Micro Strategy And Character Educational Transformation In Elementary School During The Covid-19 Pandemic Of Sintang Distric, West Kalimantan Province

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Abstract: The covid-19 pandemic spawned new ways of learning, attitudes and skills in the dynamics and processes of education in rural areas. This research aims to map a realistic casuistic picture of learning during the pandemic period in Sintang. This research uses case studies in two schools namely Catholic Private Elementary School Panca Setya 2 Sintang and Sekolah DasarNegeri 23 Menyumbung, Sintang. In collecting the data, the writers use observation, and in-depth interviews of teachers, students and parents. Data analysis techniques use inductive analysis. The results showed that anxiety and unpreparedness of learning became the dominant colors of the learning process during the covid-19 pandemic. The micro learning strategy implemented by the school uses the assignment method, communication in WhatsApp group class. Student assignments are given at the beginning of the week and collected on weekends by each parent. Student test scores show improved graphs but the quality of learning outcomes still tends to be the same even there is a bias in the role of parents in answering student test questions. The principal's micro strategy for pandemic learning has been directed towards technology-based learning methods although it is very limited to some learning videos, zoom meetings and google classrooms. The biggest obstacle is the lack of technology infrastructure and the virtual literacy capabilities of teachers, parents and students. In supporting micro learning strategies, the principal needs to strengthen the non-instructional character education policy of the classroom and develop a risk-taker character to encourage the role of teachers as teacher educators.

Keywords: micro strategy, character education, teacher educator.

1. INTRODUCTION:

The covid-19 pandemic situation caused turmoil in educational institutions at the elementary school level because some areas of Indonesia are paralyzed in learning activities because they cannot learn at school and at home. Educational institutions are unexpectedly required to be focused on a new learning culture that has shifted from a school-to-home learning model, from teacher to parent. The demands of learning innovation in the aspects of methods, media, and learning process become a necessity that forces teachers, students and parents to develop new ways of view and actions in learning. The covid-19 pandemic

situation demands the ability of school institutions, families and communities to adapt in response to new needs and challenges of learning at the elementary school level.

In practice, there are many learning needs of students who are less well connected and not maximal in both process and results. Learning problems that have never previously been thought of by governments, schools, teachers, parents and students are becoming a new burden in-home learning practices that demand adaptation and innovation. Parents are difficult and confused in guiding their children to learn because not all subjects are mastered by parents, so teachers who face diverse learning situations from students due to complex and problematic social situations. The problem of studying during pandemics raises the pros and cons both at the macro-level of policy and at the micro-level of learning. The chairman of Ikatan Guru Indonesia (IGI), Muhammad Ramli Ibrahim responded to the online learning policy by the minister of education and culture with such a statement:

> "The Ministry of Education and Culture has issued distance learning guidelines but it is not technically clear in the implementation in the field, full of theories that are difficult for teachers to understand,..." (WahyuAdityoProdjo, 2020).

The response of the teacher representative to the policy of the minister of education in the macro state of policy shows the lack of readiness in concept or action facing the learning situation during pandemic. There is no synergy between macro-level policy needs and the reality of teacher and student needs at the micro-learning level. The survey results show that 60% of teachers have not mastered technology, and more than 15% of teachers who conduct distance education make students stressed, and only 14% of teachers have been able to run distance education properly (Wahyu Adityo Prodjo, 2020).

Globally the ministry of education and culture provides several general guidelines as a reference for learning during pandemics. It is hoped that each regional leader and school institution respond innovatively in answering learning problems according to their own conditions and problems. The policy of closing schools in early March 2020 is only planned in a short period of time apparently does not solve enough education problems in schools because the pandemic situation is difficult to control. The increase in covid-19 transmission in various regions forces the government to impose the concept of learning from home until the end of 2020. It is possible that this policy continues because the corona virus outbreak in the inland area of West Kalimantan shows a significant increase trend. In the press release of the governor of West Kalimantan on October 14, 2020, it was stated that there are no more green zones in West Kalimantan province so face-to-face learning in Vocational High School and High School is discontinued (Anggita Putri, 2020). This situation strengthens the online learning policy to be the best choice during the covid-19 pandemic.

Experience shows that the process and dynamics of online learning activities in Sintang vary greatly. The lack of preparation of technology infrastructure, the ability and proficiency of students, teachers and parents in using computer technology, the internet, smartphones and android phones are important aspects to determine the success of learning from home. All of these factors seriously affect the process and quality of learning online. The success of online learning is determined by interdependence or technological correspondence used in learning (Nurmukhametov et al., 2015). The interdependence reinforces the reason that the experience accumulated in the field of learning is the strategic basis for the establishment of an online learning model in the future. The capacity of micro leadership strategy in schools becomes a key aspect that determines the character of learning and the transformation of education at the elementary school level. In the context of character education and learning practices in pandemic times, the principal's micro strategy plays an important role and as an instrument of adaptation to the clarity of all units and functions in empowering and completing student learning tasks (Dike et al., 2020). Principals need to

show the attitude and support needed to encourage teachers to achieve the goal of completing their teaching duties during the covid-19 pandemic.

The focus of the study was to find an overview of the principal's policies at the micro level regarding character education practices. The purpose of this research is to map the efforts of principals at the micro learning level so that students' learning processes and activities have an adaptive character to change. This research is a case study in elementary school by selecting two characteristics of the school. They are Catholic Private Elementary School Panca Setya 2 Sintang as the flagship school, and Sekolah Dasar Negeri 23 Menyumbung, which has experience in flood mitigation that this school always experiences every year. Case studies in these two schools can provide one concept of micro strategy and a model of character education transformation relevant to learning in times of pandemic.

2. RESEARCH METHODS

This study uses case study research with the consideration that a case is a means of emic research in digging into the thoughts, concepts and micro strategies applied in schools that are actual things in the potential interaction of student and teacher subjects in the school (Densin, & Lincoln, 2013; Olive, 2014; Yin, 2009). This study reveals the policies of the experience of principals, teachers, students related to learning experiences that took place uniquely during the covid-19 pandemic. The choice of this method is consistent with the characteristics of case studies because the subjects studied have both situational uniqueness and data exposure that can be presented thoroughly according to the actual experience of educational practices in inland schools (Ary, D., Jacobs, L.C., & Sorensen, 2010; Cohen, L., Manion L., & Morrison, 2018; Densin, K.D., & Lincoln, 2013).

Time, Place and Subject of Research

The research was conducted between April and October 2020 at two elementary schools in Sintang, West Kalimantan namely SDN 23 Menyumbung, and Catholic Private Elementary School Panca Setya 2 Sintang. The determination of research locations and school subjects use purposive sampling area techniques. The selection of this research site was taken with special consideration according to the specific purpose of the research activities (Densin, K.D., & Lincoln, 2013). Research subjects are determined through purposive sampling methods which means subjects are determined based on the specific considerations and objectives achieved (Leavy, 2017). The chosen informants are 2 principals, 8 teachers with representatives of four teachers from each school. Six students were selected, each of the school's 3 students representing a category of students with sufficient learning access and students with limited learning access. Two parents represent the learning experience experienced during covid-19 related to the method of learning from home. The principal is chosen as the subject because he is the leader who has the authority to move micro strategy management in the school while the teacher is chosen because of his central role in the implementation of micro strategies in the classroom.

Data, Instruments, and Data Collection Techniques

Data acquisition is conducted through in-depth interviews of principals, teachers, students and parents related to micro strategy management in elementary schools in Sintang. This case study integrates observational data, interviews, and document studies to elaborate micro strategy policy practices on the social context of schools from various data sources and data retrieval techniques (Jansen, 2010; Leavy, 2017). Observation centers are the activities of principals, teachers and students, and parents in the process of online learning during the covid-19 pandemic. Some classes are randomly selected to look at character education

practices in schools. The findings of auto observation are combined with the results of interviews, and document studies. Through the Forum Group Discussion and the process of triangulating data must be validated to achieve in-depth insight into the experience and essential meaning of data related to the micro action of character education strategies in the covid-19 pandemic (Darlington & Scott, 2002; Densin, K.D., & Lincoln, 2013; Somekh& Lewin, 2005).

Data Analysis Techniques

The data analysis process is carried out through interviews, observations and document studies, then summarized and carefully reviewed to produce valid data. Respondents were asked for confirmation of the conclusions of the interview results, observations and studies of documents that have been summarized to ensure the accuracy and validity of the data (Baxter & Jack, 2008; Hogg, 2008; Kawulich, 2004; Prior, 2008). Analysis of data obtained from interviews and observations has direct or indirect contributions from a variety of sources and perspectives to improve data accuracy and reliability (Leavy, 2017; Maxwell &Reybold, 2015). The analysis unit is the principal, teachers, students, parents because they become an important and interconnected part of the process of micro-strategy management leadership in the implementation of character education in the covid-19 pandemic. The entire data feed and data analysis are centered on one conclusion drawn inductively (Baxter & Jack, 2008; Ritchie, 2003).

3. RESULTS AND DISCUSSION

The micro strategies developed by the principals and the teachers at Catholic Private Elementary SchoolPancaSetya 2 Sintang and SDN 23 Menyumbung Sintang during the Covid 19 pandemic shows several interesting things in terms of policies, character aspects, impacts and learning outcomes obtained. The table of the data displayed shows an overview of the micro strategy policies in those two schools from March 2020 to October 2020. These results are a summary of inductive analysis from the interviews, the observation and the documentation studies. It is briefly illustrated in the table 1 below:

Table 1. An overview of the micro learning policies during the Covid 19 pandemic at Catholic Private Elementary School PancaSetya 2 Sintang and SDN 23 Menyumbung Sintang, Sintang Regency, West Kalimantan Province

Aspect	Micro Strategies	Character	Impact & Results
Role and Distribution of Policies	- Following up the instructions from the government and foundation at the level of school and learning process - Socializing the decisions and the learning activities through the letters shared via group in WA to the parents of the students - Forming a work team and carrying	- Sensitive and responsive to the external and internal situations -Initiative in taking a role in service learning -Time management and discipline in working on and collecting the learning assignments. - Team division and strengthening	- There is an internal policy in serving the learning needs of the students and the parents at home through information or regular announcements from the school. -Teachers and parents are responsive to the needs of the students who have difficulty in the learning access - There is a personal scheduled tutoring service at school on the weekends. -There are safety and security priorities along with the

	out routine pickets at school by the teachers	teacher performance and team work to serve the students in learning	standard health protocols. - The cooperation and the coordination between the teachers and the parents increased.
Selection of Thematic Learning Approaches	- Implementing learning policy with daily and weekly assignment system - Encouraging a team of young teachers as the initiator of material development, media and learning methods - Developing the learning media through videos, use of YouTube, Google Classrooms, Zoom Meetings in order to serve the students -Developing the evaluation forms for online test questions	-The responsibility and the professionalism of the teachers to send and to correct the assignments, and to return the results to the parents of the students - Share and strengthen the cooperation among the teachers -Sympathetic and care about the condition of the students and the parents -The teachers and the parents respect each other and are willing to hear complaints	- The students' learning burdens and situations are not well monitored - The students and the parents complain about the large learning burden -In the beginning of the pandemic, the teachers had difficulty in choosing the suitable learning methods to serve students' learning needs - The coordination between the teachers and the parents virtually improved - The dominant learning process is through class group in WA -There is a learning innovation effort through a team of teachers - The students' learning outcomes are difficult to measure the objectivity
Teacher Creativity and Class Conditions	-Learning activities through Zoom Meetings and Google Classroom, but not routine. -Creating short videos, power points, and online quizzes -The teachers organize the class in a team and in an autonomous way, and work from the classrooms	-Developing teacher creativity in the field of learning -Strengthening the problem solving abilities - There is an equality in the education services -The students learn to cope with stress caused by studying from home	-Teachers are motivated to learn new things related to technology for the student learning activities -Fulfilled the individual needs of the students who have minimal access to the technology and internet / data packages -The learning tasks that cannot be completed at home are brought to the school and finished by using the technology the school has. -The online classroom helps the students and the teachers overcome the classroom and the school situations that are prone to flooding
Learning Outcomes Evaluation	-Portfolio-based assessment - Written exams or	-Involving the parents in learning assistance	-The students' scores increase due to the role of the parents in learning assistance and in

Strategy	tests, the assignments are carried out through online quizzes and tests -Recordingthe students' activities and learning activities at home in the form of videos	-Introducing and utilizing the technology for the students and the parents	answering the questions and the assignments -The students' scores are no longer pure (quality bias) - The parents and the students are more familiar with the smartphones and the internet as an access to learning -Most students feel stress at home and want to meet their friends

From the results of the observations, the interviews, the document studies and the questionnaires towards the teachers at Catholic Private Elementary School PancaSetya 2 Sintang and SDN 23 Menyumbung Sintang, an observative picture of learning during the Covid-19 pandemic was obtained as shown in table 1. From the results of the study and the data analysis it was found that from the policies at the macro level that is from the ministry of education, the education authorities, the provincial government and the regency government, the schools made micro learning strategies in the elementary schools. The micro strategies created by the school are more pragmatic to answer the actual learning needs of the students. The learning approach with the pattern or method of giving learning assignments to the students via class group in WhatsApp is a real example of how the schools try to ensure the learning process can reach the students and take place in the midst of a pandemic. The principal of SDN 23 Menyumbung Sintang, from his testimony of experience, explained that, "*the teachers' and the students' communication in learning process through class group in WA is very effective and (the teachers are) easy to reach the students. Both the teachers and the majority of the people have access to WhatsApp so that the communication and the learning interactions can be done easily and quickly*."

From the results of the study, it was also found that in almost all schools the teachers interacted via class group in WhatsApp. At the beginning of every week, the teachers sent the assignments in the form of the photographed materials taken from the textbooks or the soft file materials shared to the parents via the class group in WA. As a result, it can be concluded that the learning process with an assignment-given pattern was implemented in all schools so that the results of the questionnaire showed that 100% of the schools carried out this pattern. In several cases, it was found that the students who had no the internet access, who had no a smartphone or an android cellphone, were served with the text messages and telephone assignments by requiring the students to come to school as scheduled together. Alternatively, the teachers called the parents of the students to take the assignments at school or to come to school to complete the assignments using the access prepared by the teachers at the school. The group of the students in a special condition such as in the case of SDN 23 Menyumbung Sintang was the students whose parents work in an oil palm company, who live a few kilometers from the school. Likewise for the students at Catholic Private Elementary School PancaSetya 2 Sintang, there were some students whose parents did not have the ability to use the technology so they were specially scheduled to study at school and accompanied by a teacher. The category of the students with this kind of situation or condition was around 5% both at SDN 23 Menyumbung Sintang and Catholic Private Elementary School Panca Setya 2 Sintang. For this group, the school provided a special policy with special mentoring attention. This was a strategic effort for the school to maintain and ensure the students get the equal and fair learning services during the Covid-19 pandemic.

The school admitted that more than 75% of parents experienced a panic situation when they start studying at home with their children during the pandemic. The principals of SDN 23 Menyumbung Sintang and Catholic Private Elementary School Panca Setya 2 Sintang expressed the same concern, "*the lack of the internet data access and the difficulties of the parents in accompanying their children to do online learning are one of the biggest inhibiting factors in learning during the Covid 19 pandemic*." However, with time the learning process could finally be resolved through the communication and the interaction via class group in WhatsApp which were more familiar with the students' parents. The positive thing awakened from this situation was the formation of sensitivity and responsiveness to the external and the internal situations that required the parents to take a more intense role in the educational process of their children. The parents learn to strengthen the time management and be discipline in accompanying, supervising the learning process and submitting the various study assignments each week.

At the level of the teachers, the micro strategy developed was implementing the policies from the ministry, the education authorities, and the foundation to encourage a new culture in the schools by getting used to maintaining and improving the quality of the learning process through the innovative efforts and the teachers collaboration. The results of observations showed that the teachers' performance and the school IT team performance became the priorities to be developed in the schools. The schools under the leadership of the principals encouraged the young and IT literate teachers to initiate the development of the learning media and the mastery of the internet technology to reach the senior, older teachers who were not familiar with computer technology. The pragmatic policies in developing the micro strategies became the fast alternative solutions to accommodate the learning process through the use of Google Classrooms, Zoom Meetings or Microsoft Teams for the students' learning process. Even though they did not routinely use Zoom Meetings in the learning process, as admitted by the students, their encounters with the teachers and their friends could heal their longing and desire to continue to study with enthusiasm during a pandemic, which made them quite stressed.

The principals' micro strategies also encouraged and strengthened the needs for the innovative selection and development of the methods, media and teaching materials that the teachers had to strive in order to serve the needs of the students to do online learning. Thus, the teachers increased their technological literacy and literacy capacities to serve the students during the pandemic. Table 1 below will provide a hypothetical description of the dominant aspects of learning activities as a measurement of the situation and learning outcomes, scores and character behaviors that were patterned during the Covid-19 pandemic.

Table 1. An overview of the micro-learning policy and the learning outcomes at SDN 23 Menyumbung Sintang and Catholic Private Elementary School Panca Setya 2 Sintang

Aspect	Percentage (%)	Achievement results (%)
Learning through assignments	100	80
Short Message and telephone	5	75
Learning by Zoom Meeting	35	75
Learning by Google Classroom	30	70
Formal test	100	80
Online Quiz	65	85
Student guiding in school	25	80
Access to data and the internet in learning	30	10

Get assignments on time	90	90
Bias scores test or student assignments	5	85
Barriers of technology access in student learning	75	60

The conditions of the COVID-19 pandemic outbreak required the need to optimize the role of the learning leadership for the improvement and the transformation of the education through micro-policy interventions at the level of classroom and school institutions. The policy interventions at the micro level were proven to have encouraged the development of the school culture where the teachers in limitation increased the learning activities through the collaboration with the parents of the students. The teachers also sought innovation in developing the teaching materials, even though they were still limited in the technological and virtual literacy capacities. The pandemic situation presented the opportunities for the teachers to develop their inquiry reflective skills related to the *role of culture thinking, learning, acting and communicating* in learning (Fich, 2003).

The online learning experience of the students showed that the teachers' level of panic due to the lack of literacy in technology or virtual was around 75%. This had an impact on the learning process that was less happy. There was a strong impression from the teachers that generally the students' work is not purely theirs, but the role of the parents was quite dominant, around 60% of the students' works were assisted by the parents. From the results of the study it was also seen that only 10% of the benefits could be felt from the ability of the teachers, the students and the parents used the technology for learning process. Although the students' average learning outcomes had increased, the assignment-given method was still dominant. The acquisition of the students' learning outcomes has a bias about 5% so that the quality of the students learning needed to be grown with the character of independence, autonomy and honesty in working on tests carried out at home. On the other hand, the use of technology tools such as Zoom Meetings and Google Classrooms had only reached 30-35%. This showed that the internet access and the data packages at school and at home were not yet available sufficiently to serve the teachers' and the students' learning. Not all teachers were skilled in using virtual technology for learning process. Teachers needed to be accompanied for online learning training such as *blended learning* in order to strengthen their virtual literacy. The following graph can provide a more realistic picture of the aspects and situations as well as the learning outcomes the students obtained during the pandemic.
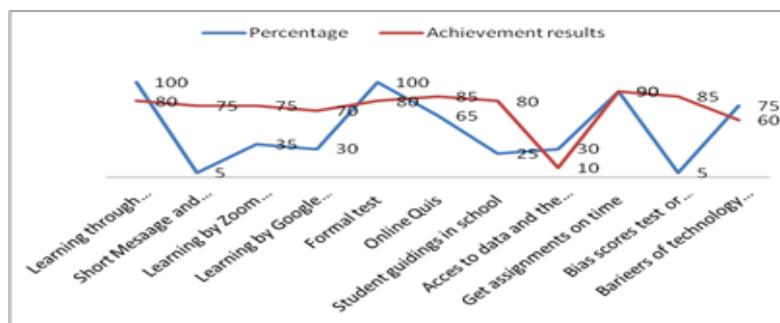

Figure 1. The graph of the achievement of learning aspects and the acquisition of learning outcomes of the elementary school students in Sintang Regency during the Covid-19 pandemic.

One of the aspects that also hinders online learning is the busyness of the parents to earn a living so that they are not always at home during the school hours. The learning facilities provided by the government with learning via national television such as TVRI during morning study hours have not reached the students' needs in learning optimally. The parents

of the students from Catholic Private Elementary School Panca Setya 2 2 and SDN 23 Menyumbung, for example, complained about this

> "*We cannot accompany the children to study in the morning, at 8 and 9 o'clock because at those hours we have already left for work so we cannot accompany them to study. Actually, the material is pretty good. However, the explanation is quick enough and cannot be repeated. Children rely solely on their hearing and they find it difficult to take note the explanations and the material presented. The children are also only able to learn for 5-10 minutes, after that the TV channels are replaced with their favorite shows.*"

From such of these problems, school as an institution needs to realize that the teachers may not have experience in the classroom according to their field of expertise so as to the teachers should also be aware that the students have a long history of academic knowledge and a very diverse student life experience. This is confirmed by evaluating and analyzing the ability of the parents and the students to access *Google Classrooms*, *Zoom Meetings*, or *online quizzes* where their ability to access has only reached about 30%. This shows that the teachers, the parents and the students are not proficient and have not mastered online learning well. On the other hand, the main scheme of study from home in all schools which uses assignment giving pattern is very high that reaches 100%, and the average score obtained at the end of the semester is around 80. This means that the practice of studying at home in terms of obtaining student test scores has increased. However, the quality of education cannot be ascertained whether it is good or improved. The classical guideline used by the teachers in the assessment is the actual abilities of the students before the pandemic, except for the students who have just entered grade one elementary school; there is no mapping of their characteristics and competencies.

Responding to the current contexts and situations, the principal needs to develop a micro strategy that allows the students to have a space to recognize their own limitations on knowledge and perspectives. In online learning process, the teachers are required not to present new knowledge and methods to students in an old-fashioned way. What is more needed is a true transformation of the knowledge that the students already have and the development of learning that engages the students more so that the process and quality of their learning is more meaningful and happy. The role of teachers and parents according to Ki Hadjar Dewantara's Taman Siswa learning concept is to guide the students in learning through play, fun and happiness which is called independent learning (Kemdikbud, 2020; MajelisLuhurPersatuan Taman Siswa, 2013).

In education and teaching the teachers have two important roles in the character building process. The first is to play a macro leadership role, and the second is to develop a micro leadership role at the learning level. These two roles are highly integrated with aspects of the quality of education and the teaching in schools during the pandemic. Building a quality environment and culture in schools is an important element of macro leadership. At the macro level, the leadership of the principals and the teachers is more focused on the goal of bringing about transformational change in the school by closely monitoring the external and internal environment of the school (Kelly, 2007). So there needs to be a combination of effective policy strategies between macro and micro aspects of education in schools. The principal needs to increase the capacity of his micro strategy in analyzing and implementing day-to-day strategies through monitoring teaching and learning activities according to specific strategic actions as a concrete form of the implementation of the micro leadership strategy (Majid, 2017).

During this pandemic, the principal is required to develop a long-term strategy with the ability to visualize and anticipate the changes in the external environment at the micro

level. He needs to make the necessary structural changes in the school environment by creating new strategies to answer the learning needs of the students. This capacity is needed to harmonize the ongoing external changes and the internal conditions that exist in the schools (Dike & Parida, 2020). With this action there is a new hope for the movement for change or transformation of character education in the elementary schools. Macro strategies at the policy level can be translated and innovated by the strategic actions in the daily life and educational activities in every school.

4. CONCLUSIONS

The Covid-19 pandemic has generated a new awareness of the importance of education as a shared responsibility and has encouraged the participation and the collaboration at the level of the student's character building, related to *learn how to learn*. Strengthening the process and the quality of learning outcomes in the online character education transformation scheme in the elementary schools requires a character education approach which is not instructional only. The non-instructional classroom-based learning approaches in the context of online learning during the Covid-19 pandemic are significant and relevant. It is important for the teachers to strengthen their inquiry-reflective capacity by utilizing non-instructional fields to support the optimal implementation of the independent learning concept from home. This can be achieved by the class management empowerment, the learning methods selection, the learning rules and procedures, the motivation development, the joint commitment and the development of the physical environment with the aim of the students learn independently and meaningfully from home (Doni Koesoema, 2018; Evertson, CM, & Weinstein, 2006). The macro and micro learning strategies must be integrated by schools in a balanced manner. It is intended that the teachers and the students can create a happy learning atmosphere without being burdened with the achievement of a certain score or value (Cohen, & Loewenberg, 2001; Kemdikbud, 2020; Timoštšuk &Ugaste, 2010). The target in the online learning process from home is to create student-centered learning so that it can drive a better ecosystem, develop teacher learning leadership as well as empower the class as the epicenter of character education (Dike., 2019; Gusarova, 2015).

The micro strategy of the principal is needed by involving a non-instructional classroom-based character education approach through non-teaching moments at home yet still integrated with the teacher's teaching process in the classroom. Thus, the selection and the development of teaching methods, the classroom management, the class management, the student's motivation, the commitments making, and the agreement on learning procedures are important (Doni Koesoema, 2018; Kemdikbud, 2020; Noor, 2012; Sutjipto, 2017). The non-instructional model developed during the pandemic through online learning is not only making it easier for the students to learn but also changing their perspective (*growth mind set*) as well as challenging the students with the "*risk taker*" character. Teachers should act as teacher educators who have the function of providing the best variety of support when the students meet the learning challenges, such as in the current pandemic situation (Swennen, 2009).

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