Management of Learning Strategies in Elementary Schools During the Covid-19 Pandemic to Maintain Education Quality

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Abstract

This research was motivated by the unpredictable Covid-19 Pandemic which forced various parties to carry out social distancing and Work from Home (WFH). This condition has an impact on school closures, students learn from home and teachers teach from home. The condition of the Covid-19 pandemic as a new era of Distance Learning. Distance Learning with online/offline/hybrid learning modes as an effort to provide educational services to students. The purpose of this study was to identify and analyze the management of learning strategies in elementary schools during the Covid-19 pandemic to maintain the quality of education. The policy that underlies this research is the Decree of the Minister of Education and Culture Number 719/P/2020 concerning Guidelines for Implementing Curriculum in Education Units in Special Conditions. This research is based on George R. Terry's Theory of Management Functions, according to him "There are 4 management functions, which in the management world are known as POAC; Namely: planning, organizing, actuating and controlling. The approach in this research is a qualitative approach, with a case study type of research method. The research was conducted at Sirnagalih State Elementary School and Al Azhar Syifa Budi Parahyangan Elementary School (ASBP) West Bandung Regency with the research subjects being students. Research results: 1) Schools implement learning strategy management by preparing program plans (materials, strategies, assessments) that are adapted to the Emergency Curriculum and synergize with related parties to carry out learning during the Covid-19 pandemic. 2) Schools have carried out efforts to maintain the quality of education during the Covid-19 pandemic but have not been optimal. This is evidenced by the vast differences between one school and another. On the one hand, there are schools that implement very good distance learning with learning programs and strategies during the Covid-19 pandemic that are well planned by organizing human resources by conducting in-house training, but in other schools distance learning is carried out simply because schools have not establish learning policy guidelines during the Covid-19 pandemic. 3) Implementation of elementary school learning during the Covid-19 pandemic with online/offline/hybrid learning modes. 4) There are several obstacles in primary school learning during the Covid-19 pandemic, including the limitations of studying the Emergency Curriculum with studies on the selection of Core Competencies and Basic Competencies, the fulfillment of facilities and infrastructure, the condition of teachers who when carrying out learning still refers to student books as learning resources. 5) There are solutions to overcome obstacles including schools being required to improve teacher competence to be technology literate, designing adaptive curricula and facilitating adequate infrastructure, as well as Hybrid Learning with visiting teachers (Jarunjung). The conclusion of this study is that the management of learning strategies in elementary schools during the Covid-19 pandemic to maintain the quality of education has been attempted by implementing Distance Learning both online/offline/hybrid learning, but the results have not been optimal.

| Keywords | Management, Learning, Quality of Education. |

INTRODUCTION

Education is important for life, because with education you will get self-development, increase insight into thinking and explore self-potential. Self-potential that is academic and

non-academic, such as social, spiritual, and emotional, will be explored and developed through a series of learning experiences. Refers to the definition of education contained in the Law on the National Education System Number 20 of 2003. The Covid-19 pandemic situation requires everyone to social distancing as a form of limitation in activities as an effort to safety and security from the risk of being exposed to the Covid-19 virus. Covid-19 as an epidemic that attacks human respiration and will increase the high risk if it infects children as well as those who have a history of other diseases (comorbid). Efforts taken by the government, especially for the yellow and red zone areas, are by implementing Work from Home (WFH). All work and study activities are carried out from home with it is recommended that everyone strictly adhere to health protocols, namely: wearing masks, maintaining distance, and avoiding crowds.

Over time, the Covid-19 pandemic has not been completely resolved, it has even further ravaged the education sector. After the even semester of the 2019/2020 school year, to be precise, since March 2020 the government officially declared the Covid-19 Pandemic engulfing Indonesia, the Ministry of Education and Culture has officially enforced learning from home at all levels of education.

This is due to the increasingly massive pandemic cases that hit and have not shown a declining condition of cases. Data submitted from Save The Children during the Webinar/Talkshow, dated February 10, 2021, quoted from https://covid19.go.id/as of January 20, 2021, shows that nationally confirmed cases of Covid-19 are for those aged 6-18. years recorded 8.9% of positive cases, 9.3% of cases treated/self-isolated, 9.1% of cases recovered, and 1.5% of cases died. These conditions require various parties to be tolerant and make peace with the pandemic. All parties, including schools, teachers, students and parents, are enjoying learning from home stage 2. There are indications that cases that occur in children continue to increase, so students continue to study from home as an effort to minimize exposure to Covid-19.

Online learning requires planning, organizing, implementing, and assessing/evaluating in order to measure the achievement of learning outcomes. Mulyasa (2017:161) states "Learning is said to be successful and of high quality if the input is evenly distributed, produces a large and high-quality output, and is in accordance with the needs, community development, and development". Even though the current conditions are limited, school management is still trying to maintain to provide educational services by preparing a curriculum that becomes the guideline for implementing school programs. In the process of alignment and structuring, there are stages that need to be passed, with prior planning. Sa'ud, et al (2005:13, stated:

We are currently facing a disruptive era, as a result of the rapid globalization, even though we are in the Covid-19 pandemic, teachers are required to be observant in adapting to make changes according to the times. Conditions that change rapidly, both technological developments and conditions that have never been previously predicted by peace. This is as Naishbit (2007: 96) wrote, that "... people who want to move forward in their lives usually don't resist change just because they can't stand change. on the other hand, they usually embrace change when they see change offering them benefits."

Maintaining the quality of education that adapts to technological advances is carried out through a series of efforts in the form of: 1) Teachers and school resources have the expected competencies and qualifications, namely teachers who have roles and values as agents of future educational transformation. Teachers with roles as: learning leaders, community movers. In addition, teachers who teach must prioritize the school as a garden that facilitates students to grow in accordance with the nature of nature and the nature of the times. The teacher has a guiding attitude to students like a farmer who takes care of plants. This is in line with the concept of the fifth Free Learning Episode, namely the driving teacher. 2) Efforts to fulfill the facilitation of adequate facilities and infrastructure, both software, hardware, soft skills, as well as other skills needed in learning that adapts to the demands of the 21st century oriented to the Industrial Revolution 4.0. Teachers are equipped with the ability to adapt the technology applied in learning so that they will have the freedom to choose and use advances in information technology with the existence of e-learning facilities in the classroom and self-development facilitated by the ministry on the Teacher Learning and Sharing platform. 3) Strengthening the synergy between the three education centers, namely, schools, homes, and the community by establishing effective communication, collaboration, and coordination by initiating the existence of driving schools. Teachers are equipped with the ability to adapt the technology applied in learning so that they will have the freedom to choose and use advances in information technology with the existence of e-learning facilities in the classroom and self-development facilitated by the ministry on the Teacher Learning and Sharing platform. 3) Strengthening the synergy between the three education centers, namely, schools, homes, and the community by establishing effective communication, collaboration, and coordination by initiating the existence of driving schools. Teachers are equipped with the ability to adapt the technology applied in learning so that they will have the freedom to choose and use advances in information technology with the existence of e-learning facilities in the classroom and self-development facilitated by the ministry on the Teacher Learning and Sharing platform. 3) Strengthening the synergy between the three education centers, namely, schools, homes, and the community by establishing effective communication, collaboration, and coordination by initiating the existence of driving schools.

Information obtained in the field when participating in webinars, zoom meetings related to education, routine school meetings, coaching from school supervisors, School Literacy Activities, Teacher Working Group meetings, small discussions related to learning with K-13 and learning during learning with the Special Curriculum for the future. Covid-19 pandemic. It turns out that the problems faced are almost the same, mainly related to the following: 1) Commitment to change oneself when there are new challenges as a form of adaptation to the present. This relates to the consequences of teachers as a form of readiness to carry out learning during the Covid-19 pandemic. 2) The condition of teachers is not familiar with the challenges of the Covid-19 pandemic, by adjusting methods, strategies, models, and learning approaches that are contemporary and adapted to needs. Less sensitive behavior reads the signs of the times. Thinking like this, I am old, it is difficult to transform and surrender to the situation. 3) The need for maximum utilization of facilities and infrastructure owned by schools, especially the provision of internet which is used in learning and assessment.

The real conditions in the field are the background for the research entitled Management of Learning Strategies in Elementary Schools in the Covid-19 Pandemic Period to Maintain Education Quality. This title was chosen based on the idea that learning during the Covid-19 Pandemic requires management from schools as educational implementing institutions, by making efforts to plan programs, organize, implement and monitor/assess in an effort to maintain the quality of education. In its implementation, it requires readiness from schools to design adaptive curricula, teachers who are ready to innovate and be creative (moving teachers) with the ability to design learning and assessments that are suitable for learning from home (online, offline, visiting teachers, and a combination).

This condition raises the demands on the elementary school, students and facilities. Elementary schools include technology literate teachers and teachers who are proficient in managing learning by utilizing technology, as well as managing learning facilities and infrastructure with adequate funding. From the side of students and parents, regarding the demands of having the ability to operate a computer/laptop. In terms of facilities related facilities and infrastructure that must be prepared. There are advantages and disadvantages of learning strategy management in elementary schools during the Covid-19 Pandemic, in schools that are the subject of research into a more in-depth study in planning, organizing, implementing, monitoring/evaluating, determining problems that arise, and finding improvement efforts to future to maintain the quality of education.

In line with the focus on learning strategy management issues in elementary schools during the Covid-19 pandemic to maintain the quality of education at Sirnagalih elementary school and Al Azhar Syifa Budi Parahyangan elementary school, West Bandung Regency.

IMPLEMENTATION METHOD

This research was conducted using a descriptive method with a qualitative approach. This is because in this study, data collection and analysis will be carried out to gain understanding or understanding based on natural facts related to the management of learning strategies in elementary schools during the Covid-19 pandemic, then by interpreting existing phenomena and involving certain techniques.

Qualitative research uses researchers as the main research instrument as well as data collectors. Instruments other than humans can also be used such as interview guidelines, observations, and field notes. In this case, the researcher goes directly to the field to collect the data needed in accordance with the research objectives or targets. The types of data collected in this study are primary data and secondary data. The data collection techniques used in this study are in accordance with the opinion of Sugiyono (2013: 376), namely: Observation, Interview and Documentation Study.

RESULTS AND DISCUSSION
Results

The results of the study using the technique of extracting data from observations, interviews and documentation studies. Data collection activities obtained from school principals, teachers, parents and students, the results obtained from planning learning

strategies in elementary schools during the Covid-19 pandemic to maintain the quality of education show that schools have carried out management stages in carrying out learning during the pandemic. Covid-19, this can be seen from the curriculum used, the principal's program plan made, the development plan carried out, the learning plan made in the form of a Learning Implementation Plan through online/offline/combination modes. compiling the curriculum of the education unit.

Organizing learning strategies in Elementary Schools during the Covid-19 pandemic to maintain the quality of education, schools have made efforts to unite the various resources they have in order to move towards achieving the targets set in the form of coordinating collaborations with related parties to make learning successful, coordinating so that teachers meet together in the Teacher Working Group, then there is a relationship between the teacher and the principal, effective coordination and communication with various related parties. However, the availability of facilities and infrastructure prepared by schools in the form of PC/laptop devices and other supporting facilities needs to be optimized even more.

The implementation of learning strategies in elementary schools during the pandemic to maintain the quality of learning during the Covid-19 pandemic has been carried out by schools. In the form of teachers having a Learning Implementation Plan taken from the emergency curriculum. The Learning Implementation Plan itself explains what students will do, includes combination mode learning and hybrid learning, teaching materials/subject materials to be delivered, what information technology will be used, and how the assessment will be carried out. But in its implementation it needs to be optimized, especially in delivering teaching materials that do not make student books a source of learning. So schools seek learning designs that are not internet-oriented.

Assessment/evaluation of learning strategies in Elementary Schools during the Covid-19 pandemic to maintain the quality of education is seen in terms of: 1) Planning consisting of a series of pre-determined programs is generally appropriate and in line with the elements that are the reference material in the program. . Although what needs to be improved is the capacity building program for teachers in implementing digital learning in accordance with the school's vision and mission. Then there needs to be positive feedback to teachers on an ongoing basis as an effort to improve hard skills and soft skills. Especially with regard to improving the professional competence of teachers. 2) In the organization, there are some visible weaknesses. However, in terms of organization, it has been able to proceed according to the initial planning. So that human resources, costs, and facilities can be well organized. Likewise, parents of students try to meet the needs of smartphones and student learning quotas by helping provide them. 3) The implementation of elementary school learning during the Covid-19 pandemic is mostly in accordance with the initial planned target. Learning has been running using online/offline/hybrid learning modes with student learning outcomes that meet the Minimum Completeness Criteria, although each mode has its advantages and limitations.

Supporting and inhibiting factors that arise in elementary school learning during the Covid-19 pandemic to maintain the quality of education. The supporting factors that become the school's strength assets in implementing Learning From Home are: 1) the synergy that exists between the school and parents who are the companions of student learning at home. 2)

teachers are committed to planning, formulating, managing and evaluating Learning From Home in a programmatic and sustainable manner. 3) schools make improvements and fulfillment of facilities and infrastructure that support Learning From Home in accordance with their financing capabilities. Over time Learning From Home did not go well. There are obstacles faced by various parties which essentially focus on the existence of various limitations, both in terms of:

Efforts to improve the management of learning strategies in elementary schools during the Covid-19 pandemic to maintain the quality of education, in planning, by: 1) Schools and the available resources in schools either on their own initiative or jointly in the community of practitioners carrying out curriculum revisions used in schools during the Covid-19 pandemic. conduct a review of the syllabus and consider the Core Competencies and essential Basic Competencies chosen because they are considered necessary and important. 2) The school conducts learning swiftly when facing a situation of limitations (emergency). So that if a similar incident (pandemic/natural disaster/exceptional event) happens again in the future, then there is a clear mitigation on how to handle it with procedures that can be used as a guide for the school to move.

In organizing by: 1) strengthening the function of the Teacher Working Group as a forum for teacher development. 2) agreed job description, clear delegation with detailed job descriptions so that every teacher understands what must be done. 3) programmatic reflection and feedback. 4) involving many parties, not only involving elementary schools owned by schools, 5) supporting infrastructure in schools in the form of computers, electricity, and adequate/stable internet capacity that can be used by teachers at the same time.

Implementation by fulfilling the use of digital learning platforms, teaching materials that meet the minimum required standards, learning with meaningful learning experiences that can carry out fun learning activities. Teachers have to make teaching materials and assessments that utilize technology in learning, so that students when participating in online learning are not only in the form of entering the room and then gathering information on how to work on questions or the form of assignments to be done, but teaching materials are packaged with provide opportunities for students to develop learn to learn abilities. In the assessment, it is necessary to have reflection and feedback that is used by the teacher for future improvements.

Regarding the supporting and inhibiting factors experienced by schools, future improvement efforts as a reference if extraordinary events occur in the future by: 1) repositioning the function of the Curriculum Development Team so that they act swiftly to revise the curriculum as a learning guide after adjustments are made to the curriculum. situations and conditions experienced, programmatic, continuous and sustainable development by carrying out various teacher development activities that emphasize efforts to mobilize communities such as Teacher Working Groups, Subject Teacher Deliberations, In House Training, and Community of Practitioners. 2) fulfill learning facilities and infrastructure,

Discussion

Based on the results regarding the management of learning strategies in elementary schools during the Covid-19 pandemic to maintain the quality of education at Sirnagalih

Elementary School and Al Azhar Syifa Budi Parahyangan Elementary School, the implications of the research that have been carried out are as follows:

1. **Maintaining the quality of elementary school learning plans during the Covid-19 pandemic.**

   The existence of guidelines, standards, objectives in learning planning, so that teachers have guidelines/references/handles in activities in learning. Usually, when the principal conducts the Annual Program Plan, he will first study the program in the previous year, if the program is successful, a strategic plan will be prepared to further improve the results, but if the results are still having problems, the causal factors will be analyzed and will try to find alternative solutions. allows it to be arranged even better. In general, the management of learning strategies at elementary schools during the Covid-19 pandemic has been going well, as evidenced by Sirnagalih Elementary School and Al Azhar Syifa Budi Parahyangan Elementary School, West Bandung Regency, has implemented learning strategy management in Elementary Schools during the Covid-19 pandemic with all efforts to collaborate and utilize information technology platforms for learning in an effort to maintain the quality of education. Although in the implementation process there is an administration that has not been well documented.

2. **Maintaining the quality of organizing elementary school learning during the Covid-19 pandemic.**

   Coordination is important and needs to be optimized in order to establish a reliable network. Moreover, in the current era of globalization, it is necessary to have a reliable network. Alone is hard but if done together through mutual sharing activities, it allows effective communication between school principals, school supervisors, teachers, school committees and harmonious operations to be established. It needs arrangement in an organigram with a clear job description. So that each individual can carry out according to their respective duties and functions.

3. **Maintaining the quality of the implementation of elementary school learning during the Covid-19 pandemic.**

   At the implementation level, commitment from all school resources is needed to carry out programmatically and structured according to the activity plans that have been described. Usually the activities that have been planned will be monitored for their progress and the level of success achieved is detected. But it does not rule out the possibility of an activity that is carried out in a "jig race" but succeeds, it's just luck. Meanwhile, if it is planned beforehand, it is possible that the success rate will be even more optimal. In the end, it will be a reference for the sustainability of the next program in the future.

4. **Maintaining the quality of assessment/evaluation of elementary school learning during the Covid-19 pandemic.**

   Teachers prepare lesson plans well, prepare better teaching activities administratively and in terms of performance achievements that are carried out comprehensively. In planning

the teacher has implemented it but it is still not optimal. In the implementation, it is in sync with maintaining quality or just implementing it.

5. **Supporting and inhibiting factors for maintaining the quality of elementary school learning plans during the Covid-19 pandemic**

   The supporting factors that become the school's strength assets are the adequate number of human resources, the synergy between parents and students, teachers are committed to planning, concocting and managing good learning. Regarding the obstacles that occur in elementary school learning management during the Covid-19 pandemic, there are human resources, the fulfillment of facilities and infrastructure, learning facilities that support learning, learning approaches and models, the limited ability of teachers to master technology. Even though efforts have been made by the school to overcome these limitations, the results have not been maximized.

6. **Solution as an effort to improve in the future in maintaining the quality of elementary school learning during the Covid-19 pandemic**

   By conducting various trainings and scientific meetings conducted through the activation of the community of practitioners, both Teacher Working Groups, In House Training, as well as carrying out collaboration with all parties related to the formulation of Hybrid learning learning combined with Jarunjung. With efforts to maintain the quality of education both in planning, organizing, implementing, and evaluating/evaluating, in collaboration with various related parties. The results now are the lessons from the Covid-19 pandemic have gone well, although the learning management that has been implemented has not been optimal. Maintaining the quality of education during the Covid-19 pandemic, which begins with planning, organizing, implementing, assessment/evaluation has been carried out by exploring the Emergency Curriculum in collaboration with the use of information and communication technology in learning. Although it has been implemented and strived to be maximized, the results still need to be improved.

CONCLUSION AND RECOMMENDATION
Conclusion

In general, the continuity of learning as an effort to maintain the quality of learning during the Covid-19 pandemic can still be maintained through the management of learning strategies. Schools carry out learning during the Covid-19 pandemic, with reference to the selected curriculum, namely the Emergency Curriculum in the form of providing learning services to students using online, offline and combined models as well as hybrid learning. The learning model used is based on techniques/concepts and is adjusted to the needs and carrying capacity of the school as an asset of strength which includes: human resources, facilities and infrastructure, required costs.

Recommendation

Recommendations for the results of research that have been carried out, the authors convey the following recommendations:

1. Principal
   a. It should be carried out in a sustainable and programmed manner so that every teacher has up-to-date knowledge.
   b. Fulfillment of facilities and infrastructure owned by schools to make it easier for teachers to access teaching materials and design teaching materials for students,
   c. The re-initiation of the Practitioner Community in the form of a Teacher Working Group, Subject Teacher Consultation, or other community that contributes to improving the professional competence of teachers.
   d. Providing assistance services for teachers and parents to improve competence in mentoring and monitoring programs carried out starting from an objective and transparent education unit.
2. Teacher
   a. Should start organizing themselves to make changes by upgrading themselves, especially in mastering IT to prepare for digital learning,
   b. Socializing learning programs so that there is synergy with parents who conduct Distance Learning / Learning From Home guidance.
3. Other Researchers
   a. In order to be able to conduct a comprehensive research study
   b. Serious about designing teaching materials that are not focused on student books as a reference, but rather explore the core competencies that exist in each subject by always paying attention to the progress of Science and Technology because this research has limitations.
   c. Further research is needed that can reveal well-being school/classroom learning management for students by combining environmental-based learning as a learning resource with a combination of information and communication technology, especially those that can be adapted to learning using different approaches so that research findings can provide a deep understanding and can complement the results of this study.

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