Problem Solving for Elementary School Students in Rural Areas in Online Learning Activities During New Normal Covid Conditions 19

(Case Study at Cikembang 01 Elementary School, Cikembang Village, Kertasari District, Bandung Regency, West Java Province)

Luthfi Audia Pribadi*
Educational Administration Study Program
Universitas Pendidikan Indonesia
Bandung, Indonesia
*Luthfipribadi@upi.edu

Yayah Rahyasih
Postgraduate School
Universitas Pendidikan Indonesia
Bandung, Indonesia
rahyasih@upi.edu

Abstract—**This research aims to find solutions to rural problems in optimally learning in the new normal era. The method used, namely using secondary data, was interviews with discretive qualitative methods to see the level of knowledge of teachers and parents regarding learning patterns during the COVID 19 pandemic and to find out the obstacles felt by them. Hopefully, the children in their golden age as part of the nation's next-generation can continue to grow and develop and become the nation's assets in the future development was interviews with discretive qualitative methods to see the level of knowledge of teachers and parents regarding learning patterns during the COVID 19 pandemic and to find out the obstacles felt by them. Hopefully, the children in their golden age as part of the nation's next-generation can continue to grow and develop and become the nation's assets in the future development was interviews with discretive qualitative methods to see the level of knowledge of teachers and parents regarding learning patterns during the COVID 19 pandemic and to find out the obstacles felt by them. Hopefully, the children in their golden age as part of the nation's next-generation can continue to grow and develop and become the nation's assets in the future development.**

Keywords—*problem-solving, new normal, elementary school*

I. INTRODUCTION

During the covid-19 pandemic, online teaching and learning activities are an option so that schools do not become clusters of transmission of the deadly virus. Education is a conscious effort made by individuals and groups to realize an effective learning process with the aim of educating students in developing their potential [1]. For urban communities, smartphones, laptops, or computers as media for online teaching and learning are indeed familiar. Likewise, with the internet network that can easily be enjoyed at homes. Different from in the village, with the covid 19 pandemic learning is a serious and difficult problem to do, because the majority of village people are middle and lower economic class.

The presence of an epidemic that cannot be seen by the human mind normally, a nanometer-sized creature that can only be seen with the help of an electron microscope has been able to shake all human civilization in the world including Indonesia. The outbreak that we know as Covid 19 has made many public activities shift with the main activity center being at home.

The problems in the world of education are currently the main priority that must be resolved. Like it or not, whether it is possible or not, all parties, from the health sector, the economy, to education, mainly must be ready to live a new life (New Normal). With many adaptations that we will feel and approach through technology and information using electronic media so that the process runs well. Covid 19 is a global pandemic whose spread is so worrying. As a result, the government issued a policy of cooperation with all members of the community to carry out social distancing or maintain distance [2].

It is hoped that all parties in carrying out activities can optimally carry out their new roles. Especially the world of education in learning activities, the teaching process will experience problems that force them to adapt to new habits so that the goal of educating the nation's life can be achieved. Based on circular No. 4 of 2020 concerning the Implementation of Education Policies in the emergency period of the spread of the virus, the Minister of Education and Culture urges all educational institutions not to carry out learning or learning and teaching activities face-to-face, but must be done indirectly or remotely [3].

With this policy, all educational institutions in Indonesia change their learning method from Offline to Online or by using the term in the network (online).

The unpreparedness of school / madrasah stakeholders in implementing online learning is a major factor in learning problems, even though the government actually provides alternatives / solutions in assessing students as a condition for advancement or graduates of educational institutions in emergencies like today. This shift in learning methods forces various parties to follow the path that can be taken so that learning can take place, also an option is the use of technology. This is also not without problems, many factors hinder the implementation of the effectiveness of online learning, including: (1). Low mastery of technology. (2). Limited facilities and infrastructure. (3). Internet Network. (4). Cost.

In a situation like this, of course it has an impact on the quality of learning. Now teachers and parents are required to familiarize themselves with technology to find information and communicate when students have to do learning activities at home. In this case, government policies regarding learning at home are very good for teachers, online learning requires teachers to innovate in designing meaningful learning for students.

Through pre-research interviews conducted with several teachers at primary education institutions and parents, this epidemic has certainly had a very significant impact on the quality of learning, especially in villages in the middle to lower economy. Educational goals that make learning resources more effective and efficient become difficult and seem very difficult to implement. Problems that are very often felt include: (1). There are no definite guidelines for distance teaching. (2). Parents do not understand teaching materials and the learning process (3). Difficulty making reports on child development.

On the parent side, the problems that occur include (1). Gadgets (mobile, laptop) are limited (2). The village is one of the affected areas which is very worrying, because of the lack of support for learning activities (lack of Sarpras). (3). Parents stress in accompanying children. (4). Parents must think about their work during a pandemic. What is very concerning, there are several obstacles that generally occur in the emergency of the Covid 19 outbreak, including: (1). Teachers and student guardians do not have cellphones or androids, especially in remote villages. (2). Some areas have limited electricity (3) lack of socialization to both teachers and parents about online learning (4). In some areas, especially remote villages, many cannot afford internet or wifi credit. (5). Teachers who do online systems do not understand how to use online learning. And what's worse, not a few parents who can't use an Android cellphone and electronic applications that are on a cellphone.

The toughest challenge for parents in dealing with this Covid 19 emergency condition can greatly affect their economic capacity. This can affect the attitude of parents in supervising, guiding, training, and giving attention to their children. Especially parents with middle to lower economic

levels with the Covid 19 pandemic, it is very difficult to survive to make ends meet.

This study aims to find the problem points that become obstacles, the factors and the impact. The benefits of this research are to enrich knowledge, science and literacy in the field of education management, especially education during this pandemic. And as an extension of advice to academics and education offices who are still working to improve the education system in Indonesia.

Therefore, the authors are interested in following up this research in more depth and focusing on elementary schools, to determine the quality of education from elementary to the birth of a golden generation in the future.

II. METHODS

This research uses library research. Library research is research that is used in collecting information and data with the help of various materials in the library such as documents, books, magazines, historical stories, news, and so on. Meanwhile, according to literature study experts, it is a study of theories, references and other scientific literature related to culture, values and norms that develop in the social situation under study [4]. In this study, data collection was obtained from news and articles in online journals. Secondary data used were interviews with discrete qualitative methods to see the level of knowledge of teachers and parents regarding learning patterns during the Covid 19 pandemic and to find out the obstacles they felt. For me, the respondents chosen were those who were greatly affected by the Covid 19 pandemic, which generally belonged to the middle to lower economic class. In order to assist the process of qualitative data analysis. This data is also sourced from many respondents (parents, elementary school teachers,) Cikembang village, Kertasari sub-district, Bandung regency, West Java province.

Sample size is based on achieving depth and richness of description, not sample size. According to sample size is not a matter of representative opinion, but rather a problem of information wealth. In this study, respondents were 6 teachers and student guardians. For confidentiality purposes, respondents were given the initials A1, A2, A3 and A4. Semi-structured interviews were conducted and a list of questions compiled for interviews was developed based on related literature. Respondents for this study were teachers and parents of students at an elementary school in Cikembang Village, Kertasari District, Bandung Regency, West Java. Table 1 of Respondents:

TABLE I.   RESPONDENTS

Initial	Gender	Age	Status	Education
A1	Male	30	Married	S1
A2	Women	28	Married	High school
A3	Women	46	Married	Junior High
A4	Male	39	Married	S1
A5	Women	48	Married	S1
A6	Male	36	Married	S1

In qualitative research, purposive sampling technique is a method used to achieve certain research objectives. There is no limit to the number of respondents to make a purposive sample, as long as the desired information can be obtained and generated [5].

Analysis and interpretation of data is the most critical part of quality research. Guidelines for thematic data analysis [6] were used. This is considered the most appropriate for any study that seeks to explore multiple interpretations [7]. In a thematic analysis "all possible interpretations are possible. The reason for choosing thematic analysis is that" a rigorous thematic approach can produce in-depth analyzes that answer specific research questions. After rigorous analysis, the researcher described the findings according to four main themes. To explore and obtain information on the impact or constraints of the COVID pandemic on teaching and learning activities, several research questions were made, asking the following questions:

- Explain the impact of the COVID 19 pandemic experienced by students on teaching and learning activities?

- explain the impact of the COVID 19 pandemic on parents on teaching and learning activities?

- Explain the impact of the COVID 19 pandemic experienced by teachers on teaching and learning activities?

III. RESEARCH RESULTS

The purpose of this research is to find the general impact and solution of the Covid 19 pandemic felt by educational institutions in rural areas. All participant responses are original citations, and they have been quoted as stated by the respondents.

One of the respondents (A6) gave a statement: "The students were" forced "to study long distances without adequate facilities and infrastructure at home" (A6). Other respondents gave the following statement: "Students do not have a culture of distance learning because so far the learning system is implemented through face to face." (A5). He also added the statement that: "not all teachers are adept at using internet technology or social media as a means of learning" (A5).

Several respondents stated: "There is no standard system which is used as guidance in distance learning" (A3). Similar to this, other respondents gave the following statements: there is no standard system for supervising students, students and teachers in carrying out the learning process over long distances "(A2). Another respondent added: "The cost of purchasing internet quota has increased" (A1). One respondent stated that: "As a parent, I have to spend extra time with my children accompanying online learning" (A3). "Need an additional fee to purchase internet quota pulses" (A4). "I think

children lose their social spirit, if at school they can play interacting with their friends but this time they can't" (A5).

Several respondents stated the following: "The school was closed for too long, making the children bored" (A6). Similar to this, another respondent gave the following statement: "The children are getting bored at home and want to go to school to play with their friends" (A2).

Several other respondents gave the following statements: "Parents participate as teachers to accompany their children" (A1). Similar to this, another respondent gave the following statement: "I am participating in learning to accompany my child" (A3).

Several respondents stated: "teacher expenses increase for the purchase of quotas" (A3). Similar to this, another respondent gave the following statement: "More teachers buy internet quota" (A2). Several respondents stated: "The teacher feels bored at home and wants to go back to school to interact with the students" (A5). Similar to this, another respondent gave the following statement: "The teacher's boredom at home began to be felt" (A6).

IV. DISCUSSION

Countries around the world have taken proactive policies. In controlling this pandemic, almost all countries in the world have made policies that are actively exploring so that most of their regions can maintain normal social functions and provide basic education activities according to their ability levels. With the spread of Covid 19 throughout the world, many countries have adopted online-based education systems and implemented learning systems that are in accordance with the old curriculum.

In Indonesia, in fact online learning is not new, this learning model has been developed since 2013 as an alternative to learning, meaning that before the outbreak of this virus, Indonesia had applied this method. But not all educational institutions apply, especially schools in rural areas. With this outbreak, all educational institutions from elementary to tertiary institutions use the online learning method, with the aim that the learning process runs well even though it is carried out in their respective homes.

A. The Impact of Covid 19 on Education in the World

In the journal Impact of Coronavirus Pandemic on Education written by Michael Onyema Edeh [14]. Reportedly, that in Australia almost all schools were temporarily closed, learning moved from offline to online. All students carry out learning activities in their respective homes. Meanwhile several schools are opening but implementing very strict measures to ensure a strategy in the midst of the pandemic. The Australian prime minister responded to the opening of schools amidst the corona virus epidemic, the government believes that schools remain open because children are believed to be at very low risk of exposure to the virus and the closure has an impact on paralyzing their health sector and economy. But teachers and

parents are worried and do not support the school opening face-to-face.

In line with what is written in the journal Mataka and Mukurunge argue that [8]:

In Zimbabwe, the government declared a health emergency and instructed to close all educational institutions since March 28 after there were positive cases of Covid 19. This is the same case with schools in neighboring countries such as South Africa, Namibia, and others. In contrast, private schools did not delay starting the semester; they turn to virtual learning (online learning).

Referring to the research journal above, that the learning strategy during the Covid 19 pandemic will now change greatly, which is usually Offline to Online, face-to-face to VideoCall. The learning scenario at school when new normal will be very well prepared for effective activities, therefore the government is required to innovate in preparing learning strategies from the sub-district to the central level.

The Indonesian government in accordance with Government Regulation Number 21 of 2020 concerning Large-Scale Social Restrictions in the Context of Accelerating the Management of Corona Virus Disease 2019 (COVID-19) has stated that Large-Scale Social Restrictions are carried out. one of them by laying off the workplace. This limitation can be carried out in the long term because it will have an impact on the economy which must continue to rotate, for that the Indonesian Government makes efforts to mitigate and optimally prepare workplaces so that they can adapt through lifestyle changes in the COVID-19 (New Normal) situation. New Normal with Mitigation is an action to reduce or minimize the impact of a disaster on society, especially the impact of COVID-19.

Monoarfa said in the journal NEW NORMAL "INDONESIA" AFTER COVID-19 PANDEMIC, in normal new conditions, everyone must use a mask, hand sanitizer, and also wash hands with soap. Then, physical restrictions will also be implemented. "Businesses have a work from home guide. Workplace restrictions. If possible, we can make video tutorials for each workplace, "he said. In his presentation, the protocols for the central and regional governments Decree of the Minister of Health of the Republic of Indonesia Number HK.01.07 / MENKES / 328/2020 concerning Guidelines for the Prevention and Control of Corona Virus Disease 2019 (Covid-19) in Office and Industrial Workplaces in Supporting Business Continuity in Situations Pandemic. The guidelines include requiring companies to have a separate area or room for employees suspected of having symptoms (people with symptoms) of the corona virus. Workplaces are also encouraged to have resources that facilitate quarantine or independent isolation for employees. Companies must continue to give employees the right to self-quarantine or isolation even after the PSBB ends [9].

1) Impact of Covid 19 in Indonesia: One of the most populous countries in the world, namely Indonesia, has become a

realm that is highly concerned by the whole world in accordance with the interest of working together to find solutions to problems that occur. The diversity possessed by the Indonesian state is the wealth and beauty of the nation. For this reason, the government will continue to encourage diversity to become a force to be able to realize unity and integrity towards a better direction. In accordance with the motto of Bhineka Tunggal Ika, even though it has cultural diversity, Indonesia is still one.

The Covid 19 pandemic is a matter of great concern and heartbreak to all people on this earth. All aspects of life are very much affected without exception in the education sector. Many countries closed schools, colleges, universities, including Indonesia. Massive crisis comes suddenly, all governments in the world must be able to make bitter decisions, close schools, the economic sector, the aviation sector, to reduce direct contact of people who have the potential to be massively exposed to the virus, save the lives of people in all regions in the country including in Indonesia.

Talking about the impact of Covid 19 which is felt by all human populations on this earth, the author will not discuss too broadly about the sectors affected, but the author only presents a few of the many problems caused by the Covid 19 pandemic, including:

a) Economic sector: In an article written by Syahdan Tiranda entitled "The Impact of the Covid 19 Pandemic on the Economy in Indonesia" explains:

This decline in growth was due to, among others, the slowing rule economy which had an impact on decreasing state income. Furthermore, the depreciation of the value of the Indonesian monetary unit, the decline in the stock price index in the capital market, and the emergence of liquidity problems threaten economic stability. On a micro level, it seems that the impact of the Covid-19 pandemic can attack various organizations/agencies, both large and small-scale rules. In small organizations, of course, this problem will be very pronounced because the availability of their capital and resources is still relatively small, making it difficult to finance activities. In large organizations this pandemic can also have an impact because the fixed charge rule must be issued relatively large, while the flow of income will definitely decline [10].

Supported by data from the Central Statistics Agency states that:

Indonesia's GDP capita/year in 2019 according to the Central Statistics Agency is USD 4,174.9 or IDR 59.1 million (exchange rate of IDR 14,156-per USD). With a population of 267 million, Indonesia's 2019 is IDR 15,833.9 trillion. The proportion of areas in GDP or known as Gross Regional Domestic Income, referring to previous BPS data, is DKI Jakarta at 17.53% of Gross Regional Domestic Income, Bodetabek (Regency and City of Bogor, Regency and City of Bekasi, Depok City, Tangerang, and city Tangerang Selatan) amounted to 7.3%, and Bandung Raya (Kota and Kabupaten Bandung, Kabupaten Bandung Barat, Kota Cimahi) contributed 3% to GDP. Meanwhile, Indef data states, the circulation of RI money is in Jakarta (Jabodetabek) by 70%. This can also be

interpreted by Jabodetabek as affecting 70% of Indonesia's GDP. Indonesia's economic growth in 2020 was originally estimated at 5.3%. However, this figure was corrected as a result of the Corona pandemic, and some people predicted growth below 2%. Given the uncertainty and different predictions, as well as fluctuations in the USD exchange rate (a drastic increase to IDR 16,000 per USD in early April 2020), the authors chose to ignore these two factors, namely the economic growth of January-April 2020 and the USD exchange rate at times of crisis. So that the GDP figure used in this paper is the 2019 reference. Given the uncertainty and different predictions, as well as fluctuations in the USD exchange rate (a drastic increase to IDR 16,000 per USD in early April 2020), the authors chose to ignore these two factors, namely the economic growth of January-April 2020 and the USD exchange rate at times of crisis. So that the Gross Regional Domestic Income figure used in this paper is the 2019 reference. Given the uncertainty and different predictions, as well as fluctuations in the USD exchange rate (a drastic increase to IDR 16,000 per USD in early April 2020), the authors chose to ignore these two factors, namely the economic growth of January-April 2020 and the USD exchange rate at times of crisis. So that the Gross Regional Domestic Income figure used in this paper is the 2019 reference.

Referring to the journal above, a very significant impact in the economic sector is felt by the Indonesian state, however, the key to returning to the national economic condition is survival at the individual and business entity level. Therefore, the state must direct all efforts, including by providing stimulus, so that its people do not collapse during the crisis. What needs to be done is the right policy quickly, both in terms of time allocation and procedure. If the PSBB can guarantee a break in the covid 19 transmission chain, then do it right, and in the shortest possible time.

2) The impact of covid 19 on education in Indonesia: The worsening situation due to the spread of Covid 19 infection has made almost all aspects and sectors feel the impact of this pandemic. The world of education is one of the sectors that has experienced distraction in its learning activities, where, as has been very much explained by the author, that the transition of learning resources that rely heavily on the Internet, from offline to online learning, requires us to adapt to distance learning. The application of technology in learning is something that must be optimized in today's situation, where in its development the benefits of technology are communicating remotely.

Indonesia as a developing country has called for an online learning system as an alternative to anticipate the spread of the Corona Virus in the educational environment. The government, represented by the Ministry of Education and Culture, has communicated to all education actors to carry out lessons that can be done in the midst of a pandemic and emergency conditions like this.

In line with the article entitled "Implementation of Government Policies in the Education Unit Sector during the Pandemic Period"("Implementation_Pemerintah_Dalam_S Policy," nd) say:

Minister of Education and Culture (Mendikbud) Nadiem Anwar Makarin has set several policies by issuing several circular letters, namely: first, circular letter No.2 of 2020 concerning the prevention and handling of Corona Virus Disease (COVID 19). Second, Circular No. 3 of 2020 concerning the prevention of Covid 19 in education units on 9 March 2020 and third, Circular No. 3 of 2020 concerning the implementation of educational policies during the Emergency of the spread of Covid 19 dated March 24, 2020, which include: (1). The National Examination is abolished (2). Learning from Home (3). School exams. (4) kenaika class (5) Admission of New Students.

Almost various scientific journals in all publishers discuss the impact of the Covid 19 pandemic, especially in the field of education. All discussed distance learning policies which aim to keep learning going as usual. However, schools, universities, colleges in general have stories about the impact of online learning on students.

Difficulties arise not only in the skills of using technology, but also related to the large workload, considering that there are many courses / subjects faced and the lack of parental understanding of learning teaching materials in primary schools in particular.

In general, online learning is done using a variety of media. Generally using informant media such as: Google Calssroom (77%) and Wathsapp (66%). The large number of media uses is supported by features that are easy to understand and commonly used as a communication tool [11].

Reduced concentration in learning results in decreased thinking and memory, this has an impact on interactions in the distance learning process. Whereas in the affective response, students experience a mild level of anxiety, which is characterized by worry, fear, unable to sit quietly and raised voices, That is, severe anxiety, reduced concentration in learning results in decreased thinking and memory, this has an impact on interactions in the distance learning process. Whereas in the affective response, students experience a mild level of anxiety, which is characterized by worry, fear, unable to sit quietly and raised voices [12].

So, referring to the article above, the new rules made by the government force students in Indonesia to learn online. This makes it difficult for some students in Indonesia to process the information provided by their teachers and this can put students under considerable pressure when learning takes place such as anxiety and stress due to activities that are generally carried out at home not to mention to leaving the house also raises its own anxiety because this relates to the spread of the COVID-19 virus which may have an impact not only on students themselves but will have an impact on the family and people around the student.

Some examples of government policies in general were adopted and used throughout the world in the Covid 19 pandemic, including:

B. Physical Distancing

Instructions carried out by the government to the community to stay at home and maintain social distancing or physical distancing, are things that are very impossible and perhaps almost impossible for children and parents to do in their daily lives. Moreover, education at the basic level, children who actually have a focus on the world of play with a tendency to interact directly, both with others and adults, will absolutely cannot be prohibited and denied, because adults will become powerful supervisors, that is, in doing something they still need adult roles.

However, certain rural communities that are very common for children are decorated by the boisterousness of children gathering and playing together, whether in the yard, field, garden or around the alleyway, it is certain that physical distancing is impossible for them. Therefore, we as adults should be supervisors and guard them.

1) Learning with IT (Information Technology): Here I am quoting from the Hadion [13] "Learning Model for the New Normal Era". It is said that generally IT functions as follows: (1). Technology functions as a science. (2). Increase the flexibility of student learning through various teaching methods and infrastructure. (3). Improve the quality of learning (4). Develop skills. (5). Develop service products.

The theory above, if applied with a complete carrying capacity, will produce a very effective and quality educational product. However, if seen in remote rural areas where educational support capacity is limited, it will cause new problems, such as: (1). There are not a few teachers who cannot operate technology. (2). Requires a high cost. (3). Limited infrastructure. (4). The use of internet technology is limited for teachers and parents (5). Not a few parents in the area are not ready and do not have the knowledge to support the learning process.

2) The role of the teacher: The efforts made by the teacher in the Covid 19 conditions were more about emphasizing activities or activities that refer to character education. In communicating between teachers and parents in this pandemic, namely using internet access, if the parents do not have the internet, the teacher will visit the parents' houses if the distance is still accessible by vehicles and not far from the educational unit.

3) Alternatives to the central government in handling Covid 19: In general, the handling of corona in the educational environment is on the same occasion as the government through the Indonesian Presidential Chief of Staff, Moeldoko, conveyed 5 handling protocols related to the prevention and control of Covid 19, including for the world of education. This protocol refers to the instructions of the World Health Organization (WHO), the Ministry of Health and the Ministry of Law and Human Rights

(Kemenkum HAM). The following are 15 protocols for handling covid 19 in an educational environment:

- The education office coordinates with the local health office to find out the plans or readiness of the local area in dealing with Covid 19.

- Provide a means of washing hands using soap and water or alcohol-based hand washing in various strategic locations in schools according to the number needed.

- Instruct school residents to wash their hands using water and soap or alcohol-based washing and have a healthy lifestyle, such as: eating healthy snacks, using clean and healthy latrines, exercising, not smoking, disposing of garbage properly.

- Cleaning the room and school environment regularly (at least once a day) with disinfectants, especially door handles, light switches, computers, desks, keyboards and other facilities that are often held by hand. Including monitoring the absences (absence) of school residents, if it is known that they are not present due to illness with symptoms of fever / cough / runny nose / sore throat / shortness of breath, it is advisable to immediately go to the nearest health facility to get checked out.

- Give an appeal to school residents who are sick with symptoms of fever / cough / runny nose / sore throat / shortness of breath to isolate themselves at home without much contact with other people.

- Does not impose penalties / sanctions for absences due to illness, and does not impose attendance-based incentive policies (if any). In this case it is not the authority of the Ministry of Health to determine, so the Ministry of Health does not provide input.If there is a large.

- Number of absences due to illness related to breathing, the Education Office coordinates with the local Health Office.

- Transferring the duties of educators and educational personnel who are absent to other capable education personnel. In this case it is not the authority of the Ministry of Health to determine, so the Ministry of Health does not provide input.

- Educational institutions must be able to conduct initial screening of education residents who have complaints of illness, to be further informed and coordinated with the local Health Office for further examinations.

- Ensure that food provided at school is healthy and thoroughly cooked.

- Appeal to all school members not to share food, drinks, including eating utensils, drinking and wind instruments which will increase the risk of disease transmission.

- Instruct school members to avoid direct physical contact (shaking hands, kissing hands, hugging, etc.).

- Postpone activities that gather a lot of people or activities outside the school environment (camping, study tours).

- Conduct initial screening in the form of measuring body temperature for all guests who come to educational institutions.

- School residents and families who travel to countries with local transmission of Covid-19 and have fever or respiratory symptoms such as cough / runny nose / sore throat / shortness of breath are asked not to deliver, pick up, and be in the school area.

Efforts to find solutions in the E-Learning stage will be very tiring for educational institutions. For teachers, innovative learning styles by prioritizing internet networks are not without problems, but should be applied. From the explanation above, it focuses more or less on problems that are very contextual in learning activities, precisely in the New Normal Covid-19 era, forcing us to forget the learning room to switch to face-to-face in cyberspace and interpersonal collaboration.

The 2020 OLC (Online Learning Consortium) reveals 8 indicators of online learning, namely:

a) Learning design: Did the teacher make the design? It still has to be there so that we roughly understand what children will get in online learning activities. Design in such a way with the principles of centered learning.

b) Accessibility: Online learning activities are easily accessible anytime, anywhere and possibly using devices that make it easier for students and their parents.

c) Learning outcomes: What will be achieved when children want to learn? Will be a measuring tool for measuring the quality of learning. Maybe we hope that children can think critically in online learning. It may depend on how the teacher teaches students.

d) By providing learning content: What is the content like? Are they in tune? Varieties? Don't just send worksheets on. Incorporate video call, power point, other reading materials, and so on.

e) There are learning activities: Is that? Differentiate learning activities from the activities we provide. Learning activities should be activities that lead children to learn. Occasionally it must be monitored, for example using WA, giving assignments. Ask if there is a problem with what the teacher gave? If there is a problem, invite students to ask. Like teaching in the classroom. Don't take your hands off after assigning a task.

f) There is a task activity: Don't be too much but make sure it is related to the competencies you want to achieve.

g) There are discussion activities: The drawback is that so far there is no discussion process what if it's wrong? The teacher only remains to blame. It can't be that. There must be discussion.

We don't know when Covid will end. If Covid continues then we will continue to do something like this. We need to change the form of our learning.

h) Conduct evaluation: The evaluation can be done by sending activity sheets. But what is good is to measure students' abilities. Not only by asking questions or making problems but also by asking children to measure them. Ask them how they feel and what they understand. It can be used to measure their understanding.

Therefore, This "new normal" makes us always have to be familiar with the digital world. Chatting is becoming more frequent in the digital world. Like it or not, digital literacy skills are one of the competencies needed. Are we ready to fulfill this competency? I hope that our education system also pays attention to this digital literacy competency. It is undeniable that in socializing in cyberspace, there are etiquettes and ethics that must be considered as in the real world.

Change is an absolute matter, it will always occur from time to time, which I hope from this paper, namely the online learning design that is strived for by all education stakeholders from below to the center can be utilized, not only in urban areas but also reaching remote villages. . The even distribution of the education system makes it easier for us to create a future golden generation that is superior and competitive.

V. FINDINGS

Discussion of an exploratory study of the impact of the COVID 19 pandemic in elementary schools on the online learning process in rural areas.

The existence of this epidemic has a major influence on aspects, both economic, social, cultural, and even education in rural areas. Referring to sources of scientific journals on the internet and articles in online mass media, magazines, almost all levels of education in Indonesia are currently online / online.

This also applies in Cikembang Village, Kertasari District, Bandung Regency. Students are asked to study at home via online using technology / smartphones. However, how to implement character education through online learning for elementary school students so that it can run as it should. As for the purpose of this research, the writing hopes to find out how the teacher is doing so that learning can be carried out as usual in the midst of the COVID-19 pandemic.

From the habit of interacting directly with students practicing everything in front of the child, assisting how to do all activities that require physical touch between teachers and students, everything must change to be done online which in fact early childhood should not use cellphone media because a child must be able to socializing with the outside world is not used to Hand phone.

This constraint is what the authors found in research, which initially occurred in early childhood teachers, especially in rural areas, where the Handphone who owned it were their parents, while most of their mothers worked as farmers who

left early in the morning home late in the morning or their father was a builder who wandered away. in other areas so that not every time they return home, the children at home live with their grandparents.

From this it is clear that the difficulty is when the teacher is learning online through the Whatshapp group who reads their parents who are working, in the end the task is not conveyed to the child, when the parents come home they are tired so they cannot accompany the child to do the tasks given by the teacher online . Especially if the teacher gives assignments that require learning media in the form of various kinds of objects that the child must look for, it will be very burdensome for the parents of the students.

Therefore, the heavy burden of online learning for us teachers in rural areas, on the one hand, is the obligation of teachers to continue to provide learning for students during the COVID-19 pandemic so that aspects of child development are always fulfilled but constrained by parents who cannot always accompany children to study at home. For those of us who in Teaching and Learning Activities, which are usually conveyed, six aspects of child development must be fulfilled in this covid condition at least one day one aspect of development is fulfilled with the consideration that every task given by the teacher online does not burden the parents of students so that they provide learning assistance to children not feeling burdened, children still get their right to learn comfortably and happily.

A. Learning Solutions in the Field (Conducted by Education Stakeholders at Primary School Cikembang 01, Desa. Cikembang, Kertasari District, Bandung Regency)

"Schools today are having increasing difficulty meeting even their traditional goals of educating children", states Onyema [14]. This statement is interesting to observe, considering that school administration has become of interest to many parties, not only for parents and society, but also for the state. Schools are considered by many to be an important instrument in the implementation of education to realize the expected Indonesian human figure, namely a human figure who believes and is devout to God Almighty, has noble character, is healthy, knowledgeable, capable, creative, independent, and becomes a citizen who is democratic and responsible as stated in article 3 of Law number 20 of 2003 concerning the National Education System.

The opinion above is in line with the Principal's statement from the interview conducted (July 28, 2020), he argues that:

"In line with the mainstream of improving education management which includes increased relevance, academic atmosphere, institutional commitment, efficiency and sustainability from ministry of education improving the quality of learning takes a very important place. . Improving the quality of learning in schools is a manifestation that supports efforts to improve education management " Improving the quality of learning can be seen from the quality of teacher's

behavior, student's behavior, learning climate, learning materials, learning media, and the learning system in schools.

Everal indicators of the quality of teacher learning behavior can be observed, among others: (1) The ability of teachers to build positive perspectives and attitudes towards students' learning; (2) Mastery of broad and deep knowledge and being able to select, organize, package, and present material according to student needs; (3) The ability to understand the uniqueness of each student with all its strengths and weaknesses; (4) The ability to understand the family environment, socio-culture, and the diversity of the community where students live; (5) The ability to manage student-oriented educational learning which is reflected in the activities of planning, implementing, and evaluating dynamically learning to shape student competencies; (6) Ability to develop personality and professionalism in a sustainable manner.

Therefore, in the end the teacher gave 2 alternatives, including:

B. Assignment-Based Learning

Learning with mastery is carried out as a way out of dealing with a number of limitations that are owned by educational stakeholders in rural areas, both teachers, parents, and students. What is done is:

a) Time and distance management at school: The principal arranges the scheduling of school assignments from teachers to students. Learning activities are arranged according to schedule. teachers get instructions to carry out teaching and learning activities adjusted to the new normal conditions. for example, the teacher visits each student's house closest to the teacher's domicile.

The time is set per day, third day, or week. The task of the teachers of the students is taken by the parents of the students, to make it easier to manage the distance between people. This choice can be made with the assumption that the school is close enough to the students' homes, in the same village.

2) Home visit: In this sense, just to the extent that, the Teacher visits students' homes with due observance of health protocols and is limited by time. This was done for houses that were relatively close from the school. Meanwhile, those who are far away, teachers often use the postal service, or village transportation assistance in sending teaching materials. (at least use email if there is internet).

C. Online Based Learning

1) Mapping potential and challenges: This activity identifies the activities of the entire social community by analyzing how many teachers, parents and students use Android or have laptops. In addition, knowing whether the area can access internet signals, and most importantly have internet quota? how many regular or unusual teachers use the online learning portal> teachers who are not familiar with online learning still organize distance learning or can provide assignments.

2) Collaboration learning platform: The school identifies, whether organizing distance learning independently or in conjunction with distance learning organized by other institutions. For example: electronic portals, such as teachers' room, Zenius.com, TV media. If conducting distance learning independently, what applications are often used: WAG, FaceBook, Group Messenger, Google metting, Zoom metting, etc.

3) Teacher preparation: The principal must be able to identify how many teachers are effective in distance learning in an interactive, fun way? And what to do if there are teachers who cannot prepare long distance lesson plans?

4) Assessment process: The principal, as a leader as well as a drafter of education in schools, must know whether reports on student learning outcomes are sent to teachers? What form of report; photos, voice recordings, pictures and others.

5) School supervision: The principal monitors distance learning; enter during class, do a daily check in the morning and evening, or a weekly check or a combination of these options.

6) Academic supervision: The principal will carry out academic supervision, follow a formal academic supervision model such as in face-to-face learning or make a differentiating approach. Principals have a different approach needing to consult with school supervisors. Identify what tools are suitable for remote academic supervision.

7) Budget and stakeholder involvement: The success in identifying the carrying capacity of schools has made choices for organizing learning from home more open. Schools also have the opportunity to work with various parties in carrying out learning in the midst of efforts to prevent Covid-19 transmission. Referring to the above opinion, the authors take a common thread that the principal will become a chord or who will be a very role model for the ongoing management of schools in the middle of the Covid 19 pandemic.

The solution that the author provides, namely collaborative learning, can provide opportunities to lead to successful learning practices. As a technology for learning (technology for instruction), collaborative learning involves active participation of students and minimizes differences between individuals. Collaborative learning has increased the momentum of formal and informal education from two converging forces, namely:

- The practical realization, that life outside the classroom requires collaborative activities in real life;

- Grow awareness of social interaction in an effort to realize meaningful learning.

*collaborative learning*is one of the learning strategies used to improve learning outcomes. In this strategy, it focuses more on how to maximize participation and activeness in learning and how students can construct their own knowledge to become their own. In this strategy, the role of the teacher tends to be a facilitator, motivator, and guide to find alternative solutions when students experience learning difficulties.

VI. CONCLUSION AND RECOMMENDATION

In the context of education, whether we realize it or not, "New Normal" has become a pandemic that greatly affects the global human order. Since the Covid-19 pandemic, learning activities which are usually carried out face-to-face, where teachers and students meet face to face in classrooms and learning places, have now been replaced by learning activities via online or electronic media (e-learning).

Learning through electronic media which is now known as in the network (online). In this learning, educators (teachers) and students are at the same time in the same internet application or platform and can interact with each other like conventional learning that has been carried out so far.

Offline applications are also an alternative in the midst of the Covid 19 pandemic, in the sense that teachers upload materials via the Web, send teaching materials via electronic mail (e-mail) or upload them via social media for later download by students.

REFERENCES

[1] Cahyani, Adhetya, I.D. Listiana, and S.P.D. Larasati, "High School Students' Motivation for Online Learning During the Covid-19 Pandemic," IQ (Ilmu Al-Qur'an): Journal of Islamic Education, vol. 3, no. 01, pp. 123–40, 2020.

[2] Republica, [Online] Retrieved from: In. https://setkab.go.id/keb Policy-social-dan-physical-distancing-harus-libat-tokoh-sampai-rt-rw/.

[3] MENDIKBUD Circular No 4 Of 2020 Concerning Implementation of Education Policies In Emergency Distribution Of Corona Virus Disease (COVID-1 9), "Education and Training Center for Employees of the Ministry of Education and Culture, March 24, 2020. nd" No Title. " https://pusdiklat.kemdikbud.go.id/surat-edaran-mendikbud-no-4-tahun-2020-tentang-pelaksana-keb   Policy-pend   Pendidikan-dalam-masa-darurat-penyebaran-corona-virus-disease-covid- 1-9 /.

[4] Sugiyono, Memahami Penelitian Kualitatif. Bandung: ALFABETA, 2012.

[5] S.A. Bernard, T.W. Gray, M.D. Buist, B.M. Jones, W. Silvester, G. Gutteridge and K. Smith, "Treatment of comatose survivors of out-of-hospital cardiac arrest with induced hypothermia," New England journal of medicine, vol. 346, no. 8, pp. 557-563, 2002.

[6] J.W. Creswell, Mapping the field of mixed methods research, 2009.

[7] M.I. Alhojailan, "Thematic analysis: A critical review of its process and evaluation," West East Journal of Social Sciences, vol. 1, no. 1, pp. 39-47, 2012.

[8] T.W. Mataka, T. Mukurunge and T. Bhila, "Virtual Teaching and Learning: A Sad Reality of the 'Haves'and 'Have Nots', The Teacher's Voice in Zimbabwe During Covid 19 Pandemic," International Journal of All Research Writings, vol. 1, no. 12, pp. 8-14, 2020.

[9] A. Pragholapati, "New Normal 'Indonesia' After Covid-19 Pandemic" 2019: 1–6. https://doi.org/10.31234/osf.io/7snqb.Republic of Indonesia Law No. 20 of 2003 concerning the National Education System (SISDIKNAS) and its explanation, 2020.

[10] DAMPAK_PANDEMIC_COVID_19_PADA_EKONOMI_IN." nd In

[11] A. Pragholapati, New Normal "Indonesia" After Covid 19 Pandemic [Online] Retrieved from: https://www.academia.edu/43161813/NEW_NORMAL_INDONESIA_ AFTER_COVID_19_PANDEMIC. Accessed on 12 August 2020, 20:17 WIB

[12] A.H. Awlawi, "Stress School of Students in Basic Development Phase (Developmental Needs Analysis)," Syi'ar Scientific Journal, Bengkulu State Islamic Institute, Vol. 18 No. 1, 2018.

[13] W. Hadion, "Learning Models to Support a Normal New Era in PAUD Institutions in Riau," Journal of PGSD School, FIP UNIMED, Indigari Islamic University, Vol. 4 No. 1, 2020

[14] E.M. Onyema, "Impact of Coronavirus Pandemic on Education," Journal of Education and Practice, vol. 11, no. 13, pp. 108–21, 2020.