

# Proceeding of The 1<sup>st</sup> International Conference on Integrated-Holistic Early Childhood Education (ICIHECE)

Islamic Early Childhood Program, Faculty of Tarbiya and Teacher Training  
Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto  
e-ISSN: XXXX-XXXX, p-ISSN: XXXX, DOI: 10.24090/icihece

## The Role of Teachers in Learning In Elementary Schools in The Post-New Normal Era

Ade Nurjanah<sup>1</sup>, Babang Robandi<sup>1</sup>, Pupun Nuryani<sup>1</sup>

<sup>1</sup> Pedagogics, University of Education Indonesia, Bandung, Indonesia

✉ email: [adenurjanah70732@gmail.com](mailto:adenurjanah70732@gmail.com)

**Abstract:** This research is motivated by the impact of Covid-19 making the Teacher's routine in the post-new normal period which usually has more activities at home to be outside the home again. So that researchers want to see whether in the post-new normal period a teacher during this phenomenon has a significant role in learning in elementary school children. Research with a qualitative approach, using phenomenological research methods with in-depth interview techniques as data collection techniques and Interpretative Phenomenological Analysis techniques as data analysis techniques. From the data that has been analyzed, three important findings were obtained from this study, namely: First, the teacher's perspective on children's learning activities in the post-new normal period revealed that online and face-to-face collaborative learning for elementary school children is not effective enough. Because in his view, the success of children's learning outcomes depends on the atmosphere and facilities available to support children's learning activities. Second, the teacher's involvement in learning in the post-new normal period is related to the form of learning assistance activities when the teacher fulfills an important role in supervising children, supporting children's success by providing achievement support, and as a guide and educator. Third, teachers' experience when carrying out their role in children's learning in the post-new normal period is the best moment to strengthen the emotional relationship between teachers and parents. From the teachers' experience in the post-new normal period, it motivates teachers to improve relationships that are considered less close with children and parents, improve self-competence and always make various educational innovations.

**Keywords:** Teacher's Role, Learning, Elementary School, Post New Normal

### A. Introduction

Yesterday, the whole world was shocked by the pandemic virus that infected all corners of the world, including Indonesia. The World Health Organization (2020) or also known as WHO declared the Corona virus (COVID-19) as a public health emergency of international concern. Various policies were taken and issued by the Indonesian government as an effort to break the chain of the spread of Covid-19. Including the world of education, this has made the implementation of education diverted from activities at school to be based on activities at home.

Schools shifted from face-to-face learning to distance learning (PJJ) through online learning, this lasted long enough until recently the Ministry of Education and Culture called on all policy makers to support the restoration of education services. Based on the Minister of Home Affairs instructions No. 29 and 30 concerning the Implementation of Restrictions on Community Activities (PPKM) which took effect from June 7 to July 2022, almost all regions are at PPKM level 1. So the Ministry of Education and Culture urges all policy makers,

especially in the education sector, to support the restoration of education services by immediately opening face-to-face learning (PTM) in schools.

In various circumstances the world of education must continue because education has a very important role in efforts to shape the quality of human resources that excel in various fields realized through a process called learning which is carried out by learning and guided by a teacher or teacher. Based on the Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers confirms that teachers and lecturers must have academic qualifications, competencies, educator certificates, be physically and mentally healthy, and meet other qualifications required by the higher education unit where they serve, and have the ability to realize educational goals.

Teacher mentoring in the post-new normal period is believed by all parents to be an important influence on children's learning process. The teacher is an important and decisive figure in the learning process. Although there are now a variety of richer alternative learning resources, such as books, journals, magazines, the internet, and other learning resources, the teacher figure remains the key to optimizing existing learning resources. Teachers remain the main source of learning. Without teachers, the learning process will not be able to run optimally.

In the current case, students are getting used to doing everything at home and getting various facilities and relief provided by educators. So inevitably when the process of education returns, teachers of this era must rack their brains and further improve their competence in order to achieve the desired results. All educational processes will be returned to the teacher, the role of the teacher is very important in teaching and learning activities. This one figure will always be a strategic spotlight when talking about education issues, because teachers are always related to any component in the education system, teachers play a major role in educational development, especially those organized formally in schools, teachers also determine student success, especially in relation to the teaching and learning process (Mulyasa, 2013).

## **B. Methods**

The paradigm of this research approach uses qualitative research because some characteristics of qualitative research seem to be in accordance with what is done in this study. Referring to Conger's (1998) view, that "...qualitative research is conducted in the actual setting of the phenomenon...", the qualitative approach was chosen to be an appropriate approach to be used in this research. The role of the teacher as a phenomenon in the context of mentoring is interesting to be studied in more depth.

This research is located in Tasikmalaya Regency. The location chosen was adjusted to the aims and objectives that made it easier for researchers to conduct research. The participants chosen are participants who in theory will provide a new view of the experiences they have experienced which is in accordance with the objectives to be achieved. In the research, a number of participants will be obtained who will provide the data obtained so as to produce several findings related to the role of the Teacher in assisting elementary school children's learning in the post-new normal period.

In collecting data, researchers used interviews as a data collection technique. Interviews were used as a tool to collect information from teachers who were selected as respondents or participants in this study. The technique used in this research is one to one interview.

Furthermore, from the data obtained, the IPA (Interpretative Phenomenological Analysis) analysis technique will be used. This technique was chosen because the research seeks to reveal a direct experience that occurs, namely the Teacher's involvement in the context of assisting students while learning. Experience is the main key to be revealed in more detail in this study. As stated by Smith (2009), Interpretative Phenomenological Analysis (IPA) is used to conduct an in-depth examination of a person's direct experience. The essence of IPA lies in the focus of analysis, where the focus directs our analytical attention to the statements submitted by respondents/participants to interpret their experiences.

## **C. Results and Discussion**

### **1. Teachers' perspectives on children's learning activities in the post-new normal situation**

The first thing that emerges as a discussion is the teacher's view of the post-new normal situation. The respondents' statements recorded in voice recordings revealed some information about the post-new normal situation experienced by the respondents.

"In my opinion, the post-New Normal situation in education demands significant changes in the way we manage and deliver learning. We are faced with new challenges" (Mrs. Rina. Tasela, January 22, 2023).

The post-new normal situation is still influenced by yesterday's new normal situation, and education is no exception. This is as described by respondents where the influence of the new normal causes significant changes in the way they carry out learning and provides new challenges for them.

One respondent who is a teacher has an opinion about the future of education in the post-new normal era. .

"I see the future of education in the post New Normal era as an opportunity to make changes for the better. This experience has opened our eyes to the importance of adaptation and innovation in education." (Mrs. Rina Tasela, January 22, 2023).

The statement illustrates an optimistic view of the future of education in the post-new normal period. In a situation that demands changes in education, there are several important aspects that need to be considered to achieve better changes. Adaptation and innovation are key in dealing with the changes that occur. Teachers are a key element in education. They need to be optimally prepared and supported to deal with flexible and diverse learning.

One respondent added her opinion regarding her learning activities now after the new normal still requires adaptation and collaboration with parents, especially mothers. In accordance with Amalia's (2016) opinion that parents' activities in doing something will be centered in one activity. Meanwhile, the task of accompanying children to study at home is left to the wife.

"We maintain a combination of face-to-face and distance learning. Flexibility and adaptation are key in maintaining a smooth learning process" (Mrs. Rina. Tasela, January 22, 2023).

Other respondents expressed almost the same opinion as the previous one. However, the impact of covid-19 for some children whose task of caring for and accompanying children to study is left to their household assistants. In accordance with the opinion of Zulfitriah, Ansharullah, & Pratami (2020), that parents who work in the health sector during the covid 19 pandemic mostly leave the care and education of their children to household assistants. This happens because the health sector is at the forefront so that the health sector works full time.

"We actively involve parents through regular communication, even though their children are accompanied by their mbak we still communicate either through instant messaging applications or online parent meetings. Parents also have a role in helping to ensure children can keep up with learning and assisting them in carrying out tasks." (Ibu Yani. Singaparna, January 24, 2023)

The post-new normal learning period has brought major changes in the way children learn, and some students may experience stress or confusion. Parents can act as advocates who help overcome these challenges by providing emotional support, motivation and positive encouragement to children. Good collaboration between teachers and parents will create an inclusive educational environment and support students' holistic development.

Another opinion from the next respondent was a teacher who was affected by the impact of the new normal. She revealed that she faced concerns about her job and her family's economic condition. Many companies are experiencing difficulties and are forced to make layoffs as a cost-cutting measure.

This also affected the family of one of the respondents, whose husband lost his job. In accordance with an article from BBC Indonesia (2020) which reveals that some breadwinners, especially fathers, experience feelings of worry and depression after the layoff process carried out by the company. In the midst of thinking about work, the view emerged that this concern about work should be the focus of worry rather than work.

"I am facing considerable concerns regarding my work as a teacher. The impact of the New Normal period has changed many things in the world of education. However, I am also worried that my husband has lost his job" (Mrs. Esti. Sariwangi, January 23, 2023).

From the respondent's next statement, she came up with a solution step for herself not to worry too much about losing her job in the new normal. She took advantage of the new normal situation yesterday by doing positive activities, one of which helped facilitate the learning of her students and children.

"Starting from the confusion of my husband's activities at home, but I am active on social media and my husband is also quite good at IT. Now when teaching children, it turns out that there are many challenges, including my child, he is more interested in watching on YouTube. I was also confused and my work demands had to continue, so I finally tried to make a learning video. At first it was just ordinary for me to share with my students, they were enthusiastic. Finally, my husband tried to edit it, so while I share it with students but the video is uploaded by my husband on YouTube, quite a few people watch it, hopefully it will be able to produce it, mom." (Mrs. Esti. Sariwangi, January 23, 2023).

An interesting thing emerged when the respondent revealed a statement that she would be serious in managing YouTube and would start sharing her knowledge and teaching on social media and increase her income.

"Times like this seem to be suitable for innovations that make work easier, even though now I have started learning as usual again but the habits of the children who were covid yesterday are still mostly the same. Even though I'm busy teaching again, I will try to keep taking YouTube seriously. Hopefully it will develop and produce in the long run, mom." (Mrs. Esti. Sariwangi, January 23, 2023).

From the respondent's statement, the view emerges that the teacher's role is very large. So that her concern for the new normal is used as a step to solve the problem of layoffs experienced by her husband. In addition, the respondent believes that everything that happens to her has a wisdom. In addition to getting a solution in finding a source of income from home, she expressed her awareness of the importance of the presence and involvement of a teacher even if only on the screen.

"Alhamdulillah, the new normal for me has many lessons mom. I am more motivated to innovate and want to work. Even though it's still not perfect, our role on the screen is different for children and helps them." (Mrs. Esti. Sariwangi, March 23, 2023).

As stated by the respondents, children's learning activities in the new normal period that have been carried out online are considered less effective for filling learning activities that children usually do at school and when they return to learning at school it is still carried over. Like the research conducted by Harahap, Dimiyati, & Purwanta (2021), that online learning for children is not appropriate and does not go well. Some respondents said that their children became undisciplined when not in school because when learning online they felt they were not learning and that carried over to the current school learning.

"I was really worried when I saw the condition of the children learning online at home, what I expected of course was that the child did the activity according to my instructions. But what I see is like this. Tasks are ignored, done at will. It's not appropriate, it's not what I expected until now the children are like that." (Mrs. Rina. Tasela, January 22, 2023).

From the statements above, respondents explained that online learning activities at home did not run smoothly as they expected. Children become unfocused on doing assignments from school.

"When children go to school, they already know at least how learning activities in the classroom. But that activity is partly gone and now it starts again with different circumstances than before the post-new normal." (Mrs. Rina. Tasela, January 22, 2023).

Because the learning atmosphere that is built at school and at home is certainly different. At school, the atmosphere and supporting facilities for children to learn and play are very complete to stimulate the development of religious morals, physical motor skills, social-emotional, language, and art for elementary school-age children....

If we look at the interview transcripts, one of the respondents said that "As a teacher, I have to facilitate what children usually do at school now". From the respondent's statement, it is in accordance with Mulyasa's opinion (2008) which states that the teacher as a facilitator is tasked with facilitating learning for all students, so that they can learn in an atmosphere that is fun, joyful, full of enthusiasm, not anxious, and dare to express their opinions openly.

What needs to be done is to provide good examples to children, quoting Ki Hajar Dewantara, we must "ing ngarso sung tulodho", as teachers must always provide examples as well as parents must be able to be role models for their children, by immediately giving examples first to our children so that they only have to imitate our behavior.

One respondent revealed the habits of children yesterday doing activities at home and carried over to this day.

"Children now mostly forget to shake hands with the teacher because of yesterday's rules. the teacher's task now increases, besides having to catch up, they also have to improve the morale of the children. I teach them again from simple things that I model. Alhamdulillah, now it's normal again." (Mrs. Yani, Singaparna, January 24, 2023)."

The changes experienced by teachers during the post-new normal period certainly affect current learning. The teachers' habits when learning face-to-face are inversely proportional to when covid 19 and now have to return to carry out learning but with different conditions.

"Yes neng, the work during WFH was hard in my opinion, the weight was that I could not accompany the children to study directly. Sometimes I have to go to villages to visit children who are difficult for me to contact, difficult to signal, not to mention that the parents have no attention, the assignments are not done, even now the children are also the same so they rarely go to school, do assignments just like that." (Mrs. Rina. Tasela, January 22, 2023).

"It seems that the child is indeed having difficulty, why is this child already in high class not able to do this." (Mrs. Yani. Singaparna, January 24, 2023).

The respondents' statements above illustrate that when respondents find out that their students are having difficulty in learning, they try as much as possible to help their students in completing their learning tasks. The role of the teacher appears in the respondent's expression above, namely the role of the teacher in providing guidance to students in facing learning challenges and difficulties.(Amri, 2013).

Of course, in the learning process, the teachers become more closely related to the parents, because there are more and more tasks assigned by teachers that their children cannot understand, so parents must ask the teachers for direction.

"Alhamdulillah, before covid, during covid, New Normal, until now I am still accompanied by parents, but when covid is closer. So we are always together," (Mrs. Esti. Sariwangi, January 23, 2023).

From the respondent's statement above, it reveals the wisdom gained, because then the relationship between teachers and parents of students becomes closer, more appreciative of the role of teachers and accompanying their children's learning process until now.

Furthermore, what is interesting about teachers' perceptions of children's learning activities in post-new normal is the statements made by respondents. Directly, respondents believe that when teachers are at home and are required to continue carrying out their duties, teachers must make innovations and when learning at school reopens, these innovations must be collaborated with appropriate learning strategies and methods. Teachers should be the originators of ideas for progress in education and teaching (Amri, 2013).

"Alhamdulillah, that's the new normal, mom. From there I became more motivated to innovate and want to work until now. Although it is still not perfect." (Mrs. Esti. Singaparna, January 24, 2023).

"Now the way of teaching cannot be conventional like before, we must be willing to innovate, at least we must use IT media occasionally, we must give many real examples and combine them with strategies and methods that are suitable for today." (Mrs. Esti. Sariwangi, January 23, 2023)

From the statement of one of the respondents, the respondent understands the child's learning difficulties and is directly involved in helping to solve the problem with the child. This is in accordance with the role of the teacher according to Amri (2013). The teacher is an informant who provides good and effective information about the programmed material as well as information on the development of science and technology.

One respondent believes that when children are accompanied while learning by the teacher, they want to learn well compared to when they are not accompanied by the respondent.

"When children study directly with me. I see that children really need me. When we direct them, they want to learn and do according to my instructions" (Mrs. Esti. Sariwangi, January 23, 2023).

The following statement describes the form of attention that a teacher pays to her children from a distance.

"I try to monitor from my cellphone, especially those who are lacking in learning, I try to call them and even make time to visit their homes. I feel bad mom so much left behind. Alhamdulillah, now they are learning face-to-face again so their parents are working together." (Mrs. Rina. Tasela, January 22, 2023).

"I like to give attention too, such as group video calls. I ask how the material and assignments can be understood? How far has the assignment gone? You have to do the assignment! Until now, I do that to make sure they learn" (Mrs. Esti. Sariwangi, January 23, 2023).

From the respondent's statement above, an important point emerges regarding the teacher's role as a provider of attention. A teacher's personal attention to his or her students advances the child's development more than the school organization, where a teacher faces the children of that class more often. The conclusion from the respondent's statement is that the respondent must always know the child's activities as a form of giving attention by asking questions, understanding and understanding what they should do remotely.

We see indications that the activities that respondents do with children use technological aids. The social interaction that is trying to be built is not pure between the teacher and the child. While in a study it is said that play and interaction as well as social games have a positive effect on children's learning outcomes.... So we can understand that the interaction between the teacher and the child where there is a social context at the time of interaction. Interaction at home makes the teacher more aware of the importance of being directly involved in the child's life.

The situation was different when one of the respondents was directly involved in the children's learning at home and school. The interesting thing about the respondent's statement is when the respondent feels "anxious" and eager to help with their children's work.

"Seeing the way they learn makes me sometimes impatient, I give a lot of penalties in collecting assignments and others. so now when learning directly again like gereget when I give assignments it feels like I want to help do it so they finish quickly." (Mrs. Esti. Sariwangi, January 23, 2023).

However, respondents reiterated that helping children to complete their assignments was only at the beginning when adjusting to their new role as a learning companion in the new normal period.

"So when the learning process is so good, mom. Because he is motivated in the video and seen by many people so it must be good." (Mrs. Esti. Sariwangi, January 23, 2023)

The role of the teacher appears from the above statement, namely the teacher as a motivator in agreement with Jamarah (2004). At all times the teacher must act as a motivator, because in educational interactions it is not impossible that there are students who are lazy to learn and so on. Respondents who choose to hone children's abilities rather than help with their assignments.

"As a teacher, I have to learn too, look for new knowledge. Like why my students at this age can't do this yet. I feel that I have to look for more knowledge. So that I can really carry out my profession well." (Mrs. Esti. Sariwangi, January 23, 2023)

Although sometimes the teachers are also less smart in everything, especially related to technology. Because according to Jamarah (2005) teachers should have sufficient knowledge and understanding of educational media in various forms and types, both nonmaterial and material media.

Not quite up there, the respondent added a statement that the influence of increasing children's insight is when it is easy for children to be able to access TV, and Youtube which is considered a source of children's insight.

"Because what I know, so far why my children know more, maybe they are more diligent in watching TV, watching YouTube-YouTube. So meureunan I as a teacher rarely watch it. So children know more about it." (Mrs. Esti. Sariwangi, January 23, 2023)

Teachers' perceptions of post-new normal learning activities that cannot be separated from IT facilities can be concluded that children are eager to learn and do their assignments when children see their teachers on social media shows.

"When I teach from home or at school doing activities with students, I like to record it. I take photos or videos, the important thing is to document it. They get excited to do their assignments" (Mrs. Esti. Sariwangi, January 23, 2023).

The statement concluded that children are motivated to show the best of themselves. So that respondents took the initiative to create a Youtube channel as a medium to display the works made by their children as well as additional activities for teachers at home or at school.

Information about what happens to children will actually determine what the teacher needs to do. How teachers will play their role better is of course also determined by how much information they have about what their children are experiencing. So it is understandable that the lack of information also affects how teachers play their role in assisting children to learn in the post-new normal period in this study and also affects how teachers feel experiencing this situation.

## **2. Teacher Involvement in the Post-New Normal Learning Process**

What emerges as a discussion is the teacher's involvement in children's learning activities at home and at school and the relationship built between the teacher and the children. As stated by the respondents, one in three respondents expressed full involvement in learning activities with children. "I now have to really play an important role for these children." (Mrs. Yani. Singaparna, January 24, 2023). From the respondent's statement, it can be concluded that her involvement in assisting children to learn.

In this case, the role of the teacher as a companion in education is highly emphasized. The discussion also covers the role of teachers in schools. Teachers act as teachers, facilitators

and guides in the teaching-learning process in the school environment. They are responsible for organizing and delivering learning materials, managing classes, evaluating student progress, and providing guidance and motivation to children.

Furthermore, the discussion covers the relationship that exists between teachers and children. The quote emphasizes the importance of the relationships built between teachers and children, strategies to strengthen teachers' involvement in children's learning activities and the importance of parental support in supporting teachers' roles. All of these contribute to improving the quality of education and learning for children. The background to this was the impact on the post-new normal.

"Because many parents from the covid era until now are busy working, children are entrusted with ART aunts who accompany learning but because they are also busy taking care of the house so they cannot focus on helping, especially if they are sorry for their low education." (Mrs. Yani. Singaparna, January 24, 2023)

Factors that influence teachers' motivation to engage with their children are the busyness of working parents and the lack of appropriate learning assistance for children.

From the respondent's expression, it was further explained that before the new normal period, the respondent was less involved in the child's learning affairs. So that the relationship between teacher and child has not yet emerged.

"Before the post-new normal, learning was through videos, every day I worked with children learning through online, but there were many students so my attention was divided" (Mrs. Yani. Singaparna, January 24, 2023).

Research that conveys that in understanding the role of teachers in learning assistance, the most important thing is that students carry out learning activities not only physically, but they must be psychologically involved. In other words, students must be guided to gain experience, and form competencies that will lead them to achieve their goals (Mulyasa, 2016). In other words, we need to see the teacher's involvement in learning assistance as a whole unit in order to help children to achieve optimal growth and development.

However, it is different when respondents start to engage in children's learning activities. The relationship between teacher and child emerged when respondents shared their experiences of being involved in learning activities with their children.

"I also make children my friends. When I make friends with him, for example when folding, my student also folds. There is my activity, there is my student's activity. He does his own activities, I also do my own activities when he can, he doesn't tell me what to do. But he can because he sees me." (Mrs. Esti. Sariwangi, January 23, 2023).

The respondent's way of solving problems with the child is to make the child her friend. As if the teacher is doing the same thing together with the child. So that the child does not feel alone in struggling. This is because teacher support and direction are more influential than child initiative (Levy et al., 2016), children learn better in the context of affective parent-child relationships (Mullis et al., 2004) or in quality affective interactions.

Another respondent stated that how do you feel about the mother's involvement in assisting the child to study after the new normal. Because respondents believe that accompanying children to study is the wife's job.

"Mother's involvement is very important in assisting children to learn after the new normal. Mothers have a unique role in understanding children's needs and tendencies." (Mrs. Esti. Sariwangi, March 22, 2021)

From this statement, it can be concluded that all respondents expressed their involvement in accompanying children to study. There is an expression from the respondents that elementary school children need to be accompanied when learning from home. So that there is awareness from the respondents to try to accompany their children to study after this new normal.

Post-new normal, the form of learning assistance activities carried out by teachers has become a hot topic of discussion. In the face of learning challenges teachers must adjust to new ways to support students in achieving their learning goals. One of the emerging forms of learning assistance activities is the use of technology and digital platforms.

In the link between the role of teachers and children's development, there are many things and benefits to be gained when teachers are more involved in learning assistance. According to Sonnenschein, Stites, & Dowling, (2020) the psychological and emotional impact will be significantly increased when teachers are involved in children's learning assistance.

The role of the teacher can be explained as a role that is carried out to lead children to become independent in their adulthood, both physically and psychologically. The teacher's role is as important as the mother's role and has an influence on the child's development even though they generally spend relatively less time with the child compared to the mother.

It is interesting to observe from the respondents' explanations how teachers respond to this condition and their involvement in learning assistance. Almost all respondents indirectly said that they were already involved in learning assistance with sufficient intensity. Two respondents said that they try to build closeness with their children. Another respondent said that they were involved in learning activities with their children.

### **3. Teachers' Experiences in Post New Normal when Implementing Learning**

The next theme that emerged from the results of the analysis conducted by the researcher is a finding that seems to dominate this research on the role of teachers. The main themes that emerged in relation to the role of teachers in assisting students' learning were the negative feelings that arose, the positive feelings felt by teachers, and the description of the situation experienced by teachers.

What emerges to be discussed in this first section is that there are many expressions seen and expressed by respondents that imply negative feelings as a teacher experiencing the impact of post-new normal. Starting from feelings of anxiety, fear, worry, and even disappointment expressed by the respondents.

"Describing the situation experienced, I found that teachers face various practical and psychological challenges in assisting student learning after the new normal. Practical challenges include technical issues, such as unstable internet network quality, device limitations, or lack of access to digital resources. Meanwhile, psychological challenges include adapting to rapid changes, designing effective learning strategies online." (Mrs. Rina, Tasela, January 22, 2023).

One respondent expressed fear when the implementation of new normal learning activities had passed. Here are some of the negative feelings that can arise:

I feel anxious because of the sudden change in the way of teaching and interacting with students, fatigue because the online learning process requires extra energy, frustration when there are technical difficulties, loneliness and worry that students who have limited access to technology or a less supportive environment will be left behind in online learning. This fear of injustice can cause ongoing concerns" (Rina, Tasela January 22, 2023).

In contrast to the previous opinion, the next respondent's expression was a concern that there would be no more income due to layoffs as a result of the new normal period. As well as the expression of respondents who are worried about the future of their children in the field of education.

"In the new normal, many companies are forced to lay off workers or reduce the number of employees to survive. My husband was laid off," (Mrs. Esti, Sariwangi, January 23, 2023).

Furthermore, the negative feelings conveyed by the respondents that are interesting from the Teacher's experience when carrying out her role in assisting children to learn during the new normal period is when the respondent believes that the relationship with her child is not very close.

"I also try to maintain a good relationship with my boss and colleagues, so that if there are changes or decisions to be made, I can still have the opportunity to keep working or get new opportunities" (Esti, Sariwangi, January 23, 2023).

Primary school teachers have experienced major changes in the way they conduct learning after the new normal. They have faced unique challenges and need to adapt to the new situation. These teachers have had valuable and challenging experiences in their efforts to provide quality education to students.

Along with the development of technology, Teachers have adapted to using technology in the learning process. They have learned and mastered online learning apps and platforms. However, in the midst of using technology, teachers also face limitations of uneven access. Some students do not have adequate devices or internet connections. In the face of this challenge, Teachers have to find alternative solutions, such as providing printed learning materials or conducting phone consultations. They make every effort to ensure that every student can access learning properly.

Teachers in Tasikmalaya district must also have effective time management skills. As the respondents stated as follows:

"Effective time management skills are very important for a Teacher". (Mrs. Rina, Tasela, January 22, 2023)

"I have several steps that I apply. First, I make a detailed daily schedule, including time for preparing learning materials, communicating with students and parents, and time for answering students' questions. With a clear schedule, I can allocate time wisely for each task" (Mrs. Rina, Tasela, January 22, 2023).

From the respondents' statements regarding the negative feelings they experienced, these conditions can change the order and habits in the family (Rimm, & Lowe, 1988). One of them is the layoff experienced by one of the respondent's husbands.

What emerges to be discussed in the next section is the positive feelings felt by the respondents.

"Yes, there is one more thing that makes me feel positive, which is the opportunity to develop creativity." (Mrs. Rina, Tasela, January 22, 2023).

Respondents expressed their feelings of happiness when they could develop their creativity. The feeling of happiness felt by the next respondent was different from the previous respondent.

"I feel very positive about technology adaptation and the use of online learning platforms. I also feel happy because the platform allows interaction and collaboration between students in the form of online discussions or joint projects" (Mrs. Esti, Sariwangi, January 23, 2021).

In the new normal, teachers and parents become partners in ensuring that the learning process continues to run effectively and thoroughly. Teachers act as facilitators and guides in teaching through distance learning or a combination of online and face-to-face learning, while parents act as active companions in supporting children's learning at home. This proximity also involves collaboration in completing learning tasks to achieve optimal results. Through this proximity, parents can better understand their child's development in academics as well as create an inclusive learning environment.

#### **D. Conclusion**

Based on the data presented in the discussion section, the researcher draws several points as conclusions as well as answers to the research questions posed in this study in the following explanation. The changes experienced by teachers during the new normal period certainly affect the new role that is being undertaken. There are several important aspects that need to be considered to achieve better changes. Adaptation and innovation are key in dealing with the changes that occur. The new normal experience has opened our eyes to the importance of flexibility and the ability to adapt to rapid change. Education must be able to keep up with the changing times and technology. By making better use of technology, education can improve access and quality of learning. The use of advanced and innovating technology can facilitate a more engaging, interactive and customized learning process. Furthermore, the importance of improving training and support for teachers was also highlighted in the statement. Teachers are a key element in education.

In the face of post-normal learning challenges teachers must adapt to new ways of supporting students in achieving their learning goals. One of the emerging forms of learning assistance activities is the use of technology and digital platforms. Teachers are taking the initiative to adopt tools such as video conferencing applications, online learning platforms and other digital resources to facilitate communication and interaction between teachers and students. Through the use of technology, teachers can explain, teach, give assignments and provide feedback virtually. In addition, learning assistance can also be done through individual or small group approaches.

The use of this technology requires adaptation time and deeper understanding. However, in the midst of using technology, teachers also face uneven access limitations. Some students do not have adequate devices or internet connections. In the face of this challenge, Teachers have to find alternative solutions, such as providing printed learning materials or conducting telephone consultations. They make every effort to ensure that every student can access learning properly. One of the lessons of the post-new normal period is that it creates a closer bond between parents, especially Teachers, and their children. The changed learning situation

and the challenges faced during the pandemic have forced parents and Teachers to work together more intensively in supporting children's educational development.

## References

- Amalia, N. F. (2016). Pentingnya Kerja Sama Orangtua Untuk Membentuk Karakter Anak Di Dalam Keluarga.
- Amri, S. (2013). Pengembangan & Model Pembelajaran Dalam Kurikulum 2013. Jakarta: PT. Prestasi Pustakakarya.
- BBC (British Broadcasting Corporation) News. (2020). Virus corona: Bagaimana berbagai pelonggaran pembatasan diberlakukan di Banyak Dunia, mulai dari toko dan sekolah yang ditutup sebagian. Diakses 15 Januari 2023 pada laman: <https://www.bbc.com/indonesia/dunia-52603643>
- Conger, J. A. (1998). Qualitative research as the cornerstone methodology for understanding leadership. *The Leadership Quarterly*, 9(1), 107-121.
- Harahap, S. A., Dimiyati, D., & Purwanta, E. (2021). Problematika Pembelajaran Daring dan Luring Anak Usia Dini bagi Guru dan Orang tua di Masa Pandemi Covid 19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(2), 1825-1836.
- Indonesia, R. (2005). Undang-undang Republik Indonesia nomor 14 tahun 2005 tentang Guru dan Dosen. *Sekretariat Negara. Jakarta*.
- Levy, S., & Guba, E. G. (2006). Establishing trustworthiness. *Naturalistic inquiry*, 289(331), 289-327.
- Mullis, E. (2004). Penyuluhan kepengasuhan mengenal anak usia dini. *Jurnal Pengabmas Masyarakat Sehat*, 2(3), 204-208.
- Mullis, E. (2004). Penyuluhan kepengasuhan mengenal anak usia dini. *Jurnal Pengabmas Masyarakat Sehat*, 2(3), 204-208.
- Mulyasa, E. (2013). Standar Kompetensi dan Sertifikasi Guru. Bandung: Remaja Rosdakarya
- Mulyasa, E. (2008). *Implementasi kurikulum tingkat satuan pendidikan: kemandirian guru dan kepala sekolah*. Jakarta: Bumi Aksara.
- Mulyasa, E., Iskandar, D., & Aryani, W. D. (2016). Revolusi dan inovasi pembelajaran. *Revolusi Dan Inovasi Pembelajaran*. Bandung: Remaja Rosdakarya
- Rimm, S., & Lowe, B. (1988). Family Environments of Underachieving Gifted Students. *Gifted Child Quarterly*, 32(4), 353-35
- Saldaña, J. (2014). *Coding and analysis strategies*. In *The Oxford handbook of qualitative research*.
- Shochib, M. (2010). *Edisi Revisi: Pola Asuh Orang Tua Dalam Membantu Mengembangkan Disiplin Diri*. Malang: Rineka Cipta.
- Smith, Jonathan A. (2009). Interpretative Phenomenological Analysis: Theory, Method and Research. *Sage Publications*.
- Syaiful Bahri Djamarah, (2004:43). Guru dan Anak Didik dalam Interaksi Edukatif Satuan Pendekatan Teoritis. Jakarta: Rineka cipta
- WHO. (2020). Coronavirus disease (COVID-19) advice for the public: Advocacy. Diakses 15 Januari 2023 pada laman: <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/healthy-parenting>

Zulfitria, Z., Ansharullah, A., & Pramita, C. A. (2020). Pentingnya peran orangtua dalam pendampingan Pembelajaran Daring di Masa Pandemi Covid-19. In *Prosiding Seminar Nasional Penelitian LPPMUMJ* (Vol. 1, No. 1)