Teacher's Resilience Overcome New Normal Learning in Elementary School

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Abstract. The change in the 2013 curriculum to the independent curriculum and the New Normal Learning After the Covid-19 Pandemic caused teachers and students to adjust the learning process. Changes in the learning paradigm emphasizing the digitalization of education are not supported by the digital literacy of students and teachers. This has hampered the digitalization of education in Indonesia. Distance learning indirectly forces teachers and students to change from conventional learning to digital-based learning to support distance learning. In line with this change, the implementation of an independent curriculum for selected schools was followed by the implementation of an independent curriculum in various schools in Indonesia. Changes in the learning process require the resilience of teachers and students in adapting to these changes. This literature review explains how teachers can apply resilience to change and how the SAMR framework can be applied in elementary school learning. From this literature review, it can be concluded that the SAMR framework applied in elementary schools can help teachers survive the changes that occur and help teachers change their learning styles from conventional to digital.

Keywords: Resilience, Independent Curriculum, Digitalization of Learning, SAMR.

1 Introduction

Curriculum changes from the 2013 curriculum to the independent curriculum after previously being punctuated by the emergency curriculum due to the Covid-19 pandemic made every element of education have to adapt to changes in education management, especially in elementary schools. The elementary school curriculum underwent major changes because it moved from thematic to subject matter [1], [2]. The situation is exacerbated by the Covid-19 pandemic where students must study from home or distance learning so that teachers must conduct distance learning [3]. The smooth running of distance learning during the covid pandemic is inseparable from the use of digital technology as a means of connecting. The use of technology during the pandemic played a big role in challenging students to use technology consciously and responsibly [4].

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However, changes in learning methods and approaches, not only in Indonesia, but also in the world, make not only teachers but also students experience fatigue and stress. Although the average level of emotional exhaustion is moderate, it should be noted that more than 20% of teachers and 15% of school principals report high levels of emotional exhaustion. In addition, most teachers and principals report increasing emotional exhaustion and perceive the pandemic as something dangerous. This is particularly worrying given the relationship between teacher burnout and health, retention in the profession, the quality of their teaching, and student outcomes[5]. Although the average level of emotional exhaustion is moderate, it should be noted that more than 20% of teachers and 15% of school principals report high levels of emotional exhaustion. In addition, most teachers and principals report increasing emotional exhaustion and perceive the pandemic as something dangerous. This is particularly worrying given the relationship between teacher burnout and health, retention in the profession, the quality of their teaching, and student outcomes [6].

To overcome the negative impacts above, not only do teachers and students have to improve their digital literacy skills and make good use of technology in the new normal learning era, but they also have to have the resilience to deal with the changes that occur.

2 New Normal Learning

New normal learning can be interpreted as learning that adapts basic things due to significant changes. The term new normal does not only appear in the education sector, but also in various other sectors.

New normal learning that is developing, especially in Indonesia, tends to be blended learning.[7] [9]. There are several challenges faced by teachers and students while adapting to new normal learning, namely:

1. Basic digital skills can be defined as a set of individual's abilities to effectively and responsibly participate in economic, social, and cultural life via digital technologies. To do so, a variety of basic digital skills is necessary. Based on the ICILS 2013 framework, understanding computer use, gathering information, producing information, and digital communication reflects central digital skills[4]. These basic digital skills are fundamental because blended learning uses online and offline learning modes. Not only basic digital skills that must be mastered by teachers and students, but also innovative use of digital platforms so that blended learning becomes meaningful and not boring.
2. Learning time, even though blended learning promotes flexible learning time [9], [10], the learning load given must be appropriate so that students and teachers do not find it difficult to apply blended learning.
3. Resilience of students and teachers in adapting to new learning models, new normal learning is not only an opportunity for educational renewal but also a challenge [11] because the adaptation process is not easy. Therefore, good readiness is needed between teachers and students so that both of them can adapt well.

3 SAMR Framework

The SAMR framework is a model that describes a person's readiness to adapt to applying technology in classroom learning [11], [12]. SAMR mode was first introduced by Ruben Puentedura via an iTunes U course and thereafter via workshops, presentations and his blog. The model is based on observations of practice that have not been peer-reviewed [11]. Despite this lack of a peer-reviewed research basis, SAMR has become popular with both teachers and researchers over the last decade because it uses plain language, is presented diagrammatically and is easily accessible.

SAMR stands for Substitution, Augmentation, Modification and Redefinition. These four terms describe the level of adaptation of one's learning to the use of technology as a learning medium.

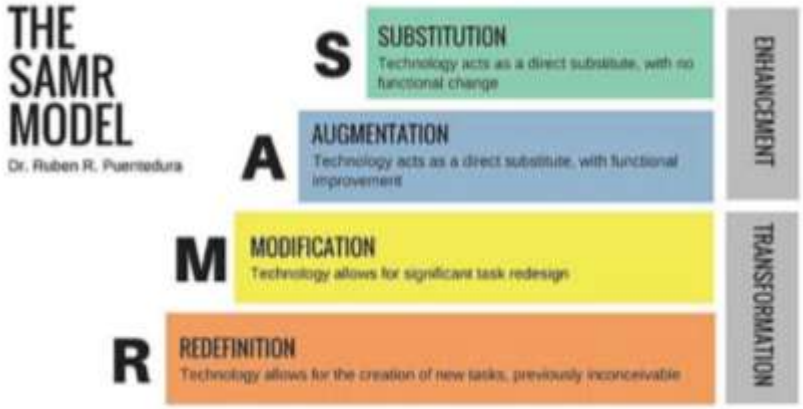

Fig. 1. The SAMR Model

Substitution is defined as a change in teachers using digital media after previously using conventional media as learning media. Even though they have used digital media, functionally there has been no change [13], [14]. in learning practices in the new normal era, many of these activities are carried out by teachers and students such as the use of Whatsapp groups to submit assignments that are photographed for the teacher.

Augmentation is defined as a change in learning activities from the use of conventional media to digital media with a slight increase in function [14], [15]. Such as making learning videos that are sent to students through various vias so that students can make these videos as learning material at home. Another activity that can be done if someone has entered the augmentation stage is that students can discuss online.

The Substitution and Augmentation stages are also called the enhancement stages because even though the media that has been used is already digital media, functionally the use of digital media can be replaced with conventional media because functionally these two media facilitate the same thing.

The next stage is modification. At this stage the use of digital media not only changes functionally but also the tasks assigned require digital media in its application [14], [15]. And the last is the Redefinition Stage. At this stage learning must be carried out in full using digital. Not only changes in tasks and functions, but these tasks do not use digital media, so these activities cannot be carried out. Like a virtual tour.

The Modification and Redefinition stages are also called the transformation stages because these two stages use assignments that must be done digitally. Someone at the modification and redefinition stage consciously and jointly uses technology as the main medium of learning so that functionally it cannot be replaced by conventional media. the stages of transformation cannot be carried out by teachers and students individually. There needs to be a teacher forum and school support [16] so that the use of digital media can be carried out.

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