

UNIQUE CREATIVITY AND ACTIVITIES OF TEACHERS, STUDENTS AND LECTURERS IN CORONAVIRUS / COVID 19 LOCKDOWN

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ABSTRACT

Purpose: In the midst of the policy of Merdeka Belajar era Menteri Nadiem Makarim, we are died with the coronavirus outbreak (Covid-19). The policy in place is to study at home. It's been more than two weeks of schooling we've had off, but the learning process of teaching continues through activities at home. Teachers teach from their own homes, students study in their homes. Home learning can use self-learning models, online learning, ICT-assisted learning, or other forms.

Design/methodology/approach: Our research uses a type of qualitative research that explores data according to the facts that occur in the field with data collection methods through interviews, observations and documentation to obtain the results of research that occurs in schools and campuses during the coronavirus lockdown/ covid 19

Findings: The online learning process has brought creativity to students, students and teachers and lecturers both through school work and community service activities in order to jointly find solutions to the prevention of coronavirus/covid 19 outbreaks. For example students make masks for themselves and donated to the community, some make their own hand wash soap at home and there are community service activities by making hand wash sinks.

Research limitations/implications: State your limitation here.

Practical implications: We propose that educational institutions should be able to uncover lockdown during the covid-19 pandemic wisely. Find the right solution to solve these online learning problems with creativity and thoughtful solutions.

Originality/value: This paper is original.

Paper type: Research paper

Keyword: *students, teachers, lecturers, coronavirus/covid 19*

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I. INTRODUCTION

What is the best way to get to school? Despite the school holidays, 45% of teachers still have to go (one-two days) to school for picketing. In schools the teachers in charge monitor the development of government policies, address existing problems and ensure safe school conditions. 55% of teachers actually take a full break in the sense of working at home, not going to school at all.

"The principle of education policy during the Covid-19 pandemic is that the health and safety of students, educators, education personnel, families, and the community is the top priority in establishing learning policies," the Minister of Education, Nadiem Makarim, said in an online press conference, June 15, as reported by the Ministry of Education's official website.

The second requirement is the permission of the opening of the school from the local government or the Regional Office / Office of the Ministry of Religion. Because even in the green zone, if the permission of the above parties does not come out, then the school is still not allowed to hold face-to-face teaching activities.

Then the third requirement is that the opening of open learning activities can be carried out if the education unit has fulfilled all the checklists and is ready to do face-to-face learning. The checklist consists of:

1. Availability of sanitation and hygiene such as toilet cleanliness, provision of hand washing facilities using soap with running water or using hand sanitizer. There is also periodic disinfectant spraying.
2. Able to access health care facilities such as puskesmas, clinics, hospitals, and others.
3. Readiness to apply the mandatory area of the mask or face shield (face shield).
4. School has thermogun type body temperature meter.
5. Mapping of citizens of education units that should not be activities in the education unit.
6. Make an agreement with the education committee regarding the readiness of face-to-face activities of education.

The fourth or final requirement is if the parent/guardian of the student has consented to his son or daughter doing face-to-face learning at school. Even if the school has qualified for the opening of the school, parents have the right to decide whether or not their child will attend face-to-face. Schools can't force students to study face-to-face if parents feel unsafe. Students can learn from home.

Face-to-face learning is done if four requirements can be met. The government established a two-month transition period during which junior high school, high school, vocational, MA, MAK, and MTs students will begin studying at the school no sooner July 2020. As for elementary, MI, and SLB level, teaching learning activities start to be held no sooner September 2020. PAUD students who are in the green zone will enter the school at the fastest time in November 2020.

For classroom conditions, at the primary and secondary education level must maintain a minimum distance of 1.5 meters and a maximum of only 18 students. At the SLB level, the condition of keeping a fixed distance of at least 1.5 meters with the maximum of students is five people per class. Similar conditions also apply to PAUD with a limit of three meters.

If the transition phase is successfully passed, then the school residents are ready to enter a new customary period. Most quickly held in September 2020 (high school, vocational school, MA, MAK, junior high school, and MTs). There are also new allowed entry as soon as November 2020, namely Elementary, MI, and SLB. The new PAUD level can enter the class as soon as January 2021.

During the course of learning to teach face-to-face both during the transition period and the new habit period, covid-19 prevention measures continue to be carried out such as:

1. Using a three-layer and two-layer nonmedical cloth mask inside which can be filled with tissues and must be replaced every 4 hours.
2. Wash hands with soap or hand sanitizer.
3. Keep a minimum distance of 1.5 meters and make no physical contact.

In addition, there are other important things that school organizers need to pay attention to during the transition period and the new customs period.

1. During the transition period during the first two months, activities in the cafeteria are ified and can only operate at the time of new habits while maintaining health protocols.
2. During the transition period during the first two months, sports and extracurricular activities are ted out. This activity is only allowed in times of new habits. Students are prohibited from using tools/facilities that must be held by the crowd interchangeably in a short period of time. Keep a minimum distance of 1.5 meters during sports activities.
3. During the transition period, school managers prohibit activities such as:
 - a. Parents wait for students at the school.
 - b. Students out of class.
 - c. Hold a meeting of the parents of the students.
 - d. School environment recognition activities.
 - e. The above activities are only allowed when entering the new habit period while maintaining health protocols.

Meanwhile, the government still prohibits face-to-face teaching activities in schools and boarding madrassas located in green zones during the transition period. The opening of teaching and learning activities in new boarding schools and madrassas is carried out in a new customary period with the following provisions:

1. Boarding schools and madrassas with a capacity of fewer than 100 students then in the first month of the new customary period are only allowed to be filled by 50 percent of the student capacity. In the second month of the new customary period, student capacity is allowed 100 percent.
2. Boarding schools and madrassas with a number of students above 100 people, so during the new customary period, the government has made the following provisions:

- a. Teaching and learning activities in the first month are only allowed to be followed by 25 percent of students.
- b. Teaching and learning activities in the second month can be followed by 50 percent of students.
- c. Teaching in the third month is permitted for 75 percent of students.
- d. In the fourth month, teaching and learning activities can already be attended by 100 percent of students.

A. Literature Review

1. Pupils read school-owned package books

To realize home learning, students are told to learn by reading the school's package book and doing the tasks in it. This activity is quite simple and easy, but only done by 32% of teachers. In addition to using school-owned package books, teachers also encourage to use printed books that need to be purchased/attempted by students/parents.

So it's natural that 66% of teachers don't. They prefer to use other modes, such as online learning, computer/laptop, or HP.

2. Online learning using a computer/laptop

During this two-week holiday, students are told to study at home, do chores online using a computer/laptop? This learning model is less popular among our school teachers; it turns out that only 34% of teachers do. The reason is, not many students have computer devices.

In addition, the ability to use computers and the internet has not been mastered by many students, including senior teachers. Moreover, in some places 34% of teachers still complain about the quality of their internet network.

3. Online learning using HP android

During this two-week holiday, my students were told to learn by doing tasks using hp. The use of this HP is done by 63%; this is the largest percentage of home learning. Communication is done via WA or SMS; some teachers use video calls for direct contact; while others, the teacher download the material from the internet or Youtube, then sends it to his student.

With HP, each student learns at home, does chores and collects the results according to the instructions and schedule stipulated by the teacher. Some teachers (37%) do not do hp assisted learning because many students do not have hp.

B. Hypothesis

Learning in the covid-19 pandemic era has edifying the creativity of teachers and lecturers as educators and students and students in carrying out learning tasks from schools/ campuses.

II. METHODOLOGY

Our research uses a type of qualitative research that explores data according to the facts that occur in the field with data collection methods through interviews, observations and documentation to obtain the results of research that occurs in schools and campuses during coronavirus lockdown/ covid 19

The descriptive data analysis process is carried out with three lines of activity namely (1) data reduction or data reduction simplification; (2) data exposure (display); (3) conclusion verifying. In this study, data validity checks were conducted that included credibility, dependability and affirmability.

III. RESULTS AND DISCUSSION

A. 'I DON'T KNOW IF I'M GOING TO DIE'

In the midst of the outbreak of coronavirus / covid 19 came creative ideas from teachers and students, such as pak Birat guru Seni dan Prakarya SMP Baitussalam Surabaya, he gave assignments to his students making mask creations from fabric. It is based on concerns over the rarity of masks on the market, people have difficulty getting masks in both minimarket and pharmacy if the price is very expensive. Each student is asked to create a mask creation of 5 pieces, one used by the students themselves while the 4 are collected to share for the community in need. There is also a Saint lesson teacher who assigns the child the task of making hand wash soap.



Figure 1. Creativity in Making Masker

B. CAMPUS CONCERNS

Universitas Negeri Surabaya in order to be aware of covid 19 formed UCC (Unesa Crisis Centre) which provides concern to the public regarding the coronavirus/covid 19 outbreak. In cooperation with community service institutions. There are the delivery of PPE assistance to several rumasakits so that medical personnel can be used, the distribution of free masks to the community, the distribution of free hand washes, the distribution of handsanitizers, the distribution of free food for the underpowered. I see that these academics do not want to lose to the medical team that is in front of help the handling of the coronavirus outbreak/ covid 19.



Figure 2. Creativity in Making Desinfectant

C. LEARN THROUGH TVRI

After the outbreak of coronavirus/covid19 had an impact on the world of education. The decision to study at home or take away school had to be made. There is a method of learning on line remotely but many complaints from the public because of the expensive internet quota. Ahirnya appeared a learning program through TVRI initiated by the Indonesian education minister "Nadim Makarim". In the past there was a television station that broadcast about education called TPI (Televisi Pendidikan Indonesia) but over time the television station changed its name and direction of the policy of no longer airing about education and becoming a commercial television. The return of educational television during the outbreak of coronavirus is very positive and welcomed by all citizens who were forced to study at home during the outbreak of coronavirus/covid 19.



Figure 3. Learn Through Television

IV. CONCLUSION

From the results of this study, the following conclusions

- Teachers and lecturers continue to provide learning during the covid-19 pandemic although they can not directly through face-to-face activities but through online learning.
- Online learning is carried out by conveying materials and assignments to the rest and students.
- The government facilitates online learning by various methods including providing educational broadcasts on television.
- The provision of creative and useful materials and tasks to help the handling of the covid 19 virus pandemic is urgently needed.

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