
The Loss of Teacher's Authority in Online Learning During Covid-19 Pandemic

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Abstract: The Covid-19 epidemic has altered social and physical segregation policies in the field of schooling. Due to this restriction, learning is now done online instead of in person. Teachers also lost their true authority in the classroom as a result of this evolving learning practice. This study employed a qualitative research methodology. Interviews and observation are used to acquire data. The method of data analysis makes use of the theory. Interviews and observation are used to acquire data. The method of data analysis relies on Miles and Huberman's theory, which calls for gathering, reducing, and presenting data. This study demonstrates that throughout the pandemic, teachers have lost their influence over online learning. Following up on this research will need assessing how prepared teachers are to deal with shifts from traditional offline to online learning environments.

Keywords: Online learning; the loss of teacher's authority; covid-19 pandemic.

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INTRODUCTION

The teacher is a crucial human component in education (Buchari, 2018; Kapukaya & Yildiz, 2023; Zaripova et al., 2021). The teacher's presence in the classroom worked well as a facilitator (Jagtap, 2016; Junaidi et al., 2021; Peercy et al., 2015). The teacher also had the power to direct classroom instruction. However, due to the shift from face-to-face to online learning, teachers have started to feel the loss of their authority during the pandemic (Godhe, 2023; Hebebcı et al., 2020; Joshi et al., 2021; Niemi & Kousa, 2020). According to David & Mansureh (2017), there are difficulties in transferring subject matter during this transitional process, and this brings up one of the biggest worries of teachers using distance learning during a pandemic, namely the challenge of maintaining contact, communication, and limited social interaction with the students. Online learning's absence of direct interaction between instructors and students (Fawns et al., 2019; König et al., 2020).

Since the advent of online learning, teachers are no longer the primary source of knowledge in the classroom and cannot actively assist students in their learning (Donnelly & Patrinos, 2022; Dorn et al., 2020; Jamila & Natsir, 2021). There are no longer the routines of students kissing the teacher's hand when they go to class, and there are no students who can be asked by the teacher to just bring bags or books to the class. Students also no longer greet their teacher. There is no student obedience to teachers like before.

Meanwhile, teachers also cannot force students to obey their orders. All of these raise a sense of concern about the loss of authority as a teacher.

The reduced authority of teachers in online learning during the pandemic has received less attention from education researchers. Existing studies can be divided into several categories. First, the study that examined the impact of pandemic on teacher's competence in online learning. This study found that online learning did not change orientation values as an educator (Kidd & Murray, 2022; Mishra et al., 2020; Van Der Spoel et al., 2020). Secondly, the studies which concluded that covid-19 pandemic has presented new opportunities and challenges for teacher education (Adedoyin & Soykan, 2023; La Velle et al., 2020; Siddiquei & Kathpal, 2021). This study explains that online learning during pandemic has an impact on reducing teacher pedagogical competence. Third, the study that highlighted that teachers must be technology savvy so that online learning could optimally run well. (Anugrahana, 2020a). This research found that most teachers use simple application, such as WhatsApp, in online learning. Only a few uses the zoom, you tube and google form application. However, all of the studies previously mentioned fail to explain the consequences of online learning during pandemic time on teacher's authority as classroom educators.

This article aimed to describe the loss of teacher's authority in online learning during Covid-19 pandemic. This was done by answering two research questions. First, what did the form of the loss of teacher's authority in online learning during Covid-19 pandemic? Second, how did the teacher respond to the loss of authority? The shift in learning from face-to-face to non-face-to-face has caused teachers to lose their authority as rulers in the classroom. When face to face in class is still a source of authority for teachers as educators, online learning during Covid-19 pandemic will have the opportunity to place teachers in a deauthorization position.

METHOD

The present investigation employs a qualitative method utilizing an explanatory case study design to comprehensively understand the phenomenon under scrutiny (Capraro, 2016). The data were collected through in-depth interviews. In -depth interview was conducted with teachers from four elementary schools, both in public and private schools in Palembang, a capital city of South Sumatera, Indonesia to find out the relationship between online learning during pandemic with teacher's authority and to explore teacher's responses to this phenomenon. The purpose of this study was to provide a factual description of the loss of teacher's authority.

The data were then analysed by reducing the data from observations and in-depth interviews. The data were then presented and verified or concluded in accordance with the formulation of the research problems, so that the research results obtained could answer the problem of the loss of teacher's authority during the pandemic. The researchers purposefully select informants with significant knowledge about the research problem. The purpose of this endeavour is to acquire precise and enlightening information. A total of five individuals were informants.

Table 1. Informants and Data Source

Informants	Data Source
R1, Public Elementary school teacher	Teacher's experience teaching online during pandemic
R2, Public Elementary school teacher	Teacher's experience teaching online during pandemic
R3, Public Middle school teacher	Teacher's experience teaching online during pandemic
R4, integrated Islamic Elementary school teacher (Guru SDIT)	Teacher's experience teaching online during pandemic
R5, Islamic Elementary School teacher	Teacher's experience teaching online during pandemic

Data collection

Initially, the researchers performed a qualitative analysis of documents. This document may serve as a valuable resource or informant for research purposes, providing answers to research questions (Nilamsari, 2014). Subsequently, the researchers conducted comprehensive interviews with informants to elucidate the contents of the documents (Goodell et al., 2016). To ascertain the veracity of the data, the researchers engaged in iterative interviews, conducted rigorous field observations, and cross-validated the data obtained from interviews, observations, and documentation.

The observations and interviews were carried out for three months involving five teachers in Palembang as research participants. Each of them spread across public elementary school, public middle school, Islamic Elementary school, and Integrated Islamic Elementary School. This study focused on how teacher's deauthorization occurred in online learning during Covid-19 pandemic and how teachers responded to this phenomenon. The participants were chosen because they were teachers at this level have a very strong emotional attachment to their students and those students have a very high level of dependence with their teachers.

The interviews were conducted in several sessions to ensure data availability. Interviews were conducted when researcher want to explore more deeply about the attitudes, beliefs, behaviour, or experience of response to social phenomena. The characteristic of this method is that it exist verbal exchange of information with one or more people. (Bastian, Indra and Winardi, Rijadh Djatu and Fatmawati, 2018). Some interviews were conducted formally via telephone and chat on Whatshap, while informal interviews were conducted openly, either directly or indirectly through WhatsApp. The validity of the data in this study was achieved in two ways. First, triangulation of sources was carried out. Second, triangulation of methods / techniques was employed. In both ways, data validity could be achieved and data synchronization could be done.

Data Analysis

The collected data were subjected to a triangulation method, wherein the findings were synthesized by integrating data obtained from multiple sources such as interviews and observationsn. (Miles & Huberman, 1994). The researcher engages in a comprehensive process of data recording-taking notes, summarization, classification, analysis, and interpretation. Subsequently, the data obtained is evaluated in a narrative format to draw conclusion related the loss of teacher's authority in online learning during pandemic.

RESULT AND DISCUSSION

The Form of the Loss of Teacher's Authority in Online Learning during Covid-19 Pandemic

These three facts / evidences are discussed carefully as follows. The following is the result of the interview.

Table 2. Interview Result

Respondent	Interview result	Main idea
R5	"The role of the teacher is not optimal because the teacher could not meet the students directly in learning processes, so when the students had problems in learning, they could not get helps from us directly.	Losing power in guiding and controlling students
	"As a teacher, I also felt ignored because of the internet. Even when I have provided the learning media, the students still wanted to browse the material from Google search engine. "	Losing power as a primary source of learning
	"It was difficult to evaluate the students because they were not directly monitored. In online learning, spiritual attitudes were hardly observed. Usually, we paid attention to the continuity of their prayers and Al Qur'an reading. "the teachers couldn't see their students' performance directly in online learning."	Losing power in evaluating
R2	It was difficult for the teachers to monitor the students' progress in online learning. Face-to-face meeting was important to do because it made the learning process easier for the students.	Losing power in guiding and controlling students
R4	To have online learning process was very very difficult especially in delivering the material. It is because the subject matter was very difficult to summarize in a little time".	Losing power as a primary source of learning

The form of the loss of teacher's authority in online learning during covid-19 pandemic were proved from three facts. First, the loss of the teachers' authority in guiding and controlling the students in the online learning process. Second, the loss of the teachers' authority in delivering subject matters. Thirdly, the loss of the teacher's authority in assessing or evaluating their students' learning outcomes.

Online learning during covid-19 pandemic made it difficult for teachers to guide and control students directly. Learning during pandemic had long distance. There was no direct interaction between teacher and students. In fact, direct interaction between teacher and students in learning could have a positive effect on creasing student motivation and self-efficacy.(Li & Yang, 2021).

Explaining subject matters is one of the basic teaching skills of teacher (Gultom et al., 2020; Sugihartini et al., 2020; Tok, 2010). Learning during covid-19 pandemic had carried out online application such as, zoom, google class room, genius, teacher's room, etc. Teachers could not deliver subject matter comprehensively and effectively through online learning application. There were no eyes contact and direct interaction like in offline learning. This condition results the loss of the teacher's authority.

Assessing or evaluating students is one of the significant tasks of teacher. Evaluation functions to measure the achievement of learning objectives (Osiesi, 2020; Pepen, 2020). Online learning made it difficult for teachers to comprehensively assess students including cognitive, affective, and psychomotor aspects. Most of the student

assignments had been done their parents, because online learning had been done from home. Teachers could not detect originality of students out comes.

These were important aspect that really determine the success of learning. Refer to the teacher law in Indonesia (UU No. 14 year 2005), teachers are professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating student at the early, primary and secondary education level. The reduced opportunity for teachers to guide and control students, deliver subject matters, and evaluate in online learning during pandemic has resulted in the loss of teacher's authority. Assessing in online learning during pandemic had tended cognitive aspect. Assessment of attitude and skill aspects had been tended to be neglected, because limited interaction between teacher and students.

Online learning and the loss of teacher's authority

Online learning prevents teachers from meeting students privately. This condition has an impact on the loss of teacher's authority as a class educator. In the interview, some of the teachers explained. "It was difficult to control and supervise the development of the students' learning performance through online interaction. Learning facilities owned by the students were limited. For example, the cell phone used belongs to the parents, so it was frequently happened that when it was the class time, some students could not follow it since the cell phone was being used by the parents. "(R4, Personal communication, March 6, 2021).

Online learning was also felt by the teachers to reduce their authority, it was stated by one of the teachers below. "The students' respect to their teachers during online learning in the pandemic time has decreased or almost disappeared. There were no more students who kissed their teacher's hand during this pandemic time. Kissing the teacher's hand is a form of respect for teachers, because teachers must be respected so that the knowledge the students get from their teachers is blessed." (R3, R4, Personal communication, March 6, 2021).

Online learning also had an impact on the difficulty of the teachers in evaluating their students, in terms of cognitive, affective and psychomotor aspect. "The assessment was difficult to do during online learning. Because, it was not certain that the students really did the task or not. Sometimes the parents were the ones who looked for the answers and the students just copied them." (R4, Personal communication, March 6, 2021). Another informant revealed. "Even though I have provided learning media to be listened to, during the evaluation, the students still browsed from Google search engine. It was difficult to evaluate them because they were not monitored. "(R5, Personal communication, January 2, 2021).

Based on interview, it can be confirmed that the limited learning facilities in online learning during covid-19 pandemic also limit teachers to monitor students fully. Reduced interaction in online learning during pandemic means student's respect for teachers has decreased. Students had not tended to care about the learning media that has been prepared by teacher. Students have preferred internet media.

Teachers' Responses to the Loss of Authority Happened During Pandemic

The loss of teacher's authority in online learning during Covid-19 pandemic was responded by the teachers in some ways. First, the teachers asked the parents to come to school with the tasks that have been done by their children. (R2, Personal communication,

March 6, 2021). Secondly, the teachers asked their students to come to school to do assignments directly given by them. For the students who were not very active in WhatsApp conversation, the teachers usually contacted their parents. Besides, the students were asked to come to school to do their assignments at school, so that the goal of assessment was still achieved and as well as the KKM (R1, Personal communication, March 6, 2021). Thirdly, the teacher had the class with the consent of the parents. "As long as we were online, our students were usually asked to come to school every Monday, only for a few hours. The school was quiet, there were no students, ma'am. We as teachers were eager to meet the students. Therefore, with the consent of the parents, our students were asked to come to school once a week, even if it was only for a few hours. "(R2, Personal communication, March 24, 2021).

There were at least three forms of the loss of teacher's authority in online learning during the pandemic time; first, the loss of teachers' authority in guiding and controlling the students' learning development; second, the loss of teachers' authority as the main learning resource or material delivery; and third, the loss of teacher's authority in evaluating the students' learning outcomes. Several teachers' responses emerged related to the loss of teacher's authority. First, the teachers asked the parents to submit their children's assignments to the teachers at school. Secondly, the teachers asked their students who did not understand the subject matters and assignments to come to school. Third, the teachers had the class by asking their students to go to the school in turn with the consent of their parents.

The results of this research showed that on the one hand there has been a fundamental transformation in online learning during the pandemic time. This fundamental transformation was not based on the shifting of the place of learning that moved from school to home due to the demands of social distancing requirement during the pandemic time. However, this transformation led to a change in the learning tradition that was originally very dependent on teachers (teacher centred) to learning which was relied on internet (technology) (Tareen & Haand, 2020), such as web, email, chat, texts, audio and video conferencing which was connected through a computer network (Ez-Zaouia et al., 2020). The change in the learning tradition has reduced or even gradually eliminated the teachers' authority as the ruler in the classroom.

On the other hand, the result of the research is the basis for seeing that technology as the spirit of online learning did not reduce or eliminate the teachers' authority. Actually, teachers have full authority in the classroom and in learning, both online and offline. However, teachers must improve their competence continuously. Teachers must prepare themselves for changes in learning traditions from offline to online. Teachers' unpreparedness in facing the change of learning tradition from face-to-face to virtual (online) has become the fundamental effect on the loss of teachers' authority in online learning during the pandemic time.

The sense of the loss of authority as a teacher in online learning during the pandemic occurred because in their perspectives, learning only occurred in the classroom, and the teacher became the centre of learning (teacher centred). In the classroom, a teacher becomes a ruler who has full power to regulate and control the class. It is in the classroom too that a teacher gets respect from their students. Therefore, when the online replaced face to face learning, the teachers felt that their authority have been lost. This feeling also emerged when the teachers felt unable to control learning, delivered subject

matter, and punish their students anymore. For Esmaeili et al., (2015); Zamir, (2021), this is a traditional form of authority in the learning process.

Although it was not the main factor, the loss of teacher's authority in online learning can also be viewed in terms of the weakening of teacher-student relationship. Referring to Graça et al. (2013) authority or power must be understood as a form of immanent power relationship in the space in which power operates. Power must be understood as something that perpetuates the power relations. Therefore, power is a strategy in which the power relation is the effect. In the context of teacher's position so far, classroom is an area of absolute power for a teacher. Direct interaction between students and teachers is a power relation that this interaction becomes the glue of this power. When a teacher is no longer teaching in the real class, a teacher begins to feel that he/she is losing his/her power as the ruler in the class. This is what the teachers in this this research felt in online learning process where the class shifted from face-to-face to virtual learning. That is why the teachers' responses to online learning during the pandemic were seen trying to bring their students into the class in various ways. Starting from asking the parents to bring their children's assignments to school, asking the students to come to school so they could do assignments well and to have usual face to face classes. All of this indicated that the teachers tried to restore their authority by having the usual learning process because the teachers realized that without their students, they have nothing to do to deal with learning processes.

This study was different from other previous studies which emphasized that teachers must improve their technological competence in order to maximize online learning (Anugrahana, 2020b; Chi et al., 2020; Roddy et al., 2017). Some also considered that online learning does not change the values of teacher as an educator (Flores & Swennen, 2020; Kidd & Murray, 2022). This study confirmed that teachers must continue to adapt to the changing of learning traditions in this pandemic time that there has been a shift in the learning tradition from face-to-face to online learning. For this reason, teachers must have mental readiness equipped with skills in the field of technology, because online learning relies on internet (technology).

In line with the fundamental changes in online learning, which shift face-to-face to virtualization, the change is also needed in interpreting teacher's authority. The concept of independent learning as the basis for online learning needs to be instilled in teacher's mindset, so that a teacher does not feel like he/she is losing his / her power in the classroom. Online learning during covid-19 pandemic has taught us that teacher's authority should not only be seen physically.

CONCLUSION

It turns out that the loss of teacher's authority felt by the teachers in online learning was not based on the problem of lack of interaction and communication between the teachers and the students, or the loss of the teacher's power to control the development of the students' learning at home. However, it was more to mental and cultural unpreparedness of the teachers for changes in learning traditions. Online learning, which transforms physical face-to-face into virtual-based of technology-cantered learning was interpreted by the teachers as merely shifting learning spaces from school to home. This change was not seen as the change in the learning tradition from the usual highly dependent on the teacher to an independent and liberating learning tradition. Correspondingly, the main difficulty of the online learning process as found in this study

lied in the mental unpreparedness of the teachers in accepting changes in learning traditions. As a result, online learning relied on technology was considered the factor in reducing the teachers' authority.

Taking the perspective of online learning as a shift in educational tradition has enabled this study to see the loss of teachers' authority as a process of teachers' mental unpreparedness in facing independent learning in the digital era. The teacher's mindset should change when the learning paradigm changes. The Teacher's competence must also be strengthened to support the change in the learning paradigm. The synergy between teacher readiness and competence will position teachers with true authority.

This study was limited to mapping the loss of teachers' authority in online learning during the COVID-19 pandemic. In line with the demands of social distancing during the pandemic that hindered the research process of data collection, the data were traced by interviewing the research participants via cell phone and WhatsApp chat, so that the data collected had limited perspectives. For a deeper understanding, it is necessary to carry out a case study by taking stratified samples based on various education categories and levels. In line with that, further research is needed to accommodate the empirical research based on observation and interviews with various parties, for example, parents, to gain a more comprehensive understanding that enables the development of targeted measures and policies.

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