# Analysis of Elementary School Teacher Needs in Learning in the Era of the Covid-19 Pandemic

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*Abstract*

Responding to the spread of COVID-19 which has an impact on changes in the learning system in the education sector. The pandemic has changed learning activities from face-to-face to distance learning. Meanwhile, teachers need careful preparation in changing the learning system. The purpose of this study is to reveal teachers' perceptions of the learning needs of the COVID-19 pandemic era. This study uses a case study design involving elementary school teachers. Data were collected using a survey with an open questionnaire and interviews. The results of the survey conducted show that teachers have obstacles and needs in learning in the COVID-19 era so they need support from various parties.

*Keywords:* Teacher Needs Analysis; Elementary School; COVID-19 Era

## Introduction

For educators, the COVID-19 pandemic is a challenge in adapting and transforming themselves where teachers and students cannot carry out learning as usual (Reimers et al., 2020). UNESCO states that approximately 107 countries have closed educational institutions due to the COVID-19 pandemic, the closure of these educational institutions has affected more than 90% of the world's student population (Viner et al., 2020). One of the steps taken by the State to replace meeting educational activities with distance education. Such temporary school closures can pose many challenges. For example, not all schools have online learning systems and there may be learning setbacks (Binkley, 2020; Morgan, 2020).

The State of Indonesia also provides restrictions on learning activities in schools to break the chain of transmission of the COVID-19 virus (Kurniasari, 2020). Primary school children's education is one of the sectors most affected by this pandemic. To date, the Indonesian ministry of education and culture has not allowed schools to fully conduct face-to-face learning. Based on the Joint Decree of the Minister of Education and Culture, Minister of Religion, Minister of Health, and Minister of Home Affairs of the Republic of Indonesia (2021), the implementation of basic education learning during the COVID-19 pandemic is carried out by; a) limited face-to-face learning while still implementing health protocols; and/or, b) distance learning. Parents/guardians of students can choose limited face-to-face learning or distance learning for their students.

Despite the variety of conditions, almost all students, teachers and parents experience different learning experiences that require time to adapt. Although there have been many policies and programs to overcome the impact of the COVID-19 pandemic, such a drastic change in learning patterns risks causing a decrease in the quality of learning. Whereas the quality of learning is the key to student learning outcomes. If the quality of learning decreases, the learning outcomes of students also tend to decrease. In addition, learning achievement gaps caused by differences in access and quality during distance learning can lead to learning achievement gaps, especially for students from lower middle socio-economic backgrounds. During this COVID-19 pandemic, students showed little or no progress when studying from home where the most prominent learning loss was in students whose conditions were less fortunate (Engzell et al., 2021).

Learning is a process of seeking knowledge that occurs within a person through training, learning and others so that changes occur from within a person (Hariyanto, 2016; Putria et al., 2020). The learning process according to Pane & Dasopang, (2017) is a system that involves a unified component that is interrelated and interacts with each other to achieve an optimally expected result in accordance with the goals that have been set. In the implementation of online learning, there are several things that need to be considered, including the ability and teaching methods of teachers, differences in school facilities and infrastructure, differences in the environment, socio-economic conditions of parents and the availability of supporting facilities in learning activities at home (Arsendy et al., 2020; Ministry of Education and Culture, 2020). However, there are still many aspects that affect learning inequality between students with different backgrounds. Many countries have learning inequalities and are the focus of educational research during the pandemic (Oster, 2020; Sonnemann & Goss, 2020). In addition, we also need to look at the aspect of the teacher. There are many things that teachers need in preparing learning during the COVID-19 pandemic.

Based on (Kemendikbudristek & UNICEF, 2021a) the concept of learning during the COVID-19 pandemic, namely learning carried out by educators and education staff refers to; a) the needs of students who are expected to meet psychosocial needs as well as the need for mastery of student competencies, b) health protocols, which means that all learning practices must refer to health protocols set by the government, c) special conditions curriculum, which means that the education unit chooses one of three options. curriculum, namely: 2013 Curriculum, Special Conditions Curriculum and Independent Curriculum, according to the conditions and capabilities of the education unit. Whatever the choice, the priority of all educational units is not to complete the curriculum but to ensure that every student experiences learning, d) a number of principles used by teachers and education units in planning, preparing, guiding and developing learning during the COVID-19 pandemic, e) remaining adaptive to the dynamics of conditions COVID-19 pandemic.

The COVID-19 pandemic has changed people's interaction patterns and habits. Given the risk of transmission, the practice of organizing learning requires adjustments to ensure the safety of school residents. Due to these conditions, the concept of learning was born during the COVID-19 pandemic, namely learning carried out by educators and education staff with reference to (Kemendikbudristek & UNICEF, 2021b):

*Table 1:  Learning Concepts in the Era of the COVID-19 Pandemic*

**The Concept of Learning in the Era of the COVID-19 Pandemic**

| | |
|---|---|
| Student needs | referring to the needs of students, it means that learning is expected to meet psychosocial needs as well as the needs of students' competence mastery |
| Health Protocol | referring to the health protocol means that all learning practices must refer to the health protocol set by the government |
| Special conditions curriculum | referring to the special conditions curriculum means that the education unit chooses one of three curriculum options, namely: 2013 Curriculum, Special Conditions Curriculum and Independent Curriculum, according to the conditions and abilities of the education unit. Whatever the choice, the priority of all educational units is not to complete the curriculum but to ensure that every student experiences learning |
| Learning principles | a number of principles used by teachers and education units in planning, preparing, guiding and developing learning during the COVID-19 pandemic |
| Stay adaptive to the dynamics of the COVID-19 pandemic condition | what is meant by adaptive is that educational units need to anticipate changes that may occur related to pandemic conditions, including the birth of new variants |

The Ministry of Education and Culture of the Republic of Indonesia has established the main provisions for the implementation of learning in the era of the COVID-19 pandemic. Based on the guidelines for implementing learning that have been set, there are several measures of success for teachers according to (Kemendikbudristek & UNICEF, 2021a):

*Table 2:  Measures of learning success in the COVID-19 pandemic era*

**Measurement of Learning Success for teachers in the Era of the COVID-19 Pandemic**

| | |
|---|---|
| Health Protocol Compliance Level | the level of compliance with health protocols in the implementation of learning during the COVID-19 pandemic in the classroom |
| Level of parental involvement | the level of parental involvement in planning, guiding, implementing, providing feedback and developing learning implementation during the COVID-19 pandemic |
| Level of Student Involvement | the level of student involvement in planning, implementing and providing feedback on the implementation of learning during the COVID-19 pandemic |
| Efforts to reflect and improve learning | adopt lesson plans and schedules published on the Teacher Learning and Sharing portal<br>distribute and publish implementation plan documents and learning schedules to the Learning and Sharing Teacher portal |

The Ministry of Education and Culture has set a measure of learning success in the COVID-19 pandemic era. With this measure of success, it is hoped that learning in the COVID-19 pandemic era will be more focused. In addition, the importance of the role of various parties to support student learning so that students can carry out learning at home and at school. The teacher is one of the most instrumental in student learning. The teacher is someone who is in charge of printing quality human resources. Therefore, teachers have an important role to make students of good academic quality, expertise, emotional maturity, moral, and spiritual. The success of education is in the hands of the teacher. Teachers are individuals who deal directly with students in the classroom in learning. The teaching and learning process carried out by teachers and students is usually carried out in schools or through direct interaction. However, in this

pandemic era, the teacher's duties have changed. Therefore, it is important to find out what things teachers need to support learning activities in the pandemic era.

## Method

This study uses a case study design conducted in elementary schools. The case in this study is to look at the needs of elementary school teachers in learning during the COVID-19 pandemic. Case studies examine current phenomena in depth and their reality (Yin, 2018; Yulianto & Mujtahid, 2021). Furthermore, a survey was conducted with an open questionnaire and interviews. The questionnaire was conducted to determine the teacher's perspective and the practice of implementing primary school-level learning during the COVID-19 pandemic. The target of the online survey is elementary school level teachers in Bengkulu, Indonesia. Using purposive sampling in case studies can deepen and enrich the information. Integrating surveys and interviews will help researchers assess teachers' perspectives and their practices in online assessment. Researchers took 82 respondents who are teachers who teach in elementary schools in the province of Bengkulu, Indonesia. Data analysis was carried out by following the established procedures for analyzing items and observations. Purposive sampling technique was used by distributing questionnaires online using google form**.**

## Results and Discussion

Challenges and obstacles in the process of distance learning activities are very complex. Many factors affect the obstacles that occur. For that we need to review things that are needed by teachers in learning the COVID-19 pandemic era. This research was conducted in the city of Bengkulu, Indonesia. Elementary school teachers in Bengkulu city participated in this study. The findings have been categorized into three points: 1) Provide effective online learning; 2) Facilities needed by teachers and students; 3) Guides and teaching materials in learning.

1.  Provide effective distance learning

The existence of technology has changed many aspects of life, one of which is engaged in education as e-learning (Syakur et al., 2020; Yunita et al., 2021). Therefore, in a pandemic situation, it is necessary to carry out activities from home, including learning activities that are carried out online-based distance activities. Distance learning in Indonesia still needs to be addressed even though the level of internet users in Indonesia is quite high at 60% (Kurniawan & Rofiah, 2020). Support from parents, teachers and the government is very much needed in this learning process (Gurer, 2019). Based on interviews conducted by several teachers, teachers really need online learning training activities during the COVID-19 pandemic. Alrefaie et al., (2020) also argue that one of the supports that can be done for teachers is training for teachers in using technology and designing and monitoring online learning. Support from various parties can be a determinant of the success of online learning to find solutions to adjust learning materials so that they can help teachers. In addition, teachers can share online learning experiences (MH et al., 2020).
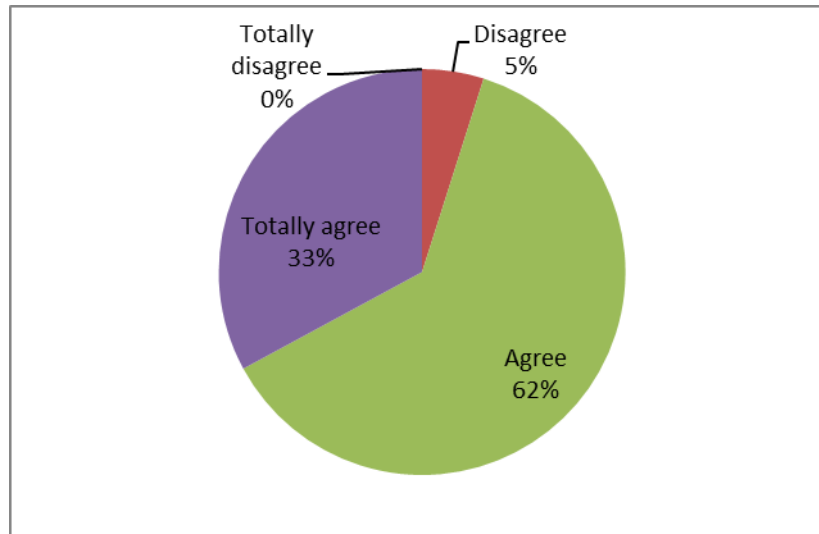
Figure 1. Survey conducted on elementary school teachers to see the need for special learning models during the COVID-19 pandemic

Based on research that has been done in several places, teachers really need a distance learning model that has almost the same efficiency as face-to-face learning. In addition, some teachers expect the availability of adequate facilities and infrastructure for effective and enjoyable learning. This proves that the facilities and infrastructure in each school are not evenly distributed. Based on the survey that has been conducted, 95% of teachers feel the need for a special learning model during the pandemic so that learning is more effective. Some teachers also argue that not all regions can implement distance learning effectively because conditions in each region are different. Especially in schools in villages and suburbs. As we know that Indonesia consists of many islands and areas that still need more attention. One of them is internet access, which not all areas have smooth internet access.

2. Facilities needed by teachers and students

Distance education is a viable means to overcome the current pandemic situation where teachers and students are geographically separated from each other. The term distance education was formalized by the International Council for Correspondence Education (ICCE) in 1982, formally called the International Council for Distance Education (ICDE) (Sali, 2020; Zawacki-Richter, 2017). Distance education according to Moore & Kearsley, (2012) is about teaching and planning where learning usually takes place in a different place from learning, requiring communication through technology.

Distance learning requires preparation of school infrastructure (Beneke, 2020). One of the school facilities and infrastructure needed is the internet network. Currently, the internet network in Bengkulu City is not evenly distributed as a survey that has been conducted shows that 74.4% of 82 elementary school teachers agree that internet access is urgently needed for distance learning during the current COVID-19 pandemic. This proves that there are still obstacles in online learning both in terms of teachers, students and parents as online learning facilitators. Therefore, the internet as a learning support facility in the COVID-19 era is very much needed and needs to be reviewed for the better.
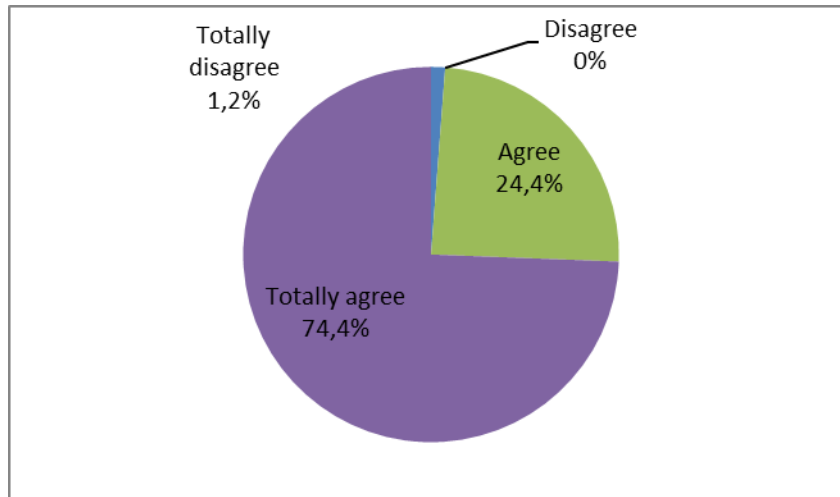
Figure 2. Survey conducted on elementary school teachers to see the need for internet access for teachers and students in distance learning during the COVID-19 pandemic

3.  Guides and teaching materials in learning

In preparation for learning, a learning strategy is needed which is one of the most important parts of the learning process so that learning objectives can be achieved (Pawlak, 2021). The use of learning media makes it easier for students to understand the subject matter and increase the effectiveness of learning (Kustyarini et al., 2020). Several teachers expressed difficulties in learning in this pandemic era. This was revealed in a survey where teachers had difficulties in monitoring student learning at home during the COVID-19 pandemic. There are 90.2% of elementary school teachers who have difficulties in monitoring learning in this pandemic era.
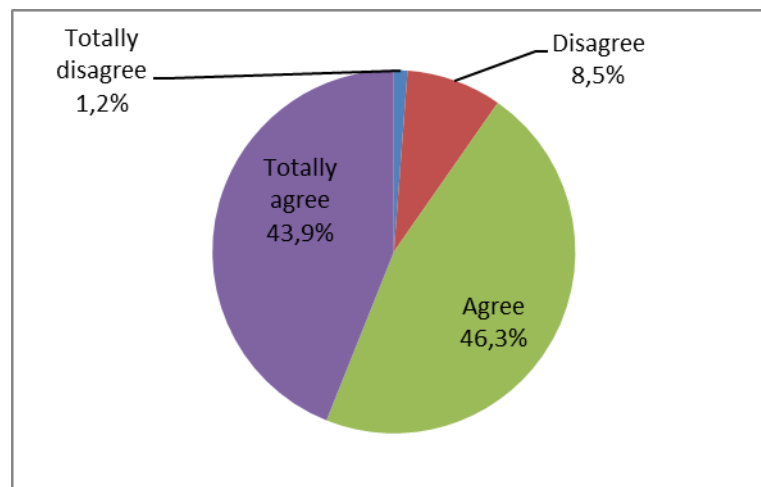


Figure 3. Survey conducted on elementary school teachers to see the level of difficulty of teachers in monitoring learning during the COVID-19 pandemic era

Learning applied by teachers during distance or online learning has an impact on changes in learning objectives and methods (Yunita et al., 2021). A teacher must be more creative in designing learning activities in order to achieve the expected learning objectives. In a survey that has been carried out, the teacher also stated that they really need guidelines, teaching materials, models, and learning training in the pandemic era.
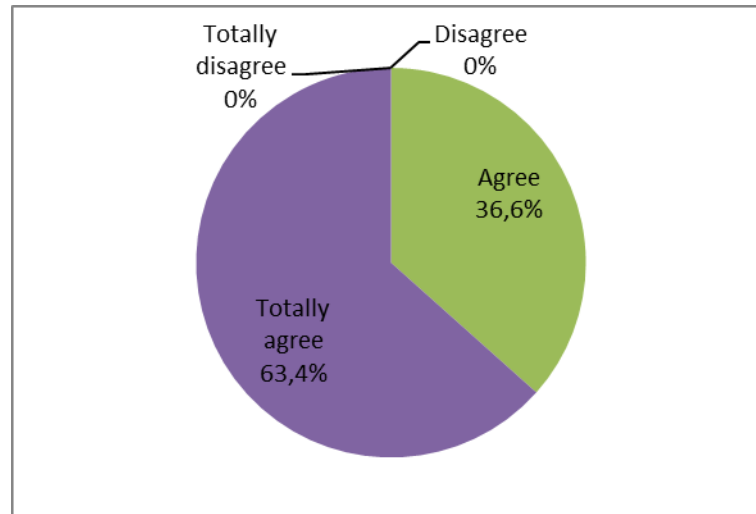
Figure 4. Survey conducted on elementary school teachers to see the level of teacher need for special teaching materials during the COVID-19 pandemic era

In the survey that has been conducted, 63.4% totally agree and 36.6% agree that teachers and students need special teaching materials that are practical and effective during a pandemic. These teaching materials are not only needed by teachers and students but also by parents. Special teaching materials during the pandemic with the right learning guides can help parents at home in guiding their children in learning activities at home.

## Conclusions

Considering the findings and discussion above, we can draw several conclusions, first, in learning during the COVID-19 pandemic era we need to provide effective distance learning. Second, teachers and students need adequate facilities in learning during the COVID-19 pandemic era. Third, although there is a pandemic era learning guide, there are still many teachers who have difficulty in monitoring student learning at home. In addition, teachers and students need practical and effective special teaching materials during the pandemic era that students can use for learning at home. In response to these findings, the authors suggest to further researchers to conduct a deeper investigation of the needs of teachers and students in the pandemic era, or analyze the teaching materials needed by teachers and students.

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