



Teacher's Profile as An Agent of Change in Preparing School And People at the New Normal Era

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ABSTRACT

In the Covid-19 Pandemic, the teacher's role is not only as a teacher in a formal school but is expected to be an agent of renewal in the face of a new normal where we must all be able to live with the coronavirus. This research aims to understand teachers' experiences as community coaches or extensions and the most appropriate type of training during this pandemic. The data in this descriptive study was obtained from the spread of questionnaires to 16,546 respondents who were teachers at the early childhood education (PAUD) to high school (SMA) levels throughout Indonesia. Data processing and analysis were done descriptively and obtained some results. Notably, 77.8% of respondents have experience in providing training, and the most training materials ever given by teachers as coaches are about education, which is 88.9%. Related to the skills needed to act as a coach with material about life in the Era New Normal, most teachers assume that speaking in public, developing presentation materials, and using technology are skills that must be possessed. Furthermore, the study's results can be a reference for developing training forms with teachers as coaches or extensionists, especially in the New Normal era.

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1. INTRODUCTION

The Corona Virus Disease pandemic, also known as covid-19, has had a significant impact while at the same time encouraging people to make significant updates in various aspects, including in the aspect of education. The implementation of learning has changed drastically to minimize viruses that quickly spread and mutate. The COVID-19 virus has significantly impacted all sectors, including education. This condition forces schools and educational institutions to quickly adapt and switch to remote teaching (Barry & Kanematsu, 2020). Various policies were taken to reduce the virus's spread rate, including imposing social distancing and new living habits. Most schools have implemented a temporary closure policy to prevent the spread of the virus and shifted learning activities online (Viner et al, 2020; Wajdi et al., 2020). Schools are adopting online learning mode to ensure that learning can continue while implementing new policies in the new normal era. Along with the Government's efforts to make an Endemic from a Pandemic, the Government has made policies to keep everything running normally but with due observance of health protocols, or what is commonly called the new normal era. Some learning in an unspecified time is only permitted via the internet network, and a study-from-home policy is carried out. Some can carry out face-to-face learning directly at school but still with strict protocol provisions.

The influence of the study-from-home policy certainly requires teachers, students, parents, and related parties to start being more literate about information technology so that the learning process can continue to run optimally (Firmansyah & Kardina, 2020). Even though learning from home, teachers still need to equip students with the expected education and skills, especially skills related to 21st Century skills (Hartati, et al., 2020). Moreover, based on the recognition of teachers, parents, students, and others, they gave a response that was still not positive regarding learning from home because, of course, the learning that was being carried out could be said to need improvement still because face-to-face and online learning would be different (Kurniasih et al., 2021; Rompas, 2021).

In online learning, the teacher's duties and roles remain the same: guiding students. Currently, the COVID-19 Pandemic has forced a change in the way of learning. Education has shifted from face-to-face to virtual. Teachers are currently charged with additional tasks, namely mastery of knowledge through virtual platforms (Johan et al., 2020; Maulucci & Guffey, 2020). Online learning is the concept of learning through the use of several technological applications. Online learning, as a version of distance learning, provides access to opportunities and educational options for students who cannot attend face-to-face classes (Kaya & Islekeller-Bozca, 2022).

As a result of the implementation of online/online learning, which was not accompanied by preparing skilled Human Resources (HR), the education sector experienced various extraordinary impacts (Almanie, 2022). When teachers are required to continue carrying out learning activities in the new normal era, at that time, teachers are also faced with different environmental conditions, carrying out different activities and using different instructional approaches (Pressley, 2021). The learning situation in the new normal era forces teachers to teach students through online-based distance learning. Learning is directed at a knowledge transfer system using internet network support via video, audio, images, communication text, and software (Pujiastuti et al., 2021). Various findings, constraints, and challenges, including internet connection problems and lack of experience with new technology and learning strategies (Altawalbeh & Al-Ajlouni, 2022).

There are three components to online learning: learning models, instructional and learning strategies, and online learning media (Al Hakim & Azis, 2021). To optimize online-based

learning, the main concern is the selection of media or learning strategies. Choosing strategies and designing instructional learning requires teachers to explore and develop their professional abilities (Al-Jarf, 2021). The seven roles of a teacher in learning are educator (teacher), role model, teacher and guide in the learning experience, learner, facilitator, administrator, and actor (Mahmudah & Rusmayani, 2020). The role of the teacher as a facilitator is a service that facilitates students in learning activities by providing facilities and infrastructure so that learning can run effectively and efficiently. A facilitator must be able to utilize media and learning resources (Yuliani et al., 2022).

Distance teaching also provides opportunities to experiment with alternative teaching methods, tools, and assessments. Furthermore, teachers are freed from some of the burdens associated with direct teaching and can focus on their profession's core role (Alolaywi, 2021; Kim et al., 2021). On this basis, teachers can develop themselves and have an impact not only on the learning of their students but they can also further actively provide benefits and educating the surrounding environment.

Another fact related to the socialization of life in the New Normal era is that not all levels of society have the proper knowledge and understanding of how to carry out activities safely and maintain health. More than the number of doctors and health workers available is needed to educate all levels of society. Teachers as educators who have the skills to convey material to students and also have the skills to communicate and socialize with parents of students in this era should be able to become agents of reform become, coaches or trainers, or companions who can help the government to educate or provide counseling about life in New Normal Era. Teachers can be part that can reinforce the community regarding this pandemic that has not ended. Moreover, the current Covid-19 variant is far more dangerous than before, called the Delta variant (Alexandar et al., 2021; Woltran et al., 2021).

This study aims to get an overview of teacher experience and the training most appropriate during this pandemic. The hope is that by getting an overview from these teachers, the next step is to design the types of training and skills teachers need in providing training or counseling related to how people should live in the New Normal era.

2. METHODOLOGY

This descriptive research provides a broad picture of what teachers need when they are allowed to become trainers or extension workers related to the new normal era. Respondents from this study were 16,546 respondents who are located throughout Indonesia and are teachers from different school levels ranging from Early Childhood Education (PAUD) to High School (SMA), with gender 74% female and 26% male. The age range is from 20 to 60 years, whose percentage can be seen in Table 1.

Tabel 1. Percentage of Respondents' Age Range

Age Range	Percentage
20 – 30	21,30%
31 – 40	34,90%
41 – 50	21,60%
51 – 60	21,90%

The instrument used in this study was a questionnaire distributed via an online form. The instruments that were distributed contained questions regarding general data from respondents who filled them in and data related to the experience of being an extension worker that had been carried out and the skills needed when becoming an extension agent related to the new normal era.

3. RESULT AND DISCUSSION

Based on data obtained from a search using the Scopus database, 60 articles with the search keywords 'digital leadership' OR 'e-leadership' AND 'education' OR 'school' were found published in journals and proceedings in the 2015-2023 timeframe. Figure 1 shows the development of publications from 2015 to 2023. The results of this study will discuss several important things, including the experience of the teacher, experience in conducting counseling, skills, needs, and information/knowledge needed in conducting counseling. Based on the data obtained, most teachers already have experience as extension workers or trainers. Table 1 shows the percentage of teachers who have and do not have experience becoming extension workers/trainers.

Table 2. Experience as a Extension Officer

Experience	Percentage
Yes	77,8%
No	22,2%

Based on Table 2, most teachers already have experience as extension workers. This is an excellent opportunity to empower teachers to help educate the public about this new normal era. Although the experience that teachers have, of course, maybe different/unrelated to matters relating to the new normal, as shown in Table 3.

Table 3. Experience in Extension Field

Field	Percentage
Education	88,9%
Non-Educational (outreach to the community)	11,1%

Table 3 explains that generally, teachers who become extension workers are in the academic or educational field according to their duties and functions as teachers. However, teachers can act as extension workers in preparing schools and communities to face the new normal era. Based on research conducted by [Paramadina et al. \(2021\)](#) explains that community activities such as village activities, including Posyandu, village cleaning, recitation events, visits to residents' homes, and guiding the community, both adults and children, is the right solution in providing education about the new normal. Of course, this opportunity can be not only the responsibility of the government but also the role of the teacher as a reforming agent in society to create a more educated society and able to apply a lifestyle that is by the new normal era. Based on the data, it was also found that teachers need some skills to provide counseling or educate the community. Skills that, according to teachers, can support their performance in providing counseling can be seen in table 4.

Table 4. Most Needed Skills

Skills	Percentage
Public Speaking	90,52%
Developing Presentation Materials	90,65%
Using Technology Media	98,86%
Overcoming Stress	89,90%
Throwing Humor	83,54%

Table 4 shows the five skills needed by the teacher respondents when they become extension workers. The skill considered most needed by teachers is the ability to use technological media. We do not deny that when this pandemic went global, all learning processes, counseling, or matters that were previously face-to-face became networked (Yunitasari & Hanifah, 2020). Does not play an essential role in the counseling process carried out.

Referring to the results of the responses obtained by respondents, they generally ask offline or face-to-face methods. This was obtained from the results of the responses given that as much as 59.70% asked for the process to be carried out offline, 14.10% online, and 26.10% asked for a combination of online and offline methods.

Apart from that, because counseling will be closely related to the new normal era, it is necessary to ensure that the material that needs to be mastered by the teacher/respondent is also necessary (Hartati, et al., 2020; Jamilah, 2020; Kusumawati, 2021). From some of the existing materials, five primary materials or knowledge need to be mastered by them when they become extension workers. Table 5 will show what materials teachers need when becoming extension workers.

Table 5. Most Needed Information/Knowledge

Information	Percentage
Covid-19	98,82%
New Normal	98,85%
3 M	96,46%
The importance of vaccines	96,90%
Herd Imunity	92,54%

Based on Table 5, it is found that these five primary materials are essential parts for teachers when they become extension workers. This is evidenced by the percentage which is above 90%. Therefore, when the teacher is made an instructor, the information/ knowledge/ material needs to be given in more depth to the teacher so that they can adequately master matters related to the new normal era along with all its supporting aspects so that when the teacher becomes an instructor, the information given can be right on target and optimally achieve the expected goals (Pratama & Pitnawati, 2022; Sitompul, 2020; Rizmayanti & Kusnarto, 2022).

4. CONCLUSION

Based on the results and discussion, the respondents (teachers) generally have experience in the field of counseling. However, most are in the field of education, but they do not rule out the possibility that they can provide counseling related to the new normal era. Furthermore, although most teacher respondents hoped implementing the training would use an offline method, this could not be done due to the circumstances. Skills considered highly needed to become instructors are speaking in public, developing presentation materials, and using technology. In addition, respondents believed that information about Covid-19, the new normal, 3M, the importance of vaccines, and herd immunity are essential things that must be mastered when becoming extension workers.

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