



The Role of Teachers in Face-to-Face Learning After the Covid-19 Pandemic to Overcome "Learning Loss" in Elementary Schools: A Case Study at UM Blitar Laboratory Elementary School

Peran Guru dalam Pembelajaran Tatap Muka Pasca Pandemi Covid-19 untuk Mengatasi "Learning Loss" di Sekolah Dasar: Studi Kasus di SD Laboratorium UM Blitar

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The purpose of this study is to describe the role of teachers in face-to-face learning to overcome *learning loss* after the COVID-19 pandemic in grade VI at SD Laboratory UM Kota Blitar which has good results. Generally, after the COVID-19 pandemic, schools in Indonesia have low learning outcomes. This research uses a descriptive qualitative research approach with a case study method. The research subjects are principals, grade VI teachers, and grade VI students of SD Laboratorium UM Blitar for the 2023/2024 academic year. The results of this study show that the role of teachers in face-to-face learning after the COVID-19 pandemic can be said to be effective because it has met the indicators of the effectiveness of the teacher's role and the effectiveness of face-to-face learning so that it can reduce learning *loss* in the UM Laboratory Elementary School in Blitar City. Factors supporting the success of learning at SD Laboratory UM Kota Blitar are that the learning media that is made is always diverse according to the material and conditions of students, consequences and rewards are always applied to students, teachers have a youtube channel so that children can learn through videos provided by the teacher. So that it gets the results of 96% Literacy ability and 96% Numeracy ability and places the school in the top rank (1 - 20%) nationally and in 2022 and 2023 students of UM Laboratory Elementary School in Blitar City successfully passed the OSN for Mathematics and Science at the Provincial level representing Blitar City.

Keywords: teacher role, face-to-face learning, learning *loss*

Tujuan dari penelitian ini adalah untuk mendeskripsikan peran guru dalam pembelajaran tatap muka untuk mengatasi learning loss pasca pandemi COVID-19 pada kelas VI di SD Laboratorium UM Kota Blitar yang memiliki hasil yang baik. Umumnya setelah pandemi COVID-19, sekolah-sekolah di Indonesia memiliki hasil belajar yang rendah. Penelitian ini menggunakan pendekatan penelitian kualitatif deskriptif dengan metode studi kasus. Subjek

penelitian adalah kepala sekolah, guru kelas VI, dan siswa kelas VI SD Laboratorium UM Kota Blitar tahun ajaran 2023/2024. Hasil penelitian ini menunjukkan bahwa peran guru dalam pembelajaran tatap muka pasca pandemi COVID-19 dapat dikatakan efektif karena telah memenuhi indikator keefektifan peran guru dan keefektifan pembelajaran tatap muka sehingga dapat mengurangi learning loss di SD Laboratorium UM Kota Blitar. Faktor pendukung keberhasilan pembelajaran di SD Laboratorium UM Kota Blitar adalah media pembelajaran yang dibuat selalu beragam sesuai dengan materi dan kondisi peserta didik, konsekuensi dan reward selalu diterapkan pada peserta didik, guru memiliki channel youtube sehingga anak dapat belajar melalui video yang disediakan oleh guru,. Sehingga mendapatkan hasil kemampuan Literasi 96% dan kemampuan Numerasi 96% dan menempatkan sekolah pada peringkat atas (1 - 20%) nasional dan pada tahun 2022 dan 2023 siswa SD Laboratorium UM Kota Blitar berhasil lolos OSN Matematika dan IPA tingkat Provinsi mewakili Kota Blitar.

Kata kunci: peran guru, pembelajaran tatap muka, learning loss

INTRODUCTION

Education is an interactive process between teachers and students, where learning takes place to help students develop optimally (Ramli, 2015). Education is a conscious and planned effort in realizing the learning process so that students actively develop their abilities to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed in society. Learning is a series of individual processes that convert stimuli from one's environment into a certain amount of information, which then results in learning in the form of long-term memory (Suarim & Neviyarni, 2021). This learning process can be called learning, because it is in accordance with learning objectives.

But if we look back two years ago, education experienced challenges due to the impact of the Covid-19 virus outbreak, which spread so quickly and alarmingly. There are many changes in people's living habits and the adverse effects are felt by various sectors such as health, the economy, living habits, social conditions and educational conditions around us. The existence of COVID-19 has caused the learning process carried out by schools to change, which is usually carried out in schools that must move online which requires an internet connection (Suhada, 2020). Online learning is a process of interaction that utilizes technology with electronic applications of computer networks. Students need facilities including computers, android phones connected to the internet network to take part in online learning (Handarini & Wulandari, 2020).

The Ministry of Education and Culture for Research and Technology appeals to all educational institutions to be able to carry out the face-to-face learning process, but by distance learning (PJJ) (Siti Marwiyah, 2021). This call encourages all educational institutions to replace learning methods with online or online. In Indonesia, distance learning or online learning has been in effect since March 16, 2020. To be able to carry out distance learning, of course, all implementers such as schools, teachers, students and parents must master existing technology so that distance learning can be carried out effectively (Yaya et al., 2021). During distance learning, several educational continuity factors must also be considered, such as teacher readiness, parent/family readiness, school preparation level. Student needs must be met, such as teaching materials and documents that can be sent by post or courier, schools must also prepare for the possibility of students who cannot continue their learning activities (Kholijah, 2020).

In 2022, schools will begin to open with limited face-to-face learning (PTMT), where students learn 50% at school and 50% at home (blended learning). They complain that learning materials have not been fully received by students when studying at home, because not all students have cell phones, unstable internet connections and sometimes family factors that are less supportive, lack of parental support in learning activities. This causes students to lose knowledge (learning loss). The Education and Development Forum (2020) said that learning loss is a condition where students lose knowledge and skills in general and specifically or experience obstacles in learning due to certain circumstances such as long distances or intermittent educational processes. Learning loss that is feared is limited interaction between teachers and students, limited interaction between students and other students, learning time

constraints, lack of concentration, and impaired concentration, and students are less able to absorb the learning material provided.

Based on observations at SD Laboratorium UM Kota Blitar, there is a uniqueness in the results of the school education report card. If the impact of COVID-19 results in Learning Loss in almost all schools in Blitar City, different facts can be seen from the results of students' AKM scores in 2022. Literacy Ability shows that 96.67% of students have reached the minimum competency, while in numeracy ability 88.33% of students have reached the minimum competence with this result placing the UM Laboratory Elementary School in Blitar City in the top rank (1-20%) in Blitar City and nationally. In addition, in 2022 and 2023, students of UM Laboratory Elementary School in Blitar City successfully passed the OSN for Mathematics and Science at the provincial level representing Blitar City, as well as various other academic and non-academic achievements.

One of the main success factors in the classroom is the role of the teacher in carrying out the process of teaching and learning activities. According to Sabri (2010) Teachers play a major role in the teaching and learning process. The teaching and learning process is a process that contains a series of actions of teachers and students or the basis of reciprocal relationships that take place in educational situations to achieve goals. Usman Usman (2002) divides the role of teachers into several parts, namely "as demonstrators, class managers, as mediators and facilitators, and teachers as evaluators. So that if the teacher can carry out his role, the teacher will be able to carry out learning in accordance with the predetermined objectives.

This research will focus on the role of teachers in learning applied at UM Laboratory Elementary School in Blitar City in the post-pandemic, so that *Learning Loss* due to the COVID-19 pandemic can be suppressed and get good results on education report cards.

METHODS

This research uses a type of qualitative descriptive research that tells and interprets existing data in an ongoing process. The type of research method used in this study is a case study designed to describe the findings and try to find a picture of a situation. Researchers use qualitative methods because they find the online learning process quite complex and the data displayed is expressed in the form of words, sentences but also pictures. With this method, it will be more in-depth and understand deep social situations until it can meet a point that later raises hypotheses and ends with the emergence of related theories (Sidiq, 2019). Class VI students of SD UM Laboratory Blitar City as research subjects, with 5 samples of students. The reason researchers conducted research in this place was to describe how the role of teachers in learning is carried out so that it can reduce "learning loss" that occurs in the post-COVID-19 pandemic. In this study the instruments used were interviews and observations made to students, teachers and parents. Data collection techniques are used to obtain the expected data and information. Data collection techniques in this study are interviews, observations, document review and online surveys.

The data analysis technique applied is the Miles and Huberman technique, where this technique has activities in

data analysis, namely, reduction, display, and conclusion drawing/verification (Putria et al., 2020). Followed by an analysis of all aspects to understand the importance of the relationship between these aspects and other aspects that are the subject of study. Data analysis in qualitative research is based on the first step, namely data collection during the interview process, it is necessary to collect observation data and documentation data, then reduce the collected data, must be recorded, copied carefully, in detail and systematically. The longer a researcher is in the field, the more data he has, the more sophisticated and complex the data will be. In reducing data, researchers must be able to adapt to the goals that have been set.

The main purpose of qualitative research is discovery, therefore researchers conduct research that is considered foreign, unknown, does not yet have a pattern, it must be considered by researchers in carrying out data reduction. Data reduction requires intelligence and flexibility in terms of insight (Iis Islamiyati, 2020). For new researchers, it is important to discuss with friends or experts, so that researchers have a broad view and can expand and reduce the data collected appropriately. Next is the presentation of data, the reduced data undergoes an assembly process to organize the information so as to allow researchers to do this. When presenting data, various types, networks, linkages of activities or tables are generated.

From the presentation of the data, it will produce data that is arranged and directed, so that later it will make it easier for researchers. Usually the data presented uses narrative text, to be able to facilitate understanding, planning further work research based on what has been understood (Sirajuddin, 2016). The last stage is the conclusion, which is drawing conclusions in which contains groups of data, researchers must understand and understand what they are researching in the field by compiling patterns of direction and cause and effect. Qualitative research data analysis is carried out during data collection and after completion of data collection within a predetermined period. The data is processed interactively continuously until completion. Data reduction, display and conclusion drawing/verification which become direct activities in the analysis of the data.

All data obtained from observations and interviews will be analyzed in order to obtain results regarding the online learning process that has been carried out after the COVID-19 pandemic so that it can reduce learning loss, as well as what are the supporting factors so that the education report card gets good results. Data analysis carried out by researchers is processing data that has been obtained while in the field both in the form of informants and documents at the previous stage, then compiled into research. In order to get accurate data, the last researcher needs to test the validity of the data that has been studied. According to (Mekarisce, 2020) In this study the results or data can be declared valid if there is no difference between what is reported and what actually happens to the subject under study. In it researchers analyze evidence of the authenticity of data tested for credibility or trustworthiness of data to research data, in qualitative research carried out with reference to, extension of observations, increasing diligence, triangulation and membercheck.

FINDINGS AND DISCUSSION

The study subjects in this study were school principals, grade 6 teachers and 5 samples of students from SD Laboratory UM Kota Blitar. The data subjects were chosen because the researcher would see the learning process carried out by class teachers on their students so that they could reduce learning loss in students at UM Laboratory Elementary School in Blitar City. To explore data and information, the data collection techniques chosen are interviews, observations and document analysis. Data collection techniques carried out on data sources are in accordance with the focus of research.

Interviews conducted with principals, teachers and students obtained several findings about the role of teachers in learning after the COVID-19 pandemic to reduce learning loss at SD Laboratory UM Blitar City. Thus, culminating in the Minimum Competency Assessment (AKM) in 2023, students of SD Laboratorium UM Kota Blitar get results of 96% Literacy ability and 96% Numeracy ability and place the school in the top rank (1 - 20%) nationally. The findings are presented in a descriptive form and seen from the following indicators.

Teacher as Demonstrator

As a demonstrator, teachers are required to prepare the media needed in the demonstration process, and provide the time needed (Jamaludin, 2019). In this indicator, researchers see the extent to which teachers can master the teaching material to be delivered. Based on the results of the interview with the principal, the following data were obtained. The results of interviews and observations made by researchers are shown in table 2 below.

[Table 1 about here]

In the interview, it can be seen that teachers understand the concept of the Merdeka curriculum, subject matter and methods that are appropriate and suitable for their classes, so that the role of teachers as demonstrators does make one of the important things to support the continuity of learning in the classroom.

Teachers as Class Managers

As a class manager, teachers must create and maintain classroom conditions so that the teaching and learning process can take place properly in accordance with their targets (Rukhani, 2020). This means that teachers must be able to determine and create classes in accordance with appropriate teaching and learning activities, especially in learning after the COVID-19 pandemic. Of course, after a long time students have participated in online learning, of course they have to make adjustments because approximately 2 years students have not done face-to-face learning. The results of interviews and observations made by researchers are shown in table 2 below.

[Table 2 about here]

From the exposure to the interview above, it can be seen that teachers are very concerned about the slightest details, such as how to organize the class. One way so that

students do not get bored quickly is that the teacher changes seats once a week, this change is not only in the seating position but also in a variety of arrangements. So that with classes that can comfort students, they can receive learning well. This is proven by the results obtained in the education report card of SD Laboratory UM Blitar City, which achieved 1-20% of the best national ranking because of good AKM results.

Teachers as Mediators

Teachers as mediators can be interpreted as mediators in student learning activities (Arisanti, 2012). As a mediator, of course, teachers must have the ability as media providers who can facilitate students to learn. The results of interviews and observations that have been made by researchers are shown in table 3 below.

[Table 3 about here]

Mastery of teachers of technology that is developing today is one of the important factors to be able to create diverse media. According to Munthe (2019), teachers who can adapt to technological developments can improve the quality of student learning outcomes. Of course, the ability to use technology possessed by elementary school teachers of UM Laboratory in Blitar City has a major influence in making media that is suitable and in accordance with the needs of students.

Teachers as Facilitators

The role of teachers as facilitators is to provide availability of facilities to facilitate learning activities for students (Shofiya, 2020). The facilities provided are not only material but also a pleasant atmosphere, happy, full of enthusiasm, not anxious, and dare to express opinions openly. The results of interviews with 5 students, teachers can create a comfortable atmosphere so that they dare to ask the teacher. The principal believes that the main factor is that students feel comfortable and can be open with the teacher because the teacher sees the potential that exists in the students. The results of interviews and observations that have been made by researchers are shown in table 4 below.

[Table 4 about here]

From the exposure to the interview above, it can be seen that the factors that make students confident and comfortable with the teacher. Because teachers see in terms of student excellence. Teachers are more focused on developing the abilities of students, so that they will build a comfortable and open atmosphere about what they feel. Students will be more confident to convey something they are good at.

Teachers as Motivators

The role of the teacher is not just to direct and provide learning material but the teacher must be able to act as a motivator to students, with the teacher providing motivation to students, it will really be the biggest influence in achieving

the desired learning outcomes (Abdullah, 2022). The results of interviews and observations that have been made by researchers are shown in table 5 below.

[Table 5 about here]

The motivation carried out by the teachers of SD Laboratory UM Kota Blitar is in the form of rewards for students who show good will and progress. While consequences are given for students who violate class agreements made together. The consequences given are assignments, thus leading to positive things for students. An interesting finding when teachers continue to facilitate students who get consequences, by providing a variety of media options. So that students can understand the material according to learning styles. This leads to differentiated learning advocated by the government on an independent curriculum. Differentiated learning is an attempt to adapt the learning process in the classroom to meet the learning needs of Tomlinson (1999). By providing media choices according to the learning style of students, of course, students will be more excited and easier to understand a material. So that the consequences given are not heavy, but make students excited about learning.

Teachers as Evaluators

As an evaluator, teachers play a role starting from planning, implementing evaluations to reporting on evaluation results (Agung, 2022). Of course, teachers must be able to evaluate how learning has been done. So that teachers can see, whether the learning objectives have been achieved or there needs to be repetition or improvement of the material. The results of interviews and observations that have been made by researchers are shown in table 6 below.

[Table 6 about here]

From the presentation of the results of interviews with the principal, grade 6 teachers, and grade 6 students. Shows that by conducting reflection and evaluation activities, teachers can determine the right ways and strategies in the learning process. So that with appropriate treatment of the character and needs of students, it will get maximum results. This is in line with the results of research conducted by Agung (2022), the role of teachers as evaluators of PPKn learning outcomes can provide advice information as an effort to improve learning in the following year to get maximum results.

Supporting and Inhibiting Factors

In carrying out its role, of course, teachers will get support and obstacles in the learning process. These factors can come from inside (internal) or outside (external) teachers. According to Sutermeister (1976) in Widoyoko (2005: 6), teacher competence is influenced by internal and external factors. Internal factors of teachers include: ability to think, motivation, experience, attitude, discipline, educational background, work ethic, and so on. External factors of teachers include: policies, work environment, learning resources, salaries, social environment, educational technology and so

on. The results of interviews and observations that have been made by researchers are shown in table 7 below.

[Table 7 about here]

From the exposure of the interview results above, it shows that internal factors have an important role related to how teachers can carry out the teaching and learning process, especially in teacher motivation to be able to provide good treatment for their students. This is in line with some previous research. There is a significant influence between internal factors and partial and simultaneous external factors on teacher competence (Subiyantoro et al, 2018). According to (Erni et al, 2022) motivation has a positive and crucial impact on teacher performance; work discipline has a positive and crucial impact on teacher performance; and the work environment has a positive and crucial impact on teacher performance. The higher the work motivation and improvement in teacher performance, the higher the improvement of education quality (Suryana, 2022). So it can be concluded that the high motivation possessed by the grade 6 homeroom teacher of SD UM Laboratory in Blitar City to be able to reduce the level of learning loss, can have a positive impact on educational results in terms of education report cards and achievements produced by students.

CONCLUSION

Based on the results of research that researchers have conducted on principals, teachers and grade 6 students of SD UM Laboratory in Blitar City about the role of teachers in face-to-face learning after the COVID-19 pandemic to overcome "Learning Loss" in elementary schools. Concluded that there are 6 indicators of the role of teachers that must be raised to reduce learning loss in elementary schools, namely demonstrators, class managers, mediators, facilitators, motivators, and evaluators, but to be able to maximize the role of the teacher there must be an underlying factor from within the teacher, namely teacher motivation to be able to reduce the level of learning loss in schools. Factors supporting the success of learning at SD Laboratory UM Kota Blitar are that the learning media that is made is always diverse according to the material and conditions of students, consequences and rewards are always applied to students, teachers have a youtube channel so that children can learn through videos provided by the teacher. So that it gets the results of 96% Literacy ability and 96% Numeracy ability and places the school in the top rank (1 - 20%) nationally and in 2022 and 2023 students of UM Laboratory Elementary School in Blitar City successfully passed the OSN for Mathematics and Science at the Provincial level representing Blitar City.

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Table 1 / Results of Interviews and Observations of Teachers as Demonstrators

Principal	Grade 6 Teacher	Learners
<p>Teachers at SD Laboratorium UM Blitar when going to teach or carry out their learning, of course, before making preparations, this is one of the goals so that they better master the material provided. In addition, most of them have taught in previous years, so for mastery of the material, I think it is very good. When the teacher has mastered the material, it will be easy to plan his learning. In addition, teachers will be more confident in the learning process, and will certainly affect students because they will easily capture the material presented</p>	<p>Of course, this material has been very attached to me, because I always get grade 6. So maybe I catch a glimpse of whether there are any changes or developments in the material to be delivered. Especially in this Merdeka curriculum, several other book sources have different material limitations. So smart teachers to process where the material is delivered. Combine several methods such as lectures, assignments, question-and-answers, practices, etc. So looking at the situation and conditions on the ground. Don't be too serious, and don't be too casual. All in just the right portion</p>	<p>The teacher's job is to teach us by directly showing us how. For example, when my teacher taught us how to make cookies, he immediately showed us how to knead the dough, give the ingredients, and keep talking. So, we can immediately see how to do it. The benefits are many, First, we can immediately see and feel for ourselves how to do it. Second, we can better understand the material because we can see it directly. Third, we can be more interested in learning because the material becomes more interesting.</p>

Table 2 / Results of Interviews and Observations of Teachers as Class Managers

Principal	Grade 6 Teacher	Learners
<p>Post-pandemic learning has a positive side and a negative side. On the positive side, teachers are getting closer to technology. Then the downside is learning loss. Alhamdulillah, we have been able to press this so that yesterday the results of our Education report card for the first year were quite good. This is also my indicator to see the learning outcomes in school. Class management must also be considered, such as the time the teacher sets a place for the group, so that children do not get bored with the classroom atmosphere. Children in general are able to master the material, also confident, then they can also argue, maybe one / two there are those who do not understand the material or are left behind. But overall very good. Even the value of AKM has increased, even though before I had resigned, because what could the value increase. But even broke through 1-20% of the national best ranking.</p>	<p>In the past, during the pandemic, I even suspected that it was the one who did the child or his parents. But now I can monitor more. The atmosphere of the class also affects yes, because they used to be at home every day. But now in order not to get bored, once a week our children roll the seat and shape the table chair. So that children are more comfortable. Sometimes for groups I also adjust based on cognitive ability</p>	<p>In my opinion, my teacher plays an important role in creating a conducive and comfortable classroom atmosphere for learning. He always smiled and greeted us cordially every morning. He is also always patient and understanding, even if there are naughty friends. My teacher also always makes clear and firm class rules. He also often gives rewards to friends who excel. In addition, he also often holds exciting and fun activities, such as competitions and games.</p>

Table 3 / Results of Interviews and Observations of Teachers as Mediators

Principal	Grade 6 Teacher	Learners
Many teachers have YouTube channels so that children can learn through videos provided by teachers. In addition, the facilities in our classroom are complete, there is an LCD Projector and there is sound. So that teachers can take advantage. But it is still adjusted, if indeed the material is more supportive of contextual learning, sometimes teachers invite children to Kebon Rojo, Pasar Pon or other places	Media as much as possible is made diverse. Sometimes videos, posters, sometimes games like puzzles if time permits. But still as teachers we have to see the need in the field. Can't say that this media is the best	My teacher often helped us to solve problems. For example, if we were having a fight, my teacher would intercede for us and help us find a way out. My teacher also often helped us to understand difficult subject matter. Yes, my teacher is kind and patient. He always helps us to learn and become better people.

Table 4 / Results of Interviews and Observations of Teachers as Facilitators

Principal	Grade 6 Teacher	Learners
The role of teachers as facilitators in classroom learning is very important. Teachers must be able to create an active, creative, and fun learning environment. Teachers must also be able to facilitate students to learn independently and collaborate with other students. Thus, students can learn optimally and achieve learning goals.	We also as teachers must also facilitate the needs of different students according to their needs. Moreover, in this independent curriculum, we must be able to see students from the side of what they can, not what they can't. What they can then let's develop, and what can't be taught but don't focus on students. It keeps students from developing later	My teacher helped me learn by explaining the material clearly, answering my questions patiently, and inviting me to discuss. He also created a fun learning atmosphere, so I was more enthusiastic about learning.

Table 5 / Results of Interviews and Observations of Teachers as Motivators

Principal	Grade 6 Teacher	Learners
<p>The reward is something positive and for sure for me it is very important to be given to the learners. For example, we give support 'oh it's good' or 'wow you're great' it will motivate students and positive them. We recommend giving consequences to teachers, so that students build responsibility. But indeed the punishment is more educational, such as additional questions, or reading books etc. But now more often teachers give punishment to students by giving teaching materials and children are told to learn it Back at home and the next day When at school the child is welcome to present the results of his understanding. Now interestingly, for various teaching media, there are videos, stories or quizzes, so children choose themselves according to their learning interests."</p>	<p>The reward may usually be applause or motivational words for the child. For consequences, my child usually gives me a task, to re-understand the material I made. Usually I uplod the materials on drive/youtube, so that children can access them again when at home and choose which media suits them. At the next meeting they must present it in front of the class</p>	<p>What is the prize, sometimes you can get praise like you can. I never get punished, but usually friends who get punished are given the task of re-understanding the material. The next day in the morning you want to study, you are told to present or tell the material learned at home. Reward sometimes, consequences are punishment huh?. I once could, told miss to read the material again. The next day tell me to tell the story in front of the class, but I understand better</p>

Table 6 / Results of Interviews and Observations of Teachers as Evaluators

Principal	Grade 6 Teacher	Learners
<p>After completion of learning should be reflection. So that in the next learning these mistakes will not be repeated again. There is now diagnostic assessment, so teachers give children an assessment before teaching to see how far the student's initial understanding is in the class. After that there are formative and summative assessments, everything is well structured and the implementation is also always smooth. Only if there are obstacles we are always close, about what are the obstacles in conducting assessments and how student learning outcomes</p>	<p>Reflection and evaluation must be done, especially for the improvement of learning in the following year. The term is looking for the right way, the right strategy. There are diagnostic, formative and summative assessors all three of whom I look at objectively to know how learners are progressing</p>	<p>The results of reflection and evaluation of UM laboratory elementary school teachers in Blitar City are said to be very helpful to see the results of learning. Students are also satisfied with the results of the grades they get. This is evident from the results of interviews with ASNC, DBR, KKA, MRW, SC. "One hundred, equal nineties. Satisfactory" "Almost 100 in all. Satisfactory" "80, 90 but once got 100. It's satisfying, but I want more" "It's been good and satisfying" "Good satisfying, but sometimes you have to learn more"</p>

Table 7 / Results of Interviews and Observations of Supporting and Inhibiting Factors

Principal	Grade 6 Teacher
<p>I think the supporting factors are enthusiasm, cooperation between teachers and education staff, then also the comfortable school situation is also supportive. Then what hinders it may be that health conditions can hinder, then also the condition of various students often hinders, maybe there are those who yell or dressed up angels, act of various kinds, then also what makes the obstacle is that the teacher closes himself does not want to ask. Yesterday also the homeroom teacher was born, so maybe because 3 months of not teaching there are also occasional communication misses, such as the preparation of materials and media that have not been maximized.</p>	<p>Externally usually if the child is willing, sometimes if the mood / want to be very fast, but right if you don't want to or haven't focused it is usually a bit difficult. If the internal is our preparation, yes, the motivation we hold is both in terms of our psychology, material or devices, media, and so on. Yes, it's the same, if you weren't ready, that's it. Especially internally, if the teacher does not understand the material, usually yes also confused.</p>