

TEACHING PRESENCE STRATEGIES IN VIRTUAL LEARNING
ENVIRONMENT: INDONESIAN EFL TEACHERS' VOICES

A DISSERTATION

Submitted in partial fulfilment for Doctor's degree in English Language
Education Study Program



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ABSTRACT

The pandemic has gradually subsided, and students in Indonesia have returned to school. The lesson from this global catastrophe is that teachers were not ready for such a sudden change. Teachers were puzzled about how to deliver the lesson successfully when they were separated from their students. Teaching remotely was a real struggle for most teachers as they were not equipped with decent pedagogical knowledge of distance instruction. This dissertation explores teachers' Teaching Presence strategies or how teachers represent themselves in a virtual learning environment (VLE). This is a descriptive qualitative study employing the Teaching Presence of the Community of Inquiry (COI) framework advocated by Anderson et al. (2001). Semi-structured virtual interviews, Teacher Journals, and Focus Group Discussion (FGD) were administered with nine EFL teachers teaching remotely during the coronavirus outbreak, and narrative inquiry was employed to analyze and present the findings due to its ability to capture human interaction and experience. The process of analysis made use of NVivo 12 Plus qualitative data analysis software and AI-based analysis tools. The result indicates that teachers adopted diverse strategies in course design and organization, facilitating discourse and direct instruction in VLEs, despite technological and engagement-related issues. The research underscores the inevitability of improving technological integration, incessant teacher training, and strategies to build student engagement and community building in online EFL teaching. The study recommends that policymakers put a priority on equitable access to technology, teacher continuing professional training, and improved support for online instruction.

Keywords: Community of Inquiry (COI), remote instruction, teaching presence, Virtual Learning Environment (VLE)

ABSTRAK

Pandemi telah berakhir, dan siswa di Indonesia telah kembali ke sekolah dengan normal. Pelajaran dari bencana global ini adalah bahwa para guru tidak siap untuk perubahan yang tiba-tiba ini. Para guru merasa bingung bagaimana menyampaikan pembelajaran dengan berhasil ketika mereka terisolasi dari teman dan mereka. Pembelajaran jarak jauh menjadi perjuangan nyata bagi sebagian besar guru karena mereka tidak dilengkapi dengan pengetahuan pedagogis yang memadai berkenaan dengan pembelajaran jarak jauh. Disertasi ini mengeksplorasi "Teaching Presence Strategies" para guru atau bagaimana guru merepresentasikan diri mereka dalam lingkungan pembelajaran virtual (VLE). Ini adalah studi kualitatif deskriptif yang menggunakan kerangka kerja "Teaching Presence" dari "Community of Inquiry (COI)" yang diprakarsai oleh Anderson et al. (2001). Wawancara virtual semi-terstruktur, Teacher Journals, dan Focus Group discussion (FGD) dilaksanakan dengan sembilan guru EFL yang mengajar jarak jauh selama wabah coronavirus,

dan penyelidikan naratif digunakan untuk menganalisis dan menyajikan temuan berdasarkan kemampuannya untuk menangkap interaksi dan pengalaman manusia. Proses analisis menggunakan perangkat lunak analisis data kualitatif NVivo 12 Plus dan alat analisis berbasis AI. Hasilnya menunjukkan bahwa para guru mengadopsi berbagai strategi dalam desain dan organisasi kelas, memfasilitasi diskusi dan instruksi langsung dalam VLE, meskipun ada masalah terkait teknologi dan keterlibatan. Penelitian ini menekankan perlunya meningkatkan integrasi teknologi, pelatihan guru yang berkelanjutan, dan strategi untuk membangun keterlibatan siswa serta membangun komunitas dalam pengajaran EFL daring. Studi ini merekomendasikan agar pembuat kebijakan memprioritaskan akses yang adil terhadap teknologi, pelatihan profesional berkelanjutan bagi guru, dan dukungan yang lebih baik untuk instruksi daring.

Kata Kunci: *Community of Inquiry (COI), remote instruction, teaching presence, Virtual Learning Environment (VLE)*

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LIST OF ACRONYMS AND ABBREVIATIONS

TP	: Teaching Presence
SP	: Social Presence
CP	: Cognitive Presence
CoI	: Community of Inquiry
TDT	: Transactional Distance Theory
UNESCO	: United Nations Educational, Scientific, and Cultural Organization
EFL	: English as A Foreign Language
FGDs	: Focus Group Discussions
TJ	: Teacher Journal
ICT	: Information and Communication Technology
NI	: Narrative Inquiry
OLP	: Online Learning Pedagogy
VLE	: Virtual Learning Environment
DO	: Design and Organization
FD	: Facilitating Discourse
DI	: Direct Instruction
MOOCC	: Massive Open Online Courses
RQ	: Research Questions
COVID	: Coronavirus Disease
UTBK	: Ujian Tulis Berbasis Komputer (Computer-based Admission Test)
ASN	: Aparatur Sipil Negara (Civil Servant)

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