

## Social discourse in the power of distance learning implementation during the Covid-19 pandemic

### *Wacana sosial dalam kuasa implementasi pembelajaran jarak jauh di masa pandemi Covid-19*

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#### Abstract

The Covid-19 pandemic has had an impact on various sectors including changes in the learning process in schools. As an important component in education, teachers have a role in supporting teaching and learning activities during the Covid-19 pandemic. However, teachers in implementing distance learning face obstacles in the form of unpreparedness to adapt to the technology used. This problem is also experienced by teachers at SDN Jajar Tunggal 1 Surabaya, so teachers must force themselves to continue learning using technology. This study aims to determine the discourse created in the implementation of distance learning. The method used in this study is a qualitative research method with Michael Foucault's genealogical approach, and the determination of informants is carried out purposively. The results of this study are teachers have different discourses in seeing the implementation of distance learning. The implementation of distance learning using Microsoft Office 365 is used as a form of discipline for teachers. The use of technology makes it easier for schools and related agencies to evaluate teachers by standardizing the ability of teachers to apply technology. This study concludes that teachers have different discourses in the implementation of distance learning which are influenced by the knowledge of each teacher.

**Keywords:** distance learning; Microsoft Office 365; social discourse

#### Abstrak

*Pandemi Covid-19 berdampak pada berbagai sektor termasuk perubahan proses pembelajaran di sekolah. Sebagai komponen penting dalam pendidikan, guru memiliki peran dalam mendukung kegiatan belajar mengajar di masa pandemi Covid-19. Namun, guru dalam melaksanakan pembelajaran jarak jauh menghadapi kendala berupa ketidaksiapan untuk beradaptasi dengan teknologi yang digunakan. Masalah ini juga dialami oleh guru SDN Jajar Tunggal 1 Surabaya, sehingga guru harus memaksakan diri untuk terus belajar menggunakan teknologi. Studi ini bertujuan untuk mengetahui wacana yang tercipta dalam pelaksanaan pembelajaran jarak jauh. Metode yang digunakan dalam studi ini adalah metode penelitian kualitatif dengan pendekatan genealogi Michael Foucault, dan penentuan informan dilakukan secara purposive. Hasil dari penelitian ini adalah guru memiliki wacana yang berbeda dalam melihat pelaksanaan pembelajaran jarak jauh. Pelaksanaan pembelajaran jarak jauh menggunakan Microsoft Office 365 dijadikan sebagai bentuk kedisiplinan bagi guru. Penggunaan teknologi memudahkan sekolah dan instansi terkait untuk mengevaluasi guru dengan melakukan standarisasi kemampuan guru dalam mengaplikasikan teknologi. Penelitian ini menyimpulkan bahwa guru memiliki wacana yang berbeda dalam pelaksanaan pembelajaran jarak jauh yang dipengaruhi oleh pengetahuan masing-masing guru.*

**Kata kunci:** pembelajaran jarak jauh; Microsoft Office 365; wacana sosial

## Introduction

Education is an essential element for development. The existence of education can give birth to a quality generation. It can be expected to contribute to realizing the ideals of the nation and contributing to building the country towards a better country. Education has components that can help to realize the purposes of the government. Education components are educators, students, educational goals, educational tools, and educational environment (Saat 2015). One of the essential components in education is the educator. Law Number 20 of 2003 concerning the National Education System in Chapter XI Article 39 concerning education and education personnel states that educators are professionals in charge of planning and

implementing the learning process, assessing learning outcomes, conducting guidance and training, and conducting research and community service. Society, especially for educators in universities. An educator is someone who has a responsibility in education (Saat 2015).

Today, the face of education in Indonesia is changing as a result of the Covid-19 pandemic. The Covid-19 pandemic impacts all sectors of life, including the education sector (Lestari & Gunawan 2020). The government has made various efforts to deal with the Covid-19 pandemic that has hit countries in the world, including Indonesia. The government has issued different policies to deal with the Covid-19 pandemic, one of which is a policy in the education sector. The government made a policy at the beginning of the Covid-19 pandemic as a step to prevent the spread of Covid-19 by issuing a circular letter from the Directorate General of Higher Education of the Ministry of Education and Culture Number 1 of 2020 regarding the prevention of the spread of Covid-19 in universities.

Furthermore, the government also issued education policies in the emergency period as outlined in the Circular Letter of the Ministry of Education and Culture Number 4 of 2020. This policy issued by the Ministry of Education and Culture has six essential points taken during the emergency period of the Covid-19 pandemic. Six crucial points are related to national exams, the process of studying from home, and school operational assistance funds (Tanuwijaya & Tambunan 2021).

Through the Circular Letter of the Minister of Education and Culture Number 4 of 2020, the policy is strengthened by Circular Letter Number 15 concerning the Implementation of Education in the Covid-19 Emergency Period. This circular states that the purpose of implementing Learning From Home is to ensure that students' rights to obtain educational services can still be fulfilled, that members of the education unit are protected from the adverse effects of Covid-19, to ensure that Covid-19 does not spread in the education unit and to ensure that fulfillment of psychosocial support for educators, students and parents. The government has also issued a Pocket Guide to the Implementation of Learning in the 2020/2021 Academic Year during the Covid-19 pandemic to make it easier for educators to implement the policy (Kemdikbud 2020a). The pocketbook issued by the Ministry of Education and Culture is expected to be a reference for regional governments in setting up education units. It can make it easier for people from various circles to understand the guidelines outlined in the Joint Decree of the 4 Ministers. The Joint Decree (SKB) of 4 ministers was first issued on June 15, 2020, allowing schools in the green zone to start limited face-to-face learning, while schools in the yellow, orange and red zones continued to study from home. Implementing the face-to-face learning process in the green zone is permitted. It must follow strict health protocols and must be determined by a decision from the Covid-19 Task Force according to each region (Kemdikbud 2020b).

The policy issued by the government through the Circular Letter of the Ministry of Education and Culture Number 4 of 2020 implements learning at all levels of education carried out online. The learning process and other educational activities such as administration, evaluation, and even acceptance of new students are carried out online (Nissa & Haryanto 2020). The government carried out this policy to break the chain of the spread of Covid-19.

The implementation of learning follows the Circular Letter of the Ministry of Education and Culture Number 4 of 2020. Namely, online learning is a learning model that utilizes computer-based technology, allowing teachers and students to meet virtually or online (Kuntarto 2017). The implementation of online learning requires tools or devices in the form of smartphones or android phones, laptops, and computers that can be used to access information and communication anywhere and anytime (Haryanto & Billah 2020). The utilization of tools in the form of smartphones or laptops is used to deliver learning materials or media so that online learning can be carried out optimally (Billah & Yazid 2020).

Educators are one of the essential components in education. At the time of distance learning, educators must ensure that teaching and learning activities continue even during the Covid-19 pandemic (Asmuni 2020). Educators must continue to carry out learning activities for the advancement of the nation's next

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generation. Therefore, efforts are needed from all parties to care about education even in the conditions of the Covid-19 pandemic. Educators and students in carrying out online distance learning are assisted by the presence of technology as a learning medium in teaching and learning activities during the Covid-19 pandemic (Haryanto & Billah 2020).

Policies related to the implementation of distance learning in their performance provide various kinds of impacts for educators. Several obstacles were encountered by educators when implementing distance learning, such as difficulties in using information and communication technology (ICT). The challenges experienced by educators in using technology will affect the teaching and learning activities carried out by teachers and students. The results of a survey conducted by the Ministry of Education and Culture said that 87% of teachers only gave questions and did not use technology in the digital era (Putri 2021). Teachers as facilitators and essential components in education who are transitioning from conventional or face-to-face learning in the classroom must adapt to online distance learning. In this case, teachers need time to adjust to new habits in the teaching and learning process, namely online learning. In line with what was conveyed by UGM public policy experts, Agustinus Subarsono, that distance education during the Covid-19 pandemic still leaves many problems. This is because not all educators, students, and parents are ready for this condition. Teachers have limited skills in using information and communication technology (ICT). The older the teacher, the greater the barriers to using technology (Saraswati 2020). Teachers experience relatively small barriers under 35 years of age (Saraswati 2020). Research produced by Atsani also said that distance learning during the Covid-19 pandemic still encountered many obstacles in the field. Some students cannot participate in online education due to the absence of an internet network signal. Barriers are not only felt by students but also felt by teachers. Teaching and learning activities that must be done online are new for teachers, especially senior teachers who are still figuring out how to utilize and use technology (Atsani 2020). Thus, the obstacles faced by teachers as educators can hinder the process of teaching and learning activities during the implementation of online distance learning.

The Surabaya City Government, through the Surabaya City Education Office, follows the circular policy of the Ministry of Education and Culture Number 4 of 2020 regarding distance learning by conducting online learning at all levels of education. At the beginning of the Covid-19 pandemic, distance learning was carried out using WhatsApp groups as a medium used to deliver material and as a place for teachers, students, and parents to interact with each other. One year after the Covid-19 pandemic hit Indonesia, the Surabaya City Education Office evaluated distance learning. Based on this evaluation, the Surabaya City Education Office took the initiative if online distance learning was carried out using Microsoft Office 365. To realize effective online learning using Microsoft Office 365, an invitation was made to strengthen Microsoft Office 365 for teacher representatives from each school. However, not all teachers can make good use of Microsoft Office 365. This is a different obstacle for teachers, especially for senior teachers who have difficulty using and utilizing information and communication technology (ICT), as happened at SDN Jajar Tunggal 1 Surabaya, where the majority of the teachers are senior teachers who are over 55 years old. These senior teachers feel constrained by the existence of a policy from the Surabaya City Education Office, which requires teachers to use Microsoft Office 365 to implement online distance learning. In addition, teachers do not feel free to carry out the online learning process when learning is carried out using Microsoft Office 365. This is due to an account from the Surabaya City Education Office installed in the teachers' Microsoft Office 365 account. Thus, the teacher feels uncomfortable and feels supervised by the office education account when learning.

This study was strengthened by several previous studies that discussed the implementation of education during the Covid-19 pandemic. Research produced by Tanuwijaya and Tambunan that distance learning creates a decrease in student learning outcomes and, as a way to reduce the decline in student learning outcomes, uses a blended learning model (Tanuwijaya & Tambunan 2021). Distance learning can potentially increase teacher stress levels during distance learning (Sakti & Sulung 2020). Achieving effective distance learning requires learning mapping through a systems approach. The systems approach can provide a general picture for the implementation of education so that it is expected to be a provision

of knowledge for educators in implementing distance learning (Permana & Syarifah 2021). Based on research on educational implementation during the Covid-19 pandemic, it was found that the experience of teaching teachers is essential because there are many challenges faced by teachers related to distance learning who must balance professional responsibility and personal responsibility (Kraft et al. 2021). The subsequent study is about teacher readiness in facing distance learning which results in teachers experiencing unpreparedness in using technology media for learning during the Covid-19 pandemic (Blume 2020).

References to studies on discourse and power are also needed to support the strength of this research. Some references to previous research on speech and power in education include research produced by Rahmawati and Budirahayu that teachers have a role as panopticons for students by providing rewards and punishments and providing a repeated examination system that can discipline students (Rahmawati & Budirahayu 2021). Research with the same theme on power relations and CCTV in schools shows that CCTV is rarely checked and still considers the teacher the primary supervisor (Aprilia & Jacky 2019). References to previous research further prove that student discipline can be realized through enforcement of rules by implementing attendance using fingerprints sent to parents via SMS (Apriyanto 2019). In addition, a study of discourse and power during the Covid-19 pandemic resulted in research that the public had various interpretations of protocol, advice that involved actual actions related to an understanding of power that was subjective, horizontal, and present in the public interaction space involving various parties (Apriliyadi & Hendrix 2021). Based on several previous studies that serve as references and support this research, this study has a different focus, namely the focus on the discourses of teachers that appear in the implementation of distance learning, which is built through the knowledge of each individual.

According to Foucault's power, power does not only occur in a group that another group dominates. Foucault has a different view from Marx, who defines power as an unequal relationship that causes class conflict (Martono 2014a). Power is diffuse and does not reside in one place. Power can also come from anywhere and belongs to anyone. Power practices occur when there is an interaction or social relationship, even though it only involves two people. Power is not always negative. According to Foucault, the use of power is not always related to the overthrow of institutions, organizations, bureaucracies, or states. The use of power also includes redistribution of influence and the ability to change one's way of thinking, providing the right time and circumstances, thus enabling institutional change (Oliver 2010). Power appears in a control system that limits human activities and can influence daily social practices. Therefore, power is analyzed as something that is constantly changing (Foucault 1966).

Power works through knowledge and discourse. Discourse is influenced by power and learning together. Authority determines what knowledge is considered a truth, normality so that it can become public discourse. Discourse helps explain the mechanism of distribution of power, so it can be a tool for spreading and realizing power. Discourse is disseminated in various ways, one of which is through socialization to individuals. Some discourses are spread using coercion or violence by involving elements of power (Martono 2014b). State power in education can be manifested in a series of particular discourses, namely the state's official discourse relating to education policy. Examples of discourse in education are the curriculum, assessment system, school management which are instruments and objects of power (Jardine 2005). In practice, teachers can also be positioned as objects of violence in school management. On the other hand, teachers can also be elements of power directly related to students (Martono 2014a).

This study is essential to do to see the discourse on the power of distance learning implementation. It was considered that distance learning policies during the pandemic caused various kinds of problems experienced by teachers. This is because distance learning is a policy that can not be separated from discourse and social construction. Distance learning wants to change teachers' perceptions of schools, namely face-to-face and online, using technology in the learning process. Thus, this study focuses on how discourse battles in implementing distance learning at SDN Jajar Tunggal 1 Surabaya. The novelty

from this research is seeing teachers as educators in implementing distance learning which will form a different discourse from each teacher because it is influenced by the knowledge of each teacher.

## **Research Method**

This research uses qualitative research methods with Foucault's genealogical approach to describe individual constructions as knowledge objects and controlled subjects (Martono 2014b). The study in this research is included in the critical approach. Through a critical approach, distance learning is seen in terms of success and deepens the arguments and discourses of individuals, namely teachers, on how distance learning should be applied. The paradigm used in this study is interpretive because the phenomenon is described differently by each individual. The study was conducted at SDN Jajar Tunggal 1 Surabaya as one of the schools that experienced difficulties implementing distance learning because many of the teachers were seniors and were over 55 years old. This study chooses this school because there is a uniqueness that is only found in this school that during online learning, teachers do not only teach once for one class. Teachers can teach three times for one class in a day. This is because the majority of the students' family backgrounds are lower middle class so it is difficult to be able to participate in distance learning like other schools. This is what makes teachers find it difficult to carry out distance learning, especially for elderly teachers.

Informants in this study were SDN Jajar Tunggal 1 Surabaya teachers who became an essential component in primary education in implementing distance learning during the Covid-19 pandemic. Determination of informants is done by using purposive because several criteria have been determined to determine research informants. Some of the criteria used in determining the research informants were age, teaching experience, and position in the school. The informants interviewed were five classroom teachers and two subject teachers, as presented in Table 1. Based on the data obtained from the seven teachers, three of them did not experience problems in implementing distance learning and felt that they had benefited a lot from distance learning. Of the seven teachers, four of them found it challenging to adapt using technology for distance learning. Thus, the characteristics in determining the informants are used to obtain varied data in this study. Table 1 shows a list of informants.

**Table 1.**  
List of informants

<b>No</b>	<b>Informant</b>	<b>Age (years old)</b>	<b>Teaching experience</b>	<b>Position</b>
1	TAR	45 th	25 years	Curriculum representative and homeroom teacher 5
2	JIN	59 th	36 years	Homeroom teacher 1
3	MIM	54 th	32 years	Homeroom teacher 2
4	DAN	54 th	20 years	Homeroom teacher 3
5	ASI	53 th	32 years	Teacher 4
6	DED	41 th	16 years	English subject teacher
7	ADI	60 th	37 years	Sports subject teacher

Source: Primary data

Data collection was carried out by observing the teachers while conducting online distance learning at school. In-depth interviews were conducted to obtain accurate data from research informants as primary data, while secondary data were obtained from books, research journals, and schools. Data analysis in the study was carried out by categorizing and analyzing data according to the theoretical concepts used in the study, namely Michael Foucault's discourse, and power. Interestingly, the data is concluded to answer the research focus, namely the discourse battle in the power of distance learning implementation during the Covid-19 pandemic.



## Results and Discussion

Power in education establishes some standardized assessments in schools that can be used to classify students in various categories according to intelligence levels (Liasidou 2010). According to Martono (2014a) that students are constructed as individuals who act as objects of knowledge and controlled subjects. In practice, during distance learning in the Covid-19 pandemic era, teachers become individuals who work as objects of knowledge and excellent subjects. Teachers are controlled by the school's academic community and the existing structure in the school through the media used in distance learning, namely Microsoft Office 365. Foucault uses the concept of the history of knowledge or episteme to explain work power. An episteme is an object of being that emerges in the field that engenders everyday human perception by using theoretical powers and defining the conditions under which it can sustain discourses on things purported to be true. According to Foucault, episteme relies on upon and controls human knowledge through taboos, madness, and untruth (Foucault 1966). Human knowledge is constructed to distinguish what is taboo, appropriate, right, and wrong.

### Microsoft Office 365 problems in learning during the Covid-19 pandemic

The different knowledge of using Microsoft Office 365 for distance learning. Microsoft Office 365 as a tool for surveillance. The teacher has knowledge that comes from the construction built by the teacher himself regarding Microsoft Office 365, wherein Microsoft Office 365 there is an official officer account. From the ability that is believed to be accurate, this then forms the power in the teacher. Knowledge and power among teachers develop widely among teachers. The teacher's discourse regarding Microsoft Office 365 as a tool to monitor every teacher activity when learning using Microsoft Office 365. This study has been divided into several forms, and this division is based on the results of interviews conducted by researchers with teachers. Some of these forms of discourse are the most widely discussed by teachers, and even some teachers have the same knowledge about Microsoft Office 365 in which there is an account of one of the education service officers.

“This academic year there are changes, all teachers do not only use WA, then video calls with WA, from google meet, it turns out that the Surabaya education office itself makes a benchmark that elementary schools must use Microsoft 365” (Informant TAR).

First, is the obligation to use Microsoft Office 365. Every teacher is required to have a Microsoft Office 365 account for distance learning. The local Education Office distributes Microsoft office 365 accounts to teachers. Furthermore, the account is followed up by the school administration officer for account registration. After the account is registered, the account from the Education Office officer has automatically entered in the Microsoft Office 365 history of each teacher. So that every time learning activities are carried out using Microsoft Office 365, an account from one of the service officers can monitor the activities carried out by teachers and students. The Surabaya City Education Office has complete authority over the account. This is because the report from the Education Office is entered in the teacher's Microsoft Office 365 account. This makes teachers feel supervised in each carrying out the process of teaching and learning activities. This assumption arose because of a warning from the head of the Education Office against one of the teachers for not using Microsoft Office 365 during distance learning. This further supports the teacher's assumption or the assumption that develops among teachers that the account of one of the Education Service officers who is logged in to each teacher's Microsoft Office 365 account is active. According to several research informants who were met, they gave a statement that was not much different about Microsoft Office 365, which contained an account of one of the service officers. According to the information that develops, it shows that there is hidden knowledge that arises from the existence of an event. The incident in question is that teachers are reprimanded when they do not carry out distance learning using Microsoft office 365. “If don't use video calls, it's difficult, like face-to-face using zoom, using a team, the teachers use it. I haven't. I never, the problem is that I can not use IT, I can't afford it” (Informant ADI).

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Second, distance learning using Microsoft office 365 makes it difficult for teachers. In this case, the teachers who feel difficult are the senior teachers. Senior teachers find it difficult to use Microsoft Office 365. Aged teachers are not familiar with using technology during the teaching and learning process. This makes senior teachers feel indifferent to using Microsoft Office 365 for teaching and learning activities. This assumption arose because learning activities during the Covid-19 pandemic were still carried out using WhatsApp groups for some teachers, generally senior teachers. Learning by using Whatsapp groups as a medium to convey material is considered the easiest during the implementation of distance learning during the Covid-19 pandemic. Based on data findings in the field, some statements develop on senior teachers who refuse to use Microsoft Office 365 during distance learning during the Covid-19 pandemic. Ideas that develop in the form of education or teaching and learning activities should not be carried out through media intermediaries, especially where there is an account from one of the service officers. This knowledge is in the form of how learning should be carried out, namely by face-to-face learning in class and without someone having a role to supervise teaching and learning activities.

### **Analysis of power discourse experienced by teacher**

Academic civitas discourse is a discourse produced by structural officials in schools regarding the use of Microsoft Office 365 in implementing distance learning. Foucault explains that schools in modern society have compartmentalized knowledge into several separate categories (Martono 2014b). Individuals must have a set of criteria that the school has determined to enjoy certain facilities within the school. In practice, this also happens to teachers when implementing distance learning who must utilize technology. Not all teachers can use and use technology well; therefore, there is a standardization of teachers in implementing distance learning optimally to carry out distance learning.

Foucault describes several social aspects in the process of discipline and punishment through the prison system, which in its development this process has implications for modern educational practice. Discipline is traditionally synonymous with using corporal punishment that is carried out in public. This mechanism then underwent a change when society viewed corporal punishment as an inhuman punishment. This change also occurs in the instrument of punishment in schools. According to Foucault, there has been a change in the punishment method, which has initially been using physical punishment and then replaced with punishment through a disciplinary mechanism (Foucault 1966). Discipline is the character of modern society, which is a process of changing the individual to want to act according to the norms and values of society. Discipline works through processes and networks of relationships to control community activities (Walshaw 2007).

Discipline serves to control, correct, regulate and supervise the body using norms as standards (Foucault 1966). Discipline is done through three methods. The first is observation through what Foucault calls the panopticon. The second is standardization or normalization, and the third is a test.

Microsoft office 365 is a manifestation of hidden power. This is because, in Microsoft 365, there is an account of one of the officers from the Education Office. This account is included in every Microsoft office 365 account owned by each teacher. All learning activities carried out by teachers and students will be monitored in the education office account logged in the teacher's Microsoft Office 365 account. This is done to carry out their duties properly to provide material in the teaching and learning process during distance learning. In the learning process, the teacher becomes an object that the school and related agencies always supervise. This supervision is carried out through control, observation, monitoring. Even in some instances, it can be carried out with penalties in the form of warnings or reduction of facilities that have been given.

Normalization is used to measure, group, and categorize individuals according to specific standards or norms (Jardine 2005). Individuals are judged not only on the good and the wrong did but also on comparing with others using particular criteria (Foucault 1966). The standard of teacher norms during

distance learning is manifested in achievement standards. Ability, intelligence will be standardized then this standardization will be material for comparison of student achievement (Martono 2014a). Teachers are also standardized by schools based on their abilities which will be used as material to compare achievements between teachers. By standardization of teacher capabilities, schools can easily classify which teachers can utilize technology and which teachers cannot use technology in the digital era. This is all determined based on the rules that apply in the school. The use of Microsoft Office 365 is also a school standardization by the education office. The education office prepares standardization instruments through the use of Microsoft office 365. The use of Microsoft office 365 is a form of educational standardization when distance learning is implemented. Schools also determine the standardization of the teacher's ability to use and utilize technology. The obligation to use Microsoft Office 365 is a form of standardization of education and a form of intervention by schools and agencies as stakeholders in the implementation of distance learning during the Covid-19 pandemic.

The main focus of power or modern knowledge is that combines ability and truth in a unified whole (Jardine 2005). The test results are used to give rewards or punishments to individuals through the previous mechanism, namely stratified observation and normalization. The examination system groups teachers into specific categories according to the assessment standards set by the relevant agencies. This standard entirely separates the teacher's abilities and provides practice for individuals to improve their results. Examinations conducted by teachers are carried out during the implementation of distance learning using Microsoft Office 365 media. Indirectly, the supervision carried out by the relevant agencies will provide an assessment to teachers based on specific standards related to teachers' ability to use technology during distance learning. Teachers who perform tasks and learning activities well will affect the rewards received, which will be school representatives strengthening training and using technology.

## Conclusion

Teachers are an essential component in education. Teachers have a crucial role in the implementation of online distance learning. The novelty from this research is seeing teachers as educators in implementing distance learning which will form a different discourse from each teacher because it is influenced by the knowledge of each teacher. In practice, teachers face obstacles in the performance of distance learning. These obstacles are in the form of difficulties in using and utilizing information and communication technology (ICT). Generally, teachers who experience problems in implementing distance learning are senior teachers. Senior teachers find it challenging to adapt to technology during distance learning. Primarily when the obligation to use Microsoft Office 365 applications is implemented for distance learning.

The teacher's discourse on the obligation to use Microsoft Office 365 is influenced by each teacher's knowledge regarding an incident in which the teacher was reprimanded when not using Microsoft Office 365. Microsoft Office 365 is a tool used to control and supervise teachers during the learning process. Senior teachers have different discourses on Microsoft office 365. Senior teachers do not care about the existence of Microsoft office 365. This is influenced by the hidden knowledge possessed by senior teachers, that learning should be done face-to-face in class, and the absence of supervision to control the type and teachers, so that teachers will be more flexible in providing subject matter. It is different again from the discourse of the academic community, namely teachers who have structural positions in schools that Microsoft Office 365 is used to facilitate the department in evaluating teachers through supervision in Microsoft Office 365. This discipline is carried out through three methods, namely observation or panopticon, normalization, and examinations to determine the rewards and punishments obtained by the teacher are based on the standardization of the teacher's ability to use and utilize technology.



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