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**TEACHER'S STRATEGIES UPON BASIC EDUCATION RESILLIENCE
IN CORONA VIRUS 19 (COVID-19) PANDEMIC ERA**

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ABSTRACT

There are several challenges raised in the elementary education arrangements during the Covid-19 pandemic, such as: the unpreparedness of distanced learning, changes and diversion of education operational cost budget and educational operational costs, and mental resilience of teachers, students, and parents. The purpose of this research is to examine the resilience of Elementary Education during the COVID-19 pandemic. The research method adopted is qualitative, using a phenomenological approach. In addition, the data collection is consist of observation, interviews, and document study. This study acquires the theories and the conceptual frameworks of the theory of strategic, national resilience, primary education, and the idea of 4-A scheme (availability, accessibility, acceptability, and adaptability). Accordingly, for analyzing the data, it uses the Miles Huberman Theory, which covers data collection, data condensation, data presentation, and conclusions. This study concludes at least two key findings on the impacts of the COVID-19 pandemic in the elementary education: a) The distanced education arrangement has not been mainstraimed in the primary education system insofar. b) There is a significant knowledge improvement in technology and information systems of the teachers by participating in the various trainings.

Keywords : Teacher's Strategy, Resilience, Basic Education, and COVID-19 Pandemic

INTRODUCTION

Corona virus diseases or abbreviated as COVID-19 by the World Health Organization (WHO) is a worldwide disease outbreak (pandemic) (Sharma, 2020). All citizens of the world are affected in the various sectors, especially in health and the economy. This outbreak also poses as threat to Indonesia's national resilience, in every national life aspects (or known as *asta gatra*). One of the field is upon the socio-cultural education.

Responding this pandemic circumstances, the Ministry of Education has released the Circular Letter of ²⁴ the Ministry of Education and Culture No. 4 of 2020 on the ³³ implementation of education policy in the emergency period of the spread of Corona Virus Disease (Kemendikbud RI, 2020c). This is to note that Indonesian government have tried to regulate the home learning process through distance learning, aligned with the curriculum achievement for class promotion and graduation. Based on data from ²⁴ the Ministry of Education and Culture, the impact of the COVID-19 pandemic on the education sector was felt by 3,145,330 teachers and 56,168,760 students in Indonesia. This figure encompasses the level of Early Childhood Education to High School/Vocational School/Equivalent, as well as higher education, religious education, boarding schools, public education, and training education (Maria Fatima Bona, 2020). The problem is, the common learning process that has been implemented insofar is face-to-face arrangements, hence, a distanced education is currently being seen as a new way for the teachers and the students. In addition, the technology illiteracy issue of some teachers also contributes in making distance learning more difficult.

As a consequence, the school operational assistance fund and Education Operational Assistance (Dana Bantuan Operasional Pendidikan/ Dana BOP) have also changed. The School Operational Assistance Fund (Dana Bantuan Operasional Sekolah/ Dana BOS) is the school's financial resource from the Central Government. The Technical Guidance of School Operational Assistance ⁹ is stipulated in Regulation of the Minister of Education and Culture

No. 1 of 2018 governing the Objectives, Objectives, Time and Management of BOS (Kemendikbud RI, 2018). The purpose of BOS funds is to provide funding for non-personnel operational costs for primary and secondary education units, but there is still some personnel financing that can still be paid from BOS funds, freeing up the cost of school operations for elementary/SDLB/SMP/SMP/SMPLB students organized by the Central Government or Local Government. This is also further alleviating the burden of school operational costs for elementary//SDLB/SMP/SMP/SMPLB students organized by the community; and/or, and exempt the levy of students whose parents/guardians are incapable of elementary school/SDLB/SMP/SMP/SMPLB organized by the community.

In relation to the COVID-19 emergency period, the Ministry of Education and Culture (Kemendikbud) revised the technical guidance of the use of BOS (School Operational Assistance) funds through Regulation of the Minister of Education and Culture No. 19 of 2020 concerning Changes to Permendikbud No. 8 of 2020 concerning Regular BOS Juknis. There are three important points of change including: 1) Honorary teacher payment, 2) Percentage of usage, 3) Other allocation emphasis related to COVID-19 (Kemendikbud RI, 2020b).

The next financial source of the school is from the Local Government in the form of Education Operational Assistance which is allocated to finance school activities and budgeted in line with the National Standard of Education. Changes to BOP PAUD and Equality Education are regulated through Permendikbud No. 20 of 2020 concerning Changes to Permendikbud No. 13 of 2020 concerning The Nonphysical Special Allocation Fund of BOP PAUD and Equality Education year 2020 namely: a. Supporting activities components can be used to finance educators' honorarium in the implementation of home learning; B. Components of administrative and other activities can be used to: 1. purchase of credit or data packages for educators and students in the implementation of learning from home; 2. paid online education

services; and/or 3. Buying liquids or hand sanitizer soaps, disinfectants, masks, or other hygiene support (Kemendikbud RI, 2020a).

The issue of policy changes regarding BOS and BOP funds in its implementation is still remained . For example, the transfer of BOS funds for internet quota purchase assistance has not been felt by all students in schools. Furthermore, performance allowance funds that were originally contained in BOP are now starting to be abolished. In fact, the funds can actually still be maintained with the development program or online training for the teachers.

In addition to the impact of the above education problems due to the COVID-19 pandemic is also exhaustive on the mental side of the teachers, students, and parents. Primary teacher is the spearhead avant-garde of education, to enhance the character of positive and strong values to the children. But if the teacher themselves experience deterioration discouragement in resilience giving distance education will adversely affect the students. Students will also feel less motivated and less passionate in learning.

The above problems will weaken the order of the basic education unit if it left unattended. Learning process will be less effective with the issue of teachers, students, and parents' mental state; which largely affected to be able to face distance education during COVID-19 pandemic. This condition appears to weaken education, and later the objectives of National Education will be more difficult to achieve. Based on the above problems, the researcher will discuss about the COVID-19 pandemic impacts Elementary Education, the national resilience through Elementary Education deals with the impact of the COVID-19 pandemic, and the Elementary Education form up resilience strategy to overcome COVID-19.

Referring to previous research, there is research on the communication strategies of SMA Alfa Centauri Bandung teachers during online learning in the COVID-19 pandemic situation (Safitri & Retnasary, 2020). ¹⁵ This study focuses on the communication strategies of teachers to high school students during online learning during a pandemic. In addition, there is

research on strategies for early childhood educators in the COVID-19 era in fostering logical thinking skills (Hewi & Asnawati, 2020).²¹ This study aims to describe the strategies of early childhood educators in their learning during the COVID-19 pandemic. Based on existing studies, researchers believe that there has been no research on strategies for basic education resilience in the midst of the COVID-19 pandemic. Therefore, this research is very important to carry out.

METHOD

This research method uses qualitative methods with phenomenological approaches. Phenomenology approach is an option with consideration, this research in order to uncover the phenomenon of teachers in the resilience of primary education during COVID-19 pandemic. This research took place in the elementary schools around Kemayoran Area, and to be precise will be taking place in Kebon Kosong Binaan 2 (two); which consists of 2 clusters. The number of elementary schools in this study is 14 schools consisting of 10 public elementary schools (SDN) and 4 (four) private schools. The⁴¹ research was conducted for 7 (seven) months from March 2020 to September 2020.

The informants of³⁷ this study were principals, teachers, students and parents of the students. The object of this research is the social situation of the school consists of two elements, namely: the school residents as the subjects and the activities carried out by the school residents during the COVID-19 pandemic. According to Chatherin Marshall, Gretchen B. Rossman (Sugiyono, 2018), in qualitative research, data collection is conducted in natural settings,³¹ primary data sources, therefore the data collection techniques are more on participant observation, indepth interview and literature review.

The research instruments or tools in this study are the researchers themselves. Researchers as research instruments carry out the function of establishing the⁴ focus of research.

selecting informants as data sources, conducting data collection, assessing data quality, data analysis, interpreting data and making conclusions on its findings.

To support the validity of this research data, conducted by testing the credibility of the data by improving continuous observations, triangulating both techniques, sources and times, peer debriefing (discussing it with others). Through these efforts, it is expected that the validity of the data obtains a degree of trust and scientifically proved. Data analysis techniques using interactive analysis models (Milles.M.B, Huberman,A.M, and Saldana, 2014). Activities in the analysis of the data, including: data reduction, data display, and conclusion drawing/verification.

RESULTS AND DISCUSSION

Basic education is very influential for the development of the nation and the country in the future. However, the current pandemic conditions brings new concern to National education at all levels about the implementation of the learning process. Instead of achieving the goals, learning process becomes less effective and only being done under the title of formality. In addition, not a few states decided to close schools, colleges and universities. The United Nations became agitated by the fact and concluded that education was one of the sectors affected by COVID-19.

The following impacts on primary education as a result of the COVID-19 pandemic include:

a. Distance Education

The method of conventional face-to-face education is known as the main model in education. However, distance learning has also long developed especially with adult learners. In its passage, distance learning is part of distance education that has been stipulated in the Law of the Republic of Indonesia (RI) No. 20 of 2003 related to the national

education system. It is also noted in Law No. 12/2012 concerning Higher Education that distanced education is a teaching learning process conducted remotely through the use of various communication media (Republik Indonesia, 2012).

Although distance education has been developing for a long time, it is something new especially for elementary school teachers, students and parents of students for needing technical and technology approach. Meanwhile, not all elementary school residents are able to maximize the usage of computer technology, especially online learning systems. Based on interviews from several teachers Kemayoran sub-district most distance education are done through via chat whatsapp (WA). Similarly, the discussion and learning spaces that use the google classroom system are still very few to take advantage of. Moreover, virtual face-to-face learning such as zoom meeting and webex is still in a small percentage.

Currently the key to achieving learning is the presence of technology as a medium of learning and communication. As Schramm said (1977) quoted in Rudi and Cepi (Rudi, S., & Cepi, 2008), learning media is a messenger which can be utilized for learning purposes. Especially in the covid-19 pandemic situation, online learning media becomes the key ingredients in implementing the curriculum. Distance education's problem is in fact a cultural issue. Most of the teachers and students do not have a culture of distance learning because so far the learning system has been implemented through face-to-face. It is not easy if not familiar, but it has become an absolute requirement of a teacher to be able to master technology as ¹⁰ learning in the 21st century. Although, the role of a teacher cannot be replaced by technology, but a teacher who is technological illiterate is easily replaced.

¹⁰ Looking at the demands of 21st century learning, education is becoming increasingly important to ensure students have learning and innovating skills, skills using technology and information media, and being able to work and survive by utilizing their life skills. The 21st century is also marked by these few following facts: (1) information available anywhere and

accessible at any time; (2) faster computing; (3) automation that replaces routine work; and (4) communication that can be done from anywhere and anywhere (Wijaya et al., 2016).

The conclusion based on these demands can be clearly understood that all components of human resources especially teachers and students must be able to adapt to technology and information systems. It is not easy in the process of adaptation, but this is where the learner's soul needs to be developed. Because basically man is a learner who gives us an understanding that this is the uniqueness of man compared to various other creatures created by God (Andreas, 2005).

b. Changes in BOS and BOP

Large-scaled social restrictions or abbreviated PSBB by Indonesian Government resulted in restriction of nearly all activities in various fields such as economics and education. Learning is diverted in own homes or called home learning, where the learning activities in the school does not conducted in face-to face manner except for the daily on-duty teachers. These factors contributed to the change of school operating expenses (BOS) and educational operational costs (BOP) budget. In relation to the COVID-19 pandemic emergency, there are several changes related to the allocation of BOS funds. Based on primary data obtained from observations and interviews, one of the changes is to pay honorary teachers within 50%. In addition, some of BOS's unused funds are diverted for the purchase of students' and teachers' internet packages as well as handsanitizer, faceshield, hand soap, wipes, masks, gloves and others related to health protocols.

Based on the above data, it is true that there is a relaxation of BOS funds, where the education unit is authorized to allocate BOS funds for the provision of internet quota credit for teachers and students. This is in ⁹ Regulation of the Minister of Education and Culture (Permendikbud) No. 19 of 2020 on Changes in Permendikbud No. 8 of 2020 on Regular

Technical Instructions, published on April 9, 2020 (Kemendikbud RI, 2020b). In addition, the policy of the Ministry of Education and Culture (Kemendikbud) that there will be an internet quota credit assistance of 7.2 trillion for teachers, students, students and lecturers in Indonesia for 4 months starting from September to December 2020. In detail, students will get 35 GB/month, teachers will get 42 GB/month, students and lecturers 50GB/month.

The problem is not all students who are less fortunate or have limited quota can be accommodated with BOS funding. For example, at SDN Kebon Kosong 01 Pagi, only two children per class gets to have their credit assisted. This means that BOS funds diverted for credit purchases are not yet act as the absolute the solution. Not only that, there are concerns for the safety of students from exploitation and crimes that can be exploited by irresponsible people as the result of the giving mobile numbers to internet service providers.

Refers to scheme 4-A (Rosenthal, 2009) in explaining the government's obligations related to human rights, for having education to be provided (available), accessible, acceptable and adaptable. One of the concepts of the scheme has been implemented by the government, namely the guarantee of BOS and BOP funds that are still provided (available). This means that the rights to primary education are still being fulfilled by the Government. Although there are changes and diversions of use ²³ due to the impact of the COVID-19 pandemic, it is all done according to the needs of the school. However, the availability of internet quota credit assistance from both BOS funds and additional subsidies from the government should still be a very heavy homework. Because, the government must really ensure that crediting must be felt by all children in Indonesia (acceptable). In addition, ensure safety rights for children. So what is feared will not happen.

The school's next financial resource came from the Local Government in the form of Education Operational Assistance (BOP) in the second quarter (TW II) which is in April, May, June 2020 actually underwent significant changes from previously budgeted. Here is data from

several central Jakarta Kemayoran sub-district elementary school on the budget of funds raised in TW II with funds realized by the Central Jakarta Education Office (Sudin) Tribe II (JP II) in TW II in 2020:

Table 1.

Comparison of budgeted and realized funds in TW II Year 2020

No	School Name	BOP TW II Fund (2020)		Description
		Budgeted	Performed	
1	SDN Kebon Kosong 01 Pagi	Rp. 156.924.722;	Rp. 23.002.518	There have been significant changes
2	SDN Kebon Kosong 13 Pagi	Rp. 133.654.740;	Rp. 48.672.394;	
3	SDN Kebon Kosong 16 Pagi	Rp. 78.484.363;	Rp. 41.522.874;	
4	SDN Kebon Kosong 02 Pagi	Rp. 69.801.220;	Rp. 44.198.179;	
5	SDN Kebon Kosong 09 Pagi	Rp. 120.130.862	Rp. 53.909.712;	

The comparison data between BOP funds budgeted from schools and those disbursed from SuDin clearly shows that there are significant differences. This difference is the impact of the COVID-19 pandemic which resulted in the absence of activity in schools. So the budget is devoted only to financing telephone, water, electricity, school internet (TALI), extracurricular activities and hygiene facilities. Extracurricular activities are also only active Scout activities, while other activities are temporarily disabled. The rest of the budget for other activities is retired such as teacher performance allowances, meeting activities, competitions etc.

Referring to Thomas R.Dye's public policy process theory, there are six-step indicators namely identification of policy issues, agenda preparation, policy formulation, policy ratification, policy implementation and policy evaluation (Islamy, 2009). BOS and BOP's policy of changing funds by diverting the use of funds for the purchase of internet quota credit should also be based on the constituents and formulation of policies. It also means that not only would it solve the problem but the policy should also refer to the process of drafting and

formulating it. There are still variables to put into consideration such as how to determine if a person is entitled to a credit subsidy, how to equalize network access for remote areas, how credit assistance procedures are given, how to guarantee security for children. All aforementioned problems must all be processed and evaluated to run the credit transfer policy properly and safely.

In addition, the transfer of funds can actually be used to nurture and train teachers in the mastery of technology and information. Remote training (online) can help teachers in increasing confidence in the mastery of technology. The impact of teachers becomes passionate, more confident and creative in giving distance education to students.

2. Resilience of Elementary Education in facing of the impact of the COVID-19 pandemic

The main thing in facing this COVID-19 pandemic is how to keep students' mental to always be passionate about learning even remotely. Because, in addition to students being forced to study the learning system online, they also feel saturated carrying out distance education (Purwanto et al., 2020). This problem is not easy for teachers. Teachers need to be creative and have many ways to keep their students in learning with pleasure and meaning.

The problem is that the teacher also had their mentally affected during the COVID-19 pandemic. According to data from the Center for The Development and Empowerment of Educators and Educators, many teachers decide to retire early because they cannot afford to run distance education. Remote learning is done using various online learning media. Applying an online learning medium must indeed master the technology and have time to further exploring it. To make teachers ready to provide the learning process and student work well. Unfortunately, according to the Head of The Indonesian Teachers Association, Muhammad Ramli Rahim 60% of Indonesian teachers are not technologically literate. This causes distance education implementation problems to become complex (Ramli, 2020).

Another problem is felt by all teachers, students and parents, namely the additional costs incurred during distance education every month. Where learning is done online that requires a lot of credit for internet quota. For an honorary teacher, this is going to be tough. Like one of the honorary teachers in Indramayu who had to survive during the Covid-19 Pandemic by relying on half the salary (Merdeka.com, 2020). They have their cost almost doubled or triple-folded because they too have children of their own besides to fulfill their need for the internet to work, not to mention their daily household needs. Furthermore, for parents of students whose economy is disrupted because COVID-19 also suffers the same fate that is very heavy in adding internet access fees. Meanwhile, distance education continues to be implemented.

The Indonesian Child Protection Commission (KPAI) noted that not a few complaints from students about PJJ related to internet quota constraints during the COVID-19 pandemic. KPAI Commissioner Retno Listyarti said that complaints related to internet quotas were recorded as high as 43%. It is based on a survey of 1,700 students who were respondents to the KPAI online survey (Nugraheny, 2020).

Further hindrance comes by the complaints of parents who are required to be mentors to their children at home. This may help the success of online learning but not all parents have the capacity and time to help their children learn. Most of them are already feeling overwhelmed from this situation. They need to think about how to fulfill their economic needs while on the other hand also think about the fate of learning process of their children to run properly.

Referring to the concept of National Resilience is the dynamic condition of an integrated nation, containing tenacity and toughness containing the ability to develop national forces in dealing with and addressing all threats, disturbances, obstacles and challenges that come both from home and abroad (Lemhannas RI, 2014). Given the weak mental resilience of

the teachers, students, and parents described above, this threatens the resilience of education in particular. If this lasts for long time, then this would likely also to pose threat to national security in general.

In conclusion, conditions like this must be addressed immediately both in terms of the mentality of the school residents, especially teachers, students and parents. Deteriorating mental state things are requires to be given immediate solutions in carrying out education during the COVID-19 pandemic. Therefore, education are expected to to run well in accordance with the national educational objectives.

3. Teacher Strategy in the resilience of Primary Education During the covid-19 Pandemic Era

According to Gen. U.S. Army (Ret) Andrew J. Good Paster, strategy often described as "Strategy covers what we should do (ends), how we should do it (ways) and what we should do it with (means)" (Nelson, 2016). Based on the theory, the essence of strategy is the decision-making process of the main elements of a strategy, including Ends (goals, objectives, objects, targets), Ways (ways of acting, concepts, methods) and Means (means, strength, resources, potential). Based on the theory above the formation of strategies in addressing COVID-19 based also on the theory of National Resilience that focuses on 3 steps, namely policy, strategy and effort. Therefore, the objectives of this strategy lay out the National Resilience policy. Furthermore, infrastructure facilities are also increasingly important in the era of COVID-19 including computers, internet, quota credit budgets, and other technological devices. In addition, the way used in the form of distance education training education so that teachers, students, and parents get used to using computers and applying online learning media.

In addition to the government's resilience strategy of primary education during COVID-19 pandemic, it is still important to increase effective teacher role strategies as power support

in the resilience of elementary education. The US ¹³ Department of Education defines effective teaching as: "teachers know how to use curriculum and instructional assessments to support the learning of each child and how to involve the family as partners in children's development and education"(Brown et al., 2016). The report from the Commission on Effective Teachers and Teaching (2012) also emphasized student learning, stating that "the final measure of effectiveness is evidence of the contribution of teachers to the learning and well-being of students, the educational community, and the profession".

In the American Every Student Succeeded Act (ESSA Act) there are several challenges that educators will face, especially in ensuring success for all students (ASCD, 2015). Therefore, it is important to maximize the role of teachers in making this happen evenly and fairly. Reflecting on the ESSA Law model attributed to the resilience situation of Elementary Education in the face of COVID-19 is how the role of effective teachers can support the weaknesses that occur in the current distance education.

A research report ⁴⁰ from the National Comprehensive Center for Teacher Quality (Brown et al., 2016) offers five factors to consider when defining the following effective educators to states and policymakers in the U.S.: ¹⁴ 1) Effective teachers have high expectations for all students and help students learn, as measured by added grades or other test-based measures, alternative or otherwise; ⁵ 2) Effective teachers contribute to positive academic, attitude, and social outcomes for students; 3) Effective teachers use a variety of resources to plan and develop interesting learning; 4) Effective teachers contribute to the development of classrooms and schools that value diversity and citizenship; and 5) Effective teachers collaborate with other teachers, administrators, parents, and education professionals to ensure student success.

In the face of the COVID-19 pandemic that has a clear impact on the world of education, especially felt for teachers and students, an effective formula is needed to maintain the resilience of primary education in order to be optimal. One of them is to create effective

teachers based on the above 5 important points that are adjusted to the conditions of the COVID-19 pandemic. Creating this is not easy. A comprehensive cooperation effort is needed from both the education unit level, the Education Office (Dinas), and the Ministry of Education and Tourism (Kemendikbud).

The covid-19 pandemic that requires teachers to be able to do the distance learning process using computer technology is clearly illustrated that many teachers are not ready. This means that effective learning can work if teachers are unable to adapt in such emergencies. The introduction and learning of new technologies will be learned in the absence of an emergency. During normal circumstances, it is rare for a teacher to improve his knowledge and understanding in the field of technology. In addition, performance allowances for teachers during pandemics are retired so that coaching or training activities in improving effective teachers are very difficult to expect.

CONCLUSION

1. ²³ The impact of the COVID-19 pandemic on Elementary Education is a) Remote Education (distance education) has not cultured in elementary education, b) Changes in BOS and BOP funds affect basic education unit programs.
2. Resilience of Elementary Education in the face of the impact of the COVID-19 pandemic is the mental resilience of teachers, students and parents who are weak due to lack of distance education readiness and monthly quota burden
3. Teacher strategy in the resilience of Elementary Education in the midst of COVID-19 pademi is a) effective teacher improvement by ²⁶ having high expectations for all students, contributing to positive academic, attitude, and social outcomes, using various sources, contribute ³⁶ to development, collaborate with other teachers, administrators, parents,

and education professionals, b) improve knowledge of technology and information systems through teacher training.

ADVICE

Based on the above conclusions for effective teacher strategies during COVID-19 pandemic there are several important things that are suggested in fulfilling the strategy, namely:

1. Goals (goals). The goal in this case is how the strategy of making teachers effective during the pandemic can be realized. This is not only the responsibility of the government but all stakeholders to cooperate. Good cooperation is cooperation that has the same vision-mission and interests.
2. Intent /means. Infrastructure must be fulfilled first. An example in this case is the equal access to education. If the teacher wants to improve his quality in the field of technology but the constraints on access to education are uneven, then it will be a waste of the teacher's efforts.
3. Ways. In creating effective teachers in the midst of a pandemic there needs to be an ongoing effort to provide coaching or training in an effort to improve the knowledge and understanding of teachers in the field of IT.

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