EXPLORING THE EXPERIENCES IN TEACHING LITERATURE DURING THE PANDEMIC OF COVID-19, PHILIPPINES

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ABSTRACT: *The heights of the COVID-19 pandemic have disrupted education for more than two years which led to the temporary closure of schools and the opening of homes as the new ground for the teaching-learning process. From this situation, the experiences, coping mechanisms, and implications of five secondary school teachers who taught literature during the pandemic using multiple case studies were explored. The data were also analyzed to describe similarities and differences between each case. In general, the researcher discovered that one consequence of the lack of internet connection on the part of the teachers, which has concrete proof, was that they were required to use the modular method instead which made their work more difficult. Adding to the challenges that awaited them was to travel in far-flung areas just to reach out to the students. Through the experiences of the teachers, the study revealed that during the pandemic era, the students had lack of motivation in answering and reading the materials, and further showed that students' weakness was reading comprehension. Despite the challenges, their passion for teaching is still burning through their hard work and support system in school.*
Keywords: *Education, teaching during COVID-19, literature, multiple case, secondary school teacher, Philippines*

1. INTRODUCTION

The educational system in the country has been affected by the COVID-19 pandemic. In these circumstances, the challenge of every teacher who teaches literature is much greater and heavier because new teaching methods such as the use of technology and modules will be used without prior training. Because of this, teachers suffer mental and emotional stress for they think of and plan effective strategies to be used during the pandemic [1].

At the height of the pandemic, technical means were used to create online learning which is the source of materials in all academic fields including literary works. According to [2], in this era, teachers should make a tool in learning that influences the process of learning to deliver teaching material to students. Online learning may have been effective in countries that are leading the digital world and it may be a big challenge in the Philippines where it is difficult to access an internet connection. In fact, the lack of a fast, affordable and reliable internet connection hinders the process of learning and teaching literature online, especially for those who live in rural areas that are far from civilization [3-5].

On the other hand, it has been an implication of recent pandemics that no technologies have yet emerged that students' learning of literature during the Influenza of 1918 continued their studies without help from their teachers even with an internet connection: they read only a few collected books they had, kept and collected journals, and wrote any letters [6]. In addition to that, during the renaissance on the throne that they called the "black death" pandemic, students only imitated those who surrounded them in their learning without a teacher to guide and learning was centered on training the students to have appropriate emotional responses to what is right, moral and stunning [7].

In connection, as a result of technical issues and to solve the internet connection problem, the Department of Education has promoted a modular teaching method. The content structure of the modules is composed of the learning outcomes explanations, the main topic discussions, activity questions, other reading genres related to the topic taught, and a set of work instructions that lead to learning and understanding the text [1, 8; 9;]. The modules are good innovations amidst the outbreak of the pandemic as this teaching method was developed to cater to the needs of the students. It is easier for teachers who teach literature to discuss the detailed contents of each topic so that students can understand more easily even without the teacher speaking and explaining.

In this regard, the teachers who taught literature during the pandemic did not show readiness to teach online because they were not trained or taught in this way to teach [10]. In addition, teachers are struggling to respond to the new normal because technology has to be considered since it is the only way to interact with students and it had limited their ability to communicate with each other. However, teachers motivated their students to continue their passion for teaching regardless of the challenge [10]. That is why the transformation of the delivery of teaching and learning in schools through modular distance learning has made it more difficult on the part of teachers and other school staff to deliver quality education [9].

2. METHODS

This is a qualitative study design focusing on multiple case studies. Because of the in-depth nature of multiple case studies, small numbers of participants are most desired [11]. In addition, to ensure the achievement of the objective and in-depth investigation, purposeful sampling was used in which only five participants were needed with predetermined criteria, and the most prominent criterion was the participant's experience. The data collected was through interviews using the questionnaire developed by the researcher who went through the experts. Finally, thematic analysis was used to describe and discuss the data collected. Moreover, in data collection, informed consent letters were attached to the interview questionnaires that the participants signed to ensure that they voluntarily agreed to the interview. More importantly, the identity of the participants and selected schools were not disclosed in any chapter of this study. The researcher also emphasized strict adherence to the ethical consideration of a study.

3. RESULTS AND DISCUSSIONS

This chapter deals with the presentation, analysis, and interpretation of data. The first part describes the teachers' experiences in teaching literature during the pandemic. The second part determines the coping mechanisms of a teacher in teaching literature during the pandemic. The third part presents the implications of teaching literature in the

pandemic era. The fourth part shows the similarities and differences between each case.

3.1 Teachers' Experiences in Teaching Literature During the Pandemic.

According to the interviews conducted with the participants, there are various challenges that they have experienced in teaching literature during the pandemic. These are categorized according to the theme that has been developed: the challenges in transportation and communication, difficulty in understanding the lessons, and the outcome of the tasks not being good. In these themes, the voice and experiences of teachers in teaching literature during the pandemic are contained in Table 1.

Table 1. Teachers' Experiences in Teaching Literature During the Pandemic

Themes	Significant statements
challenges in transportation and communication	… we ourselves will go to where they live in the mountains. (idi3, line 905)
	… So even if it's far, we'll go there … (idi3, line 934)
	... I can't answer all the students' questions because the way we communicate with them is through Facebook, messenger, we will do a group chat for each section ... (idi1, lines 17-19)
	… because other students don't say a problem in group chat ... (idi1, lines 21-22)
	… because there are students here who don't have cellphones ... (idi2, line 389)
difficulty in understanding the lessons	… those in our last section are the ones who can't really read yet... (idi4, lines 918-919)
	… literature has vocabularies... (idi3, lines 557-558)
	... it's really difficult because in literature it has to be discussed a lot, especially with vocabularies ... (idi4, lines 982-983)
	… I didn't get quality answers in their modules... (idi1, line 9)
	... the other students may not have the correct answers or may not have any answers ... (idi2, line 382)
the outcome of the tasks is not being good	... the answers or inputs of the students are not really of high quality... (idi1, line 14)
	... I cannot confirm that all students will get the topic within a week ... (idi1, line 56)
	... so, I'm having a bit of a hard time with what I'm actually going to teach.... (idi1, line 59-60)
	.... There were students who can't really answer ... (idi2, line 413)
	So, they answer the module even if they did not understand. (idi4, lines 978-979)

Challenges in Transportation and Communication

The participants identified the great challenge they faced while teaching literature during the pandemic. The most difficult during that time was the transportation because they had to go to the students' houses, especially the students who did not take the module, could not be reach, and did not have the access to radio, television, or internet connections. So, whether it was very far or in nearby barangays, they went to the student's houses to teach and to guide them so the students would earn enough marks. Even if it was considered risky and difficult, they would do everything for the sake of their students.

Aside from transportation, in addition to the big challenge mentioned by the participants was communication. Technologies such as cellphones, the internet, and social media applications have become the media during the pandemic. However, there were students who were in "seen mode" and do not participate in the group chat. Also, some students did not talk much in the chat room and did not get along with the teachers. Sadly, at that time, not all students were blessed with equipment such as cellphones and laptops, and there were also students who were not reached by internet connections so home visitation was their last resort. Furthermore, it is hard to detach education from sociocultural, sociopolitical, and socioeconomic situations [12]. According to the study of [13; 15], the majority of the student population lives in remote areas, and the technological facilities in this region are not efficiently defined and managed. Because of this incident, the teachers really had to take a difficult way such as going to the houses even if it is very far just to deliver to the students the education they need. Another difficulty is the access to technology that every student does not feel its existence. In this kind of learning system, the following are necessary; technology, time, motivation, and support from parents [13-15]. Instead, teachers triple their service, effort, and perseverance to students who are below the poverty line, especially during the pandemic. This attests in the study of [16] that the intrapersonal intelligence of teachers emerge indicating that they generally have high self-awareness and are capable of understanding their own feelings, goals, and motivations.

Difficulty in Understanding the Lessons

The participants declared that students had difficulty in reading literature. The student's reading ability had become a problem also for teachers, especially in the last section which presented low reading comprehension. The teachers had identified a problem again because many students kept on asking them regarding the meaning of vocabulary words from the literature as they simply did not understand. From this, the teachers noticed that the answers of the students were not correct, and for the teacher's perception, students could answer the questions easily and correctly if they read and understood it well. Some students submitted their worksheets even without answers because of difficulty in understanding the lessons.

In this regard, one of the macro skills in Filipino subjects is reading comprehension. For [17;18], reading comprehension is the ability to understand and summarize a reading material well and the ability of students to conclude and understand the content and main ideas correctly. According to [19], if a student learns to read while at home, he uses the internet and what they do is use Google Translate to translate the content of the text when the student does not know the meaning of the text read. However, it does not rule out the possibility that some of the students have difficulty learning to read during the pandemic because it complains about the internet connection and excessive quota to read. For [20], there is a strategy designed to help students improve their reading comprehension and it consists of four reading strategies: predicting, questioning, clarifying, and summarizing. In addition, a study by [21] states that in the task of reading during the pandemic, silent reading, skimming, and scanning methods are effective in their study.

The Outcome of the Tasks is not being Good

As much as the teachers wanted to give high grades to the students, they were disappointed when the students submitted their worksheets with poor quality since it was obvious that their answers were copied and they just had to answer but did not thoroughly think about it. The modules used by teachers were centralized. It contained topics and literary genres that were difficult to teach to students without teaching face to face. Also, the module was not enough for the student's ability to get and understand each topic of literature that they will read on their own at a specific time and duration. In addition, the alignment of the contents in the module was neat and systematic while showing the need for the skills that the students are expected to reach in the target time and period. In the study by [22], students were interested and eager to get modules with tests and presentations. So, what the participants did was they just chose the topics to teach from the module and they made their own self-learning modules and activity sheets. The initiative of the participating teachers agrees with the study of [13] that it is necessary to come up with some strategies and initiatives both at the individual and the institutional level to fight the situation of the COVID-19 pandemic. Also, the same in the study of [23; 1], teachers make changes in lesson plans, try the use of attractive materials, use motivational strategies in words for students, and prepare additional tasks for the lesson. This is an indication that teachers are still trying to unravel the method in traditional ways. In the attitude that students show that the answers are not of quality, they express boredom in the activities that supported the study of [24] that most students indicated that online classes alone are more useful rather than with the integration of materials or modules provided.

3.2 Coping Mechanisms as a Teacher in Teaching Literature During the Pandemic

From the interviews conducted with the participants, the teachers did not budge from the various challenges they encountered in teaching literature during the pandemic, and they found ways to overcome those challenges. So, the following are the themes developed for coping mechanisms; acceptance and encouragement, working with colleagues at school, and finding ways to monitor students. These themes are the teacher's ways to overcome all the difficulties encountered as shown in table 2.

Table 2. Coping Mechanisms as a Teacher in Teaching Literature During the Pandemic

Themes	Significant statements
acceptance and encouragement	… I think that if others can do it, so can I … (idi5, line 1491) … So, I also draw strength from myself. I just keep on fighting because the situation is hard … (idi3, lines 751-752) … I'm just trying really hard … (idi3, line 688) … I just accepted the responsibility. I didn't think that it was a punishment, or an addition to my work … (idi5, lines 1422-1423)
working with colleagues at school	… that's the time I'll ask my head for help … (idi1, line 203) … I will ask my companions who are more expert than me to help me… (idi1, line 204) … I approach my fellow teachers … (idi1, line 253)
finding ways to monitor students	… And in the LAC (learning action cell) session we aired our struggles. In the session, we all agreed on the things that we will do… (idi4, lines 1101-1102) … Students are contacted now and then… (idi3, line 696) … really did a home visit, we went to their house… (idi3, lines 711-712) … especially those students who are really struggling and have a relatively low grade so I did bridging program … (idi2, line 442-443) … So, I always call the mother to follow up with the student… (idi3, line 720)

Acceptance and Encouragement

From the various events and challenges experienced, the teachers did nothing but accept the fact that the way the education system works is the new normal. They encouraged themselves, believed in their own abilities, and above all, prepared themselves. However, even though many challenges were faced in teaching literature, they drew strength from themselves to prove something to the call of being a teacher. They were not well armed for the war during the pandemic, yet every teacher tried their best to continue to share the knowledge with their students.

With this, it is true that the biggest challenge of teaching during the COVID-19 pandemic is to arouse the interest of teachers to continue teaching and learning. According to [25; 26], even though teachers are motivated to work, it can still be seen that there are changes in behavior regarding their continuation of work due to being influenced by the negative effects of the pandemic such as burnout due to extra work and technostress. However, the participating teachers accepted the challenge and slowly coped and went back to the path – to teach the students. What they did is related to the study of [25] that it is better that the teachers were aware of the level of stress early because it will lead them to earlier control of their own emotions and strengthen more effective ways to avoid the dimensions of burnout.

Working with Colleagues at School

Even if every teacher says that he draws strength from himself, the saying "no man is an island" and "the more the merrier" has been true. No one cannot cope and achieve success if there was no one to lean on and ask for help. Participating teachers could lean on their colleagues, their department heads, and above all, their principals. The support of their principals and their department heads helped them a lot. It gave them strength and they continued their work amid the trials they faced because of the advice they had been receiving.

On the other hand, the participating teachers added that if they had difficult experiences, they seek advice from their colleagues for they find it helpful. Therefore, they followed the advice they asked for, but due to the complicated situation caused by the pandemic, they still had to ask for help from their colleagues so they could overcome the problems they encountered. They did not hesitate to approach their colleagues because they were the only ones who share the same feelings and experiences, and for them, it was difficult to share with someone who has not experienced teaching during the pandemic as they might not be able to understand their struggles. In the end, they were very grateful for the LAC (Learning Action Cell) session that DepEd initiated because it made them feel better and helped

them to cope with the challenges they encountered. In the end, they planned the things that needs to be done together. Helping each other and working hard together helped ease and overcome the challenges of work.

Moreover, as teachers struggle during the pandemic, the school environment is filled with confidence. According to [27], the school environment cannot be separated from the real work of teachers and must remain part of a whole. Without the management of the administration, the teachers are like pieces that will struggle on their own. Additionally, like teachers, school leaders around the world were facing an extraordinary crisis in education also [28]. But even so, they still stayed to support the teachers at the school. From the study of [29; 30], to build a meaningful and productive school, leaders must shape a culture in which each teacher can make a change and every student can learn rooted in the passion of teachers and above all the school leaders have committed to promoting each other's success. On the other hand, the teachers who were in school not only play the role of knowledge or knowledge provider, but they also play the role of counselor and companion [31].

Finding Ways to Monitor Students
From accepting responsibility and self-reliance, teachers have faced challenges to do all they can to monitor and help students during the pandemic. The ways they did this were from advice and help from colleagues. One way they did this was by calling or chatting with the students; they asked them if there were questions about the topic. Aside from calling and chatting, they did home visitations because they need to see the students and personally teach and guide them. They needed to assist the students since they were worried about the students' situation and that they might have a failing grade due to their learning progress, that was why they gave extra work so that the students could have a passing remark. In the end, if the students are still not motivated even though they applied different ways, then that is the time that they will call the attention of the parents.

In this way, one of the parents' sources of help for their children is the guidance and teachings of the teachers. According to [32], in this time when it is not yet certain how long the pandemic will last, these educators have improved in teaching students about their work while they are not working at school because they have moved the place of this teaching method. In the transfer of the place and teaching, only the essential topics were applied in the new normal set up yet even if everything changes in the new normal, still it helps their development [32]. Since the online platform in the country is difficult, the participating teachers preferred the essential methods, which are to go for home visitations, call the students, and ask the parents for help. It supported the study of [13; 33] that during the pandemic, the teacher should be more prepared and should be ready to work the extra mile because time requires fast innovation and rapid adoption of online platforms. In addition, teachers should collaborate with parents during the pandemic because according to [34; 14; 33], whenever there is communication between parents and teachers about the lessons to students, it influences the result and their learning.

3.3 Implications of Teaching Literature in the Pandemic Era
There were no insurmountable challenges if there were no ways to solve them. Participating teachers coped with the challenges through their effort, believing in themselves, unity, and togetherness with their colleagues at school. So, they realized from the events the following implications as

shown in table 3 and the following themes have been developed; difficulty in teaching, quality of learning is low, and poor reading comprehension.

Table 3. Implications of Teaching Literature in the Pandemic Era

Themes	Significant statements
difficulty in teaching	*... students no longer submitted their outputs ... (idi3, line 892)* *... students submitted their output only once, they answered the worksheets from 1st to 4th grading and then submitted them on the last quarter... (idi3, lines 894-895)* *... I am looking for a way for students to cope with the help of the video lessons we have created... (idi1, lines 324-325)* *... if for example, I don't do the tasks anymore, the students won't learn anything either ... (idi2, lines 492-493)* *... students will be interested somehow in reading and answering what was written in the module (idi3, line 856)*
quality of learning is low	*... because at this time, I'm not the one teaching ... (idi4, lines 1119-1120)* *... I can't say that this method is effective... (idi2, lines 479-480)* *... their parents answer their module (idi2, line 508)* *The student was not there at their house because he/she was looking for a living. (idi4, lines 1173-1174)* *... during the pandemic, I think the students were confused (idi4, lines 1129-1130)*
poor reading comprehension	*Right now, the school's focus is that all students can actually read. (idi4, lines 1204-1205)* *Our 7th graders now are the product of the pandemic two years ago that they don't have any teachers teaching in the classroom. (idi5, lines 1270-1271)* *... they don't understand especially on the comprehending they read, they are quite weak in that... (idi4, lines 912-914)* *... how can I get their concentration back so they can understand immediately the lesson... (idi4, lines 914-916)* *... we focus on reading and reading comprehension at all grade levels today (idi4, lines 1208-1209)*

3.3 Difficulty in Teaching
Participating teachers went out of their way to reach out to students and even in those instances, they guided and helped them. However, it cannot be denied that teaching is difficult. Factor in the difficulty of the teachers is the behavior shown by the students who were not consistent in submitting the worksheets from the modules. It was difficult to measure whether students truly understood the content of the module. Through this, teachers have planned extra work to help students understand the content of the module, and they found that teaching is difficult only if it is just a pure module, and they thought that the students can get low grades if they do not add other activities to it. Above all, it was necessary for teachers to think of different teaching methods or strategies so that even if the students were only studying the module, they were still interested to learn.

Moreover, a strategy that emerged in the study of [35; 33] was that students working together in answering challenging questions and engaging in peer tutoring was associated with positive outcomes of the student. It means, students' learning is helped if it is accompanied by a neighbor who may be a classmate. Because it is difficult for teachers to serve all students, it is possible to do "peer instruction" or peer teaching to ease their work and make it easier for students to learn. Furthermore, according to [36], the CAFE (Content, Activities, Facilitation, and Evaluation) model designed for teaching during the pandemic can be used to address the urgent needs of K-12 teachers to teachers clearly teach and understand students especially their learning desires, accessible technology and resources for home education, and their instructional content. However, teachers are humans too who were affected by the pandemic because they too have experienced extreme fatigue, illness, and stress that may be directly or indirectly through their various jobs that have weakened them more which has affected their health and professional performance, thus also affecting students' performance [37].

Quality of Learning is Low

Teachers were forced to change the teaching method due to the pandemic, but from the data gathered that even though all the methods were used by the teachers, yet the quality of learning was still low. One factor was that the students did not understand the content of the module. The learning of the students depends only on the module and there was no teacher in front explaining each lesson stated in it. Aside from the teachers, the students also need their parents for the success of their studies, whether there is a pandemic or not. Sadly, at the peak of learning during the pandemic, teachers were no longer there and yet parents were not guiding also. There were students who have been neglected by their parents. Moreover, the gesture of parents in answering the module was not a way of helping them. They taught their children to be lazy. Another factor that students find it hard to study at home was that they help their parents to find a living. Without the presence of teachers and the guidance of parents, students do not learn more.

However, the activities, assessments, and evaluation in the modules encouraged independence and responsibility toward students' own learning and provide different opportunities to express their learning, and served as a guide to develop new understandings [38; 39]. Also, in the study by [40], it showed that students with fast learning abilities can memorize the content of the module and were able to learn independently while those students whose learning ability is weak can learn by repeatedly reading parts that were not understood until they understand it on their own. Further, the experiences of the participating teachers were contrary to [40] study because the student's perception of the module was very helpful to learn alone and the modules developed were very helpful in implementing the learning process during the pandemic.

Poor Reading Comprehension

Reading comprehension is a factor in student learning. Reading is also a foundation of the Filipino subject because it is one of the macro skills that students must hone. But the study showed that students could not read because of the pandemic. So, schools were committed to prioritizing the teaching in reading, especially for those in grade 7, because they were products of the pandemic when they were still in elementary. While teaching the students how to read and understand what was read, teachers noticed that it was the weakness of the students. Thinking of a way for students to easily learn reading has become an added challenge for teachers.

Moreover, the pandemic did not stop education, even if it stopped for a while but DepEd found a way to reopen it, but with a new method and a new system that tested the capabilities of teachers. According to [41], educational institutions should ensure that their teachers are given adequate support because it is helpful in providing quality education to students. [42] stated in their study that teachers experienced great pressure in time and increased their workload during the pandemic which caused severe fatigue. There were also factors that caused stress to teachers and caused negativity and it affected their performance; one of which is that some students cannot enter education due to poor learning conditions and poor internet connection in some parts of the country and the motivation of learning that is an important ingredient in effective learning during the pandemic [41; 43]. Adding to the fatigue of teachers is how to get students interested in participating in learning and then once engaged how to help them focus amid the distractions at home [44].

3.4. Similarities and Differences of Each Case

This section discusses the similarities and differences of each case in their experiences, coping mechanisms, and implications for teaching literature during the pandemic. The unique words were analyzed and grouped together to identify the three most repeated answers by the participants were considered as their similarities, while the three unique words that were considered different among each case were that participants sometimes or only one of them mentioned it during the interview. Only the three most mentioned and three less mentioned were given an emphasis in the discussion of the similarities and differences of each case as seen in tables 4-6 respectively.

3.4.a. Teachers' Experiences

Table 4 indicates the similarities between the teachers' experiences during the pandemic: tiredness of work, visited houses, and the teaching method through a module. While they differ on: teachers worked despite being sick with COVID, experienced a well-organized grouping system, and experienced online classes.

Table 4. Teachers' Experiences

Similarities	Differences
tiredness of work	teachers worked despite being sick with COVID
visited houses	experienced a well-organized grouping system
the teaching method through a module	experienced online classes

Teachers experienced tiredness of work due to the new teaching method through the modules, and in addition to what they felt was that they still have to visit houses just to teach especially in reading. If the students have not learned it and have not submitted the worksheets from the module, they will keep on doing the home visitation. In addition, the modular method of teaching and making videos and other activities to increase the knowledge of the students added to the fatigue of the teachers. In the end, for students to learn they need to visit the students' homes repeatedly for the student's development.

Meanwhile, some of the participating teachers had tested positive and were victims of the COVID-19 and even though they were in the isolation area, they still had to work. While

others found the system of grouping the students helpful because there was a good flow of visiting the houses. In the end, one of the participants tried to have an online class, but not all the students in that school experienced that kind of learning because almost all students there lived in a place that was not blessed by an abundant internet connection.

3.4.b. Coping Mechanisms

Table 5 shows that the common coping mechanism for teachers during the pandemic is to help students, they draw strength from themselves and they work with colleagues while they differ in ways such as, talking to parents, enjoying themselves, and researching and reviewing in preparing the tests.

Table 5. Coping Mechanisms

Similarities	Differences
help students	talking to parents
draw strength from themselves	enjoying themselves
work with colleagues	researching and reviewing in preparing the tests

Participating teachers thought about the well-being of the students, so they worked out ways to help the students. In addition, in order to overcome the challenge, they drew strength from themselves whenever they felt unmotivated and felt very tired. The cooperation of their colleagues also helped them.

Some of the participating teachers coped with the challenges through talking to the parents to support the student's learning. A participant added that he enjoyed himself to regain his strength and to continue working especially at times when he is tired. Lastly, the teacher researched and reviewed to give extra help to the students to get a passing grade.

3.4.c. Implications of Teaching Literature

Table 6 shows the similarity of the teachers in the implications they had in teaching literature during the pandemic: they discovered their other abilities, the passion for teaching still burns in them no matter the circumstances, and most of all they feel sorry for the students. While their differences are: there are few of them who eventually got used to the way the system works, appreciated them as a teacher, and continued to study.

Table 6. Implications of Teaching Literature

Similarities	Differences
discovered their other abilities	eventually got used to the way the system works
the passion for teaching still burns no matter the circumstances	appreciated them as a teacher
feel sorry for the students	continued to study

Since the teaching method was new and the participants wanted to facilitate the students' learning, they discovered that they still had something to learn. Accordingly, some of their talents emerged during the pandemic. However, their passion as teachers remained for their mind and hearts are focused on really teaching. Above all, they have done everything because they felt accountable for the students if they do not do their jobs well.

While some of them eventually got used to it because they accepted the system already. In addition to the positive side, one of them realized that teachers were important because even though the work was difficult during the pandemic, the value of being a teacher has been acknowledged. Above all, the participant also benefited from his graduate studies. He

continued his degree which also helped him to become better at teaching during the pandemic.

Moreover, teachers continue to make learning possible as they help themselves and students to keep pace with the new environment. According to [44] in their study, few teachers commented on the effectiveness and professional satisfaction of planning together and schools should consider emphasizing the structures that allow teachers to work together to solve problems encountered. Also, in the study of [45; 43], they mentioned that collaboration is one of the important skills in the 21st century because it has become easier to collaborate with other teachers, with stakeholders of the school, to the students, and the school officials that can be considered the benefits of the advancement of technology. In the end, the teachers showed that everything is possible with an optimistic tactic to difficulties.

Furthermore, the implications of teachers in their teaching just to convey knowledge to the students, the teachers must be prepared for every situation. Their implications are in consonance with the study of [45; 46] that teachers should deliver different teaching strategies based on the abilities of their students. According to [47], it is also necessary to identify alternative strategies for meaningful educational experiences after COVID-19 for further tertiary education. In addition, it is important to have a positive view of the negative situation because the success of distance teaching and distance learning affects how to accept and the feelings of teachers that can be reflected towards their teaching [48].

4. IMPLICATIONS

This study indicates that it is good to strengthen the information communication technology (ICT) of each school to promote tools such as videos for filling the gaps in modules to ensure continuity of education that can be used even without connection to the internet. It is also helpful if team building and recreational activities are included in the school work because these are phased activities designed to motivate teachers to be strong and resilient and activities that promote development, cooperation, and unity.

In addition, it is also important to promote reading works in all subjects that can be accompanied by a literary genre that is related to the events of the COVID-19 pandemic. Furthermore, different strategies can support the teachers to practice the students' writing skills, develop the students' how to express their radical thinking skills, and teach them the importance of proper research to prevent plagiarism.

In the end, it is suggested that teachers to continue studying that have a vertical inclination in their field of specialization to increase the information that can help in the teaching method and to research and generate new notes that can be used in the field.

5. CONCLUSIONS

The situation that existed during the COVID-19 pandemic was the distribution of printed and digitized modules that had been created because it was the only way to facilitate distance learning due to the lack of connection to the internet. Apart from the distribution of the module, the houses of the students who need help were visited. Even though it was dangerous because it was during the height of

the pandemic and there was a great chance of infection and spread of the virus, the teachers took the risk.

Despite the training given to them to ensure the quality and effectiveness of the teaching materials provided, the results of the study showed a negative impact on the students because they became lazy. They did not answer the modules well and did not practice reading comprehension. Therefore, it is difficult to teach literature in a modular way.

In addition, it is essential for teachers and even at the institutional level to come up with a new strategy and initiative to fill the lack of a modular method, and to be ready and resist any situation in the coming challenges in the world or any eventualities brought by the disease that may hamper the teaching-learning process. The fact that no one knows exactly what the condition of the COVID-19 pandemic is, teachers need to be resilient and prepared always.

6. REFERENCES

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