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RECOVERY OF EDUCATIONAL SKILLS: A PHENOMENOLOGICAL STUDY

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ABSTRACT

This study aimed to explore the experiences of teachers in the recovery of educational skills. Specifically, ten teachers of Andap National High School are selected for the in-depth interview. This study employed a qualitative-phenomenological research design of which in-depth interview (IDI) was used in gathering the data. The study utilized phenomenological approach to study a particular phenomenon concerning the post-pandemic experiences of teachers in the implementation of the face-to-face classes. After gathering sufficient amount of data through the conduct of in-depth interviews, thematic analysis was used to analyse further the results and to check the disparities and similarities of all responses gathered. This was the time wherein responses were categorized and organized into themes. The findings of the study revealed that the challenges encountered of educational skills recovery were sources of learning materials, learning gaps, learners characteristics, difficulty with comprehension and lack of interest. It was also revealed that the most challenging teaching experiences in the recovery of educational skills were catching attention, learning gaps, communicating to students, need for remedial instruction, retroactive interference and difficulty in understanding English Language. They frequently have to quickly convert lesson material they had intended to teach in a classroom setting to any learning modality implemented. Further, adjust and learn new trend, provide opportunities to develop new skills, helps to manage stress, improved educational outcomes, become well-rounded teacher, networking and learning and continue doing responsibilities helped in these insights had in confronting challenges brought by the pandemic.

KEYWORDS: *recovery of educational skills, post-pandemic teaching experiences, junior high school teachers, phenomenological study*

INTRODUCTION

The challenges of COVID-19 emphasized the crucial and multi-faceted roles of teachers to education recovery in which numerous students have experienced learning loss in literacy and numeracy. This has made it difficult for teachers to recover students' learning in a number of ways. Recovering educational skills has been a crucial tenet of contemporary curriculum reform (Abdullah & Osman, 2019). However, in order for new teaching-learning strategies to be effective, they must be coupled by extensive teacher support and training. The numerous initiatives to restore education have teachers at their core (UNESCO, 2021). For educational institutions to be resilient, equitable, and effective throughout and after the recovery process, it is ultimately vital to support teachers' preparation, development, teaching, and empowerment throughout the course of their professions.

In Indonesia, the dilemma of a post-pandemic context has been experienced. A new World Bank study presents estimates of children's learning loss due to COVID-19-related school closures in Indonesia. The estimated impacts on student learning challenge a system that already had low levels of performance (The Promise of Education in Indonesia, 2020). The government of Indonesia has established a Learning Recovery Task Force to identify ways to improve the responses to a very difficult situation. To accelerate learning and recover some of these losses in the short term. The schools and teachers will need to assess what the students have learned during school closure and use a differentiated approach for each child to accelerate their learning. In the longer term, the government of Indonesia can increase the resilience of education service delivery against future shocks from pandemics. Indonesia should improve overall student learning outcomes than pre-pandemic performance, while increasing its education system resilience.
In the Philippines, as revealed from the study conducted in the public high schools of El Nido del Norte in the Province of Palawan, teachers struggled to transfer high-quality learning because of a variety of factors caused by the pandemic (Department of Education, 2020). It was discovered that teachers have challenges assessing their students' performances. Teachers encountered that some students had learning loss due to many factors such as lack of academic interest, absence of physical classes, ineffective delivery of learning. The schools immediately developed a recovery learning plan framework to guide the teachers in addressing learning gaps. It is anchored on learning remediation and intervention, professional development, health, wellness, and safety. The teachers plans to enhance its reading interventions, conduct regular home visits and follow-ups, implement physical and virtual study groups/buddy systems, establish literacy at home and in the community, tap the services of parent or guardian teacher-volunteers, and develop appropriate assessment tasks and resources

In the local context, the post-pandemic classes at Andap National High School are marred with challenges in class size and lack of educational resources. In fact, on the first day of school, teachers are plagued with enormous class numbers which cannot be accommodated properly due to limited instructional buildings of the school. Despite the call of the Department of Education to the implementation of full face-to-face classes, this challenging situation put the school administration to implement blended learning modality instead.

In this regard, the researcher wants to find out the challenges confronted by the teachers of Andap National High School with regards to the recovery of educational skills. It is prevalent in the present situation that the multiple

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attention given to students in both face-to-face classrooms and those using modules has also caused anxiety among teachers. Teachers observed that some students are not yet prepared to take part in physical education. The majority of students, particularly those in lower grade levels, struggle in literacy and numeracy lessons. Upon dwelling on this research, relevant interventions will be done in order to address the problems encountered by the teachers

RESEARCH QUESTION

1. What challenges have been encountered by the teachers with regards to the recovery of educational skills?
2. What particular skills employed by teachers for education recovery that are difficult to adopt?
3. What teaching approaches for education recovery do the teachers believe effective in teaching the lessons?
4. What mechanisms did the teachers use that best cope with the challenges experienced in the recovery of educational skills?
5. What insights have been gained by teachers with regards to acquisition of skills for education recovery?

REVIEW OF RELATED LITERATURE

This section presents a review of various literature materials related to the study. It extensively looks at the conceptual framework and research model related literature review, summary of gaps to be filled by the study and hypothesis of the study. This review also highlights past literature that relates to this study.

Recovery of Educational Skills. In the long run, countries' attempts to address education recovery and to lessen the teaching and learning crisis can be aided by understanding techniques that have been successful at improving learning outcomes. A fail-safe investment in enhancing core literacy and numeracy is developing high-quality early learning opportunities (Hattori & Ledoux, 2017). School readiness programs have a great deal of potential to improve fundamental academic abilities and education recovery skills. Evidence suggests that when combined with intensive teacher preparation and support, high-quality inputs can significantly increase learning outcome (Ganapathi, 2018). Unprecedented challenges for education recovery have been brought about globally by the COVID-19 pandemic which has led to a problem that extends beyond health care - a catastrophe in education. Since the pandemic's emergence, the flare-up has provided an unparalleled challenge to the educational system. Accordingly, the government and other involved agencies should focused on helping teachers cope with the difficulties of the post-pandemic education recovery, particularly by raising the standard and welfare of the teaching profession (Gachago et al., 2018). Teachers must catch up for educational recovery in order to fulfill the regular duties, considering that their well-being is also at stake.

Moreover, a programmatic shift from enhancing educational quality to enhancing teaching practices is required to address the teaching and learning crisis and education recovery associated to COVID-19. While education institutions struggle to support pedagogical roles, teachers and school administrators frequently strive to determine the best strategy to stimulate learning in their students. It is common for teachers to lack specialized pedagogical training in teaching fundamental reading and numeracy abilities. In the area, formative assessment is not frequently used. By ignoring more extensive changes of educational inputs, plans for the education sector frequently fall short of providing concrete action plans to enhance learning (UIS, 2016).

In addition, policymakers must change their perspective from only enhancing the quality of education to increasing learning in order to aid in the recovery of knowledge lost as a result of the COVID-19-related school closures and to enhance learning generally. This necessitates, in certain instances, challenging or reassessing presumptions regarding the relationships between educational quality investments and actual effects on student learning (Mizunoya & Yamasaki, 2016). Establish clear educational and career pathways while updating and innovating methods for training school leaders and teachers. Systematic review and improvement of pre- and in-service training. Invest more on systematic education initiatives, especially for teachers who are lagging adrift. Include formative assessment strategies in all programs that prepare teachers and employ education recover skills (Lu et. al., 2016).

Challenges during post-pandemic education. The limited face—to-face instruction that has started in a number of places is debatable in terms of how well it produces quality learning during the Covid-19 epidemic. According to the findings of a Tanoto Foundation survey conducted in June and July 2021, teachers said they were not yet capable of utilizing blended learning in the limited face-to-face learning environment. Three out of four educators anticipate receiving professional development in mixed-learning strategies, models, and methodologies. However, 95% of parents and instructors encourage their kids to go back to school (Kompas, 2021).

This was also seen in the study of Alvarez (2021) when students were perplexed about the directions provided in their modules. This can be a result of the students' low reading comprehension skills. No of the method of education, a student's inability to read aloud will hinder their development (Abbas, 2021). In this regard, teachers are urged to think about improving their students' reading comprehension skills because the printed modules call for reading.

One of the areas of human life most affected by the pandemic is education. Numerous governments around the world have chosen to temporarily close schools as a result of the pandemic's emergence and risk, which has an impact on millions of pupils. Consequently, the epidemic has resulted in a learning issue for students, the majority of whom are young, and challenged teachers in different aspects (Sarmiento et al., 2021).

In a worldwide context, Indonesia, which has the largest number of COVID cases in Southeast Asia, declared in January that 14 of the 34 provinces in the nation were prepared for school reopening in July, a month earlier than expected. The construction of physical distance in the classroom is one of the most crucial conditions for reopening (Limos, 2021). To adjust in the face of difficulty is one of the teachers' skills. Teachers are still getting used to the new normal as various difficulties develop, especially at this challenging period. As a result, teachers use a range of coping mechanisms to manage the challenges they encounter.

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Due to these sudden changes in the new educational system, teachers now confront new challenges. There were a number of difficulties with modular instruction as a substitute for learning continuity. Nevertheless, teachers need to maintain tracks on the growth and development of their students. When possible, the teacher should go to students who need support or remediation (Llego, 2021). As a result, it inspires them to think of creative methods to engage with their students. In order to better prepare them to teach, teachers underwent training. However, teachers cannot simply disregard uncontrollable situations (Lagua, 2020). Despite the difficulties, they continue to facilitate learning while making every effort to adapt to the new paradigm.

Typically, challenges with implementing the teaching and learning technique emerged during the post-pandemic. According to Dangle and Sumaoang (2020), the main issues were the lack of school funding for the development and implementation of the new curriculum. Cardullo et al. (2021) emphasized that due to a lack of literacy and numeracy of students tangled with their experiences with distance education, teachers were unprepared for the face to face classes.

The COVID-19 pandemic had a devastating impact on educational systems. Despite the fact that we frequently hear about the difficulties children have in learning, teachers also face a variety of challenges. Due to the limited tools available to teachers, there are instances when they become sidetracked when leading a discussion with their students (Crawford et al., 2020). The original perspective of the fundamental knowledge and abilities needed for the teaching profession is a worldwide challenge in the field of teacher education, particularly today because challenges in teaching and learning are now part of the modern education.

Further, research shows into a number of areas that appear to be lacking during this initial pandemic period, including specifically investigating the role that parents and home knowledge can play in student learning, one of the great challenges set forth to parents while distance learning is implemented (Richmond et al., 2020). And now that the classes is done physically, the challenge will be on the hands of the teachers.

According to a study on the strain technology causes anxiety among teachers has increased as a result of the change to online forms in the new learning model. The study found that many teachers who were not born during the millennial and Gen Z eras are more likely to experience discomfort.Because teachers are not trained or educated to teach after the pandemic, the use of new strategy appropriate for students is not their standard teaching platform, which creates problems and inconvenience throughout the educational community. Teachers do not situate well in different and sudden shift of forms of learning (Dziuban et al., 2018).

Coping Mechanisms

Additionally, the Ministry of Education and Culture reminded problems with instructors using technology (Media in Indonesia, 2021). Technology-savvy teachers are required to create engaging lesson plans. Technology use in learning and technical support for teachers using blended methods need to be expanded in a long-term plan. Additionally, by providing communication infrastructure in the community and appropriate learning environments, one can increase teachers' capacity.

More so, individualizing and differentiating instruction, choosing age-appropriate teaching methods, and facilitating learning are all responsibilities that challenged teachers. What is important to study after things have returned to normal, according to Karalis (2020). This situation demonstrates the difficulties we will have adjusting to new learning modes as well as the difficulties both students and teachers will experience. Every educational leader faces a different problem when making decisions in the context of the new normal. This article offers chances for reacting to challenges, problems, and trends that are occurring and will emerge in the future as a result of the COVID-19 pandemic in order to maintain the delivery of high-quality instruction to every school.

However, technology enables individuals connect and even operate online without the need for face-to-face interaction, and it offers inventive and resilient solutions in times of crisis to counteract disruption. As organizations adopt new technology for engaging with and working, this causes significant system modifications in those businesses (Mark & Semaan, 2008). The biggest barrier to teaching and learning continuity, particularly for academic institutions that have chosen online learning as a teaching modality, can be technological difficulties like internet connectivity, especially for areas without signals. Thus, a well-designed technological and logistical implementation plan should be used to support the alternate learning models during the pandemic (Edizon, 2020).

After the pandemic, there is a need to support managing mental health, self-esteem, and relationships (Sweeney, 2020). Programs for mental health must be available in formal educational contexts. The tremendous difficulties that students and teachers faced during the epidemic made it less likely that they would be able to successfully complete formal education if their general wellbeing was impaired.

Aside from that, it is revealed that internet connectivity and access remain a serious issue in many countries and rural areas and therefore some governments chose to invest in educational television services instead and some schools adopted another mode of learning delivery based on their geographical location (Rasmitadila et al., 2020).

However, teachers found it challenging even though students are seated in heterogeneous groups. They often complete the learning tasks alone for a variety of reasons instead of necessarily working together (Baines, Blatchford, & Webster, 2015). In order to successfully complete cooperative learning tasks, group learning does not always entail high-quality interaction and mutual assistance (Huber & Huber, 2008). Additionally, it might be difficult for teachers to organize, oversee, and encourage peer engagement in small group work environments (Kaendler et al. 2015). It appears that putting students in small groups is insufficient to foster cooperation.

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Numerous studies have found no significant differences in academic performance of students who attend courses in a traditional, face-to-face setting and those who receive their coursework through distance learning over time. Additionally, Allen et al. (2004) discovered that this mode of learning produced marginally higher outcomes for student achievement than conventional face-to-face classes. There was neither a discernible increase in achievement for students using this modality nor a distinct decrease in achievement when compared to students receiving instruction in the traditional format. These results allow teachers to device instructional materials and enhance teaching strategies in order to meet the demands of the face-to-face classes.

Teaching Approaches

Individualized instruction in learning is useful with limited internet access. Learners can also use self-learning modules in print or digital format. They may need home visits by teachers for learners' remediation or assistance. To add, parents in this level cannot help their children on the activities for they too have no capacity in dealing such because of their educational background (International Institute for Educational Planning, 2020).

Hence, the challenge today is to reduce the negative impact of this pandemic in the learning of our students and build on this experience to get back on a path (Esquerra, 2020). Discipline-based course mapping should be done to address the competencies that were not addressed at the time the class was suspended. For the revision of the unified syllabus, the incorporation of outcomes-based teaching and learning strategies using adaptable learning platforms, such as distance and online learning options, and the learning assessment strategies suitable for individual student needs, a series of meetings of teachers should be held to arrange the teaching load. The syllabus is revisited with a focus on the key course outcomes as part of it. The teachers might modify the activities they can present to the students using this method (Rodriquez, 2020).

Consequently, peer interaction and opportunities to collaborate applied by teachers were found to enhance motivation and learning outcomes and providing strategies for students to be able to work independently at home, such as providing structured daily plans and checklists, could lead to improved outcomes (Rasheed et al., 2020).

As recommended, in order to deal with the challenges of the post-pandemic situation, it has been sought that parents should be taught interventions on how to provide emotional support to children at times of uncertainty. The challenges brought by modular distance learning and the face-to-face learning impacted greatly on them aside from the part of not just students but teachers as well (Wang, et al., & Jiang, 2020).

So, the more teachers are empowered within their learning environment, the more likely they are to channel that energy back into their teaching, leading to a range of short- and long-term outcomes, that can likewise further fuel student's adaptation to learning. However, when describing how children respond to learning, children's conceptions derive at least in part from norms and expectations gleaned from the broader context in which families are situated (Bond et al., 2020). This is an excellent chance for teachers to form much stronger connections with parents. The teacher to parent relationship is said to be especially important for students with disabilities in this emergency (Nadworny, 2020).
There are unparalleled opportunities for cooperation, creative solutions, and willingness to learn from others and try new tools (Netolicky, Timmers, & Tuscano, 2020) because educators, parents, and students are sharing similar experiences all at the same time. There is little to no evidence of cooperation between countries when this is an excellent opportunity to do so. In China, teachers quickly adapted to a new national cloud platform to serve resources to students for free (Schleicher, 2020).

China's teachers' willingness to try new approaches allowed for the influence of the new scenario to be reduced on learning, which is a method that other nations can adopt (OECD, 2020). When there is cooperation among the community members, problems and difficulties that arise during this period can be quickly remedied. This new learning method must be accepted by the school sector, parents, and students. It is crucial to maintain contact with the school in whatever way possible. This is also a time for all pupils to learn how to be better citizens and to build their socio-emotional abilities. The importance of parents and families, which has always been paramount, is crucial to completing that mission (Public Health Update, 2020).

Insights Gained by Teachers on the Pandemic

It is essential to improve face-to-face learning during the early years of a student 's education if they are to subsequently build successful cooperative skills (Ferguson-Patrick, 2018). This suggests teachers to include planning and organizing students' collaborative work more independently, as well as utilizing interpersonal skills to communicate and provide support successfully (Gillies and Haynes, 2011). While it's vital for students to grasp the social processes in collaborative learning, Dzemidzic Kristiansen, Burner, and Johnsen (2019) argue the need to gain a deeper knowledge of the face-to-face process by examining students' and teachers' individual experiences is necessary especially in times of crisis.

Making face-to-face instruction effective for all students following the modular distant learning is difficult. Even with the best resources, it will be challenging to reproduce the in-person learning experience without fair access for all students, enough time for faculty preparation and training, adaptation of current curriculum, or creation of whole new course syllabuses. Secondary schools must also take into account other important challenges, such as how to help students who lack reliable equipment or internet connection take part in digital learning. Students use various learning techniques that emerged during the pandemic in their physical education classrooms which should be taken into consideration by teachers also. Among minority populations, the disparity in access to technology and the internet is particularly obvious. While some schools have been able to provide students in need with digital equipment, others have not been able to do so sufficiently, and will exacerbate the digital divide between students and have a detrimental effect on their education (Klein, 2016).

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In many instances in a post-pandemic situation, employing students as a valuable resource for peer learning is still underutilized (Riese, Samara, and Lillejord, 2012). As a result, teachers are searching for techniques to raise students' interest in their lessons and to improve their interaction (Woods-McConney, Wosnitza, & Sturrock, 2016). One option is to hear what students have to say about their educational experiences, especially in anything that directly affects them (Warner 2010).

The role of the teacher is vital, especially in the post-pandemic period, when it comes to carefully constructing lessons to encourage and enable group processes in physical education (Kaendler et al., 2015). When teachers are preparing students for learning engagement, they need to have a greater understanding of what works and what does not (Mercer & Howe, 2012). Teachers must therefore encourage students to act more helpfully and to aid one another's understanding by modeling more learning-friendly behaviors (Gillies, 2003).

Thus, the teachers' concerns about how to conduct outside of the classroom performance evaluations and the vast majority of submissions that they must examine that are made online or offline must be addressed. Design and planning are crucial considerations for both the assessment itself and the standards for how students will be scored (Osborn, 2015).

In addition, it is extremely challenging for rural schools to meet the federal requirement of hiring and keeping highly qualified teachers (Hannum et al., 2013). Since many rural school districts serve moderately or extremely impoverished communities, few instructors choose to work there. Hiring and keeping highly competent teachers is difficult in many rural districts because of the lack of potential income, professional isolation, and social isolation (Bryant, 2010).

In a similar manner, Matuga (2009) pointed out that high school students may experience issues since their teachers might not be aware of their needs given the limitations of face-to-face interaction. The outcome can very possibly be a course that is more difficult than what high school pupils can effectively complete.

On another hand, separate challenge for developing an understanding of modular distance learning is that much of the researches until recently has dealt largely with students at post-secondary institutions (Cavanaugh, Barbour & Clark, 2009). Most of the studies that were conducted until 2007 were on graduate students and their satisfaction levels with distance learning across varying circumstances, and the greater portion of those studies were descriptive in nature and not relevant in developing distance learning theory (Davies, Howell & Petrie, 2010).

It is also found that technology was considered as one of the least important barriers to modular distance learning during the pandemic. Funding was also cited as a major issue in what is possibly the most comprehensive study done on the difficulties high school instructors experience in adopting it (Irvin, Hannum, de la Varre, & Farmer, 2010). Physical education was a difficult endeavor for many rural schools who engaged in distant learning.

In a 2009 nationwide research, Hannum et al. reported that 85% of the rural schools they looked at had used distance learning at some time. Even if that figure seems optimistic, only 69.3% of rural schools presently use distant learning to supplement their curricula (Hannum et al, 2009). In this result, the adjustment to be taken on the implementation of face-to-face classes will pose a great challenge for teachers and students as well.

On the other hand, distance learning today has many benefits for many facets of contemporary learning. In the past, schools may not have been able to give varied learning opportunities to an unprecedented number of students due to a lack of learning facilities, but now this may be possible. Schools with fewer students now have the chance to provide many of the opportunities that they were unable to provide in the past (Hannum et al., 2009). Additionally, many rural schools today take advantage of modular distance learning to offer to their students that they may not have been able to in the past (Weldon, 2009). Because of a lack of qualified teachers at rural high schools, modular distance learning, in its most advantageous benefit, is seen as a viable alternative to meet the needs of learners (Hannum et al. 2009).

Distance education offers the advantage of access for students, regardless of whether they desire more courses to study or need a more challenging curriculum (Hannum et al. 2009; Piccano & Seaman, 2007). Additionally, distance learning is often employed to satisfy the needs of underperforming and "at risk" students and advance them toward graduation (Cavanaugh et al., 2009; Gungor & Prins, 2011; Watson & Gemin, 2008;). In either case, it shows how students could gain from it in every area of learning. The effect that these perceived benefits have on stakeholders in education when deciding whether to adopt this learning mode as a means of enhancing the curricula at remote secondary schools is of interest for this study.

METHODOLOGY

This study employed a qualitative-phenomenological research design of which in-depth interview (IDI) was used in gathering the data. A qualitative research started with an assumption and the use of a theoretical framework. It is mentioned that the product of this type of research includes the voices of the participants and involves paying more attention to the interpretive nature of inquiry (Creswell, 2013).

The study utilized phenomenological approach to study a particular phenomenon concerning the post-pandemic experiences of teachers in the implementation of the face-to-face classes. Since lived experiences were vital in this study, phenomenology was be suitable. As a qualitative approach, phenomenological research concentrates on understanding the essence of the experience by describing the lived phenomenon (Creswell, 2019).

DATA COLLECTION AND PROCEDURE

A set of steps were followed in conducting the study. The data was collected through in-depth interviews. Multiple data sources were considered since it provided opportunities in understanding situations from various phenomena

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(Merriam, 1996; Stake, 2000). An in-depth interview, a data collection method, was primarily employed to 10 research participants eliciting their experiences, challenges, effective learning approaches, coping mechanisms, and insights. The in-depth interview was used to provide a more profound understanding of specific viewpoints. The said interview utilized the interview guide prepared by the researcher and was validated by the experts. A free-flowing discussion with the participants as well as non-threatening environment were assured during the interview. The research participants were informed personally ahead of time about the discussion so they were not be taken by surprise. Upon the conduct of the interview, it was ensured that health protocols were applied in order to maintain the safety of the the participants and the researcher as well.

After the data collection, transcribing, analyzing through thematic analysis, coding and interpreting the findings were done.

DATA ANALYSIS

During the data collection period, the data analyst also started the analysis. The collected data was reviewed, synthesized, and recorded to keep absolute, careful and detailed records that were useful to the study. After gathering sufficient amount of data through the conduct of in-depth interviews, thematic analysis was used to analyse further the results and to check the disparities and similarities of all responses gathered. This was the time wherein responses were categorized and organized into themes.

RESULTS

The primary focus of the investigation was on how teachers overcome the challenges in educational recovery after the pandemic. The research participants were selected through a survey conducted in Andap National High School to determine the challenges they encountered in recovery of educational skills via in-depth interview. The identities of the research participants were kept private using codes, in accordance with the ethical principles for qualitative research. The order in which the specific research questions used in this study were presented as the findings.

The findings of the study revealed that the challenges encountered of educational skills recovery were sources of learning materials, learning gaps, learners characteristics, difficulty with comprehension and lack of interest. It was also revealed that the most challenging teaching experiences in the recovery of educational skills were catching attention, learning gaps, communicating to students, need for remedial instruction, retroactive interference and difficulty in understanding English Language. The post-pandemic teaching strategies difficult to employ were encourage to improve writing skills, personalized learning, problem solving, deductive approach and reading in context. Post-pandemic teaching skills difficult to adopt were contacting parent/guardian, technology integration, communication and classroom management. Meanwhile it was confided that the challenges in adopting teaching styles were catching attention, changes in educational system, communicating with students and lack of interest. It was also revealed that the ways in dealing with challenges in educational skills recovery were learner-centered, adaptive learning technologies, discussion, experiential teaching, active learning and performance-based. Effectiveness of approaches in the recovery of educational skills were learn from mistakes, enhance teaching skills, activity-based learning, learning by experience, boosting students' confidence, support student learning and being interested in actual performance. The mechanisms used to cope with the challenges were peer teaching, adaptive learning technology, not giving all tasks at once, mental health and wellness assistance, numeracy program, accept reality and enjoy, provide developmental activities and different teaching styles. Effectiveness of mechanisms in dealing with the difficulties were able to prepare in advance, ease the teacher's burden, considers individual need, experience and feedback, it helps to manage work, time and stress, support students to learn more, reminded of the basic skills in Math and enjoying the teachers responsibility. The insights gained in the recovery of educational skills were never stop learning, being resilient, teachers need to be teachable and flexible, utilize the availability of the resources, adapt difficulties and find solution, support system and collaboration and maintain positivity.

CONCLUSION

It is expected that many teachers are finding it challenging to adapt to this new reality given these new ways of delivering instruction. They frequently have to quickly convert lesson material they had intended to teach in a classroom setting to any learning modality implemented. Effective instruction depends on a variety of factors, including the capacity to adapt to a new situation while maintaining interactions and effective engagement with students . The unique constraints of teaching and learning must be taken into account learning plans in order to support teachers as they navigate this crisis.

As the education continues its goals and mission, the attempts to address education recovery and to lessen the teaching and learning crisis can be aided by understanding techniques that have been successful at improving learning outcomes. A fail-safe investment in enhancing core literacy and numeracy is developing high-quality learning opportunities (Hattori & Ledoux, 2017). School readiness programs have a great deal of potential to improve fundamental academic abilities and education recovery skills of teachers. Evidence suggests that when combined with intensive teacher preparation and support, high-quality inputs can significantly increase learning outcome (Ganapathi, 2018).

Thus, students use various learning techniques that emerged during the pandemic in their physical education classrooms which should be taken into consideration by teachers also. Even with the best resources, it will be challenging to reproduce the in-person learning experience without fair access for all students, enough time for faculty preparation and training, adaptation of current curriculum, or creation of whole new course syllabuses.This suggests teachers to include planning and organizing students' collaborative work more independently, as well as utilizing interpersonal skills to communicate and provide support successfully (Gillies and Haynes, 2011). While it's vital for students to grasp the social processes in collaborative learning, Dzemidzic Kristiansen, Burner, and Johnsen (2019) argue the need to gain a deeper knowledge of the face-to-face process by examining students' and teachers' individual experiences is necessary especially in times of crisis.

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