



The negative representation of female teachers on twitter related to online learning during the pandemic

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Received Date: Nov. 18, 2023

Revised Date: Dec. 6, 2023

Accepted Date: Jan. 17, 2024

Cite This Article:

Sarwono, B. K., Salamah, U., & Meilinda, N. (2024). The negative representation of female teachers on twitter related to online learning during the pandemic. *Interaction, Community Engagement, and Social Environment*, 1(2), 67-81. <https://doi.org/10.61511/icese.v1i2.2024.500>



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Abstract

This research was conducted due to a negative perception of elementary school teachers, mostly women, on Twitter as one of the social media platforms throughout the pandemic. From a media perspective, social media become important platforms for conveying confusion as well as providing solutions to parents. The research question is how netizen represents their struggle on social media, and whether there is a difference between men and women. The research used social semiotics as a method. The results are as follows. First, the conversation on female teachers' roles and responsibilities did not describe the existing social reality because the teachers' voices were unheard in the tweets. If did exist any, their voices were conveyed by someone else. Second, men spoke in an asymmetrical style of communication and considered the problems related to online learning to be systematic. While on the other hand women used symmetrical ones which ironically discriminate against or make a scapegoat of female teachers.

Keywords: communication style; pandemics; representation; tweeter

1. Introduction

The COVID-19 pandemic has forced most of our activities to turn to online media. These sudden changes that occurred in early 2020 made various parties not ready to adapt. One of the issues that surfaced in the media during the pandemic is the change from face-to-face teaching methods to online teaching. In developing countries such as Indonesia, the use of digital media which was initially limited to certain community groups and used as a communication tool, social network, source of information, and entertainment, during the pandemic shifted significantly to the fields of education, work, business, flexible working space, and conferences.

In Indonesia, a study on online learning shows the unpreparedness of existing facilities and infrastructure and the mental unpreparedness and skills of community members in using online teaching technology. The change in the face-to-face teaching system into an online learning system, which occurs at a relatively fast time, creates complicated problems for teachers. Among them, teachers find it difficult to teach because many schools have never tried using digital media for teaching other than that, teachers also don't know how to make teaching videos (Lestiyawati, 2020). In such situations, skills in using digital technology and the availability of infrastructure and facilities are important factors in carrying out a smooth transfer of knowledge (Ocal et al., 2021). In addition, the

problems faced by students and parents affect the ability of teachers to optimize their duties and the pressure felt by teachers can affect the mental health of teachers, especially, females (Ubaidillah, 2021).

Several reports in online news media show that female teachers have an increasingly overwhelming load of work, and they find it difficult to deal with students, especially those who teach in early childhood education and elementary school. Those teachers are having difficulties dividing their time between roles as teachers and housewives (Ubaidillah, 2021). Other data also show that most teachers who teach at early-stage and elementary schools are female (Dianita, 2021; Kemdikbud, 2016).

The impact of online learning on students and their parents also puts them under stress. This burden is getting heavier, especially for housewives who also continue to work online and have children whom are still at early school age (Raihana, 2020). The following is an example of a thread on the Twitter social media platform, blaming the teacher as those who have the negative impact of online learning on students' parents. This post describes the dialogue of a group of housewives who are annoyed by female teachers during online mentoring. It can be seen in the post, even though the teacher responds politely, by saying that the complaint will be followed up, or the teacher advises the mother to use a laptop instead of a smartphone, or to find something at home to use as supporting learning tools. Ironically, the response -expressing annoyance- to the teacher's suggestion is "I only have cooking pots at home", or "I am now at the point of smashing my laptop to the floor".



Figure 1. Expression of Frustrated Moms as they assist their kids to learn online (DeBritto, 2020)

The sad reality of today is that the reputation of teachers, who were in the past always regarded as the “unsung heroes”, and role models for students, and those who should never be badmouthed or disrespected (Habib, 2015), has been deteriorating. Nowadays, parents tend to show an attitude that the respect they give to teachers is related to the amount of tuition that they pay for their kids’ education (Kresna, 2018). Thus, referring to what is represented on social media, it can be seen that they believe the burden that the students and their parents bear during this pandemic is caused by the teachers, and not by other parties. The burden may have affected the preparation needed to support a successful online learning activity, and this mere perception is quite concerning.

From the perspective of media studies, it is important to study the issues posted on social media; because social media is a medium of communication that has both function and dysfunction. Based on the idea that there is no neutral text, the researchers in this research intend to examine the representation of the teacher’s role through the

representation theory of Stuart Hall (Hall, 2013). Conceptually, the study of representation was carried out to criticize the dominant media in displaying the image of a particular group. Besides, there is a tendency for representations built by a person to be based on the production and reproduction of situations and events, which are by the background of the person who represents them. The inaccuracy of representation cannot be separated from communicators, speakers, and authors who uniquely package or construct the meanings conveyed through language. According to Hall (Jhally, 2005) representation can be very different among individuals, groups, and communities as well as the momentum of historical events. Therefore, the research question is how social media users represent the figure and role of teachers in online learning during a pandemic. Are there differences between men and women in conveying their struggles via social media posts? Researchers hope that a readjustment will occur from the perspective or lens used by the media or communicators to produce an accurate reflection.

To strengthen the analysis, the researchers refer to two other thoughts. First, Deborah Tannen's theory of genderlect style (Griffin, 2012), shows the style of communication in the public and private spheres. Tannen explains that women are more accustomed and more comfortable and speak more in the domestic sphere by doing chit-chat, therefore they tend to emphasize the rapport style. On the contrary, men who are accustomed to living in the public sphere, tend to emphasize the report style. Thus, men use conversation like using a 'weapon'. This 'weapon' function is to give orders and force agreements because men are used to working in the public arena, where there is a lot of competition and men tend to occupy positions as leaders.

Second, Kenneth Burke's thoughts on dramatism (Griffin et al., 2019). Burke's thinking is used as a basis for researching the act of communication between the text and the audience, including understanding the motivation of the communicator and the choice of text used. In short, it can be said that a person's ability to represent an issue cannot be separated from his or her ability to build arguments or opinions conveyed through language.

1.1. Teacher Representation in the online Era of Social Media

A study conducted by Alhamdan et al, (2014), regarding teachers in 5 (five) countries, shows that the construction of teacher identity is as a "caring practitioner, transparent (un) professional, the moral and social role model and the transformative intellectual". On the other hand, media observer Eacott et al, (2020) voiced concerns about the social media portrayal of teachers in online learning in Australia. According to him, the representation of teacher figures on social media can shape the professional identity of teachers and have a deep impact on professionalism and long-term commitment to remaining a teacher.

Another researcher, Olmstead (2021) has a similar concern with the representation of teachers in question media in the United States during the pandemic, namely that social media depictions of teachers affect perceptions of public education. Both Eacott et al (2020) and Olmstead (2021) explains that a bad image of teachers on social media will have detrimental consequences for students, schools, and the future of the teaching profession. This conclusion strengthens the previous study conducted by Kirby (2016) which shows that the media image of teachers affects their professional identity and how teachers reflect the narrative of their professional identity through images in the media.

Hall (2013) describes the concept of representation which is carried out through 3 (three) approaches. The first is a reflective approach in which language reflects pre-existing meanings. Second, is the intentional approach where language expresses according to what the author personally wants. Third, namely, the constructionist approach in which meaning is constructed in and through language. Hall (2013) also explains that the production of meaning occurs through language. In representation, constructionist experts mention that meaning lies in objects, people, ideas, or events about a reality, and language functions as a mirror to reflect the meaning that is considered true by the existing reality. What needs to be observed is that the construction of media through language is then considered a product of social knowledge. The problem is that what is presented by the media takes place such a

fast time, and on the other hand it is easily forgotten by the audience. There is a construction process that occurs and is carried out by certain people (Hall, 2013). This thinking is similar to representation studies which emphasize constructed stereotypes (Olga B. Maximova Galina & O. Lukyanova, 2020).

Referring to the different representations constructed by different figures, Deborah Tannen's genderlect style theory shows that there are differences in communication styles and the use of different words between women and men (Griffin, 2012). She describes conversations between women and men reflecting the dominance of men over women; the emphasis is not on what is said but on how is said. According to Tannen, while doing a conversation, women want the importance of connections or relationships. For them, the most important thing is the conversations between the speaker and listener tend to focus on symmetrical relationships. On the other hand, men emphasize the importance of status by maintaining their position and independence to gain respect and emphasize asymmetrical status.

1.2. Social Media: A Place and Means of Communication that is not Neutral

Referring to various thoughts of communication experts (Lindgren, 2017), social media has the power to construct reality, because it has the following characteristics. First, certain people in the network society have the power to construct reality. He explained that people who have power will construct social reality according to their interests and views of life. Second, social media, allows someone to express their thoughts better than face-to-face meetings. Communication through the media allows someone to have time to choose the words that will be prioritized or emphasized and can even replace them before they are posted. Furthermore, the discourse on social media will be more intensive and faster because emotions take part in conversations in the digital society, and users of digitally networked media can build social connections. This means that the connection occurs in a space, where people gather because they have the same feeling (like-minded) so that everyone can read a post that is interesting to certain people who have connections.

According to Paasonen (Lindgren, 2017), social media researchers not only emphasize text but also need to think about how the text affects users. This happens because, in online media, a person does not just passively choose programs, but also actively searches, browses, downloads, compares, and even comments. Furthermore, Lindgren (2017) refers to Roman Jakobson's thoughts, namely 6 factors of speech events along with six functions of language. According to him, in speech events, there are always (1) addresses who send (2) messages to certain people or (3) addressees, who read/watch it and they will understand it differently depending on whether it is related to the addressee or not. Here also there are (4) context, (5) code or language that is understood by both parties, and (6) contact or connectedness, whether someone will continue to follow the conversation or not. The terms addresser and addressee are then used by researchers in describing the figure of a communicator and communicant. The connection between the addresser and the addressee is built by certain people through the ability to construct an issue, which can invite other people to participate in the discussion because they are interconnected, and the issue is represented.

The language function proposed by Jakobson above is similar to the concept of identification in Burke's thinking (Burke, 1969 in Littlejohn et al., 2017). The concept above is used to analyze the issue in this research. Such as, how the addresser tries to reduce the feeling, of discomfort for parents of students, against the burden of teaching assignments, that are forced to be done during online learning. Burke explained that the guilt contained in a person causes him to have the desire to erase the discomfort. The process of feeling guilty can be reduced by several things, including victimage (scapegoating). Furthermore, Burke also states that the majority or powerful group, through a terministic screen, can choose to support certain realities and distort other realities. This will have big implications because it can filter the audience's understanding of other people. The negative appears, when the majority group, who can speak, realizes that there is a difference between the existing reality and what should be or ideal. In this case, the addresser conveys his thoughts

to achieve his expectations. The dangerous thing is when addressers fail to see that they construct reality according to the truth of their perspective or are closed-minded. As a result, the addresser tries to reduce the feeling of discomfort by making victimage by directing guilt to oneself (mortification) or blaming others (scapegoating).

Burke's dramatic pentad is a key that is used critically to analyze the use of symbols in communication. This pentad consists of 5 (five) elements, namely: act (what has been/will be done), scene (context that answers the question where and when the act occurs), agent (who does it), agency (how the act is done) and purpose (the purpose of the act). Pentad can be used to change someone's point of view by seeing different arguments and ways of thinking about a situation. Pentad is also useful for finding contradictions in an opposing party's argument and allowing one to confront it from a different perspective.

Conceptually, Burke's pentad opens many possible combinations to discuss, depending on where one looks at the elements that are the center of communication, whether the act or scene agent and so on, so that the solution is different. For example, if someone sees that the teacher's image is fading due to the addresser, the researcher will analyze it from the agent and act relation's point of view. That is, people who are not good will act less well too. The solution used is to educate agents to be better at raising complaints. However, if the researcher's concern is that the online media environment causes agents to do bad behavior, then the center of the study is in the scene and act relationships. If the researcher examines an event of concern in the community, and the solution is to overcome the problem discussed by the perpetrator, then the thing that is being studied is purpose and act relations.

The common thread from the various references above can be described as follows. During a pandemic, social media is the main and important means of discussing various issues, and in a relatively short time, those who are connected in the network have a strong social connection. Ironically, not everyone is involved in the conversation. Likewise, the emphasis on the issues discussed depends on who is speaking and who is responding, the chosen vocabulary and communication style, including the motivation and purpose of posting from the addresser as well as comment addressees. Furthermore, through closed-minded thinking, they make a unilateral representation by directing the truth according to the construction that is built, by blaming the other party as a guilty person, which causes the agents' discomfort. Whether we realize it or not, the representation of an issue produced and reproduced by the agents will be seen as the truth by netizens. In short, the thesis of this research is a misrepresentation of the female teacher's figure and role during online learning, built unilaterally, by the addressers (men or women), through sentences, speech styles, and identification.

2. Methods

Based on the idea that there is no neutral text, and the representation and production of meaning occur through language, the research strategy is carried out through text analysis, using a social semiotics analysis approach (Van Leeuwen, 2005). This approach critically questions how truth is; represented and credible, what was the motivation behind the choice of words used, why they were chosen, and what was expected of the addresser.

The stages of selecting the text to be analyzed started from observing posts about complaints against teachers in the online learning period which occurred at the peak of covid in 2020-2021. The consideration for choosing the time was because students and parents were tired and tired of online learning, but at that time it was not clear when the face-to-face learning method would be implemented again. Unfortunately, when this research was conducted in December 2021, researchers had difficulty tracing the posts that were the object of their study. It is because many posts about teacher complaints are no longer visible, and several schools have started to conduct face-to-face learning on a limited basis. Although Indonesia experienced the third wave of COVID-19 in early January 2022, but there are a few discussions on the role of teachers in online learning.

Text selection is done through thread tracing; namely uploads on twitter and social media using the keyword online school complaints. From the search results, uploads with

the highest level of interaction were selected compared to similar uploads and have a narrative that is relevant to the theme discussed, namely schools with online learning methods. The results of monitoring posts that are the object of study, researchers get 4 (four) threads, namely:

Table 1. Thread monitoring results of posts regarding online learning

	Thread 1	Thread 2	Thread 3	Thread 4
General description	Teacher advocate	Students sharing about online schools and the role of teachers	Criticism of teachers that leads to parental exclusion	The tutor sues the role of the schoolteacher
Account	@shelpieusagi	@schfess	@nung_306	@AREAJULID
Link	https://twitter.com/selphieusagi/status/1287195006697009154?s=21	https://twitter.com/schfess/status/1323371512271835136?s=21	https://twitter.com/nung_306/status/1422757587947163649?s=21	https://twitter.com/areajulid/status/1428931055206113286?s=21
Dates	26 July 2020, 8:16 AM	03 November 2020, 4:08AM	04 August 2021, 10:31 AM	August 21, 2021, 11:04 AM
Engagement	441 Retweets, 24 Quote Tweets, 483 Likes	3 Retweet, 17 Likes	2,303 Retweets, 429 Quotes, 8,398 Likes	3,222 Retweets, 2,201 Quote Tweets, 28,700 Likes

From the four threads represented in a table above, the researchers chose the thread that could provide more complete information and get more responses compared to the others. Then the researcher chose the third thread from @nung_306 and the fourth from @AREAJULID to be analyzed. In the two selected threads, it can be seen that the issues represented regarding teachers' performance refer to female teachers. The analysis stage is carried out through three meta-functions. (Kress & Van Leeuwen in [Eriyanto, 2019](#)). The first is representation, to see what activities or attitudes and behavior the addresser shows to the addressee. Next, interaction is to see the language used to express reality and relate to the relationship between the addresser and the addressee. Finally, compositional, to examine how language is used in organizing related information; such as what is considered important and needs to be highlighted by the addresser.

The goodness criteria or validity of this study was carried out following the thinking of [Denzin and Lincoln \(2011\)](#). According to this expert, validity-as-language/text is related to various things that already exist; for example, how culture and worldview are related to language and discourse, and how the issue is framed. Regarding the object of this research, the goodness criteria can be seen from how the female and male addressers produce/reproduce or represent the teacher's role. Data processing is carried out by following the three meta-function stages above. In this case, the researcher selects and sorts sentences according to the three meta functions. However, the researcher realizes that the three meta-functions cannot be seen in absolute terms because the form of a sentence or language is fluid. The last stage is to abstract the results of the processing in the form of a summary (in the form of a table) to clarify how the selection and sorting of sentences are then categorized according to the existing meta functions.

There are some limitations of the research. First, there were not many posts on the object being studied due to the difference in research time and the smaller number of

postings of complaints against teachers on social media. Second, the researchers did not find threads from the teacher. As a solution, researchers analyzed threads from tutors, with the consideration that researchers could get views from fellow teachers. There is a difference between a schoolteacher and a tutor. The tutor in this case teaches face-to-face, and she gets paid immediately for tutoring the student. Regardless of the differences, tutors, and teachers work in the same field, which is education. Then, the researcher analyzed the third and fourth threads, each of which represented the voices of parents and tutors.

To complete the data, the researchers also conducted short interviews with three mothers who have low and middle income and education, to find out the problems when they accompanied their children to school from home. Also, on how do they need to maintain the quality of their children's education. Although they came from low income families, they prefer to ask tutors to help their children doing their homework.

3. Results and Discussion

3.1. Thread 3: @nung_306

The summary of posts in 4 screenshots as presented in the table constitutes a single narrative. Addresser is the father of two students who expressed his frustration because of the burden of the task assigned to his children and the burden on his wife. The addresser told the addressee about a chat conversation via WhatsApp between his wife and a female teacher at her child's school. The addresser's wife suggested that the task be reduced because the wife was overwhelmed with the children's online learning tasks. As a housewife, she has other duties other than that she doesn't understand the tasks her child has to do. As a result of submitting the complaint, the wife was expelled from the WhatsApp Group which became a means of communication between parents and teachers. The addresser was annoyed, and he raised the issue on social media Twitter for the local Education Office to know about.

Table 2. Screenshot of thread upload from account @nung_306

Post 1	Post 2
 <p>← Thread</p> <p>Bang_Anung @nung_306</p> <p>GILLAAAAA...!!! gaya otoriter udah masuk sampe ke ranah sekolah</p> <p>Pagi ini bini gw sedikit kasih masukan ke Guru anak gw yg pertama, soal pemberian tugas harian mulai dari LKS yg bisa sampai 5 lembar belum ditambah tugas dari buku paket, dan adiknya pun sama seperti itu</p> <p>10:13 AM · Aug 4, 2021 · Twitter for Android</p> <p>2,303 Retweets 429 Quote Tweets 8,398 Likes</p>	 <p>Bang_Anung @nung_306 · Aug 4</p> <p>Dan pagi ini bini gw udah merasa kewalahan dengan tugas² yg diberikan hingga beberapa halaman sekaligus, dan saat memberikan masukan ke sang guru, endingnya bini gw malah di kick dari group teb</p> <p>ini sikap guru yg sangat otoriter dan tidak terbuka dgn masukan dari orang tua murid</p> <p>Bang_Anung @nung_306 · Aug 4</p> <p>Gw mau bertanya pd Dinas Pendidikan Kabupaten Bogor, apa sikap ini bs dibenarkan?</p> <p>Saat kita dikeluarkan dr WAG kelas, otomatis anak gw gk bisa lg mengikuti pelajaran apapun & putus semua informasi dr sekolahnya, apakah artinya anak gw dgn ini jg otomatis dikeluarkan dr sekolah?</p> <p>Bang_Anung @nung_306 · Aug 4</p> <p>Jika memang memberikan masukan sudah menjadi sesuatu yang HARAM di negeri ini, jangan salahkan kami, jika pada akhirnya kami menemuph banyak jalan HARAM untuk sesuatu yang kami anggap benar</p> <p>@bogorkab melalui Dinas Pendidikan apakah ini hanya perlu kami diamkan saja?</p>
Post 3	Post 4
 <p>Bang_Anung @nung_306 · Aug 4</p> <p>Untuk bahan pertimbangan teman2 apakah ada kata2 salah dari apa yg disampaikan bini gw?</p> <p>hah, amaranasah... Sok mangga ibur guru ikut saja... tks...</p> <p>iya tw', Saya gak keberatan jika ada tugas setiap hari nya... jika di perkenankan tugas nya fokus LKS, LKS saja... atau buku paket, buku paket aja... karena apa yang di buku LKS serta di buku paket gak jauh beresnya materi nya...</p> <p>Karna LKS dan paket hrs di sampai kan... itu program pemerintah... bkn so anak rya guru... klu ada wartawan yg tanya gmn salah kan guru... aku hrs siap jwb...</p> <p>Saya berharap anak saya mengerti dengan apa Yang saya ajarkan... karena kondisi seperti ini</p> <p>Bang_Anung @nung_306 · Aug 4</p> <p>temen2 gk usah minta spill apapun dsini gw share ini ke TL utk:</p> <ol style="list-style-type: none"> 1. mjd perhatian dinas pendidikan 2. mjd pembelajaran utk ortu agar tdk diam menerima sikap sepihak oknum guru 3. sharing antara ortu yg mengalami hal yg sm ky gw dgn para guru yg ikut komen <p>bkn utk menghukumi isorg</p>	 <p>Bang_Anung @nung_306 · Aug 5</p> <p>Alhamdulillah, setelah kita bertemu dengan perwakilan sekolah kemarin, pagi tadi kami sudah mendapatkan respon yang baik dari pihak Kepala Sekolah, dan secepatnya senin akan diambil keputusan untuk menganggi guru tersebut.</p> <p>makasih, utk teman2 yg udah mau sharing di sini</p> <p>Bang_Anung @nung_306 · Aug 5</p> <p>Ralat : Pihak sekolah akan menindaklanjuti laporan kami kemarin, dan hari senin akan dibicarakan dengan Guru tersebut, tadi sempat misskomunikasi dengan istri sekilas terdengar "akan diganti" karena posisi saya sedang bekerja, yang benar adalah "ada kemungkinan akan diganti"</p>

Representation meta function is done by seeing the female teacher's existence is almost completely described by the addresser. The student's father is questioning whether the teacher's attitude can be justified and whether that condition is supposed to be silenced. To strengthen the truth of the reality he represents, he provides screenshot evidence of a conversation between his wife and the teacher about the teacher's brief instructions: "read, write, do" from the teacher" (post 3). In addition, he also asked the addressee whether his own actions were wrong (post 3). Interaction meta-function is studied by seeing the addresser build closeness with the addressee through informal vocabulary, the use of slang, and Betawi language that shows intimacy to greet the addressee, such as my name, my wife, and friends. This illustrates that the position of the addresser is equivalent and has proximity to the addressee (posts 1, 3, and 4). Closeness was also built through the addresser's statement that it was necessary to share information with fellow students' parents, so that parents would not be silent in the face of teacher arbitrariness, and so that this issue would get the attention of the authorities (post 3). Meanwhile, in representing the figure and role of the teacher, the addresser chose to use the term teacher (post 2), as a sneer in 'elevating' the teacher's position. The term *sang* is very rarely used in society, except to speak of respectable positions such as kings or gods. He also uses the term *unscrupulous teacher* (post 3), a term usually used to denote an accused who has committed a crime.

Composition meta function is seen from the prominence of cases that use emotional terms. Like the authoritarian term, *GILLAAAA!!!* (crazy) written in capital letters and exclamation points. This was deliberately done to show annoyance and build emotion from the addressee so that they can feel the annoyance experienced by the addresser (post 1). Another term used is *Haram*. This term indicates something that is forbidden to do in Islam. *Haram* also implies that the prohibited thing has danger and leaving it will provide benefits and get a reward. Meanwhile, the word *Alhamdulillah*, which is also a term in Islam, means being grateful because his wish has come true, or the problem that is the source of his annoyance has found a solution. From the conversation above, we can see that the intent and purpose of the tweet made by the student's father is questioning whether the female teacher's attitudes are correct, and the addresser invites other people to participate in tweeting so that the complaints of parents can be heard to the authorities.

3.2. Thread 4: @AREAJULID

A summary of posts in four screenshots is presented in the table below. The addresser is a tutor who questions the quality of the way teachers teach online and assigns assignments to students, without explaining them. For this reason, some mothers asked the addresser for help to help teach their children to understand the lessons given online. Some of the addressees who responded to the post agreed with the concern conveyed by the addresser because their families/relatives experienced the same thing, namely the poor quality of students educated through online learning.

Representation meta function is done by seeing the addresser represents the role of the teacher as non-existent, seen from the way the teacher teaches, it is limited to giving assignments without teaching or explaining and this encourages parents to ask the tutor for help in teaching. Tutoring teachers can finally feel what parents are worried about regarding the quality of online learning outcomes conducted by schoolteachers (posts 1 and 2).

Interaction meta-function can be studied by seeing the addresser builds closeness with the addressee and provokes the opinions of addressees, other tutors, and parents of students, by building their interactions through a few sentences which show that the tutor can feel the problems faced by parents, when online learning, and helps convince the importance of the presence of a tutor, as one of the answers to the above problem. Composition meta-function can be seen from the narrative of concern used by the addresser which makes the teacher's role as if it does not exist. Like "*.. just understood why parents complain ..*" Followed by the sentence: "*it's quite unfortunate ... the role of the teacher does*

not seem to exist for children's development ..." (post 2). Another term used by other tutors, who replied to the addresser: "I'm sad, that's sad.." The statement then received a response from several addressees who had a similar problem "I feel...". Followed by retweets.. "I really feel this too" and "my sister is really " plus another retweet: "yes, my son too ...". These expressions indicate that the decline in the quality of students as a result of online learning is felt by many people (posts 3 and 4).

Table 3. Screenshot of thread upload from @AREAJULID account

Post 1	Post 2
Post 3	Post 4

From the data above, it can be seen that the speaking style of female tutors and their followers confirms Tannen's concept that even in the public sphere, women tend to express their thoughts, using words that are familiar with the domestic domains.

3.3. Discussion

Based on Twitter posts observed as mentioned, below is a table of comparison between male and female addressers. Threads made by male addressers are from a father perspective while female addresser was represented by a female tutor.

Table 4. Comparison of tweets by parents and tutor

	Addresser is the father of the student, and this thread is a single narrative	Addresser is the tutor who gets a response from the addressee or followers
Representation	The burden felt by students and their parents is caused by the individual behavior of the teacher, therefore action must be taken against the individual teacher.	The role of the teacher in online learning does not seem to exist, so it is understandable if parents need a tutor.
Interaction	Using familiar informal language, slang and mention of the teacher figure using terms that corner the teacher.	Provoking the opinion of tutors and other addressees about the importance of the role of the tutor
Composition	Just to express my annoyance by using emotional terms.	Using a narrative intended of concern.

The discussion refers to the thesis in this research, that is, misrepresentation of the female teacher's figure and role during online learning were built unilaterally or one-sidedly, by the addressers (men or women), through sentences, speech styles, and identification.

First, the research results presented in the table above represent problems in online learning and the quality of educational outcomes are caused by the figure and role of the female teacher. The tendency for misrepresentation occurs because no teacher has any voice, male or female, whatsoever on social media. Meanwhile, the scapegoating tendency occurs because the teacher's role was very central before the offline learning period and reduced in the online learning era. As a result, a sense of helplessness from students, parents, tutors, and families is sparked in all threads, which are expressed in different manners.

Referring to the concept of guilt in Burke's thinking ([Littlejohn et al., 2017](#)) that sense of helplessness makes the addresser uncomfortable, and wants to get rid of that feeling by posting on social media. The reality of the truth that is represented by addressers can be seen from the way they do identification, which shows the existence of a common identity that they are equal and have similar experiences. This similarity is established so quickly because the addresser and addressee are connected in the network; and feel that posting the addresser is a part of the life he is doing. Therefore, the addressee no longer questions the content built by the addresser and believes in the truth of the reality he conveys. The responses were given by netizens through clicktivism. This means that the addressees do not only act as passive recipients of information but can evaluate, negotiate, and distribute opinions.

The result also shows that social media is an arena or stage that brings together addressers and addressees. Social media allows one to no longer be able to distinguish whether the issue being discussed is an issue in the interpersonal or public realm because the issues raised by individuals on social media automatically become issues that are consumed by the public. Here, the concept of mass self-communication (Castell in [Lindgren, 2017](#)) appears in the communication between the addresser and the addressee. Someone seems to be talking in the interpersonal realm, but what happens is that they are speaking in the public sphere. Emphasis is on the issue being discussed, depending on who is speaking and responding, including both the chosen vocabulary and speaking style, also the motivation and purpose of posting, from the addressers, as well as comments on the post. What is noteworthy is how the addressers and addressees have closed-minded thoughts.

Next, there are differences between the threads of the student's father and female tutors. The father threads of students emphasize errors in the school system conducting online learning, while the other thread emphasizes the quality of the work done by the female teacher. Threads conducted by parents can be categorized under the concept of

flames (Joseph Kyrani in [Lindgren, 2017](#)) as a way to communicate online that needs to be understood from a social context perspective. Although the words framed by the student's father are very emotional, the target is not the teachers as individuals, but the education system which is felt to be detrimental. The impact of the post can be said to be "are not necessary-rooted in deeper sentiments of hate". On the other hand, the female tutor's addresser at the beginning of his post intentionally invites the addressee to discuss online learning problems.

Referring to Deborah Tannen's thought, it can be seen that there are differences between men and women. It can be concluded that the threads show how men tend to have an asymmetrical style of speaking and use the expressions as 'the weapon' by showing their thoughts which is emphasized problems related to the system. On the other hand, women (represented by the female tutors) use a symmetrical style of speech, through narratives of concern related to people other than themselves, such as their children, nieces, or nephews. In addition, there is a difference between women and men in telling stories. Men focus on status and roles and tend to talk about how they try to overcome the obstacles that stand in their way. On the other hand, women tend to play down the roles they are assuming and choose to put themselves on the same level as their listeners and choose to tell other people's stories.

We can see that the female tutor's addresser at the beginning of her post, intentionally invites the addressee to discuss online learning problems. The account name used by the tutor, namely @AREAJULID also shows a strong intention to corner certain parties. The term julid is slang in Indonesian which is an acronym for ' bitchy tongue' and the term injured or julid is a term used for people who are not happy with the success of others ([Hibaturrahman, 2021](#)). Referring to the concept of trolling (Whitney Philips in [Lindgren, 2017](#)), the female addressers are deliberately posting something that discredits the female teachers. Based on the female tutors' threads, it was clear that the addresses and addressees in the tutoring thread did not use harsh words compared to the addresses of the student's father. This condition seems that the female addressers managed to inspire addressees by emphasizing the confusion felt by parents of online learning, and these concerns could be resolved through attendance (assistance provided by) tutors for their children. It is also seen that the engagement shown by other social media users from the tutoring thread is also higher. These results indicate that the action of the female addresser to provoke comments from users is relatively successful. The role of female tutors, who are competitors to schoolteachers, cannot be ignored. Tutoring is a profession that fills the shortcomings or weaknesses of schoolteachers. The position of female schoolteachers who are currently cornered because they are considered less able to adapt to online learning has become an opportunity for tutors. The act of provoking a response from social media users can be seen as an attempt to covertly advertise the services of a tutor.

Furthermore, regarding the relationship between the agent and the act, the agent's actions depend on the intentions of the agent. It can be seen that male agents who do not have a deep-rooted cause will tend to do flaming and express feelings towards an event which in this case is online learning. Meanwhile, female agents with bad intentions will tend to do trolling to provoke negative reactions and sentiments from other users to provide feedback and provide opportunities for agents to advertise themselves softly and covertly. The statement in the agent's post (female tutor) is harmful to the image of female schoolteachers when the agent deliberately represents the role of female schoolteachers. In this case, they seem to validate or legitimize the opinion of netizens that what elementary school teachers do during online learning does not exist. That condition will result in existing elementary female schoolteachers feeling burdened that they are the ones most responsible for the quality of online learning during the pandemic, but they have not produced quality students, as expected by parents.

Furthermore, there are two things to analyze. The first one is the term used by women to speak in public tends to use domestic terms. This finding shows that women live in a society that has been constructed to have a responsibility in the domestic area, dealing with trivial matters and solving daily problems at home as well. Consequently, their way of

thinking, perception, and even speaking style tend to use vocabulary related to the household area. This can be said, when it comes to speaking in public, women are muted because the terms used by society in the area of the public domain are the terms made up of the dominant group, men. Thus, women will find difficulty in facing the problems they get in the public domain, such as online learning. On the other hand, it is easier for men to understand problems in the public arena because they are used to it. Therefore, men easily understood that the rootless online learning problem is not personal but systemic.

Second, without realizing it, fellow women marginalize other women. There is no visible gender sensitivity between female addresser and their followers. We can see examples of how mother express their frustration with female teachers and female tutors who think that female teachers do not exist during the pandemic. Female teachers at early school age in elementary school have bigger problems in being able to get their students to focus on current lessons. All of us are aware of how these female teachers work very hard to keep teaching to fulfill their responsibilities, even though they get a small income from their job as teachers. If gender sensitivity has been strengthened, society would have a higher appreciation for them.

4. Conclusions

First, the representation of the figure and role of the female teacher, in online learning, during a pandemic, does not describe the actual social reality because teachers are not part of the online community, and voices from teachers or schools are not heard in the tweets. If any, female teachers' voice was conveyed by someone else. Therefore, further studies should emphasize the importance of strengthening gender sensitivity in society.

Second, although the addressers and addressees produce and reproduce similar portray of the teachers that are already done by netizens, the result of this study will further worsen and decrease the teachers' once positive image. Third, the profession carried by the addressers or the agents can greatly determine the credibility of the message conveyed and have a stronger impact than messages without information that contains the credibility of the source of the message. Thus, social media users who openly declare their profession need to be aware of conveying their messages.

Suggestions for further study are to research text consumption for teachers, students, parents, media observers, and education observers. Furthermore, the results of this study can be used as a basis for media literacy carried out in elementary, middle, and high schools, which can encourage teachers to appear and speak out on social media.

Acknowledgement

Not applicable.

Author Contribution

Not applicable.

Funding

Not applicable.

Ethical Review Board Statement

Not applicable.

Informed Consent Statement

Not applicable.

Data Availability Statement

Not applicable.

Conflicts of Interest

Not applicable.

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