



# Mapping the Professional Duties of Elementary School Teachers in Implementing Education in the Pandemic Period

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**Abstract.** The purpose of this study was to describe the implementation of the duties of the teaching profession in carrying out education during the pandemic in public elementary schools in the Greater Malang area (Malang City, Malang Regency, and Batu City). The data analysis technique used is descriptive analysis. The research sample selected was teachers in public elementary schools in the Greater Malang area (Malang City, Malang Regency, and Batu City). The conclusion of the research is that the implementation of the teacher's professional duties in carrying out education during the pandemic is in the "very high" category with a percentage of 61.3% while the mapping results are generated sequentially from the highest to the lowest score on the research indicator, namely educating at 84, 9%; teaching by 78.5%; train by 71.1%; and guiding by 59.1%.

**Keywords:** Mapping Professional Duties · Elementary School Teachers · Pandemic Period

## 1 Introduction

The spread of the corona virus or Covid-19 in Indonesia has been counted for one year, which is estimated since February or March 2020 last year until now. Various policies have been designed and decided by the government to minimize the spread of Covid-19, including issuing rules related to social distancing; physical distancing; to large-scale social restrictions (PSBB). Due to these policies, various sectors of life in Indonesia are also affected by the process, including the education sector/sector.

Based on the Surat Edaran Mendikbud Number 4 of 2020 regarding the implementation of education policies in the emergency period of the spread of Covid-19, the government of the Republic of Indonesia recommends carrying out the learning process from home through online learning. The online learning system according to Ruskan (2012) and Basori (2017) is learning that involves an internet network connection in delivering lesson materials, interactions, or guidance given by teachers to their students. This means that the online learning process is carried out without direct face-to-face meetings between educators and students.

The education process that takes place in this way seems to have never been done thoroughly in Indonesia, therefore, the implementation process cannot be separated from the many obstacles. Constraints/barriers that exist arise from various components. Such as constraints on internet access networks, lack of ability of teachers and students in utilizing technology for the implementation of learning, not achieving learning objectives due to limited media and space to interact and so on (Hartanto, 2016).

The problems that arise make it a challenge for stakeholders in the field of education. The main ones are implementers in the field such as school principals and teachers. It is well realized that in this condition, the teacher plays an important role in carrying out education according to the goals that have been set even though it must be done online which has never been done before. The role of the teacher during teaching and learning activities is very fundamental because basically students need the figure of a teacher in the process of self-development and optimizing their talents, interests, and abilities through the lessons that will be delivered by the teacher, including upper class students at the elementary school level who still really need the figure of a teacher directly in accompanying the learning process.

In connection with the teacher's role which is so important in the learning process, Zein (2016) explains that the teacher's role is to direct and provide learning facilities to students so that the teaching and learning process provides more meaning adequately, not just providing information and being carried out just like that. These roles and duties are also attached to teachers during the current pandemic. Even in today's conditions, teachers are required to innovate more in order to be able to carry out their duties well so that what will be conveyed to students can be well received without reducing the essence of the tasks carried out by the teacher and without hampering the process of growth and development of students, as it should be in accordance with thing has been designed.

The duties and responsibilities of teachers as educators, instructors, mentors, and trainers during the current pandemic must be carried out properly by teachers, especially for elementary school students who basically cannot be released independently just like that. On this basis, researchers are interested in conducting research on teacher's professional duties with aims of this research can be followed up through various strategic efforts by related parties both in the future, pandemic and post-pandemic so that the education process in Indonesia can run in accordance with what has been mandated by the 1945 Constitution of the Republic of Indonesia.

## 2 Methods

The approach used by researchers is quantitative research. The design used by researchers is descriptive research. Sugiyono (2012:14), suggests that quantitative research can be interpreted as a research method based on the philosophy of positivism, used to examine certain populations or samples, sampling techniques are generally carried out randomly, data collection uses quantitative data analysis research instruments. Statistics with the aim of testing the established hypotheses.

Meanwhile, the research design chosen was a research design with a survey method. The research locations targeted were public and private elementary schools located in the Greater Malang area of three locations, namely Malang City, Malang Regency, and

Batu City. The population is the entire research subject. The population in this study were all public elementary schools in the Malang Raya area, which amounted to 1,032 schools. Sampling was carried out using cluster sampling technique, namely the area of Malang City, Batu City, and Malang Regency represented by four institutions in each region with a total sample of 128 teachers.

Malang City area is represented by SDN Bareng 1; SDN Bareng 2; SDN Merjosari 1; and SDN Merjosari 2. Malang Regency was represented by SDN Wiyurejo 1 Pujon; SDN Wiyurejo 2 Pujon; SDN 3 Tambakasri; and SDN 9 Tambakasri. The Batu City area is represented by SDN Sumberejo 1; SDN Sumberejo 2; Pesanggrahan 1 Elementary School; and SDN Songgokerto 1.

Data was collected using a questionnaire. Surveys with questionnaires are usually distributed to research respondents. The type of questionnaire is closed, because respondents only need to choose the answers that have been provided. Through the questionnaire, it will be easier for respondents to choose and determine answers. The steps taken by the researcher in collecting data, namely: (a) the researcher made a questionnaire and discussed it with the research members; (b) the researcher determines the time for distributing the questionnaire; (c) researchers distribute research questionnaires; (d) respondents are asked to fill out or answer questions or statements in the questionnaire. When it is finished, it is collected back to the researcher; and (e) researchers perform tabulation and analysis.

Data analysis was performed using descriptive statistical analysis and inferential statistical analysis. Calculations using descriptive statistics are carried out to describe the tendency of score variations between one another (Creswell, 2008). This analysis uses the calculation of ranking scores in measuring the tendency of carrying out the duties of the teaching profession as a research variable. Calculations using inferential statistics are performed to compare two or more groups.

### 3 Result and Discussion

The research variable chosen was about the implementation of the duties of the teaching profession in carrying out education during the pandemic in public elementary schools throughout Malang Raya. The results to be described are obtained through variable description analysis.

Tables 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 show the presentation of the results of the descriptive test using the descriptive frequency test of the selected variables and in detail from the indicator variables.

Starting from Table 1 and Table 2, it is known that of the 93 (ninety three) respondents to the research on the variable of the implementation of the duties of the teaching profession during the pandemic in carrying out education, it was found that the implementation of these tasks was in the “very high” category with a frequency of 57 people and by 61,3%. The mean score obtained is 87,3; the median is 87; modes is 80; and the standard deviation is 8,5.

Starting from Table 3 and Table 4, it is known that of the 93 (ninety three) respondents to the research on educational indicators in the variable of teacher professional duties during the pandemic period in carrying out education, it was found that the implementation of these tasks was in the “high” category with a frequency of 79 people and

**Table 1.** Descriptive Test of Teacher Professional Duties

Category	Value
Mean	87.93548387
Standard Error	0.88370084
Median	87
Mode	80
Standard Deviation	8.522102276
Sample Variance	72.62622721
Kurtosis	-0.706438941
Skewness	-0.048508844
Range	34
Minimum	70
Maximum	104
Sum	8178
Count	93

**Table 2.** Test Results for the Category of Teacher Professional Duties

	Frequency	Percent	Valid Percent	Cumulative Percent
Fair	4	4.3	4.3	4.3
High	32	34.4	34.4	38.7
Very High	57	61.3	61.3	100.0
Total	93	100.0	100.0	

by 84,9%. The mean score obtained is 18,22; the median is 18; modes is 20; and the standard deviation is 1,6.

Starting from Table 5 and Table 6, it is known that of the 93 (ninety three) respondents to the research on the guiding indicators in the variable of the task of the teaching profession during the pandemic in carrying out education, it was found that the implementation of the task was in the “enough” category with a frequency of 55 people and by 59.1%. The mean score obtained is 25.9; the median is 26; modes is 26; and the standard deviation is 3.5.

Starting from Table 7 and Table 8, it is known that of the 93 (ninety three) respondents to the research on teaching indicators in the variable of the teaching profession task during the pandemic in carrying out education, it was found that the implementation of these tasks was in the “high” category with a frequency of 73 people and by 78.5%. The mean score obtained is 31.8; the median is 32; modes is 33; and the standard deviation is 2.8.

**Table 3.** Descriptive Test of the Implementation of Teacher Professional

Category	Value
Mean	18.22580645
Standard Error	0.167572828
Median	18
Mode	20
Standard Deviation	1.616013831
Sample Variance	2.611500701
Kurtosis	-0.471055341
Skewness	-0.612844653
Range	6
Minimum	14
Maximum	20
Sum	1695
Count	93

**Table 4.** Test Results for Category Implementation

	Frequency	Percent	Valid Percent	Cumulative Percent
Fair	14	4.2	15.1	15.1
High	79	23.6	84.9	100.0
Total	93	27.8	100.0	

Starting from Table 9 and Table 10, it is known that of the 93 (ninety three) respondents to the research on indicators of training in the variable of the teacher's professional duties during the pandemic in carrying out education, it was found that the implementation of these tasks was in the "enough" category with a frequency of 64 people and by 71.1%. The mean score obtained is 11.98; the median is 12; modes is 16; and the standard deviation is 2.62.

Based on Tables 3 and 4, conclusions were obtained regarding the mapping of the duties of the teaching profession in carrying out education during the pandemic in public elementary schools throughout Malang, starting from the highest category to the moderate category, which can be seen in Table 11.

Based on the results of data analysis that has been carried out by researchers, it is found that the overall implementation of the duties of the teaching profession in carrying out education during the pandemic is in the "very high" category with a percentage gain of 61.3% for a total of 57 respondents. This seems to answer the opinion expressed by Munawaroh in Lestari (2020) which states that the implementation of education during the pandemic through online learning or study from home is believed to still

**Table 5.** Descriptive Test on the Implementation of Teacher Professional

Category	Value
Mean	25.91397849
Standard Error	0.366189045
Median	26
Mode	26
Standard Deviation	3.531399261
Sample Variance	12.47078074
Kurtosis	-0.415344985
Skewness	-0.186117592
Range	15
Minimum	17
Maximum	32
Sum	2410
Count	93

**Table 6.** Test Results for Category Implementation of Teacher Professional

	Frequency	Percent	Valid Percent	Cumulative Percent
Fair	55	16.4	59.1	59.1
High	38	11.3	40.9	100.0
Total	93	27.8	100.0	

be able to assist teachers in carrying out the learning process with students, providing convenience for students, and between schools (teachers and teachers) and students can still communicate directly so that the material is easily accepted by students. In line with this, it was said by Sukitman, Yazid, and Mas'adi (2020) that in the implementation of education during the pandemic it presented many problems/obstacles, for that the role of educators (teachers) as a whole through their professional duties is needed so that all participants Students can still monitor their learning outcomes in accordance with the objectives to be achieved in learning planning. Monitoring by the teacher seems to have gone very well in public elementary schools throughout Malang Raya through the implementation of the duties of the teaching profession so that learning barriers/problems that exist during the pandemic can be handled properly.

In relation to the research objectives to be achieved by the researchers, namely to map the duties of the teaching profession in carrying out education during today's pandemic, researchers have obtained a real picture in the field (in the area of public elementary schools throughout Malang Raya) that the duties and responsibilities are successively teachers as educators (educating, guiding, teaching, and training) were carried out well.

**Table 7.** Descriptive Test of Teacher Professional Duties Teaching Indicators

Category	Value
Mean	31.80645161
Standard Error	0.297353947
Median	32
Mode	33
Standard Deviation	2.867577619
Sample Variance	8.223001403
Kurtosis	-0.35446258
Skewness	-0.507867497
Range	12
Minimum	24
Maximum	36
Sum	2958
Count	93

**Table 8.** Test Results for the Category of Teacher Professional

	Frequency	Percent	Valid Percent	Cumulative Percent
Fair	20	6.0	21.5	21.5
High	73	21.8	78.5	100.0
Total	93	27.8	100.0	

Sequentially the teacher's duties as educators obtained results of 84.9%; the task of teaching teachers obtained results of 78.5%; the teacher's duty as a trainer is 71.1%; and the last one is the task of the teacher as a supervisor by 59.1%. These four tasks are attached to the responsibility of a teacher in carrying out learning during a pandemic also in order to resolve obstacles/learning problems that arise.

The results of this study are in line with the opinion of Zein (2016) explaining that the teacher's role is to direct and provide learning facilities to students so that the teaching and learning process provides more meaning adequately, not just providing information and being carried out just like that. These roles and duties are also attached to teachers during the current pandemic. Even in today's conditions, teachers are required to innovate more in order to be able to carry out their duties well so that what will be conveyed to students can be well received without reducing the essence of the tasks carried out by the teacher and without hampering the process of growth and development of students. as it should be in accordance with what has been designed.

Regarding teacher professionalism, the biggest indicator achieved is educating (teachers as educators) which is 84.9%. At this indicator point, the teacher is able to

**Table 9.** Uji Deskriptif Pelaksanaan Tugas Profesi Guru Indikator

Category	Value
Mean	11.98924731
Standard Error	0.271996164
Median	12
Mode	16
Standard Deviation	2.623036009
Sample Variance	6.880317906
Kurtosis	-0.845973437
Skewness	-0.032364492
Range	10
Minimum	6
Maximum	16
Sum	1115
Count	93

**Table 10.** Test Results Category Implementation of Teacher Professional

	Frequency	Percent	Valid Percent	Cumulative Percent
Low	3	.9	3.3	3.3
Fair	64	19.1	71.1	74.4
High	26	6.9	25.6	100.0
Total	93	26.9	100.0	

**Table 11.** Conclusions on Mapping of Teacher Professions as

Indicators in Variables	Category	Percentage
Educating	High	84,9%
Teaching	High	78,5%
Training	Fair	71,1%
Guiding	Fair	59,1%

carry out his duties as a role model for his students even though the implementation of education is carried out remotely. This is also in accordance with the opinion of Handayani and Abdul (2020) that teachers must be able to become figures/role models/examples in the world of education, which means that the presence of teachers is



very important in the teaching and learning process and the formation of positive social characters of their students.

As professionals, teachers must try as much as possible to maximize distance learning so that distance learning continues to run well and the material that can be delivered to students with all the limitations of media and situations can be given optimally. To be able to make this happen, teachers must continue to develop their abilities so that the “very high” predicate that has been obtained today will survive in the midst of an uncertain situation as it is today.

Sudrajat (2020) explained several competencies needed in the distance learning process during the pandemic, namely related to literacy and technology mastery. The insights that teachers have today must be supported by a capable mastery of technology. Regardless of the conditions, teacher competence is indeed one of the determining components in implementing the success of the learning process, both in Indonesia and other countries.

In accordance with the teaching, training, and guiding indicators contained in the research results (Zein, 2016) it also explains that the teacher acts as an organizer of the learning environment as well as being a learning facilitator for students. In order for this goal to be achieved, teachers are required to be able to act as models, planners, forecasters, leaders and guides/guides towards learning resource centers that can be used by students. In this case, the teacher has a role to direct and provide learning facilities to students so that the learning process runs smoothly and does not merely provide information for their students, which is also true during the Covid-19 pandemic as it is today.

The results of this research can then be mapped according to research indicators which can be useful for modifying strategies, models, and learning media used by teachers in order to attract and develop students' learning interest during the pandemic for public elementary school levels in the Greater Malang region in particular and if possible it can be used for guidance on wider areas.

## 4 Conclusion

Based on the research objectives proposed in the previous chapter, this study aims to describe the mapping of the teacher's professional duties in carrying out education during the pandemic in public elementary schools throughout Malang Raya (Malang City, Malang Regency, and Batu City). Based on the results of data analysis that has been carried out by researchers, it was found that the implementation of the teaching profession during the pandemic was in the “very high” category with a percentage value of 61.3% and the resulting mapping sequentially from the highest to the lowest score on the research indicator, namely educating by 84.9%; teaching by 78.5%; train by 71.1%; and guiding by 59.1%. Based on the results of this study, it can be concluded that although the implementation of education is carried out during a pandemic, the task of a teacher in carrying out his profession in the area of public elementary schools throughout Malang Raya is still going very well, this is evidenced by the results of the study being in the “very good” category. The pandemic period does not become an obstacle for elementary school teachers in the Greater Malang area to carry out their duties as educators, teachers, trainers, and mentors.

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