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TEACHERS' TPACK IN TEACHING EFL DURING COVID-19 PANDEMIC

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Abstract

This study explores the TPACK of EFL teachers in two distinct school districts during the Covid-19 pandemic. This study comprised two English teachers from rural and urban schools in Bengkulu, Indonesia, with 2 to 10 years of experience teaching English. The researchers collected the data utilizing an interview-based comparative descriptive methodology to address research questions. Following the interview, the collected data was transcribed. The findings of this study indicate that urban teachers have a higher level of TPACK than rural teachers in terms of their ability to use technology and manage classes when teaching English during the Covid-19 pandemic, particularly concerning online learning applications such as Zoom meetings, WhatsApp, Google Classroom, and the YouTube app. On the other hand, rural EFL teachers have insufficient TPACK. Due to a lack of time to design technology lesson plans, technology training, and inadequate supporting facilities and infrastructure, such as limited internet network availability and power outages, teachers lack knowledge of technological advances for online learning. Even though teachers in rural and urban areas had never utilized an online learning system during the previous school year, they had varying capacities for addressing problems that developed while utilizing this system.

Keywords: TPACK, Rural and Urban areas, E-Learning

INTRODUCTION

This article presents a study and classifies the use of teachers' technological pedagogical content knowledge (TPACK) in EFL learning during the Covid-19 epidemic in two distinct school districts (rural and urban). Covid-19 is a highly infectious disease or illness caused by severe acute respiratory syndrome coronavirus 2, which originated in Wuhan, China, and has reached pandemic proportions, affecting individuals on all continents.

The Minister of Education and Culture of the Republic of Indonesia, Mr. Nadiem Anwar Makarim released a Ministerial Circular Number 2 / SE / 2020 in the field of education. This rule requires students to study from home (SFH) and basically keeps the class going. The transfer of real teaching and learning processes into virtual classrooms in the sense of class is the culmination of the government's efforts to prevent COVID-19 from penetrating the university population and spreading to local communities. (Kemendikbud, 2020; Afriani, 2020).

Moreover, schools (teachers) and universities (lecturers) must conduct and administer the learning process using an online/digital platform, commonly referred to as online learning or E-learning. This online learning offers both teachers and students with a problem. It faces several obstacles in urban and rural areas, including networking issues, internet connection issues, and challenges in performing learning processes (Alchamdani, 2020; Hayati, Afriani, & Akbarjono, 2021; Akbarjono, Belawati, Afriani, 2022).

Changes in the learning system from face-to-face to online have unquestionably affected the teaching-learning process in Indonesia's (rural and urban) regions (Churiyah, M., 2021; Akbarjono, et.al, 2021). The disparities in facilities between regions impact the classroom learning process. This circumstance presents a considerable challenge, especially for educators. Every teacher in the current educational system must comprehend technology, including TPACK (Technological Pedagogical Content Knowledge).

The TPACK framework is a sophisticated, multidimensional procedure that requires understanding the reciprocal, dynamic relationship between three knowledge bases: pedagogy, content, and technology. They are listed below: (1) Content knowledge (CK), also referred to as subject matter knowledge, and (2) Technology knowledge (TK), often referred to as technical knowledge, refers to the understanding of a variety of technologies. (3) Pedagogical Understanding (PK), often known as teaching procedure or technique understanding. (4) Knowledge of technology content (TCK), which refers to subject matter knowledge delivered by technology, and (5) Pedagogic knowledge of technology (TPK), which refers to a grasp of how to implement various educational strategies using technology. Knowledge of technology-enhanced pedagogical content (TPACK) is described as the ability to apply instructional strategies using technology. (Koehler & Mishra, 2009).

Additionally, based on pre-observation conducted with seventh-grade teachers in a rural school on February 19, 2021. Interview results were utilized to collect data. During the Covid-19 period, the teachers noted difficulties with the existing learning technique due to inadequate learning facilities and a lack of technological skill on the part of the teacher. It illustrates that some students continue to arrive late to class after class has begun. In addition,

students said that studying online during the pandemic was difficult due to inadequate internet connectivity and limited learning materials.

On the other hand, based on the findings of the researchers' pre-observations conducted on January 29, 2021, with one of the English teachers and students from an urban school, it is known that the primary factor that significantly influences the online learning process is knowledge of pedagogical content, which includes student-centered learning as the first factor. Second, the incapacity of teachers and students to freely and openly engage during online education disturbs the learning process. Thirdly, implementing an effective pedagogical strategy involves remarkable ways to involve and activate students in online learning.

Each component of the TPACK framework that teachers employ serves a distinct function. Understanding TPACK is a prerequisite for reaching and exceeding learning objectives. TPACK may be defined as a set of technical and pedagogical competencies.

As a result, the researchers concentrated on examining the TPACK of English teachers during the Covid-19 outbreak. Based on the justifications mentioned earlier, the researchers chose to undertake the study entitled "Teachers' TPACK in Teaching EFL during the Covid-19 Pandemic."

METHOD

Research Design

A descriptive comparative method with a qualitative approach was utilized to gather data for this study, and interviews were employed to answer research questions. Research interviews are more than simply conversational; they can range from informal to formal. All discussions, however, contain particular norms for the transfer of power by one or both participants. Unlike informal conversation, research interviews seek information from only one side; hence, asymmetrical connections must be evident.

A *comparative study* is a research method that enables scholars to find and investigate the similarities and contrasts between two or more phenomena or groups of interest (Fraenkle et al., 2012). In addition, according to Bolinger (1987), the objective of descriptive comparison is to characterize and perhaps verify the invariance of the objects. Its goal is not to alter the objects; instead, it often strives to elude them. The primary objectives of descriptive comparative research are to find and examine similarities and differences of a given occurrence in a particular education group and to compare two groups to determine an inevitable phenomenon in descriptive research.

The qualitative method collects significant, in-depth data (Sugiyono, 2012). In addition, qualitative research is a study that tries to describe and understand occurrences, events, social activities, methods, or viewpoints of a specific individual or group (Ariesto, H., 2010). Qualitative research involves the identification, explanation, and analysis of collected data.

According to some of the definitions mentioned earlier, qualitative research is a technique that prioritizes the description of words. The primary objective of descriptive research is to describe the existing state of circumstances. As mentioned, it is fact-finding research. In descriptive research, conclusions may be accepted, but they do not demonstrate a cause-and-effect relationship.

Research subject

The researchers regularly utilize interviews to study the experiences and opinions of their subjects. In this study, the researchers want to answer the EFL teachers' TPACK concerning E-Learning during the Covid-19 pandemic. A small sample of two English teachers from two different schools in Bengkulu with experience ranging from two to eleven years was also selected for this study.

Data Collection

Convenience sampling would be utilized to choose research participants. In order to participate in this interview, they must thus conform to specific standards. Consideration is given to the criteria of certified teachers. They hold a Bachelor's degree in English education, have completed the Teacher Professional Program (PPG), possess an educator certificate, have completed in-service teacher professional education, are proficient in English, and have between two and eleven years of teaching experience.

Data Analysis

Transcribing the information acquired during the interview. Three steps of information acquisition follow the transcription of the data in order to assess qualitative data. Data reduction, data display, and data verification are examples. The purpose of data analysis is to find patterns or subjects within the data acquired by the researcher. This strategy is highly successful. To explore qualitative data in depth, a study must identify patterns in occurrences and define the amount to which a phenomenon occurs from the researcher's perspective (Miles & Humberman, 1994).

The researchers employ triangulation to verify the validity of the data. Triangulation is the process of verifying questions or expanding previous findings by leveraging many perspectives (Phil Tumer, 2020). Triangulation is often regarded as enhancing the rigor of scientific study and fostering a more thorough comprehension of the subject under investigation (Bekhet, A. K., & Zauszniewski, J. A., 2012)

FINDINGS AND DISCUSSION

TPACK refers to teachers' understanding of when and how to develop students' competency using appropriate teaching strategies and supporting technologies (Koehler, Mishra, & Yahya, 2007; Mishra & Koehler, 2006; Mouza, Nandakumar, Yilmaz, & Karchmer-Klein, 2017). This section provides an overview of the TPACK of EFL teachers, which reflects their daily teaching practices.

Technological Knowledge (TK)

Technology knowledge (TK) is commonly known as the understanding of using several technologies (Koehler & Mishra, 2006). The study found that rural English teachers have a low level of TK, as evidenced by the results of interviews with two teachers who lacked adequate critical technological tools for the courses. It was discovered that most of them rarely or never used online learning apps, such as Zoom meetings, Google Classroom, etc., and only used two applications to help them conduct their lessons. This situation is most likely due to a lack of technology training for teachers. It will be helpful if students encounter challenges when utilizing technology for online learning. Thus, they will be able to deliver the researched material effectively. Aside from that, the study observed through interviews with English teachers at an urban school that teachers had a high degree of TK. The majority of them were found to be capable of using computer hardware consisting of input devices, processing devices, and output devices. A participant's skill with software such as video players, audio players, Microsoft Word, Microsoft Excel, and Microsoft PowerPoint was also confirmed.

Moreover, rural educators continue to employ technology to enhance learning strategies, such as YouTube videos and PowerPoint presentations, in terms of teacher engagement in technological advancement. Lastly, despite having received training on online learning systems, teachers continue to encounter obstacles while incorporating technology; they can still not resolve issues involving technical tools or programs. In addition, the researchers found that urban teachers possess a high level of TK. The majority of them were

found to be capable of using computer hardware consisting of input devices, processing devices, and output devices. A participant's ability with software such as video players, audio players, Microsoft Word, Microsoft Excel, and Microsoft PowerPoint was also confirmed. Even if most of them seldom utilize online learning applications such as Zoom meetings, Google Classroom, etc., they can use these apps with ease since they have attended several seminars or training on online learning systems and are capable of handling their technological challenges.

Content Knowledge (CK)

Regarding subject matter expertise, the researchers identified several findings at the rural school. Content knowledge is the range of information teachers must possess about a profession (Mishra & Koehler, 2006). First, teachers possessed enough subject-matter expertise. Furthermore, the teacher's latest degree was in English education, showing they were proficient in the topic. The second finding concerned subject reinforcement. In order to enrich the lesson's topic, the teacher gives relevant and accurate facts on the issue, such as photographs or links to YouTube videos about the topics being taught at present. Thirdly, the teachers use printed and electronic books to acquire relevant content for EFL classes and provide students with references. Lastly, to emphasize the lesson's topic, the teachers typically ask students a question on the previous meeting's subject matter before class begins. Teachers provide students with assignments every two weeks and request that they collect them via class WhatsApp groups. In addition, the findings at the urban school were comparable to those in rural school districts in that they were excellent.

First and foremost, teachers possess appropriate content knowledge. If a student has not yet grasped the content, teachers will provide further explanation. It is also evidenced by the teacher's experience in English education and the use of relevant materials throughout the teaching and learning process. The second discovery concerned topic feedback. To reinforce the lesson's topic, the teacher should provide meaningful and factual information about the issue, such as photographs or videos about the topics being taught at present. Teachers use real and digital books and online resources to offer students essential knowledge in EFL classes. Lastly, to reinforce the lesson's source material, teachers usually ask students about the previous class's material at the start of class. Teachers also give students multiple-choice assignments done through Google form and essays collected through class WhatsApp groups every twice-weekly meeting. This study demonstrated that English teachers might arrange content by providing material and separating it into notions of components that are easy to grasp.

Pedagogical Knowledge (PK)

Pedagogical knowledge, also known as a knowledge domain, includes a thorough grasp of the teaching process, practices, and procedures such as student learning, classroom management, lesson plan preparation, teaching tactics, teaching methodologies, and student evaluation (Koehler & Mishra, 2006). Based on the findings of the interviews with teachers from remote schools, the majority of teachers had good PK levels. Teachers have not yet developed an effective online learning strategy. Since this school continues to use asynchronous e-learning, where learning is teacher-centered, and there are time limits during learning implementation, they are always searching for suitable methodologies and approaches. Teachers utilize WA apps, for instance, throughout the learning process. The teacher gives the WA group a link to a YouTube video or text/image file and instructs students to read or view the video.

Teachers can also arrange the classroom in a manner that promotes student learning. They may exercise control over the teaching-learning process in the classroom, including student understanding, planning, learning performance, measuring learning objectives, and the actualization of all prospective students. The teaching and learning activities of English teachers utilizing the PK suggested that they might supply information to students by actualizing all potential students through expanding these groups, resulting in students with exceptional pedagogical expertise. According to most teachers, the English teachers' forum kept them abreast of advancements in professional teaching. Additionally, it was revealed that PK is important since it provides learning objectives. Other participants, on the other hand, were not as liberal in offering participation bonuses to class-active students.

Aside from that, the study found that teachers had a high degree of PK based on an interview in an urban school. First, the teachers are familiar with essential pedagogical class preparation and delivery techniques. Second, the teachers utilized synchronous e-learning, in which learning is student-centered, and there are no time limits during implementation. Educators, for instance, employ Zoom meeting software during the learning process. Teachers incorporate a video or slide presentation into the teaching and learning process.

Second, tasks are planned as part of the assignment management operations. In this context, the essential behaviors of the learners in developing their assignments were task confirmation and negotiation. The students sought to interpret the teacher's instructions during task confirmation. For instance, they enquired about a YouTube course on constructing narrative texts. Some students are still puzzled about the task's instructions/rules.

In contrast, task negotiation happens when students require an exemption. They may, for instance, negotiate the task's difficulty and timeframe.

Finally, social supports consider how to sustain emotional responses and engagement during sessions. The bulk of students participated enthusiastically in class. They appeared responsive in their responses to the teacher's inquiries and their questions to the teacher when they were still unclear about some issues. After each session, the teachers expressed appreciation for attendance and participation. In the meanwhile, the students acknowledged and showed thanks.

The findings indicate that English teachers in rural and urban schools may organize the online learning classroom differently. Teachers in rural locations prefer asynchronous online learning strategies because they can adapt to e-learning even if it is delivered at a particular time and complete the learning process without time constraints. It is also tied to demographic issues since people in rural areas frequently have internet connection issues, preventing them from engaging in direct learning utilizing specific programs as outlined in the lesson plan.

Other than that, urban teachers use synchronous e-learning, which means they use synchronous learning and teach the students using electronic media. It suggests that professors and students can communicate in real-time utilizing media such as zoom meetings even if they are not physically there. Utilizing zoom's interaction space, chat column, and direct questioning in the zoom session, the teachers distributed learning materials throughout the course.

Pedagogical Content Knowledge (PCK)

Teachers' pedagogical content knowledge should include understanding what teaching approaches, teaching techniques, and teaching methods are appropriate for the topic, as well as understanding how parts of the subject matter may be effectively structured for better teaching. (Koehler & Mishra, 2006; Shulman, 1986). The outcomes of the interviews conducted in urban schools that the PCK level of the rural teachers was satisfactory. First, teachers use successful teaching strategies to guide students' thinking and learning. They could comprehend the material's many sub-concepts and apply them in a variety of ways. The application of English language development that they used while teaching the topic became imaginative and inventive in classroom learning. As a result, they looked to have a thorough understanding of the subject (content) and how to teach it, implying that English teachers might enhance their skills to become professional.

Second, teachers create lesson plans based on the MGMP (Musyawarah Guru Mata Pelajaran), a group that consists of several teachers from every lesson in schools. It was discovered that they prepared education administration, such as lesson plans, syllabus, yearly programs, and semester programs. It may be argued that educational administrative preparation is a critical component since it is a determinant and a director of the direction to be reached. Third, the teachers simplify difficult lessons for students to grasp. Some of them employed instructional games, such as puzzle games, to help students improve their abilities.

Furthermore, observations of urban school teachers on May 25, 2021 revealed that the teachers' PCK level was outstanding. To begin, rural school teachers, pick effective teaching techniques to guide student thinking and learning. They could grasp the material's many sub-concepts and apply them in a variety of ways. The application of English language development that they used while teaching the topic became imaginative and inventive in classroom learning.

In addition, teachers made their lesson plans instead of using those given by MGMP. They developed educational administration, including lesson plans, syllabus, and annual and semester programs. It may be claimed that educational administrative preparation is a crucial component since it determines and guides the desired course. The teachers simplify challenging teachings so that students may comprehend them. Some promoted students' skills, like listening and speaking, by uploading teaching videos to their YouTube accounts.

Technology Content Knowledge (TCK)

The knowledge field of technological content knowledge is the mutual connection between technology and content (Mishra & Koehler, 2006). Based on the interview results at the rural schools, the majority of teachers had reasonably decent levels of technological content knowledge (TCK). First, the teachers use technology to show complicated topics that would be difficult to grasp otherwise. It demonstrated that they could select primary competence content in English learning that was acceptable for teaching using technology. They might also employ appropriate technology with multimedia resources to carry out the learning process, such as LCD and laptop computers. Nonetheless, most of them offered tasks to students in the form of Microsoft PowerPoint, instructional videos, and electronic books.

In addition, teachers help students utilize technology to research and build meaning for the complicated topics they are learning. They assist learners who appear to have a lack of understanding of how to utilize technology by allowing them to ask questions and provide detailed explanations on how to use the technology. Finally, the teachers employed all

teaching aids, including digital resources that are visually appealing (layout) and complement the lesson's theme/content, such as photos and videos connected to the topic.

Otherwise, the researcher observed that teachers had a decent level of TCK based on an interview in urban schools. First, the teachers use technology to show complicated topics that would be difficult to grasp otherwise. It demonstrated that they could select primary competence content in English learning that was acceptable for teaching using technology. They might also utilize suitable technology with multimedia materials to carry out the learning process, such as zoom meeting, Google meet, Google classroom, and WhatsApp.

Furthermore, teachers help students utilize technology to research and build meaning for the complicated topics they are learning. They assist learners who do not appear to understand how to operate the technology by instructing them to view instructional films on their YouTube channel, because they have been provided a detailed explanation about how to utilize the technology pertaining to the topic maters. Finally, the teachers, like rural school teachers, employed all teaching aids, including digital resources that are appealing (layout) and complement the theme/content of the lesson, such as photos and videos connected to the topic.

Technological Pedagogical Knowledge (TPK)

Technological pedagogical knowledge is a field of knowledge about the presence, components, and susceptibilities of diverse technologies as they are used in teaching-learning contexts, as well as information about how teaching may change as a result of utilizing a unique technology. Essentially, it implies that a teacher should think about which suitable pedagogical idea is used with which appropriate technology in their classroom (Koehler & Mishra, 2006). The findings based on interviews with English rural teachers, it was found that both individuals' TPK levels were adequate. To begin, teachers used technology to interact and cooperate with students in various teaching and learning activities. It indicated that they had created their own information technology learning material prior to the start of the learning process. They conducted online learning using WhatsApp applications as a platform.

Further, teachers employ technology to introduce concepts (ranging from simple to complicated) in didactic techniques to educating students. They were practically capable of delivering material in the manner of information technology medium. The majority of them advised students to use educational applications or tools that they had learned about from their English teacher. They also advised the students to view additional videos on YouTube relevant to the topic discussion so that they could better understand the content.

Additionally, teachers modified their usage of technology to support PBL techniques in teaching and learning activities. They also used Microsoft PowerPoint to instantly guide and clarify the difficult subject again. One teachers, however, did not use the school's Wi-Fi for teaching and learning purposes. He reasoned that the school's internet connections were insufficient, and that access to Wi-Fi and online services was limited.

Otherwise, the study observed that teachers had a high degree of TPK based on interviews with English teachers in urban schools. To begin, teachers used technology to interact and cooperate with students in various teaching and learning activities. The majority of teachers were discovered to use technology to interact with students, such as zoom meeting apps for discussion/presentation, WhatsApp as media for shared information such as e-books, YouTube link video, power point presentation, and Google classroom for collecting students' assignments.

Second, teachers employ technology to introduce concepts (ranging from simple to complicated) in didactic techniques to educating students. They could realistically offer material through information technology media such as YouTube videos or programs that might help students develop their four language abilities, such as duo lingo, Edmodo, and so on.

Furthermore, teachers modified their usage of technology to support PBL techniques in teaching and learning activities. They also quickly led and clarified the difficult subject by starting the session with a slide show and asking them questions.

Technological Pedagogical and Content Knowledge Aspect (TPACK)

TPACK was described by Koehler and Mishra (2006) as the understanding of technical concepts and pedagogical techniques that enables the systematic use of technology to teach content. It addresses the factors that determine whether concepts are simple or complex, as well as how technology overcame these obstacles; knowledge of epistemology theories and students' prior knowledge; and knowledge of how technologies can be used to expand current knowledge, improve new epistemologies theories, and strengthen old theories. Due to their notion, TPACK is a complicated field of knowledge, including the interplay of the three knowledge components: technology, pedagogy, and content. The interviews with EFL teachers in the rural schools demonstrated that the majority of teachers have a sufficient level of TPACK. It was shown that English teachers might utilize seven TPACK components: technical knowledge, pedagogical knowledge, content knowledge, pedagogical content knowledge, technological content knowledge, technological pedagogical knowledge, and technological pedagogical and content knowledge. It first revealed that English teachers

could not deliver lessons that integrated subject matter, technology, and teaching and learning strategies. Others teach material using technology to make the content look more interesting to students but are unaware of the term, such as video speaking on YouTube. However, teachers struggle to implement synchronous online learning tools, such as zoom meetings. Second, the teachers included technology in the class to facilitate student learning. It was observed that the teacher routinely shared YouTube link videos with the WhatsApp group class as references for students to understand the material better if they could see an example.

Finally, the teachers were well-prepared (they had a lesson plan) and competent in using technology to communicate essential lesson information. The teacher taught using a lesson plan they produced in a customized version of MGMP. They could use online learning application tools such as WhatsApp and Google Classroom but lacked sufficient knowledge of other apps such as Zoom Meeting. Otherwise, the majority of urban teachers had an adequate level of TPACK, according to the results of the interviews. It was shown that English teachers might utilize seven TPACK components: technical knowledge, pedagogical knowledge, content knowledge, pedagogical content knowledge, technological content knowledge, technological pedagogical knowledge, and technological pedagogical and content knowledge. First, it revealed that English teachers could appropriately deliver lessons that integrate subject matter, technology, and teaching and learning strategies. Others teach material using technology to make the content appear more engaging to students but are unaware of the term; for example, video speaking on YouTube; they also use Google classroom and Quizizz for assessment. Second, the teachers included technology in the class to facilitate student learning.

During teaching-learning sessions, it was revealed that the teachers regularly offered YouTube videos and PowerPoint presentations through Zoom meetings as references for students to grasp the material better if they viewed an example. Finally, the teachers were well-prepared (they had a lesson plan) and could present meaningful lesson content using technology. The teachers applied their lesson plan and leveraged simple to complex online learning tools such as Zoom Meeting, WhatsApp, Google Classroom, and other programs like Quizziz. Based on the studies reported before, the TPACK levels of English teachers in rural and urban schools vary. It was revealed that the English urban teachers had a higher/excellent level of TPACK knowledge than those at rural schools. Therefore, teachers of English as a foreign language in rural schools should continue to expand their technical and pedagogical topic knowledge. Consequently, EFL teachers in rural regions possessed a higher degree of knowledge regarding PK, PCK, and CK than TK, TCK, TPK, and TPACK.

Otherwise, most urban EFL teachers have enough TPAK knowledge in all seven areas. In their teaching-learning process, most rural teachers reported a stronger comprehension of CK and PK than technology-related information. The outcomes of this study concurred with Archambault and Crippen's (2009) and Jordan's (2011) findings that teachers are most confident in their Pedagogical Knowledge (PK). Jang (2010) likewise observed that teachers were more certain about their Content Knowledge (CK). It is mostly due to a lack of technology skills in rural schools and a disparity in infrastructure between teachers in rural and urban schools.

On the other hand, when discussing the teacher' TPACK, we are conscious of the problems of each theory. Then, the local environment in which EFL teachers' views about TPACK are embedded, such as government policies, conventions, ideologies, and technological integration discourses, must be addressed. With this realization, teachers, researchers, and policymakers may then explore what technological integration reforms are necessary, especially during this Covid-19 Pandemic (Ding et al., 2019; König et al., 2020; Tang et al., 2020).

CONCLUSION

The data revealed that there were many similarities and just a few differences among EFL teachers when it came to TPACK. The study discovered that more EFL teachers in rural areas evaluated their domain knowledge higher in terms of CK, PK, and PCK rather than domains related with technical knowledge, such as TK, TCK, TPK, and TPACK, indicating that they have insufficient TPACK. Otherwise, urban teachers have better TPACK levels and have good ratings in all seven areas of TPACK, such as (1) using numerous familiar computer/smartphone applications in their EFL instruction, e.g Zoom Meeting, WhatsApp, Google Classroom, Google Meet, Quizziz, and Edmodo, whereas rural teachers only utilize WhatsApp and Youtube Apps, (2) They continue to expand their knowledge of online learning practice and produce new innovations; otherwise, rural teachers have little opportunities to enhance their knowledge of technology, which may be due to a lack of training in online learning and varied access in rural areas.

Indeed, numerous research gaps in this study may entice additional researchers to do research on this topic. Finally, this research may influence policymakers to implement appropriate regulations to assist teachers in enhancing their competence, such as supplying supportive facilities and managing regular training to ensure that distance barriers and a lack of communication do not degrade educational quality in the pandemic era.

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