

Teachers' self-efficacy in dealing with students' online learning difficulties: A study of psychopragmatics in Indonesian language learning

Efikasi diri guru dalam menghadapi kesulitan pembelajaran daring siswa: Sebuah studi psikopragmatik dalam pembelajaran bahasa Indonesia

Muhammad Rohmadi ^a * , Memet Sudaryanto ^b 

^a Universitas Sebelas Maret, Indonesia

^b Universitas Jenderal Soedirman, Indonesia

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ABSTRACT

Efficacy is teachers' ability to strengthen their self-motivation to help solve learning problems faced by their students. In the learning process, psychopragmatic mastery is expected to strengthen the psychological condition of teachers and students through informative, manipulative, and persuasive sentences so that each student can optimize learning tools to help them achieve learning goals. During the pandemic, it is important to examine teachers' self-efficacy and psychopragmatics mastery to support students in addressing their online learning difficulties. A qualitative study to investigate these issues was therefore conducted. Participants of this study were teachers from all over Indonesia, consisting of 350 middle and high school teachers. Data were collected through (1) a survey of teacher efficacy during online learning, (2) observations of the forms of efficacy built by the teachers during learning activities and outside the classroom, (3) interviews with the teachers to identify forms of efficacy used to shape students' learning fundamentals. It was found that the teachers tended to increase their efficacy through strong lesson planning. In addition, they often modified learning tools so that the multimedia used could foster enthusiasm and learning motivation for both themselves and the students. The teacher's efficacy in teaching is the key to analysis in psychopragmatic studies because data in the form of snippets of teacher speech can influence student motivation. Psychopragmatics in the teaching and learning process is not only considered the psychology of language that is practiced in learning the Indonesian language, but teachers also have internalized psychological reinforcement in the learning activity that has been planned, implemented, and assessed.

KATA KUNCI

efikasi, kesulitan pembelajar, psikopragmatik, kelas daring

ABSTRAK

Efikasi adalah kemampuan guru untuk memperteguh motivasi diri sendiri dalam membantu memecahkan masalah belajar yang dihadapi siswanya. Dalam proses pembelajaran, penguasaan psikopragmatik diharapkan dapat memperkuat kondisi psikologis guru dan siswa melalui kalimat-kalimat yang informatif, manipulatif, dan persuasif sehingga setiap siswa dapat mengoptimalkan perangkat pembelajaran untuk membantu mereka mencapai tujuan pembelajaran. Di masa pandemi, penting untuk mengkaji efikasi diri guru dan penguasaan psikopragmatik untuk mendukung siswa dalam mengatasi kesulitan belajar daring mereka. Oleh karena itu, sebuah studi kualitatif untuk menyelidiki masalah ini dilakukan. Partisipan penelitian ini adalah para guru yang tersebar di seluruh Indonesia, terdiri atas 350 guru SMP dan SMA. Pengumpulan data dilakukan melalui (1) survei efikasi guru selama pembelajaran daring, (2) observasi terhadap bentuk efikasi yang dibangun oleh guru selama kegiatan pembelajaran dan di luar kelas, (3) wawancara dengan guru untuk mengetahui bentuk efikasi yang digunakan. Untuk membentuk dasar belajar siswa. Berdasarkan data ditemukan bahwa guru cenderung meningkatkan keefektifannya melalui perencanaan pembelajaran yang kuat. Selain itu, mereka

* Corresponding author: mamad_r76@staff.uns.ac.id

sering memodifikasi perangkat pembelajaran agar multimedia yang digunakan dapat menumbuhkan semangat dan motivasi belajar baik bagi diri sendiri maupun bagi siswa. Efikasi guru dalam mengajar menjadi kunci analisis dalam kajian psikopragmatik karena data berupa potongan tuturan guru dapat mempengaruhi motivasi belajar siswa. Psikopragmatik dalam proses belajar mengajar tidak hanya mempertimbangkan psikologi bahasa yang dipraktikkan dalam pembelajaran bahasa Indonesia, tetapi keterampilan guru dalam menginternalisasi penguatan psikologis pada kegiatan pembelajaran yang telah direncanakan, dilaksanakan, dan dinilai.

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Introduction

The COVID-19 pandemic has a systemic and prolonged impact. For the past three years, learning activity has been conducted online, and the policies taken by the central government have continued to change following the COVID-19 trend in Indonesia. Every element of education needs to continue improving and updating the learning of soft and hard skills to keep up with the changing times (Alqahtani, 2015; Nystrand & Gamoran, 1991; Utomo et al., 2020). Every policy change taken by the regional government is a derivative of central government policies, but most teachers are also confused about keeping up with these policy changes to be applied as standard processes and expected learning outcomes. Each policy made involves complexity and demands.

Teachers with several cyclical and endless tasks must simultaneously convert every emotion inside them into energy to improve the quality of learning and motivate themselves into forming positive affect that students will feel directly or indirectly. It reflects handling a sense of crisis during this pandemic, including how to learn. Teachers prevent the stress and fatigue of the students from having to move from school to their homes (Klapproth et al., 2020). In addition, teachers should not experience stress and fatigue during learning because it can make the teaching and learning process less effective.

The teacher's psychological needs are one of the supports for achieving learning indicators. These demands and needs add to the teacher's central function, especially in determining learning objectives following the implementation of learning. The demands and challenges faced by teachers during online learning continue to increase and become more complex. As part of teaching competency standards, teachers are required to formulate both curricular and extracurricular learning objectives which are supposed to be achieved by the students.

The demands faced by teachers are increasingly complex, followed by increasingly limited learning facilities, especially online. Students with increasingly diverse characteristics expect teachers to be more creative and innovative in utilizing every learning media they use (Carmody, 2005). Various forms of improvised learning development that can be done include (1) modifying, replacing, and improving learning media that have been used, (2) searching for the latest learning resources that can be accessed by students anywhere and anytime, (3) applying various multimedia-based learning devices, and (4) increasing the central role of students as learning actors in the learning activity. On the other hand, this condition continues to burden the teachers. It is because they also have additional burden of administrative responsibilities.

Online learning can be interpreted as limiting access to education. Education that usually occurs with direct interaction between different elements (teachers, administrators, and students) turns into learning with indirect interaction (Kansanen, 1999; Maeda et al., 2014). Restrictions on direct interaction in the education field sometimes occur in specific situations but not in the context of social restrictions, such as what people do to prevent the spread of the virus. Conventionally, offline learning usually uses worksheets, printed teaching materials, and learning media on television and radio to help the activities. Offline learning can be understood as media that do not use the Internet network. This media can be alternative learning media during a pandemic due to inadequate online learning conditions (Picard & Velautham, 2016). At the same time, the online learning does not involve face-to-face interaction but uses the Internet network, the activities of which use devices or gadgets such as laptops, computers, or smartphones. Online learning also uses platforms that have been provided, for example, through online learning applications (Sudaryanto et al., 2020; Utomo et al., 2020). All forms of the instructional materials are delivered online, and communication is carried out online. Even the test is also done online without having to do face-to-face meetings. In other words, both teachers and students need extra motivation and support for the success of learning.

The requirements that teachers have to meet, if not followed by efforts to increase competence, can lead to depression. Furthermore, there are added complexities in a way that (1) students are increasingly diverse in their cognitive, psychomotor, and affective abilities, (2) learning materials designed by the ministry are increasingly complex, (3) learning process standards are continuously being improved. (4) demands of the students' thinking skills are higher, and (5) online learning demands more effort, technology mastery, and learning designs that are interesting and dynamic.

In the education system in Indonesia, there is a term known as PKB (*Pengembangan Keprofesian Berkelanjutan* or Continuous Professional Development), which is a working system in which teachers are required to continue to productively improve their competence according to their profession in writing academic papers and conducting classroom action research and other forms of development. This indicates that the teacher must continue to be active in (1) understanding the characteristics of students in terms of physical, social, cultural, emotional, intellectual aspects, (2) understanding the students' backgrounds, (3) continuously updating the way teachers teach to identify student learning difficulties, (4) facilitating the development of the potential of students, and (5) evaluating the process and learning outcomes to improve the curriculum in their schools. In terms of conducting online learning, teachers are ultimately required to convert learning materials and media into digital forms and use technology in the teaching and learning process.

With the emergence of the pandemic situation currently, teachers' workload is increasing. The teaching and learning process is still focused on completing the curriculum, but the teaching duration is reduced and teachers have limited capacity in using modules that are interesting and fun for students. With all the requirements to make innovations, teachers' work hours are longer than before the pandemic, from eight hours to 12 hours every day after the pandemic with the online learning (Kolb & Kolb, 2009). There is also another limitation regarding parents' support in accompanying

their children because they have to work. Teachers are much pressured by the demands of the students' parents, curriculum demands, and the moral burden of a less than the optimal learning process. Many teachers at higher-grade levels feel that students do not have sufficient provisions, including attitudes that do not represent a form of active learning (Ismaili, 2021). The demands from different parties certainly make teachers experience a crisis of confidence and guilt.

The lack of teachers' creativity will undoubtedly affect the direction and objectives of the learning process. Less consistent learning directions can result in the low achievement of learning indicators (Fuadiah et al., 2019; Koh, 2019; Williams, 2004). One of the subjects that still requires much improvement is the Indonesian language. There are some complaints from the students about the learning activities of the Indonesian language subject, such as:

Material	<i>The instructional material used is less contextual and too theoretical, so the students lack practice in the four language skills. In literature material, students tend to be only given the task to read and write, but they do not really discuss and review literary works, which is more interesting to study.</i>
Media Innovation	<i>Most of the learning media used are power points so that students are required to keep reading the material while the teacher explains it during the class.</i>
Learning Interaction	<i>Teachers still position themselves as the center of the learning activity so that students are considered objects that must listen and become passive, which in the end, the basic language skills are not measured accurately and adequately.</i>
Classroom Management	<i>Classroom management, such as the selection of methods, the interaction between students to students and students to teachers, and students with the learning environment, is still very minimal. There is a lack of learning environment optimization that represents language learning materials.</i>

In the efficacy studies, teachers are expected to deal with and solve problems effectively. As part of resilience, efficacy is a psychological study that can effectively improve self-confidence and increase control over oneself. Resilience is a person's capacity to accept, face, and transform the problems that s/he faces. Resilience can help someone deal with and overcome difficult situations and can be used to maintain their life's quality (Niiya et al., 2004; Sterling, 2010). The seven components of resilience are emotional regulation, impulse control, optimism, problem-solving ability, empathy, self-efficacy, and achievement (Semeraro et al., 2019; William, 2013). Resilience is influenced by internal factors, including cognitive abilities, gender, attachment to culture, and external factors from family and community. When someone is resilient, that person can control their emotions, behavior, and attention in dealing with problems.

This study does not only focus on locutionary speech acts, which play a role in conveying information as the teacher's main speech activity. In addition, this research will also identify the teacher's speech in preparation for learning and the possibilities it will

take when implementing the lesson. Therefore, the purpose of this study is (1) to describe the forms of speech that occur in the learning process, (2) to describe the distribution of speech acts in learning, and (3) to describe the speech related to teachers' efficacy in learning.

Research conducted by Insani and Sabardila (2016) shows that perlocutionary speech acts carried out by teachers in classroom learning can impact student psychology during or even after the learning process. Meanwhile, Rahmat et al. (2019) stated that the psychopragmatics of oral speech could affect the expected derivative results in carrying out the language process. This study complements the two studies. One novelty aspect of this research is to analyze teachers' efficacy in the teaching and learning process during the pandemic. This psychopragmatic study manifests in teacher efficacy in classroom management. The utterances produced by the teacher during learning show motivational words and things that affect the teacher's and students' psychological condition. The form of efficacy produced by the teacher is likely to cause the teacher's speech to be conveyed more easily to students.

Method

This study used a qualitative approach. Research instruments were in the form of (1) a survey of teacher efficacy during online learning, (2) observations of the forms of efficacy built by the teachers during learning activities and outside the classroom, and (3) interviews with the teachers to identify forms of efficacy used to shape students' learning fundamentals. The subjects in this study were Indonesian language teachers at the secondary school level, namely SMP (Junior High School), SMA (Senior High School), and SMK (Vocational High School). A total of 350 teachers took part in the survey, and eight teachers were interviewed about their forms of self-efficacy.

The data were in the form of transcripts of the interviews and field notes of the observations as well as the teacher behavior survey results. Triangulation of sources and methods to validate the data was carried out to produce reliable data. The data were analyzed using interactive data analysis techniques by Miles and Huberman namely data collection, analysis, reduction, and concluding (Miles & Huberman, 1992). Teacher efficacy instrument data were analyzed using a qualitative survey approach: perceptions, interpretations, generalizations, and conclusions. Furthermore, through pattern diagrams, the tendency of the teacher's answers is mapped regarding the choice of words, the use of greetings, and personal approaches during learning. Teacher efficacy instrument data were analyzed using a qualitative survey approach: perceptions, interpretations, generalizations, and conclusions. Furthermore, through pattern diagrams, the tendency of the teacher's answers is mapped regarding the choice of words, the use of greetings, and personal approaches during online classes. Learning observation data consists of lesson plans, video recordings, and student learning experiences outside online classes. Recordings made via zoom media were transcribed and analyzed starting from the communication built by the teacher, student responses, and the expressions both raised. The results of this analysis reflect the observation instruments constructed through a psychopragmatic perspective. After reviewing the results of the efficacy survey and mapping the forms of efficacy in the learning process, interviews were

conducted with teachers to review, confirm and ensure various forms of strengthening efficacy carried out by teachers.

Results

The results of the survey filled out by the teachers indicated a decrease in the teacher's motivation to teach. The teacher changed the definition of learning, which initially increased attitudes, knowledge, and skills to [deliver teaching material only]. Survey results are supported by learning planning in online classes. The teacher keeps the RPP (lesson plan), which should adapt to the hybrid learning objectives. According to the interviews with teachers, teachers do not make lesson plans because of their anxiety about the pressure students would suffer. In addition, based on the teacher's speech in class, many words refer to negative charisma. At the beginning of learning, the teacher does not motivate students; instead, the teacher allows students to ask questions in other classes or read books themselves. Based on the teacher's utterances, working sentences in lesson plans, and imperative sentences delivered in online classes, some data refers to the trends below.

Table 1. The tendency of weak teacher motivation

No.	Aspect	Indicators
1.	Teachers experience boredom in designing Indonesian language learning that they will teach.	<p>a. Emotional exhaustion: teachers are easily distracted emotionally [kenapa saya harus <i>bikin</i> RPP baru; toh anak-anak juga tidak belajar] (en: [why do I have to make a new lesson plan; students don't learn anyway] [tidak perlu muluk-muluk, siswa bisa baca buku sendiri] (en: Students can read the book by themselves) [Santai saja, siswa pasti diajari orang tuanya.] (en: Take it easy, students must be taught by their parents.)</p> <p>b. Excessive fear when learning does not run as it should Learning objectives should be readjusted, but teachers don't know how to adjust them either.</p> <p>c. Worry if the indicator is not reached Teachers reduce learning indicators. In addition, teachers often feel let down by students. At the pandemic's start, teachers prepared lessons as they should, but students were busy with themselves. Finally, the teacher did not make any lesson planning.</p>
2.	Teachers experience cognitive fatigue in developing learning tools	<p>a. Feeling hopeless for suboptimal learning [Saya sudah pasrah] (en: I've given up) [Saya merasa siswa sudah tidak ingin belajar] (en: I feel that students don't want to study anymore) [Saya juga fokus pada keselamatan diri saya sendiri] (en: I also focus on my own safety)</p> <p>b. Feeling hopeless for suboptimal learning [Saya sudah pasrah] (en: I've given up) [Saya merasa siswa sudah tidak ingin belajar] (en: I feel that students don't want to study anymore) [Saya juga fokus pada keselamatan diri saya sendiri] (en: I also focus on my own safety)</p>

Table 1. The tendency of weak teacher motivation (Continuation)

No.	Aspect	Indicators
		c. Feeling frustrated when developing material Based on the results of instrument analysis, in the lesson planning sub-chapter, it was found (1) the teacher was confused with the map of learning material; (2) the teacher does not know the extent of students' understanding of the teaching material; (3) the teacher wants to provide simple material but is afraid that students will take it for granted; and (4) the teacher finally copies and cuts material from the internet.
3.	Teachers lose motivation in starting learning	a. Teachers do not get support from the learning environment so that learning does not achieve the goals according to the plan that has been designed b. Teachers are bored, so they cannot explore internal solid motivation to start learning activity

Based on Table 1, teachers need to be more interested in online learning. However, from the results of interviews, teachers sometimes still hope for students majoring in science. Teachers' efficacy strategies to develop fun learning include being more responsive to the development of Science, Technology, and the Arts, which are internalized in the Indonesian language and literature learning. Finally, curriculum adaptation is developed based on realizing that science, technology, and the arts are developing dynamically. Therefore, during the pandemic, the spirit and the curriculum provide a learning experience for students to follow and take advantage of scientific developments through technology.

The Indonesian language learning substances include all dimensions of competence, scientific study field, and subjects that are planned and presented on an ongoing basis between all levels of education and adapt to the pandemic conditions. Learning activity is done face-to-face, limited face-to-face, and/or distance learning online and offline (Amirian et al., 2008; Dubey et al., 2020). These activities are carried out to provide a meaningful learning experience for students without being burdened with the demands of completing all curriculum achievements for grade promotion and graduation. Learning activity is developed creatively and innovatively in optimizing the growth of students' critical, creative, communicative, and collaborative skill. The teachers prioritize the essential subject matter in the learning activity, while students can study other materials independently. Learning materials are taken, collected, and developed from (1) sourcebooks such as student books, teacher manuals, and other books or literature related to the appropriate and correct scope. The books and teaching materials are packaged in a language that is motivating, full of language power, and able to demonstrate personal excellence without discriminating against students; (2) things related to life and/or related to contextual social phenomena, for example, related to the Covid-19 pandemic or other things that are happening around students but the topics chosen should have contexts such as healing status, and news about the pandemic, vaccinations, and other good news.

Teachers minimize boredom by developing learning models and prioritizing language skills: collaborating oral and written skills. In oral skills such as listening and speaking, students must be more active in conveying their ideas and attainments

(Sudaryanto et al., 2019; Suwandi & Sudaryanto, 2021; Zhang, 2018). Learning design in improving productive skills is conducted using a scientific-based approach in the form of learning models, such as the discovery learning model, the inquiry learning model, the inquiry-based learning model, the project-based learning model, problem-based learning, and other learning models that allow students to learn actively and creatively. Grotberg (2003) explains that three aspects of resilience include [i have], [i am], and [i can]. Aspects of internal support owned by the teacher can be a solid impetus to solve problems. In addition, assistance from outside sources can be a strength for teachers. Therefore, social competence can be realized by teachers through strong [i can] aspects. The study results of the three aspects of resilience can be grouped in Table 2.

Table 2. Dimensions and teacher efficacy in learning activity

Factor	Dimension	Teachers' Efficacy in Learning Activity
[I am]	Strengths that are built from within the teachers such as behavior, feelings, and beliefs related to the learning process	<ul style="list-style-type: none"> a. They felt proud when planning, implementing, and assessing the teaching and learning process carried out by students and other teachers. Teachers can identify themselves through lesson development activities. b. Feeling loved and having an attractive attitude so students and teachers can feel comfortable during learning. The role of the teacher is increasingly visible in attitude management when facing different responses during interaction with students and with other teachers c. Love, empathy and altruism was shown by the teacher by caring to others, students, and fellow teachers. Teachers can show they care about everything that happens in a comfortable learning environment. d. Teachers can show a sense of independence and responsibility for the learning process and outside the classroom.
[I have]	External factors that influence teachers' attitudes	<ul style="list-style-type: none"> a. The structure and rules of the school both during learning and outside of learning activities are available. Teachers have rules that students must obey, as well as penalties and warnings if these rules are not implemented. b. Role Models are people who can show what teachers should do, such as information on something, and encourage students to follow it c. Having relationships, besides support from the closest people, is also to build good relationships between teachers, between students, and students and teachers.
[I can]	teachers' social and interpersonal competence	<ul style="list-style-type: none"> a. Managing various feelings and stimuli from both other teachers and students so that the teachers indirectly and continuously recognize stimuli and all kinds of emotions then show them in the form of words or behavior and actions. b. Students are looking for a trustworthy relationship so that teachers can gain social and interpersonal competencies that have started to fade and disappear.

Table 2. Dimensions and teacher efficacy in learning activity (Continuation)

Factor	Dimension	Teachers' Efficacy in Learning Activity
		<ul style="list-style-type: none"> c. Teachers can assess communication skills and understand feelings. Directly or indirectly, teachers need to get a sense of security in communicating with students and building good trust from various parties. d. Measuring the temperament of oneself and others during learning takes place with various measurements that have been made by the teacher both formally and informally. The teachers' sensitivity in assessing the measurement results can develop their self-efficacy. e. Through good feeling management, the teacher can develop the ability to solve problems that other teachers and students will face both in class and outside the classroom. Teachers need to communicate, measure the surrounding environment, and translate the measurement results into a psycholinguistic assessment based on the actual situation.

Using motivational sentences can show the teacher's ability to construct self-confidence. The teacher uses favorable terms, so students feel free from the subject, even in class. Teachers use positive affirmations to build courage in planning lessons. In lesson planning, teachers need to be bolder in giving confidence to students to manage themselves. Therefore, using [i am, I can, and I have] increasingly shows the relationship between students and teachers. Therefore, the turning point of a teacher's efficacy is using language in planning motivational learning for both himself and his students. On the other hand, the teachers choose a method that allows learning objectives in pandemic conditions using 'magical' words to convey material during the learning process. In receptive skills, teachers creatively develop active learning methods adapted to the characteristics of the material/theme and the characteristics of the situation in pandemic conditions. Learning activities and tasks during the learning period from home are carried out in various ways between students, according to their respective interests and conditions, including considering the gap in access/availability of learning facilities at home. The provision of learning assignments is carried out by considering the concept of learning from home, namely as an effort to break the chain of the spread of Covid-19, it is inevitable that the workload assigned to students can be completed without leaving the house and maintaining health, as well as sufficient resting time to support students' immunity.

Discussion

Effective learning involves teachers and students providing mutual support so that the achievement of learning indicators can be measured and achieved. In developing learning efficacy, the teacher is directed to focus on the students' potential, development, needs, and interests, and their environment. In online learning, teachers adapt the curriculum developed based on the principle that students have a central position to develop their competencies to become human beings who are faithful and pious, noble, healthy, knowledgeable, capable, creative, independent, democratic, and responsible citizens (Habe & Ahiruddin, 2017). The scope of learning a language is a medium of

communication that builds teacher perceptions, whether intentional or unintentional. In learning, the teacher's function is increasingly important, even though, on the other hand, the teacher feels demotivated during the pandemic.

Every teacher has control to plan learning activities to act as an educator. Based on the data, changes in the tendency for teacher self-confidence can also be seen from the learning motivation map. Although on the other hand, the teacher realizes that using words that motivate learning can increase his confidence. Teachers must understand the different psychological characteristics of their students. It often happens in the classroom that symptoms of attention disorders are psychological factors experienced by students in class; this must be recognized and understood by teachers as the educators in the classroom to prevent and overcome learning difficulties faced by students in the process of participating in the classroom.

Psycho-pragmatics in education is not only considered the psychology of language practiced in the learning activity. Educational psychology is the knowledge that has the right to live on its own because certain aspects of educational psychology are philosophical (Courage & Richards, 2008). However, as a science, educational psychology has its structure and principles or fundamental truths, objective facts, and valuable techniques for research. To support the achievement of these objectives, the development of student competencies is adjusted to the potential, development, needs, interests of students, and demands from society. Having a central position means that learning activities are student-centered.

Indonesian language teachers have a role in building strong self-confidence through language in the classroom. In addition, teachers must provide efforts to prevent and overcome problems faced by their students and themselves during the planning and implementation of classroom learning (Leech, 2014; Pianta & Hamre, 2009). Teachers should use learning methods and strategies that can attract the learning attention so that teachers themselves can feel very comfortable from the beginning to the end of the class.

Online learning creates new learning patterns that also come with new obstacles in communication, limited space, students' passive attitudes, lack of students' observation, and less particular learning object that creates an impossibility to study without media, remote learning places, and others. In psychopragmatic studies, words have a magical power to evoke learning interactions (Hodges, 2018; Reyes, 1990). In order to make the teaching and learning process work well, students should be invited to use all their senses. When words are presented as narrative, auditory channels can be used for word processing. At the same time, visual channels can be used for processing images. In this way, the load is balanced between the two lines so that no one line is overloaded. Psychopragmatics can bridge constructive thinking processes through forms of learning designed by the teacher in the classroom (Rahardi, 2017; Rohmadi et al., 2021). Psychopragmatic studies in learning activity can describe learning needs, such as showing an imbalance between the learning needs of every member in the learning environment, the encouragement needed through constructive words, and goals that describe the form of mentality in learning that is adaptive but can support the learning indicators formulated by the teacher.

In psychopragmatics, every action taken, including learning, is caused by an impulse. The impulse comes from within the individual to achieve a goal called motivation. Someone's motivation depends on the strength of his motives, which he wants to achieve (Ball, 2010; Draper, 2014). Here, the motives are the individual's need, desire, impulse, or urge. In other words, motivation moves someone to act in a certain way, or at least develop certain things. In efficacy, language that appears and arises in learning is a form of self-statement that can sometimes be expressed or cannot be expressed.

Research data on the distribution of speech acts in learning shows that locutionary speech acts are more common than illocutionary and perlocutionary speech acts in the learning implementation process. Based on the analysis results, it can be understood that the teacher does more direct speech or there is no hidden meaning behind the speech. Speech acts are undoubtedly different from illocutions which emphasize indirectly that the speech partner does something according to the intent conveyed by the speaker. This can happen because the teacher in the online learning process reveals more/conveys a piece of information which, in the process, the information conveyed can become new knowledge. Based on mapping the speech acts used by the teacher, they use three of five forms of speech acts in class: statements, interrogative, and imperative (Searle 1979; assertive, directive, commissive, expressive, declarative). The teacher uses these three speech acts to strengthen students' desires, namely (1) statement (declarative), which serves to say something to others to pay attention, and (2) statement (interrogative), which functions to ask something so that the listener answers the question asked, and (3) the command (imperative), which aims to get the listener to respond to the action or action requested.

Similar to the statement above, using speech acts to motivate students is expressed using locutions. Often, the statements used by the teacher are a collection of words that directly impact the psychology of himself and his students. Locutions in psychopragmatic studies in Indonesian language learning refer to an informative action that describes the ideal and desired learning process by the teachers following the learning atmosphere in online classes but still prioritizes the achievement of student competencies (Abbot-Smith et al., 2020; Ryabova, 2015). Every learning activity that refers to the illocutionary act is behind the locutionary action. In learning Indonesian, the teacher shows the perlocutionary form in a speech that intends to work according to the hidden intent of an utterance inserted by the teacher so that students act as expected or there is an effect from the speech. The data explains that the strength of speech acts uttered by the teacher can affect students' effectiveness: locutionary speech acts are widely used to provide psychological solid injections.

The research data shows that the distribution of perlocutionary speech acts is more prevalent in instructional planning. This can happen because teachers tend to develop better lesson plans so that the learning process can run smoothly. These expectations are implemented in speech acts contained in the implementation of learning so that they can emphasize the speech effects that will occur (Rohmadi, 2014). In addition, this can be understood from the perspective of learning design that teachers have rarely faced, namely digital learning design. The process of change has an impact on teachers in planning learning. Learning activity that is carried out by teachers directly can make (1) learning as a process of encouraging students to act by moving motor skills and

building energy, (2) determining teachers' actions through constructive, active learning forms, (3) selecting good points and not good in the learning process so that every attitude in the class can be built through the formation of active learning according to learning indicators (Sudaryanto, et al: 2020). These forms form the contextuality of efficacy carried out by teachers during learning both inside and outside the classroom.

Conclusions

In this study, the teachers chose the essential subjects to be prioritized in language learning to optimize the form of speech acts to support the mentality of both teachers and students. Based on the research data and analysis results, it can be understood that teachers experience (1) cognitive fatigue in developing learning tools, (2) boredom in designing Indonesian language learning to be taught, and (3) loss of motivation to start learning. This can be overcome with teacher efficacy strategies to develop fun learning and adapt to science, technology, and art development. In addition, the results show that (1) the distribution of speech acts in the lesson planning carried out by the teacher uses more perlocutionary speech acts, (2) the distribution of speech acts in the implementation of learning uses more locutionary speech acts, and (3) the distribution of speech acts in the assessment process uses more locutionary speech acts. The use of locutionary speech acts is more than perlocutionary and illocutionary acts. It is caused by the learning process, which conveys information that can become new knowledge because teachers tend to choose direct speech or speech which does not contain hidden meanings. Our study has also found that teacher's efficacy in teaching is the key to analysis in psychopragmatic studies because data in the form of snippets of teacher speech can influence student motivation. We have shown that psychopragmatics in the teaching and learning process is not only considered the psychology of language that is practiced in learning the Indonesian language, but teachers also have internalized psychological reinforcement in the learning activity that has been planned, implemented, and assessed.

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