study, it is recommended to provide teachers with practical educational technology mentoring. Mentoring should be designed so teachers can easily apply the knowledge they gain from it to their own online classes. It is also recommended to develop comprehensive handouts or guidebooks on English online learning in order to meet teachers' needs to improve their performance.

#### ***Disclosure statement***

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