

Teacher Strategies in Learning during the Covid-19 Pandemic at Madrasah Ibdidaiyah Negeri (MIN) 2 Central Aceh

Suwarno¹, Muhammad Almi Hidayat², Siti Zumrotul Nikmah³, Rahmah Nurfitriani⁴, Ramadan⁵

^{1,2,3,4,5}IAIN Takengon, Indonesia

fauzansuwarno@gmail.com, malmihidayat@gmail.com, sitizumrotulnikmah@gmail.com, rahmahnfit@gmail.com, win.rama@yahoo.com

Abstract

Coronavirus (covid-19) has changed the life of various sectors, including the education sector. Since March 2020 education in Indonesia has implemented Distance Learning (PJJ), starting from Kindergarten (TK) to Higher Education levels. Distance learning which is carried out online and offline has caused many problems, because it is a new learning in Indonesia, especially in Indonesia. low level such as Elementary School/Madrasah Ibdidaiyah. One of them is how to convey lessons during the Covid-19 period. In this study, the authors wanted to know the strategies of MIN 2 Aceh Tengah teachers in learning during the covid-19 period. The research approach used in this study is a qualitative research type. The research location is in MIN 2 Central Aceh from November 16, 2020, to January 8, 2021. Data collection is carried out using observation and interviews, the observations of the researchers are carried out by observing the teacher's activities in learning, while the researcher interviews are conducted to obtain comprehensive information about the teacher's strategies in motivating children's learning during the covid-19 period. Data analysis techniques include interview transcripts, data reduction, analysis, data interpretation, and triangulation. From the results of data analysis, conclusions can then be drawn. The results showed that in the low class the strategy used by grade 1 and grade 2 teachers at MIN 2 Aceh Tengah was by making small classes, and learning was carried out by home visits, while grades 3 to 6 were carried out face-to-face in a rotating system. The strategies used by the teacher include direct, expository, cooperative, and contextual learning.

Keywords

strategy; teacher; pandemic; covid-19



I. Introduction

Coronavirus infection is a disease caused by coronavirus and causes the main symptoms in the form of respiratory problems. This disease is in the spotlight because of its emergence at the end of 2019 for the first time in Wuhan, China. The location of its appearance for the first time has made the coronavirus also known as the Wuhan virus Covid-19. Symptoms of Covid-19 range from the flu to severe diseases such as Middle East Respiratory Syndrome or what is known as MERS-CoV and Severe Acute Respiratory Syndrome or SARS-CoV. Covid-19 is caused by a new type of coronavirus. This virus is a new type of virus so this disease was not known until the Covid-19 outbreak in Wuhan, China in December 2019. Cases of Covid-19 disease appeared and infected humans for the first time in the province of Wuhan, China.

Covid-19 can be spread easily through coughing or breath released by a person with Covid-19. Splashes of coughing and breath by a Covid-19 sufferer that fall onto the surface of an object can transmit the disease through the object. If someone touches an object or inhales the splash and then touches his nose, eyes, or mouth, he can contract Covid-19. No matter where it began, the Covid 19 virus has been penetrating, infiltrating and proliferating without recognizing any political obstruction imposed by any agent at all for security purpose. Is it wrong to make such a claim that this pandemic itself is in effect the hegemon against which no material capability, idea or institution could put forward any challenge against it? Or from the vice versa approach, this pandemic disease without idea, material capability or institutions became the stimulus for each sovereign to change its behavior immediately, or sooner rather than later. While spreading in and out, the social force is solely Covid 19 itself urging states to behave the same way; protection and survival as the ultimate end in defensive manner in the self-help world.

The world health organization, the World Health Organization (WHO), urges people to keep a distance of more than 1 meter from other people to minimize the transmission of Covid-19. The transmission of Covid-19 is so fast that the World Health Organization (WHO) designated this coronavirus or Covid-19 as a pandemic on March 11, 2020. This global epidemic status or pandemic indicates that the spread of Covid-19 is taking place very quickly. Almost no country in the world can avoid the coronavirus so that governments in various countries have implemented lockdowns or quarantines in the form of separating someone who has been exposed to COVID-19, the

The Government of Indonesia has implemented Large-Scale Social Restrictions (PSBB) which were made in the context of combating the spread of Covid-19. This is done with the hope that the virus does not spread more widely and that healing efforts can run optimally. In this social restriction effort, the Indonesian government has limited activities outside the home such as educational activities carried out online (in a network) through online learning since March 2020 which refers to the circular letter of the Minister of Education and Culture Number 4 of 2020. Online learning is carried out by utilizing internet technology to reduce crowds to prevent the spread of the Covid-19 virus. Online learning is carried out with a distance learning system, i.e. between teachers and students who are not in one room or one place.

Online learning is a new learning system in Indonesia, especially among Elementary Schools/Madrasah Ibtidaiyah (SD/MI), so many problems arise in the field, one of the common problems is that teachers find it difficult to do distance learning, as well as students who still having trouble with this. The solution is that the teacher should provide varied learning models to students so that students are not burdened and do not feel bored in this distance learning process.

From this problem, the author is interested in research with a focus on how the teacher's strategy is in learning during the covid-19 period. The purpose of this study was to determine the teacher's strategy in learning during the covid-19 period at MIN 2 Central Aceh.

II. Review of Literature

2.1 The Concept of Teacher Strategy

The Big Indonesian Dictionary of the Ministry of Education and Culture defines strategy as: “a careful plan of activities to achieve specific goals”. Made Wena, suggests that strategy is a way or art of using resources to achieve certain goals. Meanwhile, Haiti and Syamsul, stated that strategy is "all means and resources to deal with certain targets under certain conditions to obtain the maximum expected results. In general, the strategy has the meaning of an outline of the direction to act to achieve the goals that have been determined.

Participatory learning strategies need to be carried out with the following procedures: Creating an atmosphere that encourages students to be ready to learn, (2) Helps students organize groups to be ready to learn and teach, (3) Helps students to diagnose. (4) Helping students set learning goals, (5) Helping students design learning experience patterns, (6) Helping students do learning activities, (7) Helping students do a self-evaluation of the learning process and outcomes (Hutagaol, et al. 2020).

Based on some of the definitions above, it can be understood that strategy is a pattern that is planned and determined intentionally to carry out activities or actions. The strategy includes the objectives of the activity, who is involved in the activity, the content of the activity, the process of the activity, and the means of supporting the activity. In terms of the teacher's strategy associated with teacher activities in teaching, so that it can be interpreted as general patterns of teacher activities the embodiment of teaching and learning activities to achieve the goals that have been outlined.

2.2 The Concept of Learning

According to Muhibbin Syah, learning means the stages of change in all individual behavior that is relatively permanent as a result of experience and interaction with the environment that involve cognitive processes. Meanwhile, according to Hardiman, the notion of learning is divided into two, namely broad and specific understanding. In a broad sense, learning can be defined as a psychophysical activity towards complete personal development. Then in a narrow sense, learning is intended as an effort to master science material which is part of activity towards the formation of a complete personality.

The term learning is based on the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 1 The first chapter, is the process of interaction of students with educators and learning resources in a learning environment. So the interaction of students with teachers or other learning resources in the learning environment is called learning. Meanwhile, according to Deng, as quoted by Hamzah B. Uno, learning is an effort to teach students. In this sense implicitly in teaching, there are activities to choose, determine, and develop methods to achieve the desired teaching results.

Abdul Majid, argues that learning is a process carried out by individuals to obtain a behavior change, as a result of individual experiences in interacting with their environment. The same thing was also conveyed by E. Mulyasa who stated that learning is the actualization of the curriculum that demands the activeness of teachers in creating and growing student activities following the plans that have been programmed.

Based on some of the definitions of learning above, the writer can conclude that learning can be interpreted as a change in the behavior of students as a result of the interaction between themselves and the educator and/or learning resources in a learning environment in meeting their needs.

2.3 The Concept of the Covid-19 Spreads

Pandemic A pandemic is a disease outbreak that simultaneously everywhere, covering a wide geographical area. A pandemic is an epidemic that spreads to almost all countries or continents and usually affects many people. An increase in the number of diseases above normal usually occurs, this disease also occurs suddenly in the population of a certain geographic area.

Coronavirus Disease (Covid-19) is an infectious disease caused by the newly discovered coronavirus and is known as acute or severe respiratory syndrome coronavirus 2 (SARS-CoV-2). Previously identified by humans, this virus can be transmitted from human to human through frequent close contact, people who have a high risk of contracting this disease are people who have close contact with Covid-19 patients, namely doctors and nurses.

The covid-19 pandemic is an outbreak of an infectious disease caused by the coronavirus that illuminates the human respiratory tract and can cause death, the disease can attack anyone and is now happening everywhere. The disease originated in the Wuhan area of China, and the disease has now spread to many countries including Indonesia.

III. Research Methods

The research approach used in this study is a qualitative research type. Qualitative is a research procedure that produces descriptive, spoken, or written data and observable behavior from the people (subjects) themselves. The behavior of teachers in online learning is the subject of research by researchers who reflect on the idea or the subject's conception of the teacher's strategy in motivating children's learning in MIN 2 Aceh Tengah.

Data collection was carried out using observation and interviews. The observations of the researchers were carried out by looking at the activities of teachers in online learning, seeing what strategies the teacher did in motivating student learning at MIN 2 Central Aceh during the pandemic. Meanwhile, the researchers conducted interviews to strengthen the observations regarding the strategies used by the teacher when children experienced a decrease in learning enthusiasm. The data is then processed, analyzed, and interpreted reflectively, through seven steps of phenomenological data analysis, (Moleong, 2007:3), namely (1) recording (listening) all expressions of actor actions relevant to the research theme; (2) reducing the data so that there is no overlapping; (3) grouping data by theme; (4) identifying the data by re-checking the completeness of the interview transcripts and field notes regarding the actors' expressions; (5) using data that is truly valid and relevant; (6) compiling imaginative variations of each co-research; and (7) arrange the meaning and essence of each event according to the theme.

To ensure the reliability of the data obtained, the validity of the data in the following research was checked: (1) the degree of trust (credibility) by using triangulation methods (data collection methods) and triangulation of sources (informants); (2) transferability by providing sufficient descriptive data to make decisions about transfers; (3) dependability criteria which are carried out by reviewing and taking into account all factors related to the research data. This is done by maintaining prudence to avoid the possibility of errors in data collection and interpretation; and (4) confirmation, which is carried out by entering into agreements or repeated checks with data sources so that the data obtained are objective.

IV. Results and Discussion

MIN 2 Central Aceh is included in the Lut Tawar District, Central Aceh Regency, located not far from the heart of the city of Takengon namely on Jalan Asir-Asir Tan sail which was founded by local non-governmental organizations around 1950. The building and buildings are former 6-Year PGA so that it can make it easier for PGA students to carry out teaching exercises so that this Madrasah was dubbed MIN training at that time. It was only in 1998 that this Madrasah changed its status as a State by the government.

There are currently 18 (eighteen) teachers in MIN 2 Central Aceh, consisting of 16 (sixteen) permanent teachers with civil servant status (PNS), 3 (three) non-permanent teachers (GTT), all of whom have S, I some even have a master's degree from various educational sciences. While the number of students in the 2020/2021 academic year MIN 2 amounted to 205 children, consisting of 114 boys and 91 girls.

The condition of the building or educational facilities and infrastructure of MIN 2 Central Aceh is temporarily still adequate because it consists of permanent and semi-permanent buildings which are in a very strategic location. After all, they are in the middle of residential areas and also on the edge of the highway so that it can facilitate the transfer of knowledge education process. The curriculum structure at MIN 2 Aceh Tengah includes the substance of learning taken in one level of education for 6 years. The curriculum used is the 2013 Curriculum. The learnings carried out at MIN 2 Central Aceh during the Covid-19 period were very diverse, including home visits. Based on the observations that the author made on November 28, 2020, first the teacher groups students into several groups based on where they live, Second, the teacher makes a visit schedule for each student study group, each group gets visits from the teacher twice a week, where In one day the teacher visits two study groups which are carried out alternately from one study group to another. Third, the teacher distributes the home visit schedule and place to the guardians of the students, and then the fourth teacher makes visits according to the schedule. This was reinforced based on an interview with Mrs. Asmayani as a grade 1 teacher. "Home visits are one of the options for learning methods during this pandemic, especially since grade 1 students are new students, who still need adaptation, grade 1 students; This 2020/2021 teaching has never entered school at all because starting from registration until now it is still covid-19. Furthermore, Mrs. Asmayani explained that home visits were carried out by dividing children into small groups, each group consisted of 5 children, this 1st grade consisted of 34 children, so my group was divided into 7 groups, every day I visited 2 groups, However, for Tuesdays and Thursdays I visited 3 groups, so in total each group received visits 2 times a week, visits were made to one of the children in the group alternately. To maximize learning every day there is an assignment for the children, the assignment is given a visit time so that the children do not come to school. Then the researcher asked, which means that the assignment is scheduled for a visit, ma'am? Those who can't schedule a visit don't get an assignment, he replied, everyone got it, sir, this is the system, I have made the task to be done today, today, so every day is different, then how to give it at the time of the visit, I will collect it later also the time of the visit, so during the visit, the children also submitted assignments for 3 days, and so on. Don't your parents do the work if you don't collect them right away?, she answered, it could be the parents too, but I was a teacher who knows which ones are the results of my own children's work, which ones are done by parents, that will be the evaluation of the process. Then what about the children, ma'am, with such learning? Are you happy or not? he replied, very dissatisfied, sir, he wants to continue to go to school. The researcher continued, what was the mother's strategy in learning? He answered, in that small class I delivered the material

with a lecture, introduced the material according to the theme, then gave assignments to the children, while playing to find something according to the theme, for example, yesterday I learned about my family, my children told me to name their respective family members.

Then for grade 2 as expressed by Mrs. Satir Radiyah, as the homeroom teacher for grade 2a, and Mrs. Nurmaniah as the homeroom teacher for grade 2b, also stated the same thing. Children are divided into small classes. Then a home visit was made to carry out the lesson according to the schedule.

For grades 3 to 6, as conveyed by Mr. Zulfan as the homeroom teacher for grade 5, he said that the learning process was initially carried out using online learning (on the network) but was then carried out with face-to-face limited shift systems or in rotation, this was done because of assistance the data package in the form of an exit card has no maximum signal, it is often disconnected, thus hampering the learning process. In addition, not all children have an Android cellphone that can be used for online learning. Furthermore, Mr. Zulfan revealed, The implementation of face-to-face learning is that children in 1 class are divided into 2, 1 group enters from 08:00 to 10:00, another group enters from 10:00 to 12:00. To anticipate the transmission of covid-19, schools implement very strict health protocols, all students and teachers are required to wear masks, when entering all students and teachers their body temperature is checked, and the sitting position of students is applied social distancing, and the school provides hand washing equipment, every student who After holding something, you are told to wash your hands immediately as an effort to anticipate the spread of COVID-19.

Based on the above results researchers can provide discussion that, in terms of the implementation of the home visit, the Activity home visit is very nice to use during a pandemic covid-19, through a home visit the teacher can monitor, view, and supervise directly the activities of learning students during the Covid-19 pandemic. Through this activity also, students are more active and get overall attention, considering the number of students who are only a few in each group. the implementation of Home Visits can be an alternative in monitoring children's development while at home so that children's activities and the role of parents in guiding children while studying at home can be achieved (Nahdi, 2020) The learning process using home visits are done by forming students in study groups (4 -5 people), each study group gets a division of days to learn using the home visit method and in one day the teacher only comes to one study group. (Nahdi, 2020). In addition, home visits can also increase the closeness of teachers with students and parents of students, especially home visits that are carried out in the context of learning, not to solve student problems. According to Winkel, home visits are aimed at getting to know the students' daily living environment more closely. (winkel) the home visit carried out above has also met the criteria for learning activities.

Then for grades 3 to 6, learning activities carried out face-to-face are limited, do not violate government rules based on a Joint Decree (SKB) of 4 Ministers, based on an SKB 4 Ministers stipulate, educational units located in the GREEN and YELLOW ZONE areas based on data from the National COVID-19 Handling Task Force (<https://covid19.go.id/peta-risk>) can conduct face-to-face learning in the education unit after obtaining permission from the regional government through the local government agency. provincial or district/city education, the provincial office of the Ministry of Religion, and district/city Ministry of Religion offices according to their respective authorities based on the approval of the local COVID-19 handling acceleration task force.

Judging from the learning strategies used, based on the results of the research, the authors see that there are several strategies that the teacher of MIN 2 Aceh Tengah, including the first, direct learning strategies where learning is directed by the teacher. As in

the learning carried out at MIN 2, the teacher directs students through class division. This strategy is effective for determining information or building skills step by step especially since MI children still need direction to grow their skills.

Second, the learning strategy used in MIN 2 Aceh Tengah applies an expository strategy, namely a learning strategy that emphasizes the process of delivering material verbally from a teacher to a group of students with the intention that students can master the subject matter optimally. (Indrawati and Wawan, 2009: 29) Expository learning strategy is one of the various teacher learning approaches -oriented. This is because the teacher plays a very important or dominant role in this strategy. Like the learning in MIN 2 Central Aceh, the teacher presents the material in a form that has been prepared in a neat, systematic, and complete manner so that students just have to listen and digest it in an orderly and orderly manner.

Third, learning at MIN 2 Central Aceh based on research results also uses cooperative learning strategies, this can be seen by researchers when conducting observations and interviews, in learning during the covid-19 period, the teacher of MIN 2 Central Aceh made small classes consisting of 4-5 people. As Bern and Ericksen argue that cooperative learning strategy is a learning model using a small grouping/team system, which is between four to six people who have different academic backgrounds, gender, race, or ethnicity (heterogeneous) (Bern and Erickson (2014)) 2001:5) The assessment system is carried out on groups. Each group will receive an award (reward) if the group shows the required achievements.

Fourth, the Contextual teaching and learning (CTL) strategy is a learning concept that helps teachers link learning materials with students' real-world situations, and encourage students to make connections between their knowledge and its application in their daily lives, (Nanik rubiyanto 2010: 72). This can be seen in the learning carried out by teachers in grades 1 and 2, where learning is carried out independently home visit to one of the houses w Ali students, as seen when explaining the theme of my family, the teacher immediately gave an example to the student's family.

V. Conclusion

The teacher's strategy in learning is the main factor in the learning process during the covid-19 period at MIN 2 Central Aceh. Running or not learning depends on the strategy used by the teacher. From the discussion above, the author can conclude that 4 teacher strategies are applied in learning during the covid-19 period at MIN 2 Central Aceh. First, the teacher uses a direct learning strategy, namely by directing students to classroom learning. Second, expository strategy, which emphasizes learning in the process, third, cooperative strategy, namely the teacher makes small groups, and fourth, contextual learning strategy, in which the teacher explains the lesson according to the context in front of the students.

References

- B Uno, Hamzah, 2012, *Perencanaan Pembelajaran*, (Jakarta, Bumi Aksara)
- Departemen Pendidikan dan Kebudayaan, *Kamus Besar Bahasa Indonesia* (Jakarta: Balai Pustaka, 2002), hal 1092
- Furchan, Arief, 2012, *Pengantar Metode Penelitian Kualitatif*, (Surabaya: Usaha Nasional)
- Güçyetmez, F. T., Andrabi, J.A & Ridwan, M. (2020). Implications behind the Covid 19: A Profound Structural Change Out Of Catastrophy?. *Britain International of Humanities and Social Sciences (BIOHS) Journal*, 2(3), 690-697. <https://doi.org/10.33258/biohs.v2i3.319>
- Hutagaol, R., et al. (2020). The Effect of Participative Learning Strategy and Interpersonal Communication on Results of Civic Learning Education. *Britain International of Linguistics, Arts and Education*, 2(2), 515-524.
- Majid, Abdul, 2013, *Strategi Pembelajaran*, (Bandung, Remaja Rosdakarya).
- Miftahul Basar, Afip, 2021, *Problematika Pembelajaran Jarak Jauh Pada Masa Pandemi Covid-19 (Studi Kasus di SMPIT Nurul Fajri –Cikarang Barat –Bekasi)*, *Edunesia : Jurnal Ilmiah Pendidikan*, Vol 2 No 1 Januari 2021.
- Moh. Haitami Salim dan Syamsul Kurniawan, *Studi Ilmu Pendidikan Islam* (Jogjakarta: Ar-Ruzz Media, 2012), h. 79
- Mona, N. 2020, Konsep Isolasi Dalam Jaringan Sosial Untuk Meminimalisasi Efek Contagious (Kasus Penyebaran Virus Corona Di Indonesia). *Jurnal Sosial Humaniora Terapan Universitas Indonesia*, 2(2).
- Mulyasa, E, 2012, *Manajemen Pendidikan Karakter*, (Jakarta, Bumi Aksara).
- Pemerintah Republik Indonesia, *Undang-Undang Sistem Pendidikan Nasional No. 20 Tahun 2003*, Sinar Grafika, Jakarta, 2009,
- Purwanto, Agus, dkk, 2020, *Studi Eksploratif pandemic Covid-19 terhadap Proses Pembelajaran Online di Sekolah Dasar*.
- Sardiman, 2000, *Interaksi dan Motivasi Belajar Mengajar*, (Jakarta, PT. Raja Grafindo Persada)
- Syah, Muhibbin, 2000, *Psikologi Pendidikan*, (Bandung, PT. Remaja Rosdakarya)
- Wena, Made, 2010, *Strategi Pembelajaran Inovatif Kontemporer*, (Jakarta: PT Bumi Aksara)