

## INDONESIAN EFL TEACHER'S SELF-EFFICACY AND ONLINE CLASSROOM MANAGEMENT DURING COVID-19 PANDEMIC

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**Abstract:** Since the COVID-19 outbreak, online education has been mandated. Many teachers handled it well; others did not. Research has found that successful online teaching was related to the teacher's self-efficacy. Thus, it is vital to investigate EFL teachers' self-efficacy and their ability to manage challenges in online learning. In this qualitative design, the data were collected via questionnaires and interviews. The questionnaires were statistically calculated, and the interview were coded and transcribed. This study revealed that teachers with high and low self-efficacy struggled in managing online classes related to instructional, behavioral, and contextual issues. Furthermore, teachers with high self-efficacy develop more innovative and effective solutions to problems in an online classroom. However, low self-efficacy teachers tend to be inflexible and unconfident when confronted with challenging issues in an online classroom. Then, the findings also indicated that high self-efficacy teachers quickly adapted and resolved difficulties when disruptions aroused. Finally, effective online education is entirely up to the teachers. As a result, teachers needed to be adaptable and more effective in managing online classroom activities. In this regard, teacher education programs should include online classroom management into their curricula and develop strategies for increasing teachers' self-efficacy.

**Keywords:** *COVID-19 pandemic, EFL teacher's self-efficacy, online classroom management*

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## INTRODUCTION

The worldwide spread of the COVID-19 outbreak resulted in class suspensions, prompting the demand for online teaching and learning (Moorhouse, 2020). Since 17 March 2020, the Ministry of Education and Culture of the Republic of Indonesia (2020a) has directed schools to do online learning in COVID-19-affected districts. These rules encourage students and instructors to study from home. Online learning

presents a unique set of challenges for both students and instructors. It completely substitutes face-to-face traditional classroom settings with online instruction. It has created challenging obstacles for teachers, pushing them to adjust to online instruction.

A study by Atmojo and Nugroho (2020) revealed that many Indonesian teachers had encountered challenges in managing online learning during the COVID-19 pandemic. Teachers were required to adapt from the traditional classroom to the online classroom, which required them to employ various digital tools and technologies and apply new teaching and learning methodologies. Similarly, Cruickshank (2020) notes that many instructors have struggled to swiftly convert their traditional face-to-face lectures to online classes, particularly those with no prior experience teaching online. Additionally, Kessler and Plakans (2008) highlighted that language teacher who is new to online teaching encounter several obstacles in applying methods. Those with less favourable attitudes toward technology will likely experience even more significant obstacles. For English as a Foreign Language (EFL) programs, novices to online teaching must establish realistic online teaching objectives, navigate common online education barriers, and determine which forms of online assignments are acceptable for their students. Falloon (2011) concurred with this viewpoint, asserting that teachers are accountable for developing, controlling, and providing educational resources to enhance their students' academic achievement. Thus, teachers are expected to quickly adapt to this new era of learning.

However, recent studies on online learning during COVID-19 showed that while several teachers successfully conducted online learning, many were not. Several researchers around the world have conducted a study regarding online classroom management during the COVID-19 Pandemic era. Atmojo and Nugroho (2020) surveyed 16 EFL teachers in Indonesia during the early time of the COVID-19 pandemic. Even though the EFL teachers have engaged in online learning through a variety of ways and multiple applications and platforms, the study found out that online learning did not run effectively. Many problems emerge because of the inability of the teachers to tackle problems regarding their students as well as the students' parents.

Similarly, Shenoy et al (2020), who conducted a study on technology adaptation in teaching and learning during Covid -19 lockdown in India, found that 20 faculty from Higher education institutions in Bangalore, India, have successfully adapted technology to online learning. However, learning instruction is still not well managed by the teachers. It is in line with Basilaia and Kvavadze (2020), who conducted a study on Georgia's online education during the COVID-19 pandemic. The result revealed that, even though the quick transition to online learning went successful, the teacher still needs to be trained to gain experience in online learning. Similarly, a study conducted by König et al (2020) found that information and communication technologies (ICT) or digital teacher competence are critical for adjusting to online instruction during the COVID-19 pandemic. The study discovered that teachers who did better in ICT also reported effectively managing communication and delivering online instruction.

Based on these several studies, it can be concluded that teachers play a crucial role in managing online classroom activities. When the management of online classroom activities conducted by teachers failed, challenges and issues in online

classroom activity emerged. Those studies also highlighted how crucial teachers' skills, experiences, and self-efficacy are in managing online classroom challenges. Therefore, this study investigated what online classroom management challenges EFL teachers encountered during the online classroom activity. Moreover, this study also tried to explore the role of teachers' self-efficacy in solving those challenges.

When managing the online classroom, teachers' self-efficacy plays a crucial factor, especially when dealing with challenges and issues in the classroom. Teacher self-efficacy has become an integral part of teaching. It is defined as the teacher's belief in his or her ability to plan and carry out the steps necessary to successfully complete a specific teaching task in a given context (Tschannen-Moran et al, 2001; Woolfolk Hoy, & Hoy, 1998). Teachers' self-efficacy beliefs are self-perceived beliefs that believe they can effectively conduct certain teaching tasks within a specific context for all students, including unmotivated students to engage in learning activities or struggle to grasp academic concepts. Research has found that teachers who possess strong self-efficacy beliefs are likely to be more organized and proactive, more willing to experiment with new teaching methods, more persistent when faced with obstacles, and possess an acute sensitivity to students' learning (Jerald, 2007).

Additionally, the ability to teach the English language successfully relies upon the EFL teachers' confidence and belief in their ability to do so. Teacher self-efficacy beliefs may have an impact on the teaching environment and the instructional strategies used in the classroom (Eslami & Fatahi, 2008). Furthermore, teachers who believe in their own abilities appear to have a good impact on student progress.

Teacher self-efficacy is critical in determining whether or not the students will succeed in a variety of educational settings and tasks. Past research shows that teachers' sense of efficacy correlates positively with student achievement and the quality of instruction they provide (Holzberger et al., 2013). Furthermore, numerous studies have also proofed that teacher self-efficacy has a beneficial effect on managing classroom (Woolfolk & Hoy, 1990; Woolfolk, Rosoff, & Hoy, 1990). It also affected teacher's persistence in completing complex teaching activities (Milner, 2002; Milner & Woolfolk Hoy, 2003; Ross, 1998), planning and organizing lessons (Allinder, 1994), and motivation and instructional behaviour (Allinder, 1994). Additionally, the teacher's self-efficacy also indirectly affects future student learning, achievement, motivation, and self-efficacy beliefs among students (Pajares, 2002; Tschannen-Moran et al., 1998).

However, teachers who lack self-efficacy may avoid teaching practices that they perceive as a challenge to their competence levels (Peker & Erol, 2018). As a result, instructors who lack self-efficacy are more prone to suffer from burnout (Skaalvik & Skaalvik, 2010). Similarly, Wirza (2020) found that pre-service teachers with low self-efficacy tend to be pessimistic and doubt their ability when conducting online learning. It is in line with Siebert (2006) who states that teacher self-efficacy is critical. He mentioned that low efficacy teachers tend to be sceptical about their potential and the capacities of their students and colleagues. In sum, teachers with low self-efficacy tend to be sceptical of their own capabilities.

Although there has been much research on online classroom management challenges during the outbreak of the COVID-19 pandemic and research on teachers' self-efficacy in classroom management, there has been little research investigating both teachers' self-efficacy and online classroom management challenges, especially

in the Indonesian context. Given the multifarious obstacles that often impede online education and the importance of the teacher's role in managing online learning challenges, it was crucial to investigate what challenges often occur during the online learning in Indonesia. Moreover, this research attempted to determine whether teachers' self-efficacy plays a significant role in dealing with challenges occurred during online learning. Therefore, this study aimed to find out the major challenges EFL teachers report facing during online classroom management. Also, this study tried to examine the differences between a high self-efficacy teacher and a low self-efficacy teacher in managing online classroom activities.

The study is expected to contribute to developing the theory and practice of online classroom management and teachers' self-efficacy. It is also of great importance for improving online teaching practices in EFL instruction and helping policy makers design online classroom management effectively. Furthermore, the result of this study could significantly help those who are interested in investigating the same field.

## **METHODOLOGY**

### **Subjects**

The study included ten EFL teachers who taught online learning in middle schools in Palembang, South Sumatera, during the COVID-19 pandemic. Ten middle schools EFL teachers were invited to participate in the initial online teaching self-efficacy questionnaire. Furthermore, based on the result of the questionnaire, one teacher with a high level of self-efficacy and one with a low level of self-efficacy were selected for an in-depth, semi-structured interview. The participants were all middle school EFL teachers and reported having 2-5 years of teaching English experience and approximately 1-year teaching online experience during the COVID-19 pandemic. Each participant was given a coded name to protect their identity and personal information.

### **Design and Procedures**

A case study design is necessary to investigate EFL teachers' challenges in managing an online classroom and explore teachers' self-efficacy in managing those challenges (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998). This study employed a qualitative case study and aimed to answer the research questions. It allows the researcher to get a thick and in-depth description of teacher self-efficacy and teacher's classroom management challenges by using questionnaires and in-depth interviews (Hamied, 2017).

### **Data Collection and Data Analysis**

The data for this study were gathered utilizing two data collection techniques. In this study, the TSES questionnaire and semi-structured interview were administered. Two main instruments were constructed in response to the two research questions. The TSES (Teacher Sense of Self-efficacy) questionnaire revealed the level of teacher's self-efficacy in teaching, specifically, efficacy in classroom management. The teacher's self-efficacy (TSES) questionnaire adapted from Tschannen-Moran and Hoy (2001) was administered to the 10 EFL middle school teachers via Google Form.

Based on the construct validity on TSES questionnaire, Tschannen-Moran and Hoy (2001) concluded that they "could be considered reasonably valid and reliable"

(p.801). In terms of the content validity, they concluded that “the dimensions of efficacy represent the richness of teachers’ work lives and the requirements of good teaching” (p.801). Before testing, the pilot TSES questionnaire were administered to the non-sample participants with similar characteristics to the sample of the study to increase the validity and the reliability of the survey. Based on the pilot survey, all questions were successfully captured the information on the level of teacher’s self-efficacy.

Furthermore, after the survey results had been secured, two participants were invited for an interview. The selected participants are a teacher with high self-efficacy level and a teacher with a low self-efficacy level; both were teaching in middle school and had near-equal teaching experience in both offline and online classrooms. The interviews were employed to further understand participants' experience during classroom management in online learning during the COVID-19 pandemic. The interviews were conducted over the phone and by video call. The researcher audio recorded the interviews with the participant's consent while taking notes on their responses. Each interview lasted between 30 and 40 minutes. The participants were given the option of speaking in Bahasa Indonesia or English (depending on their preference). The objective was to guarantee that they could talk freely without fear of reprisal. The participants mainly replied in Bahasa Indonesia but sometimes in English.

In analyzing the data, the results of the questionnaires were computed using SPSS 26 to summarize the teacher’s self-efficacy scores. The higher the mean score, the higher the level of teacher’s self-efficacy beliefs and vice versa.

Moreover, the interview data were selectively transcribed. A collection of recurring themes relating to the difficulties participants encountered as well as the ideas they made were identified and reported. The data were then coded, classified, and analyzed. To maintain anonymity, the teacher who had high self-efficacy level was coded as HT and the teacher who has low self-efficacy level was coded as LT.

## **FINDINGS AND DISCUSSION**

### **Findings**

#### ***Online Classroom Management Challenges***

The following section attempted to answer and discuss the first research question regarding major challenges that EFL teachers faced in an online classroom. Based on the data, three major themes on classroom management appeared, such as: a) instructional online classroom management challenges, (b) psychological online classroom management challenges and (c) contextual online classroom management challenges.

#### ***Instructional Online Classroom Management Challenges***

The first finding presents the major instructional management challenges in online classroom activities encountered by EFL teachers. Instructional classroom management refers to teacher’s ability to conduct effective teaching strategies as well as to manage student’s social behavior (Darch & Kame’enui). Based on the interview results, each participant faced different major challenges in dealing with instructional classroom management, such as a problem with students’ assignments and difficulties dealing with lesson planning and dealing with the syllabus.

*"... In my class, I struggled to make the students finish their assignments and homework on time during the online classroom. Moreover, when I checked their work, I often found a similar answer. I have a strong policy about cheating behavior in my class, yet many of my students still tend to cheat." – HT*

The most challenging issues encountered by the HT (High self-efficacy teacher) was regarding student's unfinished assignments and cheating. The first respondent also elaborated more about this issue, saying, *"In the online classroom I cannot observe my student, whether they understand the materials or not, that's why to know their understanding, I gave them the assignment. Clearly, I cannot know their understanding if they cheat"*

While it is obvious that the teacher does not have entire control over the learning process in online courses and the learning process. It has been assumed that uncompleted assignments and cheating occur more often online than in a face-to-face classroom. To reflect on this issue, perhaps the students were unable to finish the assignment because of the mismatch between the course material and the teacher's assessment. When asked what kind of assignment the respondent gave to their students, she said she gave them the assignment available in their textbook. An important aspect of assessment that is sometimes missed is the need to connect course design with assessment. According to Palloff and Pratt (2007), evaluation should not be seen as a separate, time-consuming process but a natural extension of course activities. In other words, the assessment should be suitable for the course's context, correspond with the teacher's intended outcomes for learners, and be compatible with the sorts of activities in which learners engage Ministry of education and Culture (2020b) also clearly said, *"Although many schools now do learning from home, it does not mean that the teacher solely gives assessment to students. The teacher has to interact and communicate with the students to help students do their work."* When the assessment is integrated into the course, students' satisfaction with the online learning experience rises dramatically, and teachers' concern about possible cheating diminishes as a result of the authenticity of the learners' work.

Classroom management and instruction are inherently linked; the most significant asset in promoting effective classroom management will be what and how the teachers teach (Gettinger & Kohler, 2006; Munk & Repp, 1994). It is interrelated to how the teachers teach the lessons, what and how the teachers assess the materials, and how the teachers manage the class. These three components will all have a systemic impact, as shown in Figure 1. When the teacher does well in one area, the other two benefit as well, and when the teacher engages in ineffective methods in one area, the other two suffer as well (Munk & Repp, 1994).

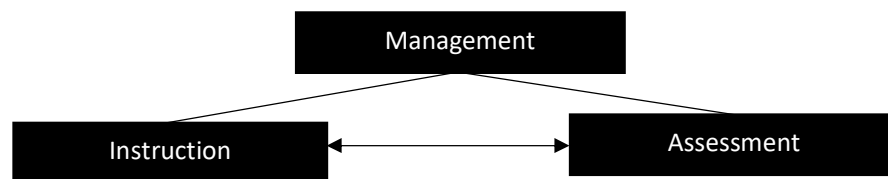


Figure 1. The inter-related factors in the teaching process

Much of the success of teachers will be determined by their capacity to manage the various practical components of teaching (Gettinger & Kohler, 2006; Good & Brophy, 2000). Problems with these minor details can build up to major issues. In his

study of competent teachers, Kounin (1970) discovered that those who used specific instructional techniques had fewer student disruption instances. He discovered that most students' disruption stemmed from poor teacher planning and implementation. He concluded that when it came to classroom management, it was preferable to be proactive than reactive.

Another instructional classroom management challenges were pertinent to teacher's difficulties with planning and executing the lessons.

*"... I have difficulties in dealing with lesson planning. For instance, in a traditional classroom, each class was assigned two meetings a week with 2 hours of lessons in each meeting. However, in online classrooms, we only have one meeting a week, not to mention if there's a public holiday. So, it's really a challenge for me to teach the materials in a minimal amount of time." - LT*

When dealing with the lesson planning, LT claimed having encountered this issue during online classroom learning. Compare with the offline face-to-face classroom, the learning duration in an online classroom is limited. Therefore, in a very limited time, the teacher should be able to fit the course material effectively. In addition, what distinguishes an online course from a traditional classroom is not necessarily the appearance of the syllabus or lesson plans, but the manner to which the lesson is delivered. Ministry of education and Culture (2020a) clearly stated that during the COVID-19 pandemic, it was determined that online learning should be conducted to give meaningful learning experiences for students without imposing requirements to fulfill all curricular accomplishments for grades. (Ministry of Education and Culture, 2020b). Further, LT also claimed to have reduced the basic competence from 4 to 2. She added, *"I only teach the core materials in basic competence 3 and 4, and I did not complete all syllabus objectives."* Moreover, in online learning, the curriculum is purposefully kept open to enable students to generate new ideas, practice critical thinking, and improve their research abilities. The objectives may be more widely defined, allowing participants to take unexpected detours depending on their interests and needs. Similarly, Abidah et al (2020) also mentioned that online distance learning during Covid-19 pandemic should cater student's interest and situations at home. Instead of insisting on completing the curriculum, the teachers should pay attention to life skills education instead.

Research on classroom effectiveness noted that classrooms with psychological, behavioral, and motivational problems are virtually always caused by instructional practices that unable to encourage students' involvement and needs (Shindler, 2003). In fact, the issue that arouse due to the implementation of a particular instructional strategy was predictable. Online learning is complex; it differs almost significantly from face-to-face learning. Teachers must realize that effective classroom management is the foundation for effective teaching. Good instructional management can address problem behavior proactively (Sugai & Horner, 2002). Teaching and learning will benefit from effective classroom management practices.

### ***Psychological Online Classroom Management Challenges***

The second finding presents the major psychological challenges in EFL teachers' online classroom activities. Based on the findings, the participants' major challenges were demotivated and passive learners.

*".... Lately, students tend to be quiet and showed no interest in learning during the synchronous classroom meeting. They looked less motivated and have no aptitude for learning. Sometimes it is tough to propose well-managed teacher and student interaction sessions during the synchronous meeting. Thus, it makes the learning activity not interactive." – HT*

HT appear to have difficulties in dealing with passive and unmotivated learners. Researchers in online education, Palloff and Pratt (2007) believe that the key to a great online course is learner engagement. Engaging students in online learning takes a great deal of time and effort. At first, learners may feel more at ease in a passive student role; however, they need supervision and the chance to participate more actively in an online learning environment. An online student must immediately develop a sense of familiarity with technology, primarily text-based communication, and a greater degree of self-direction than in a traditional classroom (Palloff & Pratt, 2007).

The online teacher must provide course components that foster learners' development in these new interactions. Teachers may assign students to do assignments and projects they are interested in doing. According to Thomas (2000), students who learn using project-based learning could develop better social interactions. This behavior has a positive impact on minimizing passive learners and maintaining interaction not only with teachers but also with their peers. Projects offer a variety of benefits that encourage higher student involvement, motivation, and enjoyment in the classroom (Mergendoller et al., 2006). Projects allow students to 'put it all together at a level unparalleled by most other types of learning. Students are more motivated in a project-based setting since they know they will be able to present their finished work to others whom they may admire.

Furthermore, effective teachers, according to Kounin (1970), were adept at handling the technical aspects of the lesson. Approaches for keeping pupils' attention and strategies to foster accountability throughout the class were among them. He also noticed that teachers who were able to monitor the classroom dynamics had little problems. He classified this skill into four categories: overlapping, movement management, momentum, and smoothness. Overlapping is the capacity to concentrate on two or more things at the same time. Movement management is the capacity to design successful planning and procedures. Momentum refers to the capacity to keep the teaching running without disturbance, disruptions, or interruptions. Meanwhile, smoothness is the key to having the lesson flow easily and clearly. If the classroom activities were organized well, the students tend to pay attention their task, thus, less misbehavior occurred. A well-managed activities also demonstrates that the teacher is concerned about their pupils and takes their role as a classroom leader seriously. As a result, although a well-managed session improves efficiency on a practical level, it also strengthens the teacher-student bond on an affective level (Shindler, 2009).

Moreover, HT also reported to have difficulties dealing with demotivated and stressed students during online learning. The feeling of isolation in an online classroom can impact motivation and the level of stress. The distance education pioneer Charles Wedemeyer (as cited in Palloff & Pratt, 2007) argued that successful online distance learners must be very self-motivated. While this is still true in today's online learning environment, the teacher must also support and encourage the



learner's personal motivations. Moreover, HT added that she offered counseling sessions in her class once a week to help her students in this difficult time, saying, *"I offer class counseling as well as individual counsel for those who have a problem in learning. However, if the counseling doesn't work, I will contact their parents to help counsel their child."* Therefore, a teacher and a parent's roles are essential in dealing with stressed and demotivated students.

*"... whenever I do an online classroom activity, I always struggle to make students participate actively in my class. The students are mostly passive; they won't ask questions nor answered my questions, and most of them turn their camera off, so it feels like I am talking to a wall." – LT*

The similar challenges also appeared in LT, who dealt with passive learners. LT claimed that many of her students were rarely involved in the online classroom activity. Just like the respondent 1 above, to be able to make students actively participate in the online class, the teacher has to find out what kind of learning activity that interests them. In addition, she also mentioned that many of her students always turned their camera off in the zoom meetings. However, when asked about whether or not the respondent has certain rules for turning off the camera during the online classroom, she said she did not have any. As a teacher, it is our job to be able to manage the classroom as best as possible. Giving clear instruction and rules can help to manage the students. Thus, when certain misconduct occurs, we can refer to the rules that were agreed upon and asked the student to stop the undesired behavior. In this case, if respondent 2 want all the students to turn their camera on without exception, she should tell the student beforehand. However, the teacher has to note that not all students are able to turn their camera on due to the slow internet connection or unsupported devices. Therefore, as a good teacher, it is also crucial to understand the situation that the students may have especially during this unprepared online learning activities.

In the online classroom, students' involvement and participation are critical. Students will immediately develop their skills if they attempt to actively participate in the classroom with the teacher or among peers. However, if they are inert and refuse to participate, their learning development may be slowed. According to Shindler (2009), encouraging students to participate in activities reduces classroom disruption. Students' engagement is related to how much they: a) care about the subject matter, b) engage with the topic/activity, and c) feel cognitively on the hook when participating in the activity. High participation, according to Kounin (1970), enhanced student engagement. He also discovered that when teachers adopted teaching styles that permitted the largest number of students to participate, there were fewer students who were off-task or disengaged. Similarly, Bartscher et al. (2001) found that, teachers who used high engagement instructional approaches (e.g., collaborative learning, peer review, creative writing) with middle school students had greater success and less classroom disruptions.

### ***Contextual Online Classroom Management Challenges***

The third finding presents the major contextual challenges in online classroom activities encountered by EFL teachers. Based on the findings, the teachers' major challenges were students' lack of internet connection and internet quota.

*"... From internet connection to lack of internet quota, I think those are always the issues in online learning, and mine is not an exception. There are several*

*students who cannot learn effectively because of these issues. Even in the city, the internet connection can be slow, let alone in rural areas.” – HT*

Students located in rural areas faced the most difficult time during online learning. Respondent 2 clearly said that her students in rural areas almost never joined online classroom meetings. However, when asked about how the teacher managed the internet connection issues, the respondent seems to have clear alternative ideas. She claimed to offer offline or asynchronous meetings for students who cannot join the synchronous meeting. In this case, the teacher shared the learning materials on the different asynchronous app such as Google Classroom, WhatsApp, Facebook Group, and Edmodo. These apps claimed to be very helpful in managing the online classroom. Not only it can save student's internet quota, but it can also help students to learn effectively when their internet connection was slow.

*“... In our school, we have to conduct an online synchronous meeting every day. Since our students came not only from big cities, sometimes the challenges mostly come from the lack of internet connection. Thus, there are several students in my class who lived in rural areas rarely joined the online classroom activity.” - LT*

At important times like this, when the internet is urgently needed for online learning by teachers and students, a lot of connection problems arise. Starting from the slow network, lagging, until there is no connection. The impact of these issues for students is that they cannot attend lessons smoothly, or they are late for joining the meetings. The teacher illustrated this issue, saying, *"due to the internet connection, my students usually signing in the zoom meeting late. Sometimes, they make this as an excuse not to join the meetings at all."* The impact of this issue for teachers is that they cannot deliver the subject matter well. So that students cannot grasp what their teacher wants to say. Therefore, in the end, online learning did not go smoothly.

Regarding the internet quota, Ministry of Education and Culture stated that School Operational Assistance (BOS) funds could be allocated to buy internet quotas for students and teachers. In addition, the national internet provider, namely *Telkomsel*, offered free 10Gb internet quotas for students and teachers for their online learning. However, even though these free internet quotas did help the students and teachers in doing online learning, added that it still did not eliminate these issues *“even though the government and our school already provide some amount of free internet quotas for the students, it is still a major issue with my students”* it means that the free internet quotas allocated to the students are still not enough.

According to Wahab and Iskandar (2020), this condition makes it difficult for students and parents to face reality. However, there is a demand for students to get the educational services required by the government. On the other side, they face a lack of support infrastructure. The expense of providing internet quotas is significant. Families from the lower to middle class do not have enough income to provide internet networks. It does not end there; even though they have access to the internet, students still have problems connecting to it because of where they live. Nashruddin et al (2020) study reveal that some students reside in remote areas where the internet connection is not available. This internet connection issues present a difficult challenge that many students who attend online courses face, making online learning implementation less effective.

### ***The Difference Between High Self-Efficacy Teacher and Low Self-Efficacy Teacher in Managing Challenges in an Online Classroom***

This section attempted to answer and discuss the second research question regarding the difference between high-self efficacy teacher and low self-efficacy teacher in managing challenges in an online classroom.

Findings of this study showed that high self-efficacy teacher and low self-efficacy teacher both have different major challenges in their online classroom activity. Therefore, both teachers had different approach in how they managed their issues. For instance, the interview data revealed how these teachers concerns regarding instructional challenges and what solutions they offered to minimize those challenges. In HT case, unfinished homework and cheating were often occurred during online classroom activity. When asked on how she tackled these issues, she answered:

*“.... Instead of punishing them, I tried to understand why my students were unable to finish their task and tend to cheat in exams. This rarely happened in an offline classroom. Therefore, I believe this must be due to the online learning. To solve this issue, I reached out to the students who were unable to finish the task or cheated during exam. I only gave them task that is align with the learning objectives. As for cheating, I looked for more reliable assessment program to minimize student cheating” – HT*

When asked about how confident she was on tackling these issues, HT stated:

*“... it's 9 out of 10, because since then the students able to finish their homework in time and the cheating behavior is gone. I believe my approach is correct and I am capable enough to get through these difficult students” – HT*

In another case, LT instructional challenges were pertinent to planning the lessons. The teacher struggled teaching the course materials in a limited amount of time due to the new time allocations regulation on online learning during COVID-19 pandemic. When asked about how the teacher faced this issue, LT stated:

*“.... I only taught my students the core materials that are really important to be taught. The school program also advised to do so. Even though I skipped a lot of other supporting materials, I tried to explain it to my students as clear as possible. It's not ideal yet it's the best I can do because of the lack of time” – LT*

In the interview, it was cleared that the LT was not really satisfied on this new time allocations. When asked on how confidence she was on her decision, LT said:

*“... I am not really satisfied with my teaching method so far. I can sense that my students did not master the lessons as good as they were in an offline classroom. However, this is all I can do, and I have to stick to the school programs” – LT*

Based on these two interviews data between high self-efficacy teacher and low self-efficacy teacher, it was clear that high-efficacy teacher was more confident on managing their students. It can be inferred from the interview above that high self-efficacy teacher has greater resilience. It is in line with Bandura's self-efficacy theory (1977), self-efficacy beliefs influence how individuals act in specific situations, how they inspire themselves, and how they persist in the face of obstacles. Simultaneously, self-efficacy changes how individuals see possibilities and their result expectations (Bandura, 2006). Individuals with strong self-efficacy beliefs will exhibit higher resilience and persistence in the face of adversity; on the other side, individuals with low self-efficacy beliefs will exhibit less resilience and

perseverance. will struggle when confronted with hard tasks, which may easily lead to giving up.

Another issue was pertinent to psychological factors. Both teachers reported that their students were lack of motivation in an online classroom learning. Although they had quite similar issues, the way they handled the challenges was somewhat different. When asked how the high self-efficacy teacher dealt with unmotivated students, she reported that it is not because the unmotivated learners were lazy or unwilling to learn, but she believed it was because the instruction was not effective. Therefore, she tried to find new teaching approach that engaging enough so that her students did not get bored, she said “...from then on I tried to make my learning activity as fun as possible. I used other learning materials such as videos, interactive games on other applications and websites, etc.” She also believed that her new approach was helpful because gradually her students were showing appetite in learning again.

This finding is in line with teacher efficacy theory. When teachers believe that they have the power to impact student learning and affect good changes in students, even those who are apathetic or lack the necessary social and intellectual traits (Ashton & Webb, 1986; Gibson & Dembo, 1984; Guskey & Passaro, 1994 Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998). It is consistent with other studies that have shown that a teacher with a strong sense of efficacy feels that good teaching has a beneficial impact on student learning and has confidence in his or her own skills as a teacher. The teacher with a high efficacy level thinks that all students are capable of learning and want to do so, is eager to educate all kids in the class, and is adamant about not accepting student failure (Ashton & Webb, 1986; Cervone, 2000; Gibson & Dembo, 1984; Pajares, 1997; Tschannen-Moran, Hoy, & Hoy, 1998). The benefits of having a high level of TSE have been demonstrated across the literature, prompting several studies to investigate techniques to boost preservice teachers' self-efficacy (Giles & Kent, 2016; Kiili et al., 2016).

On the other hand, low self-efficacy teacher also has psychological issues that was pertinent to student's unwillingness to participate in the classroom. When asked about how she dealt with this issue, LT reported that she did sometimes try to motivate the learners to participate in the classroom. When the students always turn the camera off, she did try to warn them and asked them to open their camera. However, she stated that their behavior was still unchanged. LT assumed that it was because the students are not interested in the subject at all. The result was in line with Ashton and Webb (1986), in comparison to high-efficacy instructors, lower-efficacy teachers tended to doubt lower-achieving students and felt uneasy in lower-achieving classes. Teachers with poor efficacy are less focused on teaching of low-achieving students, are less eager to push them, and are less inclined to evaluate their academic progress.

## CONCLUSION AND SUGGESTION

As highlighted previously, this study has provided a source of information about teachers' self-efficacy and challenges in managing online classrooms during the COVID-19 pandemic in Indonesia. The present research contributes to the literature on teacher's self-efficacy and online language learning challenges in the EFL context. This study contributes to the understanding of what challenges often occur in online classroom activities; such challenges are (1) instructional challenges;

unfinished assignments and cheating, difficulties dealing with lesson planning and syllabus, (2) psychological challenges; demotivated and passive learners, (3) contextual challenges; lack of internet connection and internet quota. Moreover, this study also provides insight and information on how high self-efficacy teacher and low self-efficacy teacher managing those challenges. High self-efficacy teacher was reported more effective in conducting online classroom. However, online classroom management issues are context-specific, and they also differ across persons and educational institutions. As a result, approaches to managing and/or resolving these issues also vary.

Furthermore, a picture of EFL teachers' major challenges in the online classroom may provide valuable insights for online learning teachers. Concerned with the online classroom's instructional, behavioral, and contextual aspects, EFL instructors who teach online may find dealing with unexpected challenges burdensome. Thus, the results of this research may aid them in developing a more realistic understanding of online classroom dynamics. Moreover, as Palloff and Pratt (2013) said, just as not all teachers succeed in a conventional classroom context, not all teachers will succeed online. EFL instructors must be familiar with the practical elements of online classroom management to effectively manage their classes and achieve their intended outcomes in the future. Additionally, it is critical for teacher training programs to foster teacher self-efficacy since this study established that the effectiveness of online classroom management is contingent upon teacher self-efficacy. Another implication of this research hopefully will be beneficial for the governments and policymakers to design new regulations regarding online learning.

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