

Teacher Problems During the Implementation of Learning in the New Normal Era in Elementary Schools

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ABSTRAK

Pelaksanaan pembelajaran di era new normal yang melibatkan guru dan siswa kurang berjalan dengan maksimal dikarenakan adanya dampak dari pandemi covid-19. Hal ini yang menyebabkan pembelajaran tidak berjalan dengan optimal. Tujuan penelitian ini untuk menganalisis problematika dan solusi yang dihadapi guru dalam pelaksanaan pembelajaran di era new normal covid-19. Jenis penelitian yaitu kualitatif deskriptif. Subjek penelitian ini adalah 1 orang kepala sekolah, 4 orang guru dan 2 orang siswa. Penelitian ini menggunakan teknik pengumpulan data wawancara, observasi, dan dokumentasi. Metode yang digunakan yaitu mengumpulkan data, reduksi data, penyajian data dan penarikan kesimpulan. Berdasarkan hasil penelitian yang telah didapat, pelaksanaan pembelajaran tatap muka dilaksanakan secara sistematis dan mengikuti panduan pelaksanaan pembelajaran tatap muka dimasa new normal. Pihak sekolah telah melaksanakan sesuai dengan prosedur protokol kesehatan, namun dari segi pelaksanaan proses belajar mengajar di kelas, penyampaian materi cukup dipadatkan dan hanya menyampaikan poin-poin pentingnya saja. kegiatan pelaksanaan pembelajaran tatap muka tetap berlangsung normal meski ketersediaan waktu yang terbatas sesuai dengan aturan dari pemerintah.

ABSTRACT

The implementation of learning in the new normal era that involves teachers and students is not running optimally due to the impact of the covid-19 pandemic. It causes learning not to run optimally. This study aimed to analyze the problems and solutions faced by teachers in implementing learning in the new normal era of covid-19. The type of research is descriptive qualitative. The subjects of this study were one principal, four teachers, and two students. This research uses interview, observation, and documentation data collection techniques. The method used is collecting, reducing, presenting, and drawing conclusions. Based on the research results obtained, face-to-face learning is carried out systematically and follows the guidelines for implementing face-to-face learning in the new normal. The school has implemented it according to the health protocol procedures. In terms of implementing the teaching and learning process in the classroom, the material delivery is quite condensed and only conveys the essential points. Face-to-face learning activities usually continue even though government regulations limit time availability.

1. INTRODUCTION

Education is something that the nation's children must accept without exception. Starting from an early age to adulthood, and whoever it is must get a proper education so that they are ready to face the future that will come (Dewi et al., 2019; Nuryanto et al., 2018; Suhendro, 2020). Education is guidance or helps given by adults to the development of children to reach maturity with the aim that children are capable enough to carry out their life tasks without the help of others (Jannah & Umam, 2021; Kosilah & Septian, 2020; Sulastri et al., 2017). Education has a goal to print a smart generation and has good character (Ainia, 2020; Listiawati, 2013; Trisiana et al., 2019). Education is obtained through schools, where schools are educational institutions to study that must follow learning. Learning is a process of teaching and learning activities that also play a role in determining the success of student learning (Primasari et al., 2014; Ratnasari & Maasrukhin, 2019). The process of student learning is planned or designed, implemented, and

evaluated systematically to achieve learning objectives effectively and efficiently (Faizah, 2017; Fauzia, 2018; Puspitasari & Murda, 2018). However, new problems in education emerged at the beginning of February 2020, namely the world was faced with a Covid-19 Pandemic/Outbreak. All sectors in Indonesia are affected, one of which is the education sector which is also experiencing major changes (Asmuni, 2020; Browning et al., 2021; Gandasari & Dwidienawati, 2020). Learning in schools has also undergone different changes due to the emergence of the COVID-19 pandemic. In entering this new normal era, the government issued a new policy related to education (Adawiyah et al., 2021; Rosmiati & Lestari, 2021). The Minister of Education and Culture, Nadiem Makarim, allowed the face-to-face learning process in the current new normal (Shaleh & Anhusadar, 2021; Sit & Assingkily, 2020). Learning in this new normal era has a tremendous impact on the education sector, especially at the elementary school level. In carrying out teaching and learning activities in the new normal, the government arranges the implementation of learning activities in the new normal era to follow health protocols. The term new normal is the adaptation of new activities. New normal is a new life where people continue to carry out various activities as usual but still apply the health protocols that have been set by the government so that the spread of the Covid 19 Virus can be overcome, so that the implementation of learning can be carried out in the current new normal era (Aly et al., 2020; Fatimah, 2017).

Entering the new normal era, the problems faced by teachers in implementing the new normal era are very diverse. There are 9 roles in teaching and learning activities are: informer, organizer, motivator, director, misiator, transmitter, facilitator, mediator, evaluator (Heriyansyah, 2018; Muizzuddin, 2019; Rahmawati & Suryadi, 2019). In this case, teachers are required to adapt to learning in the new normal era. Based on the results of interviews at SDN 141 Pekanbaru, it was found that both teachers and students experienced problems. These problems arise as teachers still have difficulty in preparing lesson plans. This is evidenced by the shortened learning duration for which the teacher is guided to prepare lesson plans that are adapted to current conditions, the learning materials taught are also limited, the teacher's staff becomes drained because it is divided into 2 sessions, repeats the explanation of the material many times because learning is divided into 2 session because the limit of the number of students is only limited to 50% of the number of students from each class. The teacher cannot explain the material using learning media because of limited learning time. This problem is in line with previous research, which states that there are still problems in the implementation of learning, including the delivery of material only conveying the important points and emphasizing the completion of practice questions (Ode et al., 2021). In addition, teachers do not use interactive learning models. They do not involve innovative media learning media that support the delivery of concrete information to students so that this has an impact on student activities and also the acquisition of student learning outcomes that are in the moderate category (Nainggolan et al., 2021; Rosmiati & Lestari, 2021; Rusmawat & Nurjati, 2021; Sudewa et al., 2021). In the implementation of learning, they still face several problems, including the limitations of shortened learning time and learning activities can only be carried out in the classroom in accordance with the rules of the local government (Muhyiddin, 2020; Nissa & Haryanto, 2020; Shaleh & Anhusadar, 2021). The teacher will plan the number of meetings by looking at the material's content and activities carried out in learning. The technical implementation of learning is still ambiguous. For this reason, teachers are guided to prepare RPP independently which is adapted to current conditions (Bin-Hady & Abdulsafi, 2019; Hatch & Clark, 2021; Mauliate et al., 2019).

Problems in face-to-face learning are limited, among others; short learning time, social distancing rules so that the class is divided into two groups, the preparation of lesson plans is adjusted to current conditions, the process of delivering learning materials must be compacted so that all learning can be achieved in limited face-to-face learning (Cahyadi, 2020; Sit & Assingkily, 2020; Suryani et al., 2022). Teachers must be able to facilitate student learning so that learning can run smoothly. The implementation of learning is an activity that has educative value. The educational value affects the interactions between teachers and students (Fauzia, 2018; Pratiwi et al., 2017; Shaleh & Anhusadar, 2021). In the implementation of learning, the teacher carries out several stages of learning implementation: opening learning activities, learning core activities, and closing learning activities. Previous research has also stated that a teacher is not just a giver of knowledge who is in front of the class. The teacher can also make students able to plan, analyze, and conclude the problems they face (Darmadi, 2015; Pitaloka et al., 2021; Surahman & Mukminan, 2017). Other research also states that teachers are authorized and responsible for the education of students, both in formal and non-formal environments, are required to educate and teach so that they have an important role in the teaching and learning process to achieve the ideal goals of education (Sufiati & Afifah, 2019; Wahyono et al., 2020). Running the teaching profession is not easy. Teachers must carry out their work. Based on this problem, researchers are interested in conducting more in-depth research at the school. In addition, there is no study on teacher problems during the implementation of the New Normal Era in

Elementary School. This study aims to analyze the problems and solutions faced by teachers in implementing learning in the new normal era of covid-19.

2. METHOD

In this study, researchers used a qualitative type of research. The location of this research is SD Negeri 141 Pekanbaru, Bukit Raya District, Pekanbaru City, Riau. The implementation of this research starts from design, research, implementation, data analysis, and making research reports. The subjects and objects in this study were the principal, 2 fourth grade teachers and 2 fifth grade teachers, 1 fourth grade student and 1 fifth grade student. SD Negeri 141 Pekanbaru. The methods used in collecting data are observation, interviews, and documentation. Interviews were used to investigate teacher problems in implementing learning in the new normal era of covid-19. The sources of information in this interview were the principal, fourth and fifth-grade teachers and fourth and fifth-grade students at SDN 141 Pekanbaru. The instrument used to collect data is the interview guide sheet. The observation instrument that the researcher uses is an observation sheet in the form of an observation system that limits the number of variables. Researchers conducted a document review. Documentation is used to obtain document data. The research instrument is presented in Table 1.

Table 1. Research Instrumen

Variable	Indicator	Sub Indicator
Learning Implementation Process	Opening activities	1. Creating an interesting classroom attitude and atmosphere
		2. Student attendance
		3. Pray before studying
		4. Performing apperception
		5. Delivering learning objectives
	Core activities	1. Learning Strategy
		2. Learning Method
		3. Learning Model
		4. Learning Approach
		5. Learning Media
		6. Communicative Interaction
		7. Learning Evaluation
Closing activities	1. Concluding the lesson	
	2. Giving additional assignments	
	3. Provide motivation and study guidance	
	4. Pray after studying	

Methods Data analysis in qualitative research is carried out before entering the field, while in the field, and after finishing. Interactive models in data analysis, namely: first, Data collection: recording all findings of phenomena in the field either through observation, interviews, and documentation conducted with school principals, teachers and students to obtain interview data and documentation (Sugiyono, 2019). Second, data reduction: summarizing, choosing the main things, focusing on the important things, looking for themes and patterns, and removing unnecessary ones (Sugiyono, 2019). Third, data presentation: an activity when a collection of information is compiled, thus giving the possibility of drawing conclusions and taking action. Fourth, concluding: making a final analysis in the form of a research report.

3. RESULT AND DISCUSSION

Result

Based on the study results, the school must work extra so that the learning atmosphere in the classroom is following the 5M health protocol, namely, wearing masks, washing hands, maintaining distance, staying away from crowds, and reducing mobility. In teaching and learning activities, health protocol standards, namely entering the school area, must meet the health protocol standards. Each teacher has a role in serving students at school. When entering the school gate, students were met by a teacher who was in charge of checking the student's body temperature, which should not be more than 370 Celsius. Children must be in good physical condition, not in fever, cough, runny nose, shortness of breath must wear a mask while in the school area. After passing the standard body temperature check, immediately wash your hands in the place provided. The school also prepares masks if a student from home forgets to bring a mask

and hand sanitizer. After the standard process for the initial health protocol is met, it will continue with teaching and learning activities guided by the thematic field teachers and subject teachers within the specified time, prohibited from crowding and always maintaining social distancing by being in a predetermined sitting position with the sign given in the classroom area. The school has implemented a health protocol. Each class provides a hand sanitizer at the front door of the class. Before students enter the classroom, the teacher guides students to wash their hands and use hand sanitizer to remain sterile. Students have also carried out vaccination activities so that students have strong immunity.

The implementation of learning activities is divided into 3 stages, namely initial activities, core activities, and final activities. Planning is the beginning of the process before implementation and assessment/evaluation. The plans made are poured into the lesson plan. The lesson plan refers to the applicable syllabus and curriculum. It is developed according to conditions in the education unit. Lesson plans are modified according to the needs and requirements. The teacher will plan the number of meetings by looking at the material's content and activities carried out in learning. The Covid-19 condition requires teachers to make different learning implementation plans due to time constraints, considering they are still in the pandemic. Based on the results of the study, it was stated that face-to-face learning activities during the Covid-19 pandemic were different from normal conditions. Schools were divided into two sessions, namely morning sessions and afternoon sessions. In meetings with teachers that teachers look for the most important materials and materials so that the delivery of material is sufficient in a short time.

Initial activities, the teacher continues to carry out the learning process as usual as the teacher creates an interesting learning atmosphere to be able to arouse the enthusiasm of students to study hard even though they are still in a state of covid-19 so that teachers have no difficulty in creating an interesting class attitude and atmosphere, the teacher also absent students before starting learning but the problem is in doing absent because the session is divided by 2, the teacher divides the absence into 2 parts with 30 students and is only limited to 50%. The solution that the teacher does is the teacher divide students into 2 sessions according to absences, the first session is from numbers 1-16 and the second session from numbers 16-32. The teacher also does apperception to remind students about the past material before entering the next material, but the teacher has problems there are some students with low memory will forget what material has been discussed, The solution that the teacher does is to re-deliver the previous material just briefly so that students can remember the material that has been given and the teacher also conveys learning objectives so that students know what students can achieve learning objectives. This initial activity was carried out as usual before the Covid-19 outbreak in learning. In general, teachers also continued to carry out early learning activities as usual.

Core Activities, in the implementation of learning, the teacher continues to carry out learning activities as usual before the covid-19 outbreak entered, it's just that the teacher only conveys the subject matter must be compacted and only conveys the most important material even though all the material is very important. The teacher must choose which material will be taught to students due to time constraints. Teachers also have to repeat the material taught in the first session and repeated in the second session to make the teacher's staff drained. The teacher also only uses the lecture method but is also sometimes interspersed with the discussion method. Still, using the discussion method will provoke students to make noise in the class. Still, the solution the teacher can do is the teacher gives each group of questions that must be done during learning to minimize noise, the teacher also only use improvised learning media because if you use excessive media it will be able to spend a lot of time the solution is that the teacher must be wise in choosing and determining what media is appropriate to be taught to his students, because of this limited time the teacher does not use learning models and learning strategies at the time of teaching. However, the teacher still uses a scientific approach following the lesson plan designed by the previous teacher.

In improving communication interactions with students, the teacher conducts question and answer activities about what material is difficult for students so that students dare to express their opinions to students. In addition, teachers continue to carry out learning evaluation activities, only in giving assignments and practice questions are not given too much due to time constraints. Another evaluation that teachers give students is giving test questions to see how far students' abilities are during the learning process. The teacher's obstacles What is felt is that there are students who do not collect the assignments given so that the teacher gives a warning to students so that they do not repeat their mistakes, but if students do not heed the warning, the teacher will give a firm warning. There are 30 students in class 4.A, 32 students in 4.B, 32 students in class 5.A and 30 students in class 5.B. Each class is divided into 2 sessions which are only limited to 50% of each class, so there is no crowd among students in the class, so the school makes a schedule for the face-to-face implementation. The schedule for face-to-face implementation is presented in Table 2.

Table 2. Face-to-face Implementation Schedule

Day	Class	First session	Second session
Monday-Thursday	I	07.00-08.30	08.30-10.00
	II	10.00-11.30	11.30-13.00
Friday-Saturday	I	07.00-08.30	08.30-09.30
	II	09.30-10.30	10.30-11.30
Monday-Thursday	V DAN VI	07.00-10.00	10.00-13.00
Friday-Saturday	V DAN VI	07.00-09.00	09.00-11.00
Monday-Thursday	III DAN IV	13.00-14.30	14.30-16.00
Friday	III DAN IV	13.15-14.45	14.45-16.15
Saturday	III DAN IV	11.00-12.30	12.30-14.00

Final Activity: In the final learning activity, the teacher will conclude what learning can be at that time. The teacher summarizes all the material that is taught then notifies the students. The teacher also gives additional assignments such as homework to do at home. In contrast, students understand the learning material again and if time is up, the teacher usually gives homework assignments. Still, the tasks given are not many. Before closing the lesson, the teacher gives students motivation and advice to continue maintaining health during this covid period and doing more activities at home. Encouraging students to study harder and ending with a prayer activity after learning led by the head of each class. The learning process normally occurs according to the learning implementation activities that the teacher has designed. Teachers are guided to develop lesson plans that are adapted to the existing curriculum in current conditions through training and discussions in Teacher Working Groups so that lesson plans are drawn up that are suitable for use during the COVID-19 pandemic. Implementing teaching and learning during the pandemic is carried out by conveying sufficiently compacted material and only conveying important material and emphasizing practice questions because it is driven by time. In addition, the results of interviews with school principals also explained the preparation of good lesson plans and lesson plans that were made according to the pandemic period. Based on the principal's interview results, it is currently not possible to predict when this limited face-to-face learning will continue. Schools can only follow what has been determined by certain parties.

Discussion

Based on the results of the research obtained, teachers experience problems during the process of implementing learning in the new normal era of covid-19. As a result of the Covid-19 pandemic, various policies have been implemented to break the chain of the spread of the Covid-19 virus in Indonesia (Asmuni, 2020; Siahaan, 2020; Suhendro, 2020). This new normal is a step taken by the government while still paying attention to the risks that arise from this policy (Muhyiddin, 2020; Shaleh & Anhusadar, 2021; Sit & Assingkily, 2020). Therefore, the Indonesian government began to set strategies to carry out face-to-face learning. Then the government issued a new policy regarding the implementation of limited face-to-face learning. The conditions for face-to-face learning are limited, namely that all education personnel have vaccinated and limited study hours for one meeting and must implement strict health protocols. Several things must be considered during limited face-to-face learning, including vaccinating all elements in the school; Improving the immunity of students, educators and education staff; 3 Prepare facilities and infrastructure according to health protocols (Andarwulan et al., 2021; Pattanang et al., 2021). According to the circular Dinas Pendidikan dan Kebudayaan No. 420/04/60728 regarding the implementation of face-to-face teaching and learning activities for the 2021/2022 academic year. Schools under the auspices of the Department of Education and Culture are allowed to conduct face-to-face learning with the following conditions: Entry for all grades one to three; 1 hour lesson; Break 1 (one) time for 15 minutes, students remain in class; 1 (one) room for a maximum of 16 students; If students are more than 16, a shift will be made the next day; and the seating distance between students is at least 1 meter (Cahyadi, 2020; Nissa & Haryanto, 2020). The most important thing that needs to be done when face-to-face learning is limited is psychologically the child. The school's first thing is to motivate health and the dangers of covid-19. Parents and Teachers must ensure that children adhere to daily health protocols before starting learning To mentally prepare children for this limited face-to-face learning (Anita & Damrah, 2020; Sit & Assingkily, 2020). Teachers also at school will more easily control teaching and learning activities that occur only approximately 2 hours a day. Child psychology is very important in this limited face-to-face learning due to the length of time it lasts (Rosdiana & Hastutiningtyas, 2021).

The implementation of learning activities is divided into 3, namely initial activities, core activities, and final activities. We really need a comfortable and pleasant situation and condition that will help a teacher in conveying subject matter to his students to create an interesting learning atmosphere to be able

to excite students even though they are still in a state of covid-19 (Basri, 2022; Hanesty et al., 2020; Rosmiati & Lestari, 2021). Conducting student absent activities at the beginning is included in the early learning activities. Each time the teacher opens the lesson, the teacher will say hello first and then check the students' attendance (Restuina, 2022). The importance of apperception in learning is knowing the readiness of the child in learning, in this case the teacher conditions the child so that the child concentrates on the material presented (Daniati et al., 2020; Saidah et al., 2021). The teacher also conveys learning objectives to know what students can achieve learning objectives.

When carrying out core learning activities, the teacher continues to carry out learning activities as usual before the covid-19 outbreak came in, it's just that the teacher only conveys the subject matter must be compacted and only conveys the most important material even though all the material is very important but the teacher must choose which material which will be taught to students due to time constraints. Teachers also have to repeat the material taught in the first session and repeated in the second session to make the teacher's staff become drained. The teacher also only uses the lecture method but is also sometimes interspersed with the discussion method. The discussion method is a teaching method in which the teacher gives a problem or problem to the student, and the students are given the opportunity together to solve the problem with their friends. This discussion method can encourage students to think systematically by confronting them with the problems (Ahmad & Tambak, 2018; Rochimatun, 2016). In addition, students are actively involved in the teaching and learning process. With discussion, students can exchange information, receive information, and defend their opinions to solve problems (Rochimatun, 2016; Sari et al., 2014). Teachers also only use improvised learning media because they will spend a lot of time if they use excessive media.

One way for teachers to increase student interest in learning in the classroom can be done by using learning media and interesting supporting tools for each material to be delivered (Mayang Ayu Sunami & Aslam, 2021; Ridha et al., 2021). Learning media has a important role to increase the learning interest of elementary school students, especially in low grades, because low grade students are not yet able to think abstractly, so the material taught by the teacher needs to be visualized in a more real/concrete form (Khairunnisa, 2021; Nugraha & Widiyana, 2021; Saputra et al., 2021). Because of this limited time, the teacher does not use learning models and learning strategies when teaching. However, the teacher still uses a scientific approach following the lesson plans designed by the previous teacher. Every teacher in all subjects can apply the scientific approach to achieve learning objectives (Istiandaru et al., 2015; Miraza et al., 2018; Prabawa & Restami, 2020; Suadnyana et al., 2017). In improving communication interactions with students, the teacher questions and answers about what material is difficult for students. Students are brave in expressing their opinions to students. In learning, asking is a form of delivering content/learning points that are not yet known or as a response to the teacher in learning which is put forward in the form of questions. More than that, asking questions is also a measuring tool in thinking because asking questions can help create ideas and increase mastery of physical concepts and phenomena. The act of asking questions and seeking answers is the key to active learning. In addition, the teacher continues to carry out learning evaluation activities. At the end of the learning activity, the teacher will conclude the lesson. What is known and understood by students during learning is carried out with teachers and students (Luthfi et al., 2021). The teacher gives additional tasks such as homework at home while students understand the learning material again. When time is up, the teacher usually gives homework assignments, but the tasks given are not many. Before closing the lesson, the teacher provides motivation and advice to students.

4. CONCLUSION

The implementation of learning in the new normal era of covid-19, the learning process has carried out face-to-face learning but must always continue to apply strict health protocols because currently, the covid-19 outbreak is still spreading in Indonesia and even the world. So schools must remain vigilant and try to break the chain of the spread of COVID-19 to school residents, especially students.

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