

PEDAGOGICAL CHALLENGES: BEFORE AND IN THE COVID-19 PANDEMIC

DESAFIOS PEDAGÓGICOS: ANTES E NA PANDEMIA COVID 19

DESAFÍOS PEDAGÓGICOS: ANTES Y EN LA PANDEMIA DE COVID 19

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ABSTRACT: This text brings a reflection on the pedagogical scenario covered over the years and the importance of developing new ways of teaching to face the educational challenges of the 21st century. COVID-19, a disease caused by the new Coronavirus, caused social isolation measures to be created. In-person Educational Institutions were affected and as a result many students started their studies remotely. Based on exploratory bibliographic research, the path of pedagogical trends is presented, as a form of didactic valorization, and the teaching challenges encountered in the period of social isolation. The purpose is for educators to understand their importance in the process and feel encouraged to face remote work to value the student who is the protagonist of their learning.

KEYWORDS: Education. COVID-19. Pedagogical trends. Teacher. Student protagonist.

RESUMO: Este texto traz a reflexão sobre o cenário pedagógico percorrido ao longo dos anos e a importância de se desenvolver novas maneiras de ensinar para o enfrentamento dos desafios educacionais do séc. XXI. A COVID-19, doença causada pelo novo Coronavírus, fez com que medidas de isolamento social fossem criadas. As Instituições Educativas presenciais foram afetadas e com isso muitos alunos iniciaram seus estudos de forma remota. A partir das pesquisas bibliográficas de caráter exploratório, apresenta-se o caminho das tendências pedagógicas como forma de valorização didática e os desafios do ensino encontrados no período de isolamento social. A finalidade é que os educadores entendam a sua importância no processo e sintam-se encorajados a enfrentar o trabalho remoto como forma de valorizar o aluno protagonista de sua aprendizagem.

PALAVRAS-CHAVE: Educação. COVID-19. Tendências pedagógicas. Docente. Aluno protagonista.

RESUMEN: Este texto reflexiona sobre el escenario pedagógico recorrido a lo largo de los años y la importancia de desarrollar nuevas formas de enseñanza para enfrentar los desafíos educativos del siglo. XXI. El COVID-19, una enfermedad provocada por el nuevo Coronavirus, provocó la creación de medidas de aislamiento social. Las instituciones educativas presenciales se vieron afectadas y, como resultado, muchos estudiantes comenzaron sus estudios de forma remota. A partir de una investigación bibliográfica exploratoria, se presenta el camino de las tendencias pedagógicas como una forma de valorización didáctica y los

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desafios docentes que se encuentran en el periodo de aislamiento social. El propósito es que los educadores comprendan su importancia en el proceso y se sientan motivados a enfrentar el trabajo a distancia como una forma de valorar al alumno que es el protagonista de su aprendizaje.

PALABRAS CLAVE: Educación. COVID-19. Tendencias pedagógicas. Docente. Alumno protagonista.

Introduction

Brazil and the world are experiencing a widespread epidemic disease called Corona virus Disease - COVID19. The world did not imagine that the year 2020 would be such an anomalous year, mainly for Brazilian education. Who imagined that the so-called 'Remote Work' would take over the entire country to reach students who are at home due to quarantine and social isolation?

Is this system of work really reaching students? Or are we experiencing a dualism? Educators and education professionals must reflect on yet another struggle currently experienced, the struggle for quality education.

The pedagogical practice organized the process of teaching and learning through the teacher-student relationship, systematizing a content and erudite knowledge, this content generated different theories, and from the Jesuits, passing through Comênio, Rousseau, Herbart, Dewey, Snyders, Paulo Freire, Saviani, among others, school education has come a long way.

The goal is for the teacher to be able to think about the importance of his role, as a being who acts to avoid exclusion in the educational process, using his creativity during the period of social isolation to increasingly ensure interaction with his student, who is the producer of your knowledge.

With the need to organize a way of transmitting the knowledge that humanity created throughout its existence, the school was established as a right of all, based on necessity and reality.

Teaching corresponds to the actions that are indispensable for carrying out instruction; is the joint activity of the teacher and the students in which the process of transmission and active assimilation of knowledge, skills and habits takes place, with a view to instruction and education (LIBÁNEO, 2013, p. 33, our translation).

The actions listed, according to the author, are indispensable and are related to a yearning for the construction of a democratic society, understanding the school as a social function and as a driver of the exercise of citizenship.

The promotion of cultural and scientific formation is a duty of society, particularly of the public power. Would the school be a way to democratize this cultural formation? Will it provide equal conditions for all students, especially the domain of systematized knowledge?

The Federal Constitution of 1988 and the Law of Guidelines and Bases for National Education (Law 9394/96) reaffirm that education, a duty of the State and the family, aims at the full development of the student. Article 205 of the Federal Constitution provides:

Education, a right for all and the duty of the State and the family, will be promoted and encouraged with the collaboration of society, aiming at the full development of the person, their preparation for the exercise of citizenship and their qualification for work (BRASIL, 1996, our translation).

It appears that the topic in question is an opportunity to build a moment of analysis of the pedagogical trends that guided the process of teaching and learning over many years, but did not value interaction, the production of knowledge by the student and the preparation of teachers for the current moment of the COVID 19 Pandemic.

This research is the result of reflections on bibliographic approaches to the processes of teaching and learning over the years, which are of great importance for understanding how education reached the year 2020 and for the great challenge today faced: that of teaching remote way to ensure the full development of the person.

A survey was conducted with some leading teachers and five teachers who work in the first grades of the 1st to the 5th year of the Municipal Public School of the State of Rio de Janeiro stood out. The research was divided into two tables. Based on the responses received through an applied questionnaire, we approach how, in practice, some teachers from the Paulo Maranhão Municipal School, guided by the Principal General Rosana Castex, vice principal Veronica Lacerda and Pedagogical Coordination, are working on the home office profile to try to ensure that students have access to continuity of content for the purpose of quality education.

The first table shows: Teachers who were appointed by A, B, C, D, E, and their year of activity. What is the Remote Work resource most used by them, what Pedagogical actions were most used. The second table: Teachers who were appointed by A, B, C, D, E. The biggest challenges encountered, the support that the Municipal Education Secretariat has offered during remote work and whether they are receiving support from managers and the pedagogical team

of the school unit itself, performing a scale from 0 to 10. (Research collected through the availability tool by Microsoft Forms).

It is relevant to recall the pedagogical trends that have occurred over the years and, above all, it is noted that they did not value teacher-student interaction, did not mention distance learning, much less the importance of didactics as part of the teaching and learning process.

Therefore, when the teacher realizes his role within the process of teaching and learning, and defends the way the student deals with knowledge, his interaction with the subjects and his peers, learning is constructed in a valuable and meaningful way.

Pedagogical trends

Many pedagogical proposals were produced at the beginning of the transformative movements, among which stands out that of Comênio (1592 - 1670), a Protestant pastor who wrote the work on Didactics, *Didática Magda* (1657). He was the first educator to prioritize the “art of teaching” as opposed to the scholastic pedagogy that prevailed at the time. He formulated the idea of spreading knowledge to all and created principles and rules of teaching with many advanced ideas that were new in the field of Philosophy and Science and that caused great transformations in production techniques.

Education is a human right and points to a horizon of achievements. Education as a Human Right, or rights that are valid for all, appears for societies to understand the irrationality that is the trivialization of life, and the success in facing problems comes from thinking, theorizing, clarifying facts and recognizing collectivities as bearers of rights (WENCZENOVICZ, 2020, p. 1751, our translation).

Comenio started from observation and sensory experience, always maintaining the transmitting character of teaching, despite adapting the phases of child development, the educator maintained a unique method and simultaneous teaching. His ideas about the only way to access knowledge, which would be through sensory experience, are not enough, as there is already an accumulated social experience that does not need to be discovered again. He developed faster and more efficient methods of instruction, his greatest wish was that people would benefit from knowledge.

In the 17th century, school practices of the Middle Ages still prevailed: intellectual, verbal and dogmatic teaching, memorization and mechanical repetition of the teacher's teachings. In those schools there was no space for the student's own ideas, the learning was made apart from life itself, in a way

because the power of religion in social life was still great (LIBÂNEO, 2013, p. 59, our translation).

The ideas of Comenio and other theorists such as Rousseau, Pestalozzi and Herbart marked the pedagogical concepts that are known as Traditional Pedagogy and Renewed Pedagogy.

Traditional Pedagogy is associated with Brazil in the Period of the First Republic (1889 - 1930), the role of educational institutions within this conception is to present a world to the apprentice, which is considered a blank paper, in which the teacher will fill with accumulated knowledge. The focus of teaching is to transmit as much content as possible with sensory activities regarding the contact of the learner with the content; memorization refers to the ability to record information; and the understanding that is related to the ability to generalize concepts and effectively apply them.

The traditional teaching ways can be summed up as a vertical relationship between teacher and student, so the teacher is an authority in the classroom. Teaching is transmitting content and learning is being able to reproduce them.

The teacher tends to fit students into an idealized model of man who has nothing to do with present and future life. Teaching matters are treated in isolation, that is, unrelated to the interests of students and the real problems of society and life. The method is given by the logic and sequence of the subject, it is the means used by the teacher to communicate the subject and not by the students to learn it (LIBÂNEO, 1990, p. 64).

Other teaching beliefs have emerged over the years to oppose traditional teaching pedagogy. Therefore, it is still worth asking, is this stem still present in the classrooms of some educational institutions to the present day? And if it is present, how these institutions are adapting their actions during the COVID 19 Pandemic period, which presents a scenario of social isolation in which the student often does not have the teacher's reference every day so that he can transmit the knowledge, as predicted by this pedagogical trend.

Educators and students of education must understand the time that pedagogical traditionalism spent in Brazilian education and that there should be no space for it in the present times.

Second, Malheiros (2013) Renewed Pedagogy began to be formulated in the late 19th century as opposed to Traditional Pedagogy. In the previous model, the student was seen as passive, since the teacher was the owner of knowledge, and now the student is seen as an active being with the possibility of expressing interests in the contents he is going to study, he becomes

the protagonist of learning, and his function is to seek solutions to problems. The teacher is responsible for creating conditions for learning, he is not the holder of knowledge.

Within the Renewed Pedagogy are several currents such as Dewey's Progressivist, Rogers' Non-directive, Piagetiana in Piaget's genetic epistemology and Maria Montessori's Montessori.

The principles of Renewed Pedagogy are based on experience, so the student should be encouraged to research, create, reflect and understand the contents that are relevant in his life. So, these principles were not intended to develop skills in apprentices? For, the concept of skill is related to the ability that someone has developed to do some specific activity. In the search for an improvement of teaching methods, Technician Pedagogy emerged in the 1960s in Brazil as a criticism of Renewed Pedagogy and contrary to Traditional Pedagogy.

The center of the Technician Pedagogy process are methods that will aim to develop skills in apprentices; "Teach how to do". In technicality, the teacher uses steps and instruments to organize the teaching process, as he acts as a technician who will need to structure the steps and instrumentalizations of his work. For this pedagogical current, it is not necessary to think about the reasons for a certain content that should or should not be learned, soon the student will perceive a ready world, which he will integrate through skills that he will need to develop.

According to Saviani (1991), the focus of Traditional Pedagogy was "learning", that of Renewed Pedagogy was "learning to learn" and Technician pedagogy "learning to do". The three thought currents are of a liberal nature and aimed to maintain the order of the social structure in force at the time.

To raise knowledge to new social organizations, dialectical or progressive currents are presented later; composed by the liberating pedagogical model and the social critic of the contents.

Liberating pedagogy was developed in various sectors of social movements, such as unions, residents' associations and religious communities. Despite not having a clear didactic proposal, the orientation of the student's work is centered on the discussion of social and political themes and teaching centered on social reality, not based on the contents already systematized, but on the reports of generating themes that may come to be consolidated as knowledge. The teacher is the coordinator or animator of the activities that he proposes, always in joint action by the student.

Paulo Freire, one of the most important names in Brazilian education, marked Liberating Pedagogy with a critique of banking education, traditional education, in which the teacher "deposits" knowledge in the student. On the contrary, the educator advocated learning through

meaningful content. In this current there is no space for an oral exposition, but for methods that lead the student to build their own knowledge.

By making a parallel with the current days and with a holistic view of the country, would Paulo Freire's liberating ideals guide the democratic process beyond the pedagogical space? It is up to educators and future educators to reflect on the teachings left by Freire, which are still of great importance for understanding the educational scenario that the Covid 19 Pandemic has been bringing to Brazil.

The Liberating Pedagogy provides for the horizontality between the teacher and the student, both learn within the process. When preparing material and even using technological resources to develop remote work, is it being considered to systematize content to meet the needs and realities of students? Is the teacher prepared for the horizontality of the teaching and learning process?

At the end of the 1970s, the Critical-Social Pedagogy of content integrates liberating teaching, as it manifests itself in political relations. This current does not consider the content domain sufficient and that the pedagogical space is only for political discussion, this pedagogy is related to the systematized knowledge to the reality of the student.

Critical-social content pedagogy does not consider it sufficient to place everyday problems as school content, as only with the domain of knowledge, skills and mental capacities can students organize, interpret and re-elaborate their life experiences according to class interests (LIBÂNEO, 1990, p. 70, our translation).

For the student to obtain quality of life, the Critical-Social pedagogy of contents provides that education is the path to scientific and technological advances and that through this instruction the individual will be able to criticize the social model and constantly transform it. The teacher is a mediator between the student's experiences and the content in order to develop skills to process information. The constant search for transformation with support in the content, this is the discourse of several pedagogical proposals.

The Critical-Social Pedagogy of contents gives great importance to didactics, which presupposes the teaching process in its relations with learning. Didactics provide directions for the teaching and learning process and, according to this pedagogical tendency, it should aim at a socio-political and pedagogical vision. To promote student self-activity.

Other contemporary trends are being discussed, but they still need more research and require further study and demonstrations in the classroom; the rational-technological current, the neocognitive, the socio-critical, the holistic and the postmodern.

All the pedagogical currents presented form the theoretical and methodological basis for reflecting on postures and coping with situations that arise in the teacher's work. The teacher must constantly assure students the development of intellectual capacities and skills with autonomy, guiding the tasks and objectives of teaching towards the formation of attitudes and convictions in the face of life's problems and situations. It is up to the school and the teacher to play the transforming role and for such performance, the formation and qualification of the teacher to deal with the pedagogical working conditions with his students, something that will be of great relevance for him to meet the realities and needs of the education of the 21st century.

Table 1 – Teacher, Year of activity, What is the Remote Work resource most used by you?, Pedagogical Actions most used by you?

Teacher	Year of activity	What is the Remote Work resource most used by you?	Pedagogical Actions most used by you?
A	1st year/ Elementary Education	“I believe that the activities launched on Facebook are more likely to reach the student, since it is one of the media most used by them”	“I took several courses, kept in daily contact with the group colleague for planning and elaborating activities and sending them for posting on Facebook”
B	2nd year/ Elementary Education	“Video classes”	“I set up a virtual classroom on the platform to <i>Aprender Livre</i> ; I recorded video lessons for the school's social network, posted attachment activities on the school's social network and on the platform. After creating the Microsoft teams environment I activated my classes and sent a message forwarding to the platform that was already used”.
C	3rd year/ Elementary Education	“ <i>Microsoft Teams</i> Plataforma”	“I prepare activities with videos and exercises and put them on the Teams Platform. Some students have access and interact with them and I correct the exercises”.
D	4th year/ Elementary Education	“ <i>Microsoft Teams</i> .”	“I use of videos on Youtube, Facebook, Microsoft Teams and Whatsapp”.
E		“Facebook and <i>Microsoft Teams</i> ”	“Creation of a group for the class on Facebook and

	5th year/ Elementary Education		activating the class on Microsoft Teams”.
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Source: Devised by the author. Our translation

Table 2 – Teacher, What were your biggest challenges as an educator? What support has the Municipal Department of Education offered to you during remote work? Support received from managers and technical and pedagogical staff at their school on a scale of 0 to 10.

Teacher	What were your biggest challenges as an educator?	What support has the Municipal Department of Education offered to you during remote work?	Support received from managers and technical and pedagogical staff at their school on a scale of 0 to 10.
A	“My days have been a mix of feelings!! There are days when I don't feel like getting out of bed!! Every time I learn about the death of a mother of students, colleagues and I learn that the line only goes up without a curve forecast, this gives me an anguish, a fear, a great insecurity!! Prayer has been what keeps me standing”	“Remote Tools Mini Course, Teams Platform and Feel the Sound”.	10
B	“It's been apprehensive. Some loss, some very painful, so I'm looking to focus on producing, working. I already built some materials for classes when I return to classroom work”	“Digital tools for remote work and the <i>Espaço de SER</i> course”	10
C	“They were very productive I learned a lot. It added a lot of knowledge”	“ <i>Espaço SER</i> and Tools for Remote Work”	10
D	“In general, it has been quiet, at times they are worrying and distressing, especially when we receive news that are not good. These are difficult times and some situations are beyond our competence and we can only pray and have faith that everything will be fine.”.	“Digital Tools for Remote Work and Remote meetings”	10
E	“We do social isolation correctly. We just went out to the market. We have gone through several periods so far, those of afflictions, anxiety, fear, and, on the other hand, faith in better days!”	“School of Formation Paulo Freire - Digital Tools for Remote Work and Webnary on the Teams Platform”.	10

Source: Devised by the author. Our translation

Educational challenges encountered in the period of social isolation and example of actions taken

Social isolation, caused as a refuge from contagion by COVID-19, presented many educational challenges in the 2020 academic year, especially that of breaking with exclusion and maintaining the child's right to education.

Although the trends presented are still latent in the classroom, from this new reality, many educators will need to review their concepts and attitudes in the face of this new scenario. “Thus, given the scenario of social isolation, educational institutions and education professionals attributed great power to the use of Digital Technologies” (BONOTTO; CORRÊA; CARDOSO; MARTINS, 2020, p. 1733, our translation).

The challenge of breaking with social exclusion meant that many teachers needed to reinvent and create learning strategies through remote work, that is, done at a distance. In order to continue the school year, some public and private educational institutions used platforms and channels via the web to take the content to students from early childhood education to higher education.

With the objective of not stopping the development process, the Municipal Department of Education prepared weekly materials, to facilitate that some contents were disseminated to the students of the network, which are easily accessible through the *Carioca APP* with the *Materiais de Complementação Carioca* (Rio de Janeiro Complementation Materials) with content from Early Childhood Education to Youth and Adult Education. For this, it relied on education professionals and even more with the help of the family, as continuing learning in the presence of adults and social relationships is extremely important.

The presence of the adult gives the child physical and emotional security conditions that lead this child to explore the environment more, therefore, to learn. On the other hand, human interaction also involves affectivity, emotion, as a basic element. Thus, it is through interaction with more experienced individuals in their social environment that the child builds superior mental functions, as Vygotski says, or forms a personality, as defended by Freud (DAVIS; OLIVEIRA, 1994, p. 81-82, our translation).

The Municipal Secretariat of Education of Rio de Janeiro, one of the largest in Latin America, uses strategies at MultiRio, the city's Educational Media, with a channel that presents a special program, from 9am to 11am from Monday to Friday, to Municipal network students. In addition to the web portal, there are television programs covering the curricular areas, which are updated weekly. All programming is available on NET-RIO's channels 526 and 26. In addition to all the announced strategies, the network has 11 Education coordinators distributed

throughout the City of Rio de Janeiro and who share daily video lessons, pedagogical tips during quarantine and guides families on how to value educational didactic activities in daily routines.

An example of this highly successful sharing is the 8th CRE Education Management YouTube channel, led by Teacher and Education Manager Diala Azevedo, which presents pedagogical resources, debates, lectures weekly, created by the teachers, coordinators and assistants of the institution itself. Education network reporting the pedagogical actions of remote work and the diverse possibilities of valuing the student as the builder of their journey. Another example, among many that the Network disseminated, is the hashtag "share a class" created by the 6th CRE on social networks with remote activities, which made many teachers take ownership of the camera and record pedagogical moments for their students, as responsible is Teacher and Coordinator Hugo Nepomuceno.

However, the actions listed demonstrate that the virtual communicative relationships carried out by teachers, with their peers and in family environments are ways of promoting learning and the exchange of knowledge even in times so difficult for the entire generation. These actions are intended to enhance the child's development with new teaching techniques and resources that remote work can offer.

However, the actions listed demonstrate that the virtual communicative relationships carried out by teachers, with their peers and in family environments are ways of promoting learning and the exchange of knowledge even in times so difficult for the entire generation. These actions are intended to enhance the child's development with new teaching techniques and resources that remote work can offer.

Distance education, the education modality provided for in LDB 9394/96 - Law of Directives and Bases of National Education indicates Distance education as a modality with a self-learning characteristic that expands its functions. This learning should not be seen only as a massive and tiring way, but as an individual management of space and time, which respects the pace of each student and their limitations.

Kesky (2008) reaffirms in his book: *Education and Technology the new pace of information*, which responds to Jacquinot, but at what distance? Distance education is cited in five different aspects: geographical, temporal, technological, psychosocial and socioeconomic. This goal of overcoming distance always occurs in educational institutions, and today it will be even more necessary.

The geographic reach is considered, apparently, what most exemplifies the current situation during the quarantine, the need to take the class to the space where the students are, when the educational process is reversed. The other distances are also considered important and

can be compared with the current educational pandemic. The distance of time, which allows the student to perform the exercises at their own pace, the technological distance, which can be thought of as the opportunity to value digital inclusion to ensure learning, as well as the psychosocial and socioeconomic distances that occur when there is no face-to-face education and there is a need for quality projects that can expand and democratize the educational offer to these students.

Final considerations

Learning when viewed within Remote Education is composed of cooperative and collaborative actions between all, to ensure teaching and learning. It is not an apprenticeship that reduces to technical instrumentalization, targeting the passive student who only needs a certificate at the end of the course. On the contrary, it is about encouraging pedagogical relationships that value the student's role and make him/her builder of his/her own learning.

Even though we do not know when we will return to face-to-face classes, it is already concluded that many learnings were permeated not only by students and guardians, but also by educators, who are the most responsible for preventing the educational pandemic, even though many are forced to give up of their traditional classes, used for many years and exemplified through pedagogical trends, forced to rethink together with their colleagues the best way to interact with the student, worrying about him and leaving aside the idea that there is only content to teach. Acting responsibly, with ethics and sensitivity during one of the most difficult moments of the 21st century, the COVID 19 Pandemic. This will leave many marks in our history, not only due to the loss of many victims worldwide, unemployment and hunger, but for the extreme need to think about Education in an equal and dignified way for all.

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