Direktorat Program Pascasarjana
Universitas Muhammadiyah Malang

UNDER THE NEW NORMAL

Challenges and Opportunities

Editor:
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FOREWORD

Entering the second year of the pandemic, we have been left with lesser choices in the hope of getting back to 'normal'. People have been hoping of getting 'unmasked' someday, and freely gather without restrictions. Yet the virus has always mutated, requiring us to adapt to new behaviors and life-styles. To keep abreast with these challenges, we have to learn from the best practices, plan the upcoming strategies, and brainstorm our abilities to tackle future possibilities.

This book encompasses evidence of the best practices and predictions of the upcoming challenges in the New Normal Era. It gathers multidisciplinary studies from the Education (Bahasa Indonesia, Biology, English Language, Is-lamic Studies, Mathematics, and Pedagogy) to Non-Education (Agribusiness, Law, Management, Professional Psychology, Science Psychology, and Sociol-ogy) sciences. Altogether, these studies attempt to provide solutions and ways to adapt to the New Normal Era following their disciplines. The collections of knowledge summarized in this book are expected to assist the implementation on the grassroots, and guide possibility for future research.

Our keynote speakers from the Education science shared various views, ranging from the critical role of higher education during this pandemic, tips for academia to successfully research the pandemic, ways for teachers to move forward in the post-pandemic, to the consistent dedication of Muham-madiyah towards the community. Their valuable sharing is supported by the chapters written by the Education students of Postgraduate Program UMM, who specified the adaptation to the New Normal Era based on their mastery. Among the chapters are from Islamic studies, talking about the enforcement of ethical characteristics through online learning. Biology chapters urge pre-school teachers' ability to build students' awareness of the environment and biodiversity. All chapters in this book integrate nicely where different disci-plines walk hand-in-hand to strengthen humanity.

In non-Education science, our keynote speakers explained the im-portance of mental health and well-being, coupled with the need to live in harmony regardless of background differences. Accordingly, our Psychology students focused on the support given to kids with special needs, and the piv-

otal role-playing for children and childhood. Our Agribusiness experts shared valuable strategies on crop marketing and food security during the pandemic. These explanations are supported by chapters on food security diversification considering the abundant sources in Indonesia. Similar to the integration within Education sciences, the intertwining knowledge among non-Education sciences support each other to guide the lifestyle in the New Normal Era in various ways.

What makes New Normal seems implausible is our limited knowledge on these matters. Through this book, the Directorate of Postgraduate Program UMM attempts to connect ideas from the experts to the community to smoothen the transition from the pandemic to the post-pandemic. We hope that these hands-on views and experiences will benefit the community where we can agree on mutual solutions to apply.

Malang, 10 Januari 2022

Eko Handayanto

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Transitioning to a Post-Pandemic World: The Psychology of Human Resilience

Agnes Crisostomo, Sherwin Parinas[1]

Introduction

Objectives**,** describe the psychology of resilience in adapting to the new normal, and discuss the organizational resilience adopted by the CSSP Psychology Department of Bulacan State University in facing the new normal. "We're adaptable human beings … we're like cockroaches," Taylor, a professor and clinical psychologist in the psychiatry department at UBC, told Dr. Brian Goldman, host of The Dose and White Coat, Black Art. The anxiety that all of us probably experienced at the height of the pandemic was a normal reaction to uncertainty and things that may harm us. For many of us, the coronavirus and the COVID-19 illness make for a very uncertain future [1]. Faced with stress, anxiety quickly builds up energy so we can fight or run from danger, but it may cause uncomfortable physical symptoms, such as a racing heart, inability to concentrate, shakiness, sweating and difficulty swallowing. In the academic setting like ours, the fear of "uncertainty" that teachers and students alike experienced due to sudden changes in the educational platform coupled with fear of contracting the virus, among others, are the immediate concerns which need to be addressed in the academe.

The same pandemic has also brought into focus the mental health among students. School closures, home quarantine, module-based learning, and online classes have caused sudden anxiety among students and teachers. In the face of the global COVID-19 pandemic, schools have confronted unprecedented challenges as they moved to quickly to shift classes to an online format, provide equitable access for all students with hashtags "*#no student left behind*", support teachers' and students' educational needs, and make plans amidst great uncertainty. In the Bulacan State University, a survey was conducted to some three hundred (300) students via google form by our own faculty [5] where some of the responses revealed the present issues confronting them : *"The 2 biggest challenges that the pandemic brought me were financial problem and anxiety. First, there are 14 of us living in the same roof so it is really hard to provide our basic needs because of the ECQ implementation. Second, my*

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[1] Psychology and Philosophy Departments College of Social Sciences and Philosophy Bulacan State University, Philippines

family - mother and brothers- are living in the province wherein there is no means of immediate financial source. I am ALWAYS worried about how they are doing, if they're still eating thrice a day, if they're still fine. I am also worried of my studies. What would happen after this? Will I be able to cope up with the future lessons that our profs will give us? Will I be able to attend face to face classes in case the quarantine is lifted? Will I be able to learn my courses effectively through online classes? I get so many worries in my head that I don't even wanna think about them if possible."

Student A

"The biggest challenge that COVID-19 has brought to me is mental problem. Although it looks really easy to just stay in the house but I cannot help it but keep on overthinking about what might happen next. Specially not all my family members are home. I also don't know how to start with my school works even if im trying its just that nothing is coming into my mind. And also I wasn't able to see my friends I overthink sometimes whenever I feel something is wrong between us even though for then we are completely fine. It is really really hard. Honestly, I always cry at night and I feel I have no one but in reality I have a lot of people to lean on. That's how mental problem works. You just can't understand what's happening with you. : Mental prob is really serious, my own brother attempted to commit suicide. Fortunately my auntie was able to wake up just in time. Thank God."

Student B

The responses made by our students in the said survey only proved the unprecedented challenges as students face quick shift of classes to an online format, the inequitable access to gadgets and connectivity and family's financial crisis all create worry, stress, and anxiety among them. These stressors can cause mental health challenges for anyone and can cause acute symptoms to appear for people who may have experienced preexisting mental health challenges. That exhaustion emerges from a tangle of dynamics. Teachers are grappling with unfamiliar technologies. They have to retrofit—or reinvent—their lessons and find new ways to do familiar things, like grading homework. And yet they are still expected to take care of, be considerate and attend to their students 'needs. Given the unexpected new demands our educators are facing, how do we build and maintain individual and organizational resilience?

What is resilience?

Indeed, in life we will always experience twists and turns, from everyday challenges to traumatic events with more lasting impact, like the death of a loved one, a life-altering accident, or a serious illness or a pandemic. Each change affects people differently, bringing a unique flood of thoughts,

strong emotions and uncertainty. Yet people generally adapt well over time to life-changing situations and stressful situations—in part thanks to resilience. Psychologists define "resilience" as the process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress—such as family and relationship problems, serious health problems, or workplace and financial stressors. As much as resilience involves "bouncing back" from these difficult experiences, it can also involve profound personal growth [2]. While trauma from a negative experience like calamity or tragedy or pandemic can invoke a terrifying and debilitating response, in some cases it can be a catalyst for positive changes. In the best cases, it may even spark growth, strength, and resilience [3]. And therefore from post-traumatic trauma comes post traumatic growth, just like beautiful process of oyster and pearl formation.

Organizational resilience: What is it and why does it matter during a crisis?

Define organizational resilience as the ability to adequately assess situations, to understand potentially critical vulnerabilities with all their dependencies, and to adapt to new situations both quickly and appropriately [4]. It can be described as the development of an inner robustness. It is about the ability to anticipate challenges using one's own resources and to react to them appropriately [6]. Not to be forgotten is the duality that resilience brings with it. It is not just a matter of finding a way out of a crisis, but also of reflexively questioning entrepreneurial action, recognizing opportunities and advancing out of the crisis into a new reality [1]. It can also mean the ability to respond proactively to unexpected changes by efficiently and effectively adapting or creating new internal resources, capabilities and strategies [3]; [7]. Resilience is thus a broader term that includes agility as one of several parts.

The Case of Bulacan State University

As learning is evidenced with a change in behavior, this pandemic is proof of how we adapt to the here and now. Consequential to man's existence is the encounter of fluid-like varying situations that s/he must learn to adapt not only to survive a day but a lifetime. S/he creates an impetus to find ways and means to address the predicaments brought by the fangs of this virus. The academe is no exempt as it is threatened to provide formal education among the young. Claimed that this pandemic accentuated problems in the educational system: losses in learning and increase in dropouts. Remember these two predicaments are already prevalent conditions but are amplified and magnified by this pandemic [8]. The primordial concern of the educational system is to lessen if not prevent the occurrence of these problems by adopting

programs that will help the most important stakeholder of the academe, the students and guarantee their welfare and well-being.

On Blended-Learning

Schools are proactively crafting schemes and algorithms to lessen the impact of this catastrophic phenomenon that indiscriminately devours all parts of the world, in the language of any educational institution, every situation is a learning avenue. As this pandemic posts a threat in the conventional manner of instruction, the academic community tries to come up with a panacea to address this pressing concern. As face-to-face is discouraged due to the possible spread of the virus, the university as her major pandemic response espouses the BLENDED LEARNING not only to heed the call of the Commission on Higher Education (CHEd) but the initiative of the institution to make learning opportunities accessible to the students. This scheme intends to cater the preferential mode of learning of students relative to their capacity in terms of the gadget at hand, internet connectivity and the economic status. The modalities are Synchronous learning (SL) Asynchronous Learning (AL) and the Remote Printed Learning (RPL).

If the student has stable internet connection and with smart gadget (computer or smart phone), the student is advised to consider the Synchronous Learning. However, if a student has unstable internet connection but in possession of a smart gadget, AL is recommended. S/he is dependent on the recorded discussion uploaded materials in the virtual classroom. But if a student belongs to a family with lesser means RPL is the option as there is no gadget nor internet connection. The printed learning will be sent via the Local Government Unit partners and the submittals of subject requirements will be via drop-boxes placed in the gates of the university. As this pandemic blatantly exposes the widening gap of economic and digital divide. This scheme is anchored in the philosophy that no student must be left behind and to make the education accessible to all. Furthermore, the university encourages the stakeholders to be resourceful and creative in utilizing different means to ensure that teaching-learning occurs. The success of any undertaking lies not only on the hand of one person but on the harmonious collaboration of all members of the academic community.

APPScaling is Upskilling

The integration of technology in education is imperative. It is even made more apparent due to this global pandemic crisis. But to make the blended learning the more pragmatic option, the faculty needs to undergo training to guarantee their readiness traversing the unfamiliar territory. It was a leap of

faith for there was no assurance that it would be an effective scheme to realize learning. It was a sudden 360-degree turn, a shift from a school-based, classroom-confined instruction to a virtual and technology aided teaching-learning course. They had to have a grasp of the simplest virtual platform that would be the computer-generated classroom far from the conventional physical room. Correspondingly, there were a number of open source learning management systems that may be considered as options to cater various learning modalities in the simplest approach like google classroom. It may not be a stand-alone learning management system but it is good starter app. In a situation where a number of faculty members do not possess the technical know-how, the simplest option is the best solution. The university conducted a massive training on different applications that may be used in online, hybrid blended modalities. Consequently, the institution was able to deliver the curricular offerings for the past academic year 2020-2021. A full-proof that the training paid-off and a feat of the institution.

Tele Counselling and Stress Management Webinar

The evident impact of pandemic is it exposes the vulnerability of our being. A great number of the world population are infected by this virus, but the greater majority experiences various mental disturbances such as anxiety, panic attacks and triggered psychological disorders. The Academic community was not spared from this eventuality. It was in this light that the Psychology Department put up a *Telecounselling* program tagged as "*#Tara, Usap Tayo*" (Let's talk) that intended to listen and provide virtual breathing space for those who were experiencing grave consequential impact of this hostile phenomenon. There were faculty members (registered counselors and psychologists) who did volunteer beyond their duties and obligations and devoted their free time to accommodate individuals who were plagued by the situation. There were times they received calls at midnight or wee hours in themorning and they took heed as part of their advocacy to lighten the burden being carried by the callers. This program is still ongoing and extended not only to the academic community but to anybody who needs an ear.

A stress management webinar was also facilitated among the academic community and the invite was also extended to different school teachers from neighboring towns. The attendees were more or less 800 individuals. It intended to provide help on how to handle work related stress aggravated by the pandemic stress. With the observance of the enhanced community quarantine, people were confined in their residences as only one member of the family was allowed to run some errands twice a week and buy some commodities for the family's consumption. It was indeed a stressful situation that

needed to be addressed. As employees juggle various roles like being the head of the family, work-from- home arrangements and deliverables they end up stressed. Thus the activity was found relevant and helpful by the attendees for it provided tips and ways on how to de-stress and manage stress.

As the threats were emerging in the first quarter of 2020 and everybody was preoccupied finding for remedy and survival, in the midst of loss and uncertainties, the situation also showcased altruism. Upon the recognition of the pressing problems, some students conducted initiatives to help their fellow students having difficulty in attending their classes. A student organization launched *the pass-the-hat* initiative that solicited any amount from those students in the program who were economically well-off and the sum was equally distributed to the needing class members. There were also some students who went to selling food for a cause. The profit was collected and shared to students from families with lesser means. There was also this ISANG DAAN SA PANGARAP project.

The phrase *Isang Daan* can be interpreted as one way or one hundred Philipine Pesos. Hence it was a fund drive asking a hundred peso donation from altruistic individuals for financial assistance meant to help students and who were economically challenged, but deserving based from their academic standing as reflected in their grade weighted average (GWA). They received a monthly internet allowance which they can use to buy cellphone load for mobile data, enough to attend to class discussions in a virtual platform. There were twenty-three students who were the beneficiaries of this modest endeavor. Adhering to the no face-to-face transaction, it was sent to them via their cellphone mobile account. Further, the college implemented the *adopt-a-rajah* (we used to call our students rajahs) and *adopt-a- staff* program aimed to provide financial assistance to students and staff.

Conclusion

This pandemic has put our backs against the wall. However, resilient as we are, we know how to address existing and imminent threats in the delivery of instruction. As aforementioned, education is imperative. Hence, it is the primordial consideration of any educational system. Furthermore it is the mandate of state-run institution of higher education to educate the young no matter what the situation brings through all possible means. Corollary to this, is the duty of the institution that the mental health of all the stakeholders at these challenging times must also be guaranteed. There may be humps and barriers along the way but our resilience is our vehicle to get through all of these. Indeed, when history books one day recount the Covid-19 pandemic of 2020, it may well be a tale of human ingenuity, adaptiveness and resilience [6].

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An Implementation of Online Learning 3M Methods (Media, Methods, and Materials) for Bahasa Indonesia Subject

Angga Hidayattullah[1]

Introduction

Online learning has been implemented since the released of letters from Minister of Education and Culture in Indonesia number 3 year 2020 about the prevention of Covid-19 at schools and number 4 year 2020 about the implementation of Education Policies in emergency period of Corona virus [2]. Online learning is implemented to get an optimal education. Online learning provides several considerations to students, such as: students are not being required to complete all curriculum for grade promotion and graduation, meaningful experience learning is created without having face to face interaction, students' assignments and activities are based on students' interests and condition for example internet access and learning facilities at home, and products of learning activities are more presented in qualitative feedback than quantitative scores or values. However, these considerations cannot guarantee that the goals can be fully achieved. It can be seen from the low motivation students in learning in which affecting the high and low of student achievement.

During the online learning process, the process might be not optimal and looks boring because students sometimes have less active responding their teacher like asking and showing their thoughts. A boredom in learning activities can influence students' outcome. Therefore, it is necessary to encourage students motivation to increase their learning achievement. Nowadays, teachers need knowledge and creativity to develop interesting teaching methods in online learning. In online learning process, there are things that need to consider such as media, methods and materials.

Learning media is any tool used to send message in order to achieve the expected learning objectives [3]. The method is an extrinsic motivation tool which is used as teaching strategy and also as a tool to achieve goals [3]. Learning materials are knowledge, skills, and attitudes that must be mastered by students to fulfill the specific standard of competence. The materials in

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teaching and learning activity should be based on standards of competence, basic competence, and indicators [4].

There are several important elements in implementing an online learning specifically about students' condition such as using learning media, learning motivation, and students' psychology. A collaboration of media, methods, and materials are expected to achieve basic competence and improve student achievement. The following will explain the application of 3M (media, methods, and materials) in online learning.

Discussion

In 2020, there were 196.7 million or 73.7% Indonesian population used smartphones [5] and 64.80% using internet which made Indonesia as the fourth of internet user after China, India and the United States. Since online learning activities have been implemented many students have their own smartphone in which its usage was under the parents' supervision. Muhammadiyah 08 Malang Elementary School students did not have issues in online learning facilities and tools. Based on the interview for teachers and parents, smartphones and internet networks were highly needed for students to access learning sources which are already available or recommended by teacher. All students have the facilities and tools to join online learning. To support and motivate students in online learning, schools assess free internet data. Based on the results of the interviews, school did not have issues related to learning media in online learning activities.

Online Learning for Bahasa Indonesia

Online learning also can increase self-motivated in learning [1]. However, there were students who did not cooperatively participate in learning activities and doing assignments on time. Their learning motivation had decreased because they got bored and the tasks were way too much than face-to-face learning activities.

In learning Bahasa Indonesian, 80% students said the tasks were not much. They were helped by the learning media like videos in the form of both material and explanations in doing assignments. Besides, learning activities through video call via WhatsApp were always recorded and shared through links provided by teacher.

Students said that learning Bahasa Indonesia activity was presented with watching videos related to the materials. For students grade 4, teacher shared tourism resort video to explain about descriptive text, the teacher distributed fantasy film videos for fantasy story text, and the teacher shared video about how to make pudding for procedure text. The teacher applied the same ways

for 5th and 6th grade students. To reduce stressful and boredom, teacher told funny story, shared interesting information, and asked students to watched other activities.

In accordance with government's policy about curriculum simplification, learning materials and assignments in learning Bahasa Indonesia were reduced. Explanation about teaching materials and assignments was in videos, and assignments were given once a week and three days working each. In daily learning activities, the teacher provided material and discusses the tasks based on the text book. Students found difficulties for assignment that teacher gave such as writing descriptive text.

The implementation of 3 M Methods (Media, Methods, and Materials) for Online Learning Bahasa Indonesia

Since online learning activities announced in March 2020, Elementary School of Muhammadiyah 08 Malang tried to prepare for plans, strategies, and training to optimize online learning activities. The online learning media used in learning Bahasa Indonesia were:

1) Moodle

Moodle was used because curriculum unit and principal got easier to monitor and supervise learning activities. The teacher will explain the learning activities to the students. In Moodle LMS, the courses are shown as in the image below.
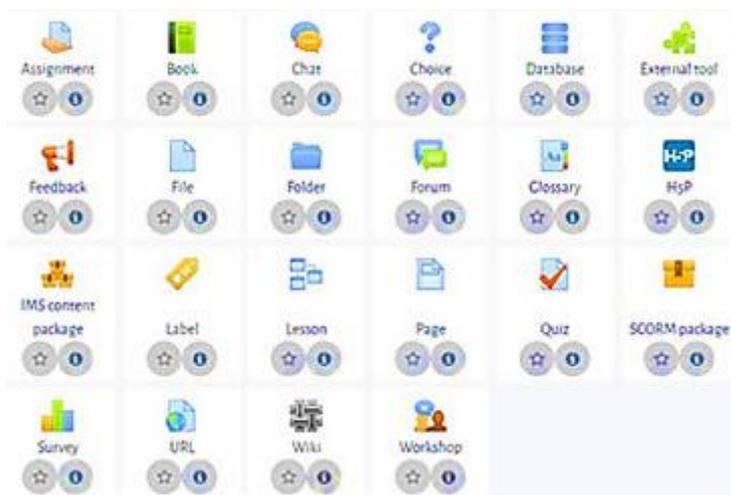
In online learning for Bahasa Indonesia subject, teachers used course assignment, file, forum, and URL. 1) Assignment is a course used for assessing tasks and daily tests. 2) File are course that is used to provide teaching

material files to students. 3) URL is a course that is used to share links related to learning activities.

2) Google Classroom

Google Classroom merupakan platform gratis berbasis web yang dibuat untuk mempermudah kegiatan pembelajaran pendidik dan murid. Google Classroom memungkinkan para guru untuk mengatur dan menilai progress murid-muridnya sambil tetap berhubungan darimana saja.

Google Classroom is a free platform website for educators and students to make learning activities easier. Google Classroom allows teachers to manage and assess their students' progress from anywhere.

3) WhatsApp

WhatsApp is a mobile phone and web-based application used to communicate with other users. It is integrated with various applications in education, business, and entertainment. For education, it is used for having interaction in learning activities for teachers, students, and parents. WhatsApp become the main application in online learning activities, so online learning can be implemented properly.

To gain effective learning activities, teacher must use methods that are appropriate methods for students. In learning Bahasa Indonesia subject, the teacher used the discovery learning. Discovery learning method is learning to search and find yourself. In this teaching and learning proses, the teacher presents uncomplete materials, and students will be given an opportunity to search and find their own the rest of materials by using a problem-solving approach. The purpose of this method is to train students to learn independently.

Apart from the media and methods, teacher also need to pay attention to learning design which attracts students actively in learning activities. Learning materials or instructional material is the knowledge, skills, and attitudes that must be mastered by students in order to meet the specific standard of competence. Learning materials be prepared in order to achieve the targets in standard of competence, basic competence, and the indicators.

4) In online learning for Bahasa Indonesia subject, learning materials were presented in PowerPoint slide and Word forms. Teachers also shared learning video links to students on Moodle/WhatsApp.

a. The Issues and Solutions

To achieve learning objective in online learning, there were many issues or problems faced by students at Muhammadiyah Elementary School 08 Malang studying Bahasa Indonesia, such as:

1) Students were getting bored of studying at home

Boredom become the main issue in online learning activities during this year. Students missed the school atmosphere such as participating in learning activities with their classmates and asking questions to their teachers directly. Therefore, they did not do assignments, woke up late in the morning, and did not participate learning activities via WhatsApp video calls. It might affect students' psychology and motivation. Teachers have to be aware for not giving too much assignments, they can discuss the answers from tasks in textbooks. Online learning activities have to be fun, and it can achieve learning goals without overload tasks. To reduce students' boredom, teachers at Muhammadiyah Elementary School 08 Malang are required to call students or parents every morning for absent students and to check or remind students to do the assignments. students who did not take online classes and do assignments will face the principal, and they will be guided in doing assignment at school directly by the teacher.

2) Students cannot manage the time properly for finishing the assignments.
Students got stressful managing their time to do the assignment. The assignments were actually not overload, the students seemed to delay finishing the assignments. Dealing to this issue, the teacher guided students through WhatsApp video call.

3) Smartphone was used for online game and social media.
Online learning requires students to have smartphones, so they can participate in online learning properly. Based on the results of interviews and observations, students spend more time using smartphone for playing games and social media. Consequently, they woke up late in the morning, did not do the assignments, and did not focus on lessons through WhatsApp video call. Lack of parental supervision became the main factor causing that happened.

b. The Outcomes

Teachers were required to collect assignments every day and asked about students' problems in order to find the solutions as soon as possible. Online learning activities for even semesters year 2019/2020, 5th and 6th Grade students in Elementary School Muhammadiyah 08 Malang had reached the minimum scores criteria (Kriteria Ketuntasan Minimal or KKM). However, not all 4th Grade students reached the KKM. Many students did not do the assignments and the test scores were lower than the KKM.

Based on school evaluation, many things had been updated. The teacher discussed with students about learning activities that they wanted. The teacher implemented learning activities using relevant methods based on students' needs and using appropriate media, the learning materials were designed very attractive. So, it is hopefully students' scores in odd semester year 2020/2021

for Bahasa Indonesia subject increased and reached the KKM.

Conclusion

Students at Elementary School Muhammadiyah 08 Malang do not have problems for tools and facilities to participate in online learning for Bahasa Indonesia subject. Learning through videos is very helpful. Because of spending much time in online learning, students get bored and have miss behavior such as not doing assignments and attending lessons via video call. Students cannot manage their time wisely, so they get stressful and exhausted in doing overload assignments. Lack of parental supervision makes students misusing smartphones to play games and social media.

School has been updating many things. The teacher discusses with students about learning activities that they want. The teacher implements learning activities using relevant methods based on students' needs and using appropriate media, the learning materials will be designed attractively. So, it is hopefully students' scores in odd semester year 2020/2021 for Bahasa Indonesia subject will increase and reach the KKM.

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Online Learning (from Classical to Digital) in Covid-19 Pandemic Era

Berlinda Galuh Pramudya Wardani[1]

Introduction

In Law Number 20 of 2003 concerning the National Education System, it is stated that education is a conscious and planned effort to create a learning atmosphere and learning process in order to actively develop students' potential. Moreover, the purpose of national education is to create human beings who are faithful and pious to one and only God; who possess morals and noble character; who are healthy, knowledgeable, competent, creative, independent; and as citizens, are democratic and responsible [1]. The 1945 Constitution also mandates the importance of education for all citizens as stated in Article 28 C paragraph (1) that Every person has the right to self-realization through the fulfillment of his basic needs, the right to education and to partake in the benefits of science and technology, art and culture, so as to improve the quality of his life and the well-being of mankind [2]. Article 31 paragraph (1) also states that every citizen has the right to education [3].

However, Indonesia had Covid-19 pandemic in 2020 which caused a massive death toll. For education impact, government immediately acted quickly to close schools and conducted learning at home (Distance Learning). The government had to save students and teachers life where schools became the clusters of spreading the virus.

All educators suddenly must adapt to the digital world. Digital learning or online learning is considered as the most effective learning in this pandemic [4]. Generally, learning process is to create an interaction between teachers and students in a conducive and educative classroom situation. In Covid-19 pandemic situation, the teaching and learning process has been developed and changed into digital learning by using various applications that allow teachers and students indirectly meeting face to face [5].

Communicating via chat and submitting assignments online as well as face-to-face in virtual classes are the best options. Educators use various applications such as *WhatsApp* for chatting and sending assignments, *google meetings* or *zoom meetings* for virtual face-to-face meetings, and *google forms*

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for class attendance. Other virtual classroom applications are *Google classroom, quipper, moodle, schoology, edmodo,* etc. To support online learning, the Ministry of Education and Culture also provides special sites, for example: *rumah belajar, Zenius, Ruang Guru,* and *Kelas Pintar*.

There are many *open access* websites with various platforms which provide space for teachers to improve their digital literacy. Conceptually, there are some advantages of digital learning, such as: practical and flexible (learning is not limited by space and time), adaptable (up to date), fun (with interesting features in audio-visual, video, etc.), saving time and money (learning does not require classrooms), easy to trace and document (able to record into video and to save in memory storage), and alternative for social distancing (avoiding gathering with people at certain times and places). In addition, digital learning is better than classical learning [6]. The implementation of digital learning in Covid-19 pandemic should give better impact and changes for educational progress.

Otherwise, digital learning has several problems both technical and non-technical, such as: administrator, tools, limited educational technology, resources and quality, and lack of teacher skill. Tools is the main problem complaint by teachers in online learning [7]. They have limited tools and internet access as well as the availability of internet data. In remote area, teachers and students sometimes have to change internet providers to use online learning platforms. Some teachers have to lend their tools and equipment for online learning to students, some have to install Wi-Fi. Students have to find more stable network at specific place just to download the assignments given by the teacher [3].

Teachers's ability and skill using digital learning become the next problem. Teachers generally are familiar with technology, but the teacher's role as learning designer requires to master and improve the use of technology [9]. As learning designer, teachers face some problems, such as: longer preparation, presenting the materials in soft-file and printout, specific skills for online class, virtual communication both synchronously and asynchronously, etc. Therefore, teacher competence in learning does not only deal with didactic-pedagogic abilities but also integrating the technology in learning.

Generally, the problems in online learning or digital learning are very complex. Many academics are questioning about the readiness of teachers and students in online learning. Some students and parents are pessimistic about the results of online learning and want to return to classical learning [11]. However, some experts believe that digital learning is not only related to the pandemic but also to the development of education and it will be maintained and developed in the future. The differences in view and interpretation about

digital learning shows an inequality between experts and educational policy maker, practitioners, and users (students). Thus, it is very important to analyse the implementation of online learning [4].

Discussion

The Effect of Covid-19 Pandemic for National Education

The learning process in schools is the best public policy tool to increase knowledge and skills [6]. After the policy regarding to COVID-19 pandemic, teachers and students must be ready to use the media as a tool to convey or deliver learning messages [7]. Senior teachers and early childhood students, who are still very new to technology, must be ready to use various digital media during the COVID-19 pandemic. The transfer of knowledge directly and face to face contact are no longer be applied in COVID-19 pandemic. [8].

Digital learning using internet in e-learning is the most basic alternative media. Utilization of the internet becomes a tool to create an effective teaching and learning situation [2]. This online learning also teaches us, educators, and students that we can learn without being limited by space and time [9]. Study from home makes parents have difficulties to know how online learning works, the methods are used, and students' task are submitted. Teachers give parents and students a motivation to support, direct, and change their behaviour in order to achieve a goal [10].

Schools are the best place for teaching and learning activities, and the outcome greatly affects productivity and economic growth [11]. However, learning is very difficult for students especially for early childhood education during this pandemic. They need extra supervision. During the COVID-19 pandemic, teachers can only transfer knowledge and give assignments. As a facilitator, they provide direction and advice. All activities at school are diverted to home and force parents indirectly involved in learning process. Many parents share their experiences accompanying their children, both positive and negative [8].

Analysis of online learning during Covid-19 pandemic

Based on [1], there are 4 crucial problems during online learning: (1) problems related to student's failure in distance learning, (2) problems related to the learning atmosphere in the distance learning, (3) problems related to teacher's or tutor's readiness for online learning, and (4) problems faced by the management or administrator. Problems related to students' failure in distance learning are triggered by parents' concerns about its implementation that is different from classical learning. A survey by Ministry of Education and Culture presents the reality of learning situations at home, including:

lack of interaction between teachers and students, lack of students getting material and questions and answers, lot of tasks, no group discussions, lack of mentoring from teachers, lack of student, no face to face learning, unclear task directions, very limited references, no reward and punishment, no class discussions, no feedback from teachers related to assignments, internet data problem, internet network, and devices. Various learning platforms have emerged recently, although most teachers have not been able to use optimally that platform for online learning.

Internet data, internet networks, and devices as highlighted by many researchers are basic problem which is so inherent in learning [7]. However, there are some students who have coped with those problems but they tend to use it entertainment such as watching YouTube and playing online games [8]. Parents also have difficulties to assist their children studying at home. They do not have enough time to assist, do not have knowledge of learning materials, have problems operating gadgets, are impatient to accompany their children, and have difficulty in motivating children to learn [5].

Based on community opinions and the research results, there are several characteristics or situations occurred during home learning:

a. Use of digital apps and devices

Teachers in rural and remote areas use digital applications only to chat, share the assignments, and collect assignments; for example, WhatsApp application. For teachers in urban areas, they are familiar with *platforms* and *meeting* applications for different purposes; for example, google meet and zoom meet for virtual meeting and google classroom for student attendance.

b. Communication between teachers and students

Communication between teachers and students is generally for chatting, distributing learning materials, and collecting assignments. Some teachers have been able to arrange two-way communication using *Zoom Meet* and *Google Meet* applications, but multi-way communication involving students has not yet occurred. Therefore, students role in learning is still limited to informative activities.

c. Learning *feedback*

Teachers rarely provide feedback on the work of students. As a result, the development of student learning progress is not highly controlled.

d. Content of learning material

Regarding to lack of teachers' knowledge, learning materials are not being updated. Thus, the content becomes monotonous and unattractive for students.

e. Learning load

Along with the transition from classical to digital, the learning load also increases. As learning designers, teachers not only plan the content but also choose suitable digital devices for delivering the materials.

f. Learning evaluation

Evaluation becomes a problem in online learning, it is difficult to get the authentic score. Teachers cannot monitor the situation and condition of the students, so they do not know whether the evaluation is done independently or there is interference from others. In addition, the limitation of devices by students cannot give an optimal result.[4]

Educational Evaluation in Covid -19 Pandemic

Educational evaluation is an assessing process by comparing the expected goals with progress and actual achievements [6]. The implementation of the Year-End Assessment (Penilaian Akhir Tahun or PAT) for grade promotion in the midst of Covid-19 pandemic must consider the principles of flexibility, fairness, non-discrimination, and not harmful for students.

If distance learning has been effective, the grade promotion can be considered from the score accumulation in 1st semester, both pre-pandemic and post-pandemic score records (Distance Learning or Pendidikan Jarak Jauh (PJJ). Assessment has been given by school principals, supervisors, and education offices which is contrast with School-Based Management (SBM) concept that fully managed by the principal. The principal might be not yet fully confident and autonomous in managing PJJ because of the complexity in bureaucracy and administrative reporting which is sometimes irrational and unfair.

School exams can be taken from scoring book portfolio, previous achievements, assignments, online tests, and/or other forms of distance assessment. Schools that have implemented the School Examination can use the scores to determine student graduation. For schools that have not conducted School Examination, the following provisions apply:

a. Elementary school graduation (Sekolah Dasar or SD) / equivalent is determined based on last five semesters scores (grade 4, grade 5, and grade 6 odd semesters). Score in even semester 6 grades can be used for additional passing grades.

b. Graduation from Junior High School (Sekolah Menengah Pertama or SMP)/equivalent and High School (Sekolah Mengengah Atas or SMA)/ equivalent is determined based on the last five semesters scores. Score in even semester 9 and 12 grades can be used as additional passing grades.

c. Vocational High School (Sekolah Menengah Kejuruan or SMK) graduation / equivalent is determined based on scoring book, field work, portfolios, and practice scores for the last five semesters.

Students and teachers must be familiar with supporting apps such as *Google Classroom, Google Meet, Google Forms* and online *Computer-Based Exam* applications. Some schools used PAT process using Bimasoft Computer-Based Exam online application, and students can work at home with their own devices such as computers, laptops, tablets, and Android or IOS mobile phones. For monitoring, students are accompanied by homeroom teachers and supervisors using *google meet*.

With today's digital learning methods, evaluations for education during the COVID-19 pandemic has to be conducted. A teacher must be able to find gaps and solutions to know how far students explore the material, and teachers also have to do assessment and report about their teaching outcome. [8].

Conclusion

Based on the previous discussion, it can be concluded that:

1. Because of covid-19 pandemic, schools, institutions, and universities closed all face-to-face learning processes and replaced it with distance or online learning [8].

2. Several characteristics of online learning during the Covid-19 are: (a) the use of digital applications and limited digital devices for information facilities, assignments distribution, and task collection, (b) limited communication between teachers and students , (c) lack of feedback in learning, (d) monotonous and rigid of teaching material, (e) increased of learning load, and (f) learning evaluation focused on knowledge/cognitive aspects [4].

3. PAT uses Bimasoft Computer-Based Exam online application, and students can work at home with their own devices such as computers, laptops, tablets, and Android or IOS mobile phones. Evaluation of education during the COVID-19 pandemic has to be conducted. Even though the teacher is only a facilitator, teachers have to asses and know about the outcome of their teaching process [8].

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Researching in the New Normal: Opportunities and Challenges

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Introduction

With the pandemic stretching beyond 2020, its impact on different areas of research can be clearly seen, especially in how we can conduct research. The main effects include limited data collection, leading to delayed publication or thesis submission, decreased opportunities for training, academic engagement with peers, conferences, and research grants application [1]. The pandemic affects all levels of researchers, including research students, early career researchers, and senior researchers. The impacts and experiences we have today will still have an effect in the future on the different aspects of research particularly in data collection, delay publication, and grant. In order to take account of the impact of the pandemic on research, this literature review paper was conducted to capture the impact on all stages of research. The opportunities and challenges in key areas of research are discussed. This paper concludes with solutions for challenges to adjust work in this new normal.

Discussion

The academic community has shifted into online modalities that brought both opportunities and challenges. The recent literature by Pardo et al. [2] provides an overview of the challenges and opportunities of this pandemic to the graduate researchers. These include personal perspective, academic perspective, team perspective and research perspective. Not just graduate researchers, other levels of researchers have been impacted by the pandemic as well. Therefore, this paper presents the opportunities and challenges of conducting research in this new normal focusing on all levels of researchers. The opportunities and challenges are discussed based on the four major areas of research: (1) data collection; (2) conferences/workshops; (3) research productivity; and (4) mental wellbeing of researchers.

Data Collection

One of the challenges in the new normal is unable to collect the data in most disciplines including Science and Arts areas. Unless the research work

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is directly related to the virus, the data collection process in research sites, fieldwork or laboratories slow down [3]. The recent survey that presented the impact of the pandemic on scholarly authors found that 55% of humanities researchers are facing challenges to access the crucial facilities and resources for their research [4]. This pandemic also impacted science disciplinary areas including limited access to the laboratories [5]. Apparently, fieldwork research has been delayed that needed an extension in conducting their research while researchers working with computer modelling might not be delayed [2]. As a consequence of delays in fieldwork, there might have long-term impacts on the research career [6].

In conducting social science research, getting the participants online is more demanding in this new normal if they are not conducting experimental or intervention research. The opportunities of online data collection include access to the participants from distant locations, the convenience of having automated data which reduces researcher time and effort. However, there is a challenge to collect data from primary school students or early childhood using the online survey or online interview. In addition, the cost for online survey packages including the basic survey features is one of the challenges for researchers if the university does not have the capability.

The uncertainty over the sampling issues, validity, and reliability of the data concern the online survey [7]. Therefore, we need to carefully design and administer the data collection tools. There are useful and reliable resources on how to conduct Online research, for example, Salmons's book "Doing Qualitative Research Online" [8] presents online qualitative studies, conducting an ethical online study, and analyzing data. Whilst the delay for data collection process possess challenges, it also presents opportunities for researchers to have more time for writing papers and preparing grant proposals [9].

Research Productivity

While the experiments and data collection are limited in during pandemic, one of the alternative ways for maintaining productivity is conducting scoping reviews, systematic reviews, and meta-analyses using secondary data. In addition, writing a paper based on secondary data is another way to be productive during the pandemic. For example, as an early career researcher, I have been collaborating with my colleagues in conducting systematic review papers since last year.

Previous research findings into research productivity in this new normal have been contradictory [10]–[13]. Some researchers commented that they increased their research productivity in writing, data analysis, and grant applications [3]. This is evident in the study of Woolston [12], 43% of the

postdoctoral researchers highlighted that their writing had become easier in this new normal working environment that they can focus on their writing. Some researchers find themselves being productive during their work from home in this pandemic, consequently, they prefer to remain work from home that saved their time [14]. The preference of researchers regarding working from home might vary that depends on their working environment and personal life.

A loss of productivity in this new normal has been reported by researchers [13]. Harrop's study, which conducted the impact of the COVID-19, found that losses of productivity were directly related to the responsibilities of their family and their stress and anxiety. According to the national survey report by the Australian Academy of Science Early- and Mid-Career Researcher (EMCR), 57% of early career researchers reported that loss of productivity is one of the impacts of this pandemic towards building their academic profile [15].

Productivity of researchers might be affected by their personal lives in this new normal [2]. According to the survey that investigated the effects of pandemic on scientists, the total working hours per week of scientists has declined in this new normal compared with pre-pandemic [16]. The boundaries between work and personal time might be challenging when working from home. Therefore, following a schedule while working from home may maintain productivity [1]. Using mobile productive application such as "flat tomato" might ensure research productivity. If researchers do not satisfy with the work-life balance especially in this pandemic, this will. Have a serious impact on their mental wellbeing.

Conferences/Workshops

In this new normal, most international conferences have gone virtual. For example, the American Education Research Association (AERA) cancelled the 2020 AERA Annual Meeting at the beginning of the pandemic. Then, the 2021 AERA Annual Meeting hold virtually at the beginning of 2021. Similarly, other international conferences: the British Educational Research Education (BERA) Conference, European Conference on Educational Research (ECER), and Australian Association for Research in Education (AARE) Conference are fully online.

Virtual conferences could be beneficial for those who have limited funding for conferences. It takes away the expenses of conference travel and also the time lost in travel. This is particularly helpful for researchers from developing countries who have limited funds for international conferences. One issue with virtual conferences is the strength of internet access leading to inequality

in developing countries [17]. According to the survey report [18], 49% of 925 responses agreed that they appreciate the accessibility of virtual conferences. However, 69% of them highlighted poor networking opportunities as the biggest drawback of virtual conferences.

Climie and Marques [1] commented that these virtual events are not a substitute for peer networking. Virtual conferences cannot be the cure for junior researchers [3] that staring at screens is not ideal to network [19]. According to the report [20], early career researchers find networking at in-person conferences as one of the fruitful opportunities for them. The networking opportunities at virtual conferences might be limited compared with in-person conferences but at least attendees may have at least some feeling of connection across the Internet. The researcher may put more effort in order to engage and network with other researchers who share the same interest. For example, the researcher might find the contact email of the presenter if he/she doesn't have a chance to socialize during the virtual conference.

Mental Wellbeing of Researcher

Much of the current literature has highlighted the negative impact of this pandemic resulted with issues on mental wellbeing of researchers [21]–[23]. For example, the preliminary analysis results of 4800 doctoral researchers and research staff in the UK found that 75% of respondents suffer low levels of mental wellbeing and most of them have some level of mental distress [10]. Increasing anxiety and stress in this uncertain time is the negative consequences of the pandemic [24]. In addition, the infection of COVID-19 to the researcher or family members, and the financial concerns lead to increased mental health problems [23].

The negative economic impact of the pandemic on Higher Education Institutions leads to uncertainties with job security and career development of early career researchers [3], [13]. Consequently, the funding landscape became unstable in this pandemic because many universities in western countries have relied on the tuition fees of international students. The unstable funding landscape for research might affect the mental wellbeing of researchers. Therefore, early career researchers including research students reported their worries about the future that the pandemic has a negative effect on the economic [21].

Researchers can maintain productivity if they maintain good physical and mental health [1]. Therefore, previous literature suggests ways to maintain the mental wellbeing of researchers. Mindfulness practice or expressive writing sessions might be helpful to reduce stress [25]. Online counselling resources or online mindfulness training are provided in order to cope with

stress and anxiety in most universities around the globe [2]. Networking with peers and mentors, discussing not just the academic life but also personal circumstances may ease the stress and worries of research students in this new normal [26]. Although researchers/research students face a lack of informal interaction with colleagues, they still have the opportunities to connect with their colleagues via various communication platforms.

Conclusion

As we cannot predict when this pandemic end, these opportunities and challenges will continue to influence work in the future. Therefore, solutions for these challenges need to be considered to adjust work in this new normal. The role of the university plays an important role for researchers to maintain their research productivity. First, resources should be provided for researchers, especially to provide them with strategic support for conducting their research. Second, online networking with colleagues both locally and globally might help to maintain the mental wellbeing of researchers in this pandemic. Third, creating connections with other researchers who share the same interest is also important to update theirs academic profile [2]. Fourth, amending research focus is needed when we cannot data collection is limited. Last, finding the mindfulness method that works for researchers helps to maintain their mental wellbeing of researchers [25].

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Slackness, Ironies, Trends and Opportunities in Higher Education: Moving Forward for more Strategic Governance

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Introduction

The COVID19 pandemic has brought significant disruptions across different sectors of our society and whilst other critical needs such as health, food, water and safety are being met by the government, educational needs of students are left to administrators and teachers. Students are distressed being locked down in their respective houses. Interruptions to learning can have long term impact especially those vulnerable groups [6] with limited access to information and computer technology. Hence, students whose foundational needs are not met, will continue to regress in their learning. In addition, these vulnerable students are also most likely to be exposed to psychosocial and physical traumas [10].

With the occurrence of COVID-19 pandemic, it is highlighted that our system is not designed to meet the needs of our students. Disadvantaged students lose some opportunities to close their achievement gaps. Looking at the situation more broadly, restoring the status quo after the pandemic is a futile exercise because it is not operating effectively with certainty that our educational system is equitably serving all students. Given the sudden interruption to our system, teachers across the educational systems are pressured to think creatively to meet the demands of delivering quality education within the context of ensuring equity and effectiveness. With the present context, it raises the question what challenges and opportunities are presented and acted on by administrators to support both teachers and students to achieve the learning outcomes.

In this paper, I will argue for the need of foresight for Higher Education Institutions (HEIs) to proactively respond to dynamic and emerging landscape of learning and teaching. I will point out some ironies in HEIs that present opportunities for adaptation and adoption. I will then present trends at leadership, staff and student levels. I will conclude this chapter by highlighting some discussion points that administrators can use to engage staff and

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students to develop a roadmap for their respective institutions to respond to the emerging nature of learning and teaching.

Discussion

The COVID-19 pandemic has been a key driver for change not only during time but post-pandemic era. It has highlighted that our educational system is not designed to meet the needs of our students. Evidence show that disadvantaged students lose some opportunities to close their achievement gaps. Looking at the situation more broadly, restoring the status quo after the pandemic is a futile exercise because it is not operating effectively with certainty that our educational system is equitably serving all students. Given the sudden disruption to our system, administrators and teachers implemented alternative learning systems, which would eventually be part of the new system after the pandemic.

Emerging Nature of Educational Institutions

The unpreparedness of educational institutions to respond effectively for the need for alternative learning systems is a systemic issue of failure to respond to emerging trends in learning and teaching. Historically, the use of online and blended learning has started in the early 1950s and for the last six decades, while other HEIs have developed a strategic direction towards blended and online lending, many higher education institutions have not adopted it due to various reasons including high cost for setting up information technology and communication (ICT) infrastructure, staff and student capability and preferences, and IT use and ownership. Digital innovations in the university have not gained significant traction in transforming learning and teaching modalities and activities. However, as a result of pandemic, there is an increasing acceptance of online learning in HEIs [11]. Many would think of the negative impacts of COID19 pandemic, but it actually provided the necessary impetus for everyone to think innovatively and transform the *status que* into viable approaches for governance, teaching and learning in a disrupted context. With no option left, even pre-schools and basic education have adapted remote learning approaches with minimum staff training and less time preparation. Students were forced to adopt to the "old" modalities that have been available decades ago.

Ironies of Educational Institutions

Higher education institutions are the center for developing graduates who could respond to the future needs of the society. However, there are ironies in the ways HEIs are operating. Many courses offered build students' creativity, innovativeness and problem-solving skills but are HEIs using these

concepts to establish innovative approaches to learning and teaching? HEIs have produced global innovators and problem-solvers but HEIs are grappling to find solutions to problems brought about by COVID19 pandemic. Secondly, HEIs build students' capabilities about the application of ICT in their respective career but are HEIs optimizing its application to their operation systems? HEIs are producers of high-tech innovators for various fields including medicine, agriculture, business and engineering, "educational system seems to be lagging in the use of digital technology for teaching and learning" [3]. Lastly, HEIs train graduates for social inclusion but are HEIs demonstrating their duty of care for both staff and students? HEIs produce equity champions and leaders in the field, but the ways in which online learning or remote learning have been implemented continue to widen the social divide and systemic disparities amongst staff and educationally disadvantaged students.

Trends in Leadership

While other educational leaders complain about the negative impact of pandemic, there have been tangible positive impacts to the leadership functions of HEIs. Administrators are forced to think responsive ways to reinvent the overall operations of HEIs [2]. As a result of lesser income for universities and bigger inputs for ICT infrastructure to ensure online classes, administrators have greater focus for financial management. They were able to identify context-driven priorities and use existing resources to address such. For example, more resources are invested in online platforms and other ICT-related resources. Another impact of lesser financial viability is the realignment of governance structure and reorganization of staff. Although this process has negatively impacted those staff who were retrenched from their job, administrators were able to determine the staffing requirement of their organization. In addition, the pandemic has brought enhanced focus on effective communication across institutions. Everyone became aware of the necessity to get timely information and to respond appropriately. Although these examples are viewed from the lens of positive impact, one challenge remains that needs to be addressed. The issue on how administrators put social justice and equity as the underpinning principles for supporting staff and students [5].

Trends in Staff Work

At the level of academic staff, the pandemic has shifted their use, preference and ownership of ICT facilities. There is now a growing staff acceptance of online and blended teaching as there is no alternative for delivering learning and teaching activities at this time. They became more focused on planning and developing learning resources and lectures that really matter to the achievement of learning outcomes. They became more

innovative offering a range of flexible learning, teaching and assessment activities – a forced adoption of online pedagogy and assessment. However, due to lesser number of students enrolling during pandemic and to financial crisis of HEIs, academic staff are subjected to higher uncertainties with job security. There is a fear that retrenchment will continue to ensure financial viability of HEIs. There is also a high tendency for work stress and burnout due to higher workload demands of online teaching preparation and delivery.

Their knowledge and skills can be enhanced through professional learning, but their attitude and values, particularly their self-efficacy beliefs to meet their performance targets can either be enhanced or suppressed through other factors like their adaptability, stress, perceived autonomy support, job satisfaction and social-emotional learning comfort. The relationships of these factors are established in the "normal" context of schooling [1]; [8] , but with the sudden occurrence of pandemic, there is a need to investigate the interactions of these factors to identify support needed by teachers to effectively carry out their functions.

Trends in Student Engagement in Learning

Students are the mostly impacted group in HEIs. However, there is a growing trend of acceptance of online and blended learning among them including ICT use and preferences. Although it is challenging for most, especially those who have less access to ICT facilities, but everyone has to adapt to the online and blended learning approach. A positive aspect that is emerging is the students' capability for self-regulated learning. As they are receiving minimal support and scaffold from their teachers, they are motivated to manage their time for on time completion of learning and assessment activities, to find resources on their own to support their learning, and to establish online collaboration with their peers for group activities.

Although there are positive impacts brought about by pandemic to students, both administrators and academic staff should provide enabling and supporting mechanisms for students especially ensuring their well-being. During remote learning, students feel being isolated leading to demotivation and disengagement from their learning. These non-cognitive aspects of students are strong predictors of their achievement, and hence, need to be addressed. This is an opportunity for administrators and teachers to develop programs that can improve students' psychosocial functioning during and even after pandemic. Another issue that presents a big challenge is how to address equity issues for online learning. Although online leaning is the most feasible option to continue to engage in learning and teaching during this disrupted context, there are students who have been marginalized due to their limited

access and ownership of ICT facilities.

One critical group of students who have been impacted are those working students. A large proportion of working students have lost their job and has impacted their capacity to pay their matriculation and meet their subsistence. Their job losses affected their lives, studies and even their health [9]. This presents a big challenge for HEIs to support this group of students at the risk of compromising HEIs' financial viability.

Trends in Graduate Employability

Another trend that emerged as a result of COVID19 pandemic is the employability of new graduates [4]. Due to closure of businesses, the graduate demands have significantly reduced, and hence, graduates find it difficult to enter the workforce. The continuous closure of businesses and companies will continue to limit opportunities for new graduates. In addition, the professional skills of graduates have changed with a strong focus on digital literacy [7]. Those who completed their degrees prior to pandemic have to add these new skills to effectively engage in their work. The post-university life of students is often taken for granted as part of university functions, it is one of the most authentic measure of the quality of trainings and preparation offered by HEIs to students. This is an opportunity for HEIs to further improve their operations.

Conclusion

The impacts of COVID19 pandemic are systemic and can be viewed either as opportunities or threats to the existing landscape of HEIs. A more strategic and proactive approach is needed to address the emerging nature of HEIs' leaning and teaching during and even after the pandemic. The pandemic has given everyone an opportunity to reflect on the how our educational system has been responsive and how it has positioned to respond to any emerging context. It highlights also issues related to equity, psychosocial functioning of teachers and students, and the low adoption of ICT in learning and teaching.

Building on from individual and collective experiences, administrators need to engage with staff and students to develop a governance model and strategy going forward. A repositioning of priorities and simulating the possible scenarios after the pandemic is over will help HEIs to develop a more responsive and disruption-proof environment. A key to moving forward is to leverage what work well in this disrupted context. This will involve evaluating best practices across different aspects of HEIs' operations in terms learning and teaching. Another activity is identifying governance challenges and finan-

cial sustainability and developing a contingency plan for emerging and challenging context. In terms of research activities and community engagement, administrators need to develop a dynamic model of research activities for continuous publications, collaboration, internal funding and grants application.

In conclusion, the following key questions can guide administrators, teachers and students and other stakeholders to engage in a meaningful reflection to leverage our best practices and key learnings during this pandemic:

a. What would be the governance structure and strategy going forward?
b. What are the possible scenarios when the pandemic is over?
c. How do we leverage "what work well" in this disrupted context?
d. What practices need to change for a more strategic leadership, effective learning and teaching, and high-impact research and community engagement?
e. How are our curricula adaptive to changing and evolving context?
f. How do we address equity and social justice issue?
g. What roles do non-cognitive skills play in responding to challenging context?

Answers to these questions will help administrators to articulate policies, processes and activities to implement a more strategic approach to preparing HEIs on how to ensure equity to access to education, enhance the quality of education and implement a responsive governance in a challenging context. Propose "that a whole-of-system approach be used, and in addition to focusing on existing student equity categorisations, a holistic approach to understanding disadvantage over the university student life cycle is undertaken to ensure the response to this health crisis is both targeted and timely" (p.1) [7].

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Self-Management Based on Personal Characters in 5.0 Era

Emilda Sulasmi[1]

1. Introduction

Society, culture, and education are inextricable as education plays a pivotal role in nurturing cultural values in the society [1], [2]. Accordingly, the improvement of the quality of human resources is partly carried out through education. Among Indonesia's national education purposes is character building as manifested in school lessons, aiming for the integration of students' attitudes and behaviour in their skills, spirituality, potentials, and human resource development [3]–[5].

Specifically, Indonesia's education aims to shape noble and knowledgable youths, who cling to moral virtues while conveying the spiritual heritage of the nation and civilization [6]. However, current social phenomena seem to highly affect Indonesian youngsters, who have turned into exclusive and selfish individuals. Thus truth is egocentric where justice is not based on it [4], [7].

Most worldly events are quickly distributed n this 5.0 Era. Those in power can no longer hide the truth that hurts society. There is a need to find resolutions on such phenomena before they are imitated by students and the younger generations. Education, in this case, is held responsible to give real samples to implement at schools, families, and communities.

Accordingly, self-management can be applied by the students to improve their humanness. Through character education, youngsters can build good habits to behave and act based on noble virtues [8], [9]. Effective character education involves knowledge, positive feelings, and exemplary behaviour embodied in students' personalities. In this 5.0 Era, Indonesian youngsters must at least be capable of performing critical thinking and initiation, mutual communication and collaboration, and promoting creativity.

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2. Discussion

2.1. Character education

The word "character" comes from Greek, meaning *focusing on implementing goodness and noble action or behaviour.* Character is not inherited, instead, it is built continuously through thoughts and deeds, and action after action [1], [2], [6].

Character is the values of human behaviour related to God, oneself, fellow human beings, the environment, and nationality manifested in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture, and customs (Farida, 2012). The six pillars of character are 1) *Trustworthiness*, which builds one's integrity, honesty, and loyalty; 2) *Fairness,* to build an open mind and not taking advantage of others; 3) *Caring,* which builds one's attitudes and concerns; 4) *Respect,* which builds one's respect towards others; 5) *Citizenship,* which builds one's awareness of laws and regulations, and care about the natural environment; and 6) *Responsibility*, which builds one's responsibility and discipline [10].

The three components of good character are: 1) *moral knowledge*, which consists of six aspects, namely moral responsibility, understanding, perspective determination, moral thinking, decision making, and personal knowledge; 2) *moral feelings*, which consist of six aspects, namely conscience, self-esteem, empathy, compassion, self-control, and modesty; and 3) *moral action*, which consists of three aspects, namely moral competence, desire, and habits [6].

In this case, character education is a conscious effort to realize virtue. The individual quality is not only personally good but is also good for society as a whole. Character education is earned to help a person understand, care, and act based on core ethical values [2], [11], [12].

Hence, it can be concluded that character education is a deliberate attempt made to help students understand good values in society. By so doing, they become human beings with noble characters in heart, mind, body, taste, and intention.

The rationale for the character education movement was driven by publicly deviant behaviour, such as violence, corruption, impoliteness, greed, immorality, drugs, bad work ethics, and impoliteness [3], [6]. Character education aims to improve the quality of implementation and educational outcomes in schools to form students' noble characters, complete, integrated, and balanced, following the graduate competency standards.

Nine taught character values are: 1) honesty (treating other human beings); 2) justice (acting equally and not discriminating); 3) tolerance (equality without looking at different thoughts, races, and beliefs); 4) wisdom (the

act of respects and keep one's away from harm); 5) self-discipline (avoiding self-destruct and not to be easily satisfied); 6) helping (good deeds); 7) caring (helping others); 8) cooperation (humans do not live alone), and 9) courage (acting decisively and positively towards others) [6].

A study by Harvard University found that a person's success is not solely determined by knowledge, technical abilities, and cognition, but rather by the ability of self-management. This research reveals that success is only determined by around 20% of hard skills and the remaining 80% of soft skills. In this case, the soft skills are formed through the implementation of character education for students [3], [7].

This study supports Martin Luther King's statement where he dreamed of a day when all Americans were judged not by their skin colours, but by their noble characters. Among the characters are honesty, justice, courage, and compassion [6].

In Indonesia, the character education consists of 18 values originating from religion, Pancasila, culture, and educational goals, namely: 1) religious; 2) honest; 3) tolerance; 4) discipline; 5) hard work; 6) creative; 7) independent; 8) democratic; 9) curiosity; 10) national spirit; 11) love of the homeland; 12) likes to read; 13) friendly; 14) peace-loving; 15) care for the environment; 16) social care; 17) responsibility; and 18) appreciate achievements [6], [13], [14].

At schools, teachers have the power to instil values and character in students through three ways: 1) compassion, respect, help, self-confidence, and good ethics; 2) ethically becoming a model, showing high respect, and responsibility; and 3) becoming ethical mentors, providing moral instruction and guidance through explanations, discussions, and motivation [2], [6].

2.2. The implementation of character education

Policy implementation is both an individual and official action to achieve collective goals [2], [6], [14], [15]. In this case, policy implementation applies basic policy decisions, usually in the form of legislation. It can also be in the form of important executive orders or judiciary decisions [1], [16]. It can be concluded that policy implementation is an action taken by a certain person or group, in the form of laws and orders to achieve the goals that have been set.

There are approaches to policy implementation. Among the approaches are: 1) *structural approach,* or top-down approach. Where policies must be designed, implemented, controlled and structurally evaluated. This approach emphasizes the importance of command and control; 2) *procedural and managerial approaches*, which develop relevant processes, procedures, and appro-

priate management techniques; 3) *the behavioural approach*, which emphasizes humans and their behaviours as implementers, rather than organizational behaviour; and 4) *political approach,* which looks at political or power factors that can facilitate or hinder the policy implementation process[1], [8], [16], [17].

2.3. Strategies for the implementation of character education

Strategies for character development is carried out in three ways, namely: 1) planning (character development from various sources); 2) implementation (developing learning experiences and processes in character building that take place in the three pillars of education: family, school and community); and 3) evaluation of results (designed measures for continual improvement) [5], [13].

Marten proposes three stages of effective character learning strategies, those are identification of values, learning values, and providing opportunities to apply the values. The true learning process begins with seeing, observing, and feeling the social environment, and is supported by empathetic teachers where students can become an integral part of social and universal reality [8], [17].

Moral education that teaches pure values as mandated by the current curriculum is mostly carried out by direct teaching. At the same time, these values must be integrated into other subjects. This is burdening teachers because they are required to be exemplary role models [2], [15]. Ideally, character education is a form of lifelong learning integrated into informal education in the family, formal education in schools, and non-formal education in the community [6]. At schools, character education can be integrated into subjects that teach norms and values practised in everyday life [15], [16].

Gufron argues that the integration of character values into learning activities takes a combination, incorporation, and values implementation that are believed to be good and true. This can form, develop, and foster students' personalities following the national identity where the learning activities take place [16].

In the integration of character education, it must be considered that 1) School policies and administrative must support through school's vision and mission, socialization, and filed documents; 2) School condition that includes supporting facilities and infrastructure, clean environment and canteen, and praying room; 3) Teachers' knowledge and attitudes, including the concept of character education, lesson plans, learning tools, and the integration of character education in subjects; 4) Teachers' competency, and 5) Community support [14].

Character education can also be presented in the form of cooperative learning to teach moral and academic values at the same time. Among the benefits are 1) teaching the students on the value of cooperation; 2) building classroom community; 3) teaching basic life skills; 4) improving students' achievement, self-esteem, and attitudes towards school; 5) offering an alternative ranking model; and 6) controlling the negative effects of competition [6].

3. Conclusion

This chapter has described efforts to cultivate noble character through self-management. Specifically, it can be integrated into a character-based curriculum, for example, through contextual examples following the school's subjects. As the younger generation, today is highly familiar with social media, character education should be able to filter various information before trusting and disseminating it. Policymakers should also set a good example where true wisdom and justice are applied.

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A Mobilization of Digital Literacy for Rural Area in Covid-19 Outbreak Theme: *Under the New Normal: Challenges and Opportunity*

Ezzah Nuranisa[1]

Introduction

The Covid 19 or coronavirus outbreak is a phenomenon that makes people aware of its spreading rapidly and wider, it is because the society has intense mobility. WHO states that a pandemic is an epidemic that occurs worldwide, or over a very wide area, crosses international boundaries and usually affects large numbers of people [4]. The main factor of rapid spreading is society mobilization.

WHO and some governments in various countries released a restriction people's mobility to reduce the risk of Covid-19 spreading. To reduce virus spreading, WHO issued various kinds of rules for community to change their lifestyle, do social distancing, and stay at home [6]. This Covid 19 pandemic raises new concerns and problems, not only related to health problems but also social and economic problems. Social distancing, working from home, stay at home affect social and economic aspect. Moreover, it changes their social life from normal to *new normal.* New normal is a situation where people have to follow some restrictions ruled by government. This New Normal era can bee seen from the increasing of digital literacy for people live in cities and villages.

The use of digital technology is not a new thing in Indonesian society. According to AJII as an association of internet service provider in Indonesia, the number of internet users in Indonesia has reached 196.7 million in which around 56.4 % are in Java, Sumatra has 22.1 % and Sulawesi is around 7 %.

This percentage shows that most of Indonesians are used to operating internet, and the internet not only reaches urban communities but also the rural communities. For that reason, Indonesian government prepares the adaptation of digital era. Google predicts that Indonesia will become the number one digital economy country in Southeast Asia by 2025 [10].

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Picture 1: Internet users in Indonesia 2019-2020.

Penetrasi Internet per Wilayah di Indonesia 2019-2020* (APJII, November 2020)
Sumber : Asosiasi Penyelenggara Jasa Internet Indonesia (APJII), 9 November 2020

Maluku & Papua : 3
Bali & Nusa Tenggara : 5,2
Kalimantan : 6,3
Sulawesi : 7
Jawa : 56,4
Sumatera : 22,1

Satuan : %

Maluku & Papua 3   Bali & Nusa Tenggara 5,2   Kalimantan 6,3   Sulawesi 7
Sumatera 22,1   Jawa 56,4

Katadata   databoks
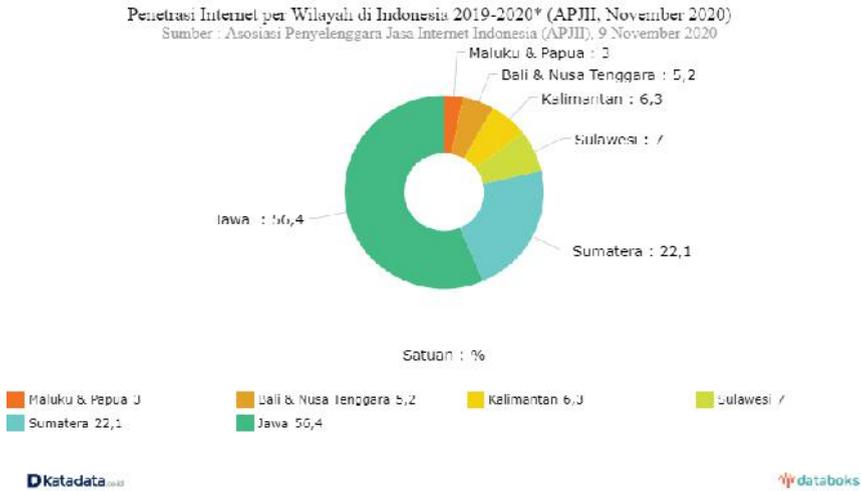
Source: *Association of Indonesian Internet Service Provider (APJII)*

Digital technology starts to use in rural communities. The usage and development of information and communication technology are parts of the concept of building rural area, it is hoped that rural communities can be more competitive, creative and innovative [5]. During Covid-19 outbreak, rural communities are actively using digital technology as a response for massive online activities. The increasing of digital user also shows some bad affects such as pornography, action porn, fake news, religious radicalism, racial issues, online gambling and fraud. However, the mobility of digital used is not in line with people's literacy skills which have very low reading culture and habits [11]. Based on data from UNESCO in 2016, index of literacy in Indonesia is only 0.001% which means there is only 1 person who likes to read books out of 1000 people.

According to Paul Gilster in his book entitled Digital Literacy (1997), digital literacy is defined as the ability to understand and use information in various forms from various sources accessed through computer devices. Some benefits of digital literacy are saving time, learning faster, saving money, safe, always getting the latest information, always connected, making better decisions, etc. Digital literacy is an ability or knowledge to use digital media and tools of communication or network to search, calculate, operate, create and utilize the information wisely and properly based on law to increase daily life communication and interaction [8].

Social mobility has two general meanings: first, social mobility is a sector

in society which can change its whole position for other sectors; and second, social mobility is the possibility for individuals to move from one sector to others. According to [9], education using social media or digital literacy is a learning process that becomes a whole sector in society that move from one sector to others. By using digital literacy, people hopefully can use the internet properly and wisely, not to harm themselves and others.

In order to prevent inequality and create various opportunities in society, it is necessary to have an education about digital used as an important role for individual and social achievement [2]. Therefore, when digital services are well structured, the community is ready to use existing digital services because they have been equipped by various knowledge regarding digital literacy including how to handle hoax especially during the Covid 19 pandemic, various kinds of religious issues, politics and health in social media.

Discussion

In Covid-19 outbreak, the government had made various efforts to empower rural communities to be more understand the importance of using digital services. By technology and information nowadays, the community hopefully can be more integrated and actively participated in developing rural areas which is more accelerated and targeted [5]. Moreover, developing digital transportation in rural is able to get better information in order to increase a creativity and innovation for the community.

Government and private sector are switching their services from conventional methods to modern ways by using digital access. Schools are busy using digital facilities as an effort to prevent the spread of Covid-19 virus. Online shopping become more familiar and easier way to earn money, it is also an effect of massive termination of employee and staff by some companies. Those reason forced people who were not previously interested in using digital services to slowly start accepting and using digital as part of their daily life.

According to Ministry of Communication and Information Technology [7] in Indonesian Digital Literacy Survey, internet access is currently getting faster, affordable and spreading to remote areas, and the average community use internet for social media such as Whatsapp and Facebook to share information for their family and neighbours. Many respondents provide sensitive and personal information on social media, around 30-60% of the public admit that they have been exposed to hoaxes related to politics, health and religious issues. The survey has not yet reached the "good" level, so a sub-index of information and data literacy is needed, including critical thinking about media and data. Rural area communities, especially in Java, tend to access the internet intensively and adopt various positive and negative content, have lack

understanding in identifying hoax news, and spread the hoax issues [7].

Previous studies explained that rural area communities do need digital literacy to filter hoax issues and other negative content. Some areas have proved it work, for example Anjir and Pulang Pisau Village have increased in digital literacy after providing Village website [5]. Youth involvement is also considered as an important part of the social learning process in which youth can be a main subject in using digital equipment correctly [3]. In Bangka Regency, researchers apply specific methods, media, and materials. The methods used are by getting the community involved in digital literacy competencies and by disseminating interpersonal information about the importance of digital literacy. To promote the importance of digital literacy, the researcher used some media such as banners, posters, announcements and others media. Researchers explicitly provide materials or special training regarding to development of literacy content and about the dangers of hoax, racism issues and religious content [11].

Government also participates in handling rural communities by applying Digital Village program. It is to improve public and economic services toward government roadmap "making Indonesia 4.0". Digital Village aims to develop village's potential, marketing, accelerating access, and public services [1].

Picture 2. Sample of Digital Village

Lamahu Village, Bone Bolango Regency

- Sample of Digital village in 2017
- Used command centre program by providing CCTV placed to some edges of roads in order to do a quick response towards community security and health emergency.
- Used android application for citizenship services and community aspirations.

Puntang Village, Indramayu Regency

- A digital fishery village using NB-IoT (Narrowband Internet of Things) at automatic fish feeder tool from e-Fishery for efficiently feeding fish and accelerating fish harvest cycles.
- It is efficient for analysing fish cultivation, its quality, and water condition in real time.

Source: *Regency of Bonebolang, 2017 dan East Java Province, 2018*

Digital Villages are still limited in using applications for economic growth and digital services so that there has no implication in using digital literacy properly and correctly. The communities unfortunately need more media literacy which includes critical reading skills and creative and professional academic communication in various media to prevent from hoax and misleading information. In addition, they also need to filter personal information that must be shared or not be shared on social media to avoid cyber-crime such as online fraud.

Digital literacy is not only given to youth but also for all ages in a community such as parents and children. During covid-19 outbreak, children are having online learning and parents in rural areas must also be equipped by media and digital literacy to assist their children in online learning. Without parental guidance, children will easily access negative content such as pornography, violence content, etc., so the role of parents is needed to filter children's social media.

Conclusion

A mobilization towards digital services is unavoidable because all access to public services have shifted to digital methods. The communities tend to have no choice except participating for using digital services. They no longer only receive information from a technology but also making a benefit by applying it in daily life, for example using a social media, online transportation services, online shopping and online payments. However, the community's readiness in preventing hoax and negative content such as pornography, religious radicalism, racial issues, online gambling and fraud is still very low.

Readiness to use technology and digital is not in line with the digital literacy, especially for rural community in Java Island. They tend to accept hoax and spread it; meanwhile, children and youth are vulnerable to watch negative content such as pornography and violence. This rural communities are also vulnerable to fraud and participating in online gambling. Hoax and debate about religious radicalism are also quite concerning. Researchers are trying to carry out literacy for this communities, although they are easier to receive information from neighbors and relatives. So, the information is conveyed by interpersonal in order to change their view on social media.

Surprisingly, the government only provides access to digital transportation without providing deeper socialization about digital literacy in society. By providing Digital Village, they tend to improve the economic aspect and public services. In fact, the social impact must also be a special concern for the government to produce better human resources in the future.

Putting aside the importance of digital literacy in mobilization of rural communities using digital services is an action that needs to be criticized and contemplated together, because digital literacy is an important part of the community's learning process to prevent cyber-crimes, hoax, negative content, fraud and misused of personal information data.

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A Challenge and Opportunities of Study from Home (SFH) In *New Normal* Era

Faisal Hamid Maka Raja[1]

Introduction

Education is an effort to educate and improve the quality of Indonesian people who have a national spirit, love the homeland, and have noble character. The teaching and learning process was generally conducted in classrooms consisting of educators and approximately 20 students in each class, and that activities have been taking place since the first existence of schools in Indonesia. Apart from all that, the world is changing and the situation sometimes forces people to change their life habit and activities such as the spreading of Covid-19 virus.

Because of covid-19 virus, some countries in the world implements *Lock Down* and *Work From Home*. It affects the teaching and learning process from all education level to higher education level.

Covid-19 is a great virus that successfully changing human life all around the world. In Indonesia, the Covid-19 virus began in March and mid of March and the hashtag #Dirumahaja began to appear and finally lasted until today. After 5 months, government implemented a new policy called New Normal in which it will affect various sectors of life especially in education.

On July 13, 2020, the government made a schedule of school entry for the New Academic Year [1]. Also, the government plans to implement new adaptations of life habit known as the *New Normal*. During this *New Normal*, all educational institutions are obligated to follow government policy regulations and apply COVID-19 health protocol.

Teaching and learning activities in *New Normal* are very different from the habits of learning activities in previous times. Students implement *study from home* (SFH), students do a lot of learning activities through online (*daring*) or offline (*luring*) [2]. Based on Kamus Besar Bahasa Indonesia or KBBI (dictionary of Bahasa Indonesia), online learning is a learning activity using some applications in internet network, for example *Webex*, online classes, Online Industrial field work, and tutorial of field work online.

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Meanwhile, offline learning is learning without using internet connection. For example, Students learn from TV programs organized by government, or students submit the assignments and reports directly to the school through the class leader. By implementing social distancing, those ways are considered effective to avoid the spread of Covid-19.

In the implementation of online learning and offline learning are not yet providing an ideal answer of learning activities from elementary school to higher education especially for productive subjects in Vocational High Schools. In vocational school, students need to have a practice in school or laboratory which have a complete tools and equipment. Because of covid-19 restriction, students' ability and skill in practical way is being decreased regularly in quality. For this reason, this is an issue that must be discussed by the author.

Discussion

Education is the learning of knowledge, skills, and habits of a group of people from one generation to the next through teaching, training, or research. Education is often guided by someone, but it is also possible in autodidact [3].

Education is the learning about knowledge, skills, and habits of a group of people from one generation to the next through teaching, training, or research. Education is often guided by someone, but it is also possible in autodidact. Nowadays, Education has been affected by technology and information massively. Teachers have been challenged to be more creative in teaching and learning process.

Since COVID-19 spreading in mid-March 2020, our government issued a policy of work from home (WFH) [4]] to reduce a quick and massive spreading. Education in the world switch into online learning at home to keep social and physical distancing.

There are many problems experienced from technical problems to teaching and learning process, for example no network is available and internet data is quite expensive. There are also problems in operating the applications (*zoom, google meet, google calassroom*), for example not turning on the microphone when listening to teacher's explanation, how to display PPT/documents correctly, and the low participation of students in learning [5].

The impact of this pandemic has succeeded changing learning procedures, but the education has to be continued. The readiness of using online actually has started before the pandemic in 2020 when most of teachers using this technology for several teaching materials. Otherwise, the use of internet become the one and only option for teaching in longer time and safe.

Problems

According to author's observations and opinion from various sources, there are several problems in implementing SFH (Study From Home), they are:

First, the lack of educators' readiness to manage the distance learning. Not all educators are able to operate and utilize their gadget. [6] some are very familiar, and others might confuse about how to operate it. In fact, online learning requires teachers' creativity in learning process, for example making a content video uploaded to YouTube.

Second, students become less independent in online learning. The lack of caring and limitations of face to face from teachers make students independent to understand the material and do the existing tasks. Students must understand well the material presented, complete the task given by the teacher, and report it. Students, of course, face many problems on that process. The problem of misunderstanding or misconception of a material may occur especially if the material provided requires more detailed and deeper explanation, or students do not understand the material presented and must immediately obtain an explanation from the teacher. Online learning cannot immediately overcome these problems. Therefore, family's support is very necessary in this online and offline learning process. It is not an easy way for parent because they have to play a role as an educator. If parents can play a good role in accompanying their children, these problems can be resolved. On the other hand, if parents also have limitations (technology illiterate, low educational background), it will arise new problems.

Third, too many tasks are given by teachers. The teachers usually have a target in completing the lesson plans as the elaboration form core competence and basic competence immediately and on time. This reason forces the teacher to give more assignments than usual. Thus, there has to be an effective way to solve this problem.

Fourth, practical work activities are complementary for students. Online learning system become a dilemma for students who do a practical work because it is hard to implement in online because of the limit of tools and equipment. Core Competencies and Basic Competencies related to practical work are decreased in new curriculum, and it make that activity disappear or be eliminated. On the other hand, students at Vocational High School need to increase their hard skill by having practical work, for example, Light Vehicle Engineering students from Automotive department need to do practical activities in workshop. The biggest challenge for Viocational High School student is practical work activities which is hard to apply online.

Fifth, not all students have an android (smart phone) or laptop. Android or Smartphone is the main tool used for online learning. However, not all students have this communication tool because the price is too expensive for some low-income family. As a result, students cannot join an online learning.

Sixth, internet network and internet data become the next problem. Because Indonesia has various geographical conditions, internet connections in some locations might be vary. There are students who live in the lowlands or seaside, some live in the city or village. The stability of the internet connection is needed in order to support teaching and learning process online. Moreover, internet data to support internet connection is still expensive for some students.

Challenges

Study From Home become a new problem for educators and students because online and offline learning has not been able to be supervised by supervisor, educators, and instructors. Meanwhile, practical work in Vocational High Schools must be given to students and it has to be face-to-face for practical activities.

According to Wasty Soemanto, practical works or trainings are included in teaching and learning activities [7]. Learning activities, training, or practical work certainly aim to develop skills or potencies from students. In fact, there are various problems in implementation of teaching and learning process during New Normal. Thus, the stakeholders must change their mindset, and make this problem as a new challenge.

Therefore, all stakeholders, policy makers from the Ministry of Culture & Education, the principals, teachers, parents, and students, must work together to make online learning successful. All stakeholders must agree and support each other.

Opportunities

Online and offline learning in adapting New Normal is an obligation. By avoiding massive crowds and obeying social distancing, online and offline learning can be the right choice. The problems in implementation, as mentioned above, must be solved and find the solution. The stakeholders need strategic and wise steps to implement this policy.

First, Teachers need training or technological guidance. Teachers need online training which is simple, easy to understand and directed to learn making their teaching media in order to attract their students' interest.

Second, homework and assignments both online and offline learning

have to reduce their load and stressful as possible in order to keep their physical and psychological conditions. Curriculum and syllabus for each subject need to be improved especially about practical work which need face-to-face and work activities. Therefore, the school should be able to play an active role in monitoring and evaluating the syllabus and teachers' role in online learning to not giving students overload assignment.

Third, parents or families must accompany their children studying at home. Parents' limitation in knowledge should not be a problem when their children studying at home. They can open YouTube and find the answer together with their children. Meanwhile, they have to teach their children to study independently.

Fourth, school provides schedule of workshops and other practical work equipment for students. The activities have to consider the health protocols from government such as wearing mask and glove, washing hands, and keeping a distance between instructors, students and laboratory assistants. The schedule can be arranged be by using odd and even number in attendance list. For a reference, teachers can make a video recording about practical work so that it can be shared with other students. Therefore, other students can review further in order to get new skills and competencies.

Fifth, the school subsidizes internet data for students and teachers. Minister of Education and Culture, Nadiem Makarim, give a permission for schools to use School Operational Funds (Biaya Operasional Sekolah or BOS) for purchasing internet data for teachers and students during New Normal (Source: https://www.kemdikbud.go.id). In the future, he will give a special regulation (*permkendikbud*) about the use of BOS.

Sixth, the authority from Provincial Government, private sectors, and related stakeholders must work together to solve internet and network problems. So, it will not become a classic problem anymore.

Conclusion

Study from home recently is not yet a proper learning condition, it is an emergency implementation in New Normal condition. Many problems have to be solved to get a proper learning. To overcome the problems, government and private authorities make some efforts related to online and offline learning such as regulations, preparing Teachers' readiness, and expanding internet networks and access for learning sources to get an effective learning.

However, these efforts need to be improved continuously which is not only online learning in New Normal but also in normal situations according to learning needs. To optimize the implementation of online learning, the

Provincial Government supports all stakeholders and authorities to improve the quality of education both in New Normal and in the future.

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Digital Technology Transformation for Qualified Education Challenges and Opportunities in Covid-19 Outbreak

Irnawati Hasan[1]

Introduction

Nowadays, the world has entered industrial revolution 4.0 era which demands technology mastery including in education. Education in technological era demands the availability of (1) competent and creative educators, (2) innovative learning, and (3) contextual material. It aims to respond world demand and to produce qualified and competitive human resources. Digital transformation drives a collaboration between digital and innovation to improve education. Digital technology transformation in physical context is as technological facilities provider integrated with provider and technological security data for information and communication. In philosophical context, it is in the form of digital learning strategies. Learning oriented to students' enthusiasm and collaboration. Digital transformation is an adaptive, responsive and efficient digital technology for various business in public services and education.

Digital technology is used to support learning process for the quality improvement in education. Learning innovations are creatively developing through the use of technology such as various learning platforms, video simulations, etc. For this reason, the role of the government to support learning effectiveness is currently very necessary by providing information and communication technology infrastructure, development of management systems, development of learning centers and capacity building of human resources for ICT at central and local levels. Teacher role in using technology will also be important to improve quality of education through e-learning and pedagogic methodologies, and teachers' knowledge is to facilitate a process of transferring and understanding the materials and implementation of ICT.

The Covid-19 pandemic potentially have an impact for student learning outcomes. World Bank Estimating PISA reading scores decreased 21 points from 370 to because of online learning [1]. All students are assumed of affected by the loss of interest in learning, percentage of students' minimum reading

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ability increases from 70 to 75% [1]. In addition, online learning is estimated increasing the dropout rate. School closures in 14 days have potentially affected school dropout around 48,000 students [1]. Regarding to educational system, some efforts are needed to minimize the negative impact of COVID-19. UNESCO data shows that Covid-19 outbreak threatens 577,305,660 students from pre-primary to high school education and 86,034,287 students from higher education worldwide [1]. The risk of *learning loss* is worldwide in Asia Pacific. Because of school closures, learning poverty are projected increasing in low level around 2.1% points and the highest level around 7.7% [2].

In terms of educational quality, the available measuring instrument and a consistent methodology which can be competed between countries is the Program of International Student Assessment (PISA). Indonesia's achievement in PISA is still fluctuating. Indonesia is claimed to have lower competency standard ability in PISA test, even lower than other ASEAN countries, Philippines [3]. Based on PISA result, DKI Jakarta and DIY Yogyakarta is different comparing to all provinces in Indonesia. It shows a real inequality related to learning outcomes in Indonesia. To cope this problem, government released a policy about the implementation of distance learning (*Pendidikan* Jarak jauh or PJJ) [1]. Distance learning is the implementation of education where students are in different locations with the teacher and their learning process uses various facilities and media by utilizing communication and information technology or other media. It is necessary to establish an appropriate strategy using the technology for quality education in order to increase the effectiveness of learning during the COVID-19 pandemic. Therefore, analysing the opportunities and challenges of technology for qualified education is necessary in covid-19 pandemic.

Discussion

After this covid-19 pandemic ends, many aspects will never go back to a classic ways. Technology has dominated the society and new technical ways have been created. Education will move on to new ways using advance technology. Technology will be very fundamental in all educational activities.

Challenges and Opportunities of Digital Technology Implementation for Qualified Education

Not ready and not yet optimal for implementing distance learning during the pandemic has potentially reduced the quality and access of education for long period. Utilizing information and communication technology with e-learning as an alternative of teaching and learning activities needs to be increased and in line with access to information and communication technology. The main infrastructure and provider need to ensure the

availability and quality of digital access as the main tool in distance learning. It is the main key to increase the effectiveness of online learning during the Covid-19 pandemic and to produce qualified education.

Dealing with the Covid-19 pandemic, Indonesian government is guided to provide optimal public services. The government has opportunities and challenges to provide the best especially in education. In this situation, the government is required to give a qualified education. For that reasons, there are several points which become the focus of opportunities and challenges in implementing the technology in education. In Indonesia, the online distance learning system was implemented massively and suddenly due to the Covid-19 pandemic. It was of course done without preparing the infrastructure, resources, and capacity, especially to ensure all students, without exception, had equal access. That was the biggest challenge. The SDG-4 Monitoring Study (Kemendikbud-UNICEF-SDGs Center Unpad) reported a serious gap to access the education between rich and poor people [1].

Rebuilding the Education System

Nowadays, Industrial digital technology 4.0, which is being prepared by the government for the next few years, has been implemented in order to faced the problems. The current situation makes the government to be reactive and answer the situation using various planning for the next few years. On the other side, this is an opportunity for the Government of Indonesia. Therefore, it can be an opportunity for the government as the essence to reshape the support of qualified education. For example, the government can re-arrange policies related to pedagogy, assessment, technology, financing, and parental involvement.

The Infrastructure of Technology Transformation in Education

Rebuilding the education system means rebuilding it better in the hope that the government can use effective strategies to recover crisis for long-term improvement. The current condition gives lessons for the Government to find a better solution in the future. Because there is a digital transformation during this pandemic, the society hopefully can bring the solution in the future. The rebuilding begins with the development of infrastructure in Information and Communication Technology to support the implementation of qualified education. Development of Technology Infrastructure for the Implementation of education includes the availability of internet network in all regions.
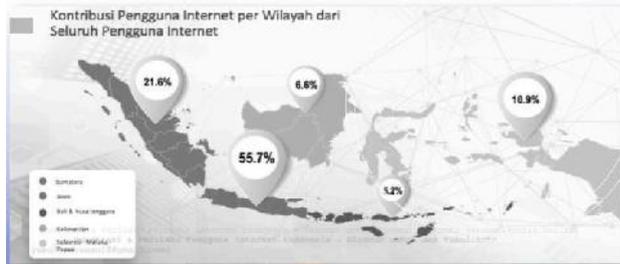
Picture 1. Survey of Internet users in Indonesia (QR 2019-2020)[1]
Source: Indonesian Internet Service Providers Association (APJII)

Based on the recent survey from Indonesian Internet Service Providers Association (APJII), Indonesian internet users in Q2 (2019-2020) was 196.7 million out of 266 million total population or about 73.7%. However, the contribution of internet users per region was still dominated by Java island at 55.7%, followed by Sumatra 21.6%, Sulawesi-Maluku-Papua 10.9%, Kalimantan 6.6%, and Bali-Nusa Tenggara 5.2%[1].

From the survey, a challenge about infrastructure development in internet access throughout Indonesia is very important. If internet access in some areas of Indonesia is not available, it will be difficult to implement the technology transformation for education. Thus, it becomes a challenge for the government in this era to build internet access infrastructure throughout Indonesia.

There are some data about the effectiveness of learning from home, such as;

- Effectiveness of Learning from Home in both 3T region (*terdepan, terluar, tertinggal*/ the frontier, the utmost, the disadvantage) and Non-3T regions was not effective.
- About 39% of student-teacher interactive learning is conducting learning from home (Pembelajaran dari Rumah or PDR). The effectiveness of PDR via digital platform is only 35%-40% compared to classical (face-to-face) learning[1]
- Technology Divide or Students' Gap in accessing the internet inter-regions. There are 9,113 villages in 3T and 3,435 villages in Non-3T regions unreached by 4G cellular services.

In the end of 2020, there were 12,548 villages in Indonesia unreached 4G cellular service which caused the difficulties in accessing internet. It will be a problem for the implementation of PDR recently. The following is the diagram of students' internet access from poor families.

Perna Menggunakan Internet Anak Sekolah Kelompok 20% Termiskin (%)[1]

Source: analysed data

The diagram shows that only 1.2% of elementary school students have used a computer to access the internet; only 13.9% have used the internet at home; and only 5.9% have used the internet to support the learning process. In Junior High School students, 57.6% students have used the Internet; 9.5% students have used a computer for internet access; 51.1% students have used the internet at home; and 35.7% students have used the internet for learning. For Senior High School students, 79.3% students have used the Internet; 14.9% students have used a computer for internet access; 71.2% students have used the internet at home; 51.4% students have used the internet to study. In higher education, 86.7% students have used the internet; 26.9% students have used a computer for the internet; 80% students have used the internet at home; and 60.3% students have used the internet for learning.

The diagram shows that the condition of elementary school students from poor families will face a difficulty in implementing Distance Learning (Pendidikan Jarak Jauh or PJJ). It is only few families or households which have various potential tools to support the implementation of PJJ in order to gain a qualified education.

Regarding the issue of non-internet accessed regions, the Ministry of Communication and Information (KOMINFO) said it is still continuing to build the infrastructure. "The Ministry has an affirmative policy with cellular operator to build *Base Transceiver Station* (BTS) in 12,548 villages unreached 4G network," said Dedy Permadi, Spokesman of Communications and Information Ministry, on Wednesday (11/11/2020) [4].

The development of the telecommunications infrastructure will be carried out through the Accessibility and Informatics Agency (*Badan Aksessibilitas dan Informatika* or Bakti) for 7,904 villages in 3T regions. Meanwhile, cellular operators will build BTS in 4,644 villages in non-3T regions until the end of 2022. KOMINFO is currently working on the Republic of Indonesia Satellite (Satria) project which is claimed to solve the needs of internet access in 150 thousand public service points (schools, health centers, hospitals and

government offices). "Kominfo will launch the Satria-1, a multifunction satellite, with a capacity of 150 Gbps in the third quarter of 2023" [4].

Human Resources to Support the Technology in Education

The problems of education in Indonesia during pre-pandemic were: unequal of teachers' distribution; lower teacher skills or competencies; the decreased of teachers' number; inadequate schools' facilities for learning; inadequate communication technology infrastructure; lack of mastery in information and communication technology from teachers and students [5].

Other opportunities are able to design teaching & learning process related to 21st century competencies (4C) [1]:

- Critical Thinking
- Creativity
- Collaboration
- Communication

The four components must be built after this pandemic ends. Other opportunities used by the government to overcome problems about the decreasing of effectiveness during the pandemic in education are;

By considering these essential points, it is necessary to recommend policy that focus on;

- The increased in investment for digital skills development in learning process;
- Strengthen a collaboration between industry, educational institutions, and the society to identify skills demand and availability in digital era and the future;
- Develop digital-based learning curriculum and innovations which covers human digital skills; and
- Strengthen partnerships between educational institutions and educational platform providers to support distance learning.

Encouraging public participation is to improve the education system in Indonesia and is expected to produce quality and competitive human resources. The partnership needs to be built to improve the quality of education and utilize the technology for learning innovation. Digital transformation is already occurred with *incentives* to change Indonesian education image.

Indonesia can learn from other countries regarding to the use of ICT in education. Chile uses *Aptus Platform* [4] to accommodate digital learning materials. Ministry of education team in Chile has made the content available for other countries dealing with school closure. Some materials including free Video learning are produced for children aged 4 to 13 years old (Very useful to teach literacy). Indonesia potentially will use this approach for PAUD in

literacy materials by distributing it through *SEAMOLEC* portal.

The *DIKSHA Portal* form India contains online learning contents for students, teachers, and parents based on curriculum including learning videos, worksheets, textbooks, and assessments. *National Repository of Open Educational Resources Portal* provides many sources for students and teachers in various languages including books, interactive modules, videos, and some *STEM*-based (Science, Technology, Engineering and Mathematics) games. The content has been mapped in curriculum for grade 1 to 12 including sources for teachers [4]. There is room in Indonesia to increase open learning sources in *Rumah Belajar* and STEM games.

France Online portal provides an access for educational content and learning opportunities. The services also include future education plan, sources for pedagogic, sources for parents, and psychological services for students [4]. The relevance for Indonesia, it is a useful portal for schools, teachers, students and parents to access educational services during pandemic including the consultations whether to reopen schools or not, the support to implement health protocols, health checks, psychosocial support and tools (lesson plans) to adapt materials from face-to-face to online learning.

Distance Learning (PJJ): A survey from *Hify*

- 71% of students faced challenges learning from home are due to limited internet access, lack of concentrating, and not having communication devices.
- 51% of students received internet data subsidies and most of them (82%) use it. However, the problems were: lack of connectivity and supporting devices.
- Internet data problems were more likely faced by elementary school students, in bottom 40% were in rural areas and outside of Java.
- 40% participation using mobile/online learning were in the same level since May/June 2020. Only 50% of students receiving Internet data were involved in online learning.
- Educational technology companies appeared to support the successful of qualified education with various products offered to school and students. However, there was still lack of attention to support parents' role.
- More services were offered for high grades students (10 to12) rather than students in lower grades, especially pre-school students.
- Educational technology market was concentrated in Jakarta (almost 60%), and had not yet reached remote areas, including the 3T area.
- Hify (*High Frequency*) Monitoring is a nationally representative telephone-based household survey (3,794 households) conducted by the World Bank. It aims to understand the impact of COVID-19 for some

sectors, including education. These findings are in line with the Ministry of Education and Culture about 93% of students are involved in distance learning and 25% use blended learning method.

• Most of schools organize learning schedule only for few days a week with an average of 2.3 hours per day. However, a minority of students (2%) in age 5 to 18 years old dropped out from school in November. One third of them reported could not pay the tuition fees [5].

Conclusion

The world entering industrial revolution era 4.0 demands technological mastery for all aspectsin the world, including education. UNESCO data shows that Covid-19 pandemic threatens 577,305,660 students from pre-school to high school education and 86,034,287 students from higher education worldwide. The government's policy to overcome this problem is to implement distance learning (PJJ) using ICT. By using digital media in education, opportunities and challenges can be identified.

The opportunities and challenges faced in implementing digital transformation for qualified education consist of 2 aspects, infrastructure and human resources. The infrastructure currently is not optimal to support the implementation of technology in education and also the resources from teachers, students, parents, and the government. Another important aspect is the household economy which is potentially influential for implementation of technology in education.

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The Implementation of *Sipintar* Curriculum at SMK Muhammadiyah

Martono[1]

Introduction

Vocational education across the country is facing the problem of determining skills in the future. It is about how to address less of skills, skills development, and skills mismatches with employment and economic development needs because there are many jobs that are no longer needed today. These future life skills need to be followed up and adjusted to the world of education, especially vocational education. Future employment opportunities need to be anticipated and prepared in order to get job opportunity based on the graduate's competencies. To anticipate this, life skills training and education are needed at school. Life skills can be used in both theoretical and practical learning in the laboratory. Learning in the laboratory can be designed as a miniature world of work to form a life skill at school [1].

Complaints from the business and industrial world against the competence of vocational education graduates still become a problem for vocational education. These complaints are one of the causes from non-absorption graduates in work. The Complaints are because the skills of graduates cannot be anticipated. Skills training for vocational education alumni is needed in order to shorten the gap between world of work and their competencies. The alumni skills in world of work must get support from industry and related institution which use them. Industry and related institutions must play a role in improving the competence and life skills of vocational education alumni. Through cooperation and community service, industry can reduce complaints due to incompatibility of working for vocational education alumni [1].

The skills intrinsically need to be prepared for innovation, competitiveness, and national productivity. Skills are also considered intrinsically for social inclusion, such as problems for those without skills who will be marginalized from work, the decrease of health and welfare level, and lack of capacity to make major progress in life. Basic skills are consisting of (1) Knowledge must be able to answer real conditions with literacy based on technological

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developments, (2) Appropriate skills in the world of work with good communication and an ability to work together with teams to solve problems, (3) Attitude or character of industrial culture that can be shown in a controlled manner at work. These skills must be trained and acquired when alumni study in vocational education. Honest and responsible character is a must for vocational education alumni. These skills are trained in world of work with work reports being a work culture in disciplined and responsible manner.

Vocational education must design a curriculum for graduates to work appropriately and have future life skills. The curriculum as the key to produce vocational graduates plays a major role in the real world of work. The curriculum leads education and training based on the real conditions in world of work. Industry and related institutions can be partners to provide training and work experience according to their competencies. The world of work will provide real learning according to the latest technological developments. Teachers can apply Industrial learning in schools through joint curriculum alignment. Teaching materials provided at school with real practice in the world of work must be in harmony and be synchronized to get competent alumni [2].

The curriculum must answer the challenges of future work, so that vocational education graduates are in line with the expectations. The curriculum model is constructed based on the conditions of the world of work or industry. Learning process is arranged based on the conditions of the world of work, so the alumni have standard abilities with the industry. Industrial culture must be applied in learning at schools, both in the classroom and laboratory. Vocational educations have to be a miniature industry to provide real experience in the world of work. Industrial culture can be a school culture with support from school environment. The application of industrial culture in school will accelerate alumni's character in working. Educators and education personnel in schools have to be the examples for students related to the implementation of industrial culture. The application of industrial culture must be integrated in learning in order to connect the theory in learning with practice in workplace.

Work culture in the world of work becomes a learning guide in vocational education. The work culture must be implemented by alumni since they are in school. The application of work culture in learning must be arranged together between schools and industry. Learning models need to be developed in order to accelerate the implementation of industrial culture for students and school environment. SMK Muhammadiyah 7 Gondanglegi with 13 competency skills and with 13 partner industries has its own challenges in preparing the future life skills of its alumni. One of the strategies is the development of *Sipintar* curriculum in order to prepare alumni facing global

competition. The curriculum alignment program known as *link and match* is one of the solutions in developing *Sipintar* curriculum at SMK Muhammadiyah 7 Gondanglegi [4]

The *link and match* program is a collaboration between schools and industry as an effort to overcome gaps in the latest technology. Students will gain knowledge and skills in accordance with industrial developments. From *link and match* program, schools can also upgrade the infrastructure in laboratory, so the learning fit with the real conditions in the world of work. These infrastructure facilities certainly meet the standards used in industry. Industry is expected to provide input on training whether for knowledge and skills fostering or training the character in industrial culture. The presence of industry in learning at schools gives students confidence to compete in real world of work. This confidence become a motivation for students, parents and schools in providing services to consumers [2].

Discussion

The curriculum development program which is able to implement in SMK Muhammadiyah 7 Gondanglegi is *Si Pintar* curriculum. *Si Pintar* curriculum is a curriculum program which synchronized the *Iduka* Curriculum, Strengthening the Culture of Iduka, Building Students' Character, Delivering Students for One-Year *Prakerin* and Recruiting Students Before Graduating. The synchronization of *Iduka* Curriculum is implemented by all competency skills with industrial partners in the Malang area and outside of Malang as the center. By curriculum synchronization or better known as *link and match*, it is expected that skill competencies have guidelines in learning for alumni to achieve the target. The *link and match* process is the initial process after both are match and agree in learning. This synchronization aims to improve student competence in accordance with *iduka* standards [5].

The strengthening of *iduka* culture is implemented by a teaching factory learning system with standard of operational procedures from the partner industry. Strengthening the *iduka* culture is expected to have an impact at school environment to accelerate faster students in implementing culture. To standardize, the industry will provide a sustainable monitoring and assessment, so that the *iduka* culture can give a significant impact on alumni in working. The implementation of industrial culture for each competency skill can be transmitted to other work units in order to grow the industrial culture for whole units [6].

The gap for the acceptance of vocational graduates in accordance with their competencies can be suppressed by building student character; with the implementation of a *iduka* culture in schools, the students' character can be

addressed and directed according to their chosen competencies. The lack of student character due to the building of industrial cultural values, such as queuing, is not being anticipated at school. Repairment based on work procedures is also needed in order to save time, energy, and extending the working of equipment or machines. Analysing before working is mandatory to get used in order to reduce errors. Maintenance based on the experience only needs to be reduced and increasing used the appropriate theory and equipment. In addition, the application of learning with a block system can be studied completely. Soft skills and character building can be formed through the habituation of SOP in the industry [6].

Work experience at *Iduka* makes students more skilful and resistant, students need at least 6 months to understand and be skilful on their competences. The experience of internship in industry for one year will provide benefits for students and industry. Students can get hands-on and real skills to solve problems every day, so that it will give them the confidence to be an entrepreneur or work according to their competencies. The industry will also be assisted by one-year internship students in training. This program is aimed to deliver students to understand *iduka* culture, so their mental and character are ready and trained. During internship, students are still getting a monitoring from the school (working group of internships). The students will get more training if they have not had the work during the internship. During the internship, the school will get information related to students' character, technological developments, and the assistance both material and non-material. The follow-up activity of this internship was to invite the industry as guest teachers. This activity is useful for upgrading information and stating the direct conditions of the industry to students [7].

The next is job recruitment before graduation, it aims to accelerate students getting a job. Partnering with various industries builds students' trust towards the services, the distribution of job according to students' competencies required is an obligation to prepare by schools. Synchronizing and building character through internships for one year must create students' recruitment before graduation, because students had a certificate from *Iduka* and can be used as a guarantee of their competence achieved. For students who want to continue to a higher degree or entrepreneurship, a career guidance role is needed to direct and foster as students' expectations [7].

The *link and match* program at SMK Muhammadiyah 7 Gondanglegi was developed into *Sipintar* curriculum, a curriculum that implements the Synchronization of the *Iduka* Curriculum, **p**enguatan Budaya Iduka (strengthening the *Iduka* Culture), **t**anamkan karakter siswa (building student character), **a**ntarkan siswa prakerin (delivering one-year internship students), and

rekruitmen siswa sebelum lulus (recruiting students before graduation).

In implementation of curriculum, several supporting factors need to be prepared, such as:

1. Strengthening Institutional Governance
2. Curriculum Update
3. Learning Innovation
4. Teacher & Educator Development
5. ICT and Laboratory Infrastructure Development
6. Strengthening Industrial Cooperation, and
7. Entrepreneurship Program

To get the maximum result in learning, each skill competency must implement:

1. All Skill Competencies must implement the Curriculum according to the *Iduka* Partners
2. All Skill Competencies have at least 1 Featured product
3. All Skill Competencies have a Service Production Unit
4. All Skill Competencies have a Teaching Factory model
5. All Skill Competencies must have Industry Class

Conclusion

Internal

1. Curriculum, changes and the adjustments of *Iduka* curriculum are to improve student competencies.
2. *Iduka* Culture, creating and implementing 5S of *Iduka* culture SOPs (*Seiri, Seiton, Seiso, Seiketsu and Shitsuke*).
3. Softskill students, creating and organizing programs and activities in strengthening students' soft skills.
4. Internship, implementing the internship program for students in *Iduka* for 1 year (12 months).
5. Recruitment, Special Jobs Exchange (Bursa Kerja Khusus or BKK) facilitates the stakeholders (*Iduka*, Universities, and Entrepreneurs) to recruit the graduates.

External

1. Following up the cooperation which has been established with *Iduka*.
2. Increasing the number of school collaborations with *Iduka*, universities and entrepreneurs.
3. Skill competencies at SMK Muhammadiyah 7 Gondanglegi in implementing *Sipintar* curriculum apply:
   a. Implementing the Curriculum according to Partners' Iduka
   b. Having at least 1 featured product

c. Having a Service Production Unit
d. Having a Teaching Factory model
e. Having and Industry Class

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Forum Of *Kerukunan Umat Beragama* (FKUB) In Realizing Harmony Among Religions in Structural-Functional Perspective

Mohammad Jamaluddin[1]

Introduction

Nowadays, a discussion related to religious harmony have become a public concern around world. There are 2 global issues causing it, they are the strengthening of religious freedom and strengthening of democracy. Those causes are connected each other in social life for countries in the world, including in Indonesia. Indonesia, with its various specifications and typologies of society which are often expressed as plurality in religion and culture, has harmonious roots exceeded religious boundaries. It can be seen from various local wisdoms found in almost every region of Indonesia [1].

Islam, the largest religion adopted by Indonesian, becomes a big concern. Related to this fact, the question often arises that does Islam contribute in strengthening a democracy and guaranteeing a religious freedom? The answer is that Islam in Indonesia is actually compatible with the development of culture and democracy in Indonesia. In fact, Muslims and other religions in Indonesia have passed a difficult moment at the beginning of Indonesia's independence, and Islam has always appeared in every transition for the development of a modern democratic Indonesia.

Based on the history of Indonesian by showing the cooperation and mutual assistance without differentiating religious background and culture, Indonesian have succeeded to create a constitutional system which concern to religion and democracy.

Therefore, the role and function of a Religious Harmony Forum (*Forum Kerukunan Umat Beragama* or FKUB) is very important and highly expected by the government and society in order to maintain and strengthen tolerance and the values of harmony in a pluralistic Indonesian society in terms of social, cultural and religious. The purpose is to create a peaceful and harmonious society in daily lives [2].

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Research Methodology

The methodology used is the library method. Primary data is taken from updated books. The researcher collects the data from various sources, analyses the data, studies the data using structural-functional theory, and presents in the text form.

Discussion

1. The Basic Formation and Condition before PBM NO. 9 and 8 Year 2006

Before 1967, there was no government authority to follow up the mandate of 1945 Constitution, article 29, especially regard to fostering religious harmony in society both horizontal and vertical dimensions.

The face of plurality in Indonesia has been destined as a nation with a pluralistic society. The plurality of Indonesian society is characterized by horizontal and vertical characteristics, in which those two dimensions have their own characteristics. Horizontal pluralism can be seen at social unity based on the differences in ethnicity, religion, race and culture. Vertical pluralism is another description of social structure in social levels or classes, between the upper social class and the lower social class [4].

Will those differences become a problem or obstacle? Or will it become an asset or a supporting factor focused on how strategic steps taken to manage those differences, one of those is by strengthening the religious harmony.

2. The Background of KUB History and Development

The word "*Kerukunan Umat Beragama*" was formally used for the first time at inter-religious deliberation (*Musyawarah Antar Umat Beragama* or MAUB) by the government on November 30, 1967, which took place in *Dewan Pertimbangan Agung* (DPA) building. The purpose of this deliberation was to address the tension among religions in several regions which would endanger the unity and integrity of Indonesia at that time.

The deliberation was a first meeting between religious leaders in several parts of Indonesia in order to discuss basic problems in interactive relations between religious adherents in Indonesia. Although there were still some groups who considered the meeting to be a failure, there were a continuous meeting and activities after that (generally initiated by the Ministry of Religion, KH. A. Dahlan).

In line with the central government's policy about KUB to support and realize one of the three priority programs of East Java local government level 1, especially in the field of religious life, a group named *"kelompok kerja pembinaan kehidupan umat beragama (pokja PKUB)* was created around 1995

where the management involves all element of religions [5].

The main tasks of *pokja PKUB* are as follows:

a. Assisting (including providing advice, recommendations, and input in proposing a program and submitting progress reports periodically) related to fostering religious harmony.

b. Carrying out consultation, coordination and accommodating suggestions from various institutions and socio-religious in group or individuals from religious leaders and community leaders, regarding to the development of religious harmony (KUB).

3. Empirical Stages of Maintaining Religious Harmony Approach

1) Security/ pragmatic approach
   a. This approach is based on a pragmatic view that security stability is the main priority in development.
   b. The first step taken for tension among religious communities is to quell it before it develops.
   c. Tensions can be overcome instantly only on the surface.
   d. There is flush and vengeance which can explode anytime behind the instant overcome.

2) Legal approach
   a. KUB was built based on existing statutory regulations.
   b. The view is based on a strong belief that there is a very strong relationship between harmonious behavior and juridical provisions (SKB).
   c. This approach is not easily accepted, because the attitude of harmony is a reflection of deep faith.

3) Socio-cultural approach
   a. This approach is based on a view that religious leaders have an authority and respectable positions in social structure of every religious believer.
   b. Institutionalizing into a religious assembly or community.
   c. Considering capable and credible as a forum in fostering KUB for each community/ religious assembly.
   d. The agreement taken has a moral bond value which there is a recommendation for government, assembly and society.
   e. The weakness is *top down*, revolves around the elite religionist, academics, formalistic, and diplomatic.

4) Cultural approach
   a. It is based on a view that dialogue is the best way to find solutions and agreement which can lead to a mutual understanding and cooperation between religious communities.
   b. The weakness is that dialogue is often stuck, because it comes from arrogance, manipulation, or intervention, so that it tends to be tactical or

becomes useless routine.

5) Theological approach

    a. Religious harmony is built because not only it is regulated externally, but also it grows authentically in each believer by appreciating the faith and dynamic life inter-religions.

    b. A program idea is needed to seek a theological framework of each religious believer.

    c. As a basic guideline for fostering and empowering, it maintains the KUB without compromising other's faith.

    d. The point is to reject exclusivity and emphasize the need of inclusive and pluralist attitude.

4. Major Roles and Responsibilities of FKUB

Religious harmony is a condition of inter-religious relations based on tolerance, mutual understanding, mutual respect, respect for equality in the practice of their religious teachings and cooperation in social life in Indonesia which based on *Pancasila* and the 1945 Constitution.

FKUB is one of the forums formed by the community and facilitated by the local government (regional government) in order to build, maintain and empower religious communities for the harmony and prosperity. Therefore, the FKUB is formed to preserve, maintain, and develop religious harmony in building a harmonious life of community [6].

FKUB has a very big challenge especially the clashes between religions and cultures both on purpose or not. FKUB and religious leaders have a very important rule in maintaining the harmony between religion and culture. When those two are collided, there will be a social chaos and even prolonged bloody conflict. Thus, FKUB and religious leaders has to be a mediator to create a harmony and peaceful between religious and cultural [7].

In society, the law of change has to be understood. Change is a natural law that is bound to happen, it's just a matter of how to rationalize and adapt these changes to be in line and harmony with the understanding of religious teachings.

FKUB has several important tasks and functions in society, they are:

a. Conducting a dialogue with religious leaders and community leaders.

b. Accommodating the aspirations of religious organizations and the community.

c. Delivering the aspirations of religious organizations and the community in the form of recommendations as the sources for policy holders or the authority.

d. Conducting a socialization of regulations and policies in the field of reli-

gion related to religious harmony and community empowerment.

e. Providing written recommendations for building a worship house, and provide written opinions for temporary permits for the use of other than worship house buildings granted by the local government.

f. Providing opinions, inputs, and suggestions in terms of resolving conflicts about worship house construction to the local government.

The purpose of FKUB is to build and maintain religious harmony including all efforts to develop religious harmony. As a result, FKUB hopefully can build and prepare a work plan with regional development.

A community empowerment can be an effort to improve community welfare in various fields of development in order to gain the relevance between religious life and today's life.

5. Understanding of Structural-Functional Theory

Structural-functional emerged because of the renaissance spirit in the era of August Comte in the 17th century AD. At that time, there was a thought that humans did not have an authority to explain and manage phenomena that occurred in society and everything had been determined by God, then emerged a thought that God's provisions is not something final. It means that there is a gap given by God to his servants to manage it [8].

Merton said that the object of sociological analysis is a fact. The believers of this theory tend to focus on the function of a social reality towards another social reality. Merton explained that structural-functional approach is more directed to its functions than its motives. The meaning of function is an observable result/impact towards adaptation or adjustment in a system.

Structural-functional theory is also known as structural functionalism. Structural functionalism has a main study in consensus theory, in which the community in this theoretical view is seen as a network of groups that work together in an organized way and regularly based on norms and values in society.

The functional structural is a broad perspective in sociology in order to interpret and study a society as a structure with interactive parts. In this case, society is seen as a whole part in terms of the function of its constituent elements, especially norms, customs, traditions and institutions.

Therefore, the basic assumption of structural-functional theory is the community or society, it means that a group within the community has differentiated parts. These parts have different functions to each other, but each part makes the system balanced and harmonious. The parts are complementary and functional. If one of them is dysfunctional, it will affect a system balance.

6. Functional Theory of Talcott Parsons

Parson's functional theory assumes that a society is principally integrated based on the consensus. It assumes that a society as a system is functionally integrated into an equilibrium. Parson thought that FKUB is part of media institution in the process of socializing the importance of tolerance and strengthening harmony in society, which are needed in implementing the social roles in society [9].

Parsonn's most prominent structural functionalism is the AGIL scheme, which contains four important functional elements required for all system activities: adaptation, goal attainment, integration, and latency. Parsonn assumes that all institutions are a system and each institution will carry out its respective functions based on four basic functions by AGIL.

Parsonn's assumptions are:

a. The system has the property of order / balance and parts which influence and depend on each other.
b. The system pattern tends to maintain the order or balance.
c. The system will always be static and move to an order change.
d. The principle of basic characteristic of a part in a system will affect the other parts in system.
e. The system will always maintain the boundaries with its environment orderly.
f. Allocation of integration funds are 2 basic processes / fundamentals needed to preserve and maintain a system balance.
g. The system tends to move for maintaining the balance.

In this view, there is latent functions sociologically not realized by the believers which is important to observe in community members' behavior. For example, worship based on its function, purpose and direction is to glorify the Oneness of God. A person who is scientifically correct in his worship will have a good relationship and behaviour in society. Showing a good social attitudes and behavior in society is a latent function of worship, which is the result of the servant to his/her God.

For sociologists, the most important to consider is not the worship or rituals, but the effect of these rituals towards a social behavior of someone in building an interaction in society. In this case, Merton assumes that latent functions and people's understanding of society will improve if they do not cover these functions.

7. FKUB in Community Functions

An institution has various functions. Family institutions pay attention and provide protection from one family to others. FKUB also has main role

and function like other institutions. In FKUB, the function and role are separated and divided. It cannot be predicted that a certain social function is carried out exclusively by a social institution. If the community knows and understands FKUB and its functions, they will understand the meaning of tolerance and the importance of harmony. Therefore, it will create the daily behavior and habits with full of mutual values, respect, respect to each other in order to gain the harmony in interactive relationship [10].

8. The Implementation of Structural-Functional in FKUB

FKUB is encouraged to conduct some transformative activities which are expected and needed by the community in globalization era, such as a humanist activities with full of tolerance values. FKUB should have indicators in implementing its program based on its functions in society in the context of developing, maintaining, and empowering religious communities for the harmony and prosperity. Therefore, FKUB aims to protect, maintain, preserve and develop religious harmony in the life of society, nation, and state [11].

Conclusion

a. FKUB is an institution formed by the community and facilitated by the local government (in this case the regional government) which aims to develop, maintain and empower religious harmony for harmony and prosperity.

b. FKUB aims to protect, maintain, preserve, and develop religious harmony that has been established in the life of society, nation and state.

c. The Religious Harmony Forum (FKUB) and religious leaders are very important in maintaining the harmony as a source of eternal morality for human life, because there will be social chaos and even prolonged bloody conflict when those two are collided.

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Repurchase Intention Model Proposed in the Industrial Revolution 4.0 Era

Muhammad Achiril Haq[1]

Introduction

Communication technology, media and information technology have influenced the activities of the trading industry. The technical advance that is widely used by people, organizations and companies is the one of the internet. Data from the provision of internet services, the number of internet usage in Asia, especially in Indonesia has reached 7,699,000 at the end of 2015. Shifting the location of access to email, social media facilities reaching 61% of course is an opportunity for business people to take advantage of to create and offer a big part of *e- commerce*.

There are various forms of *e- commerce* that are growing in some worlds, but only some forms of *e- commerce are* being developed in Indonesia. A form of *e- commerce* that is widely developed in Indonesia. A form of *e- commerce* that is growing rapidly and rapidly in Indonesia is a shop *online e- commerce*. *Online Shop* is a website or application that provides the process of buying and selling in various kinds of e lektronik. Even in the online market there are several concepts that are similar to traditional markets. For the most part, market owners have responsibility for the product being marketed because their job is to help retailers sell opportunities and help create buyers and provide simple and easy operations. The activity itself is designed by the market. Finally, after receiving the reward, the sellers are willing to send the goods to the customer. The basic reason *online* stores are known to be simple and convenient to use.

This is also a problem for users to make *online* purchases because there are many risks that buyers need to be prepared for when shopping, such as items that are not delivered or other criminal acts that occur *online*. Indonesia is a country developing shop *online*, it can be seen from the many *online Shop* like Shoope, bukalapak, Tokopedia, Blanja, Lazada and many more can be found and easily depending on the type of product required and yan g buyers want to buy.

One of the services provided by the *Online Shop* offers its own advan-

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tages in the Indonesian market, namely using the *Cash On Delivery* (COD) system, using this simple application, you can pay money to the seller after receiving the goods. Paying directly does not incur any fees and users can pay via account transfer. This increase was caused by many *Online Shop* visitors who wanted to buy and the information about the products provided was very clear in every product offered and even the procedures for using a product.

Literature review

Industrial Revolution 4.0

Technology never stops developing from year to year and is always undergoing the latest changes and often helps humans in meeting their daily needs from small to big things. Technology makes it easier for humans to solve problems in their daily lives and saves time and energy. In 2021, who has never shopped *online,* starting from small things related to electronics such as cellphones and top-up credit can be purchased *online* at *e- commerce* or through e-bangking and m-bangking, consumers do not need to go to the credit counter. In the era of industrial revolution 4.0 people usually only buy *fashion* are *online*, are now starting to buy household furniture needs *online*. Shopping online can be said to be more practical and does not need to waste energy.

The industrial revolution is a major change in the way humans process resources and produce goods. The industrial revolution was a phenomenon that occurred between 1750 – 1850. At that time there were massive changes in manufacturing, transportation and technology, these changes also had an impact on social, economic and cultural conditions in the world. The industrial revolution is still in use and is always evolving. In the development of the industrial revolution has a stage in each development and each level has a difference. The industrial revolution was born because of the invention of machines that facilitate the industrial production process, which at first turned into using machines and could speed up the production process [4].

The process of the industrial revolution in the first stage, namely the Industrial Revolution 1.0 occurred in the 18th century marked by the invention of the steam engine which was used for the production process of goods. At that time in England, the steam engine was used as the first mechanical loom that could increase the productivity of the textile industry. Equipment that initially depended on a human and animal power was eventually replaced by the machine. The machines used previously were redeveloped to be able to produce quickly. In the next stage, the Industrial Revolution 2.0 was born. Advanced technology began to be discovered at a new stage that occurred in the early 20th century, this industrial revolution was marked by the discovery

of electric power. Muscle power at that time was replaced by a steam engine, slowly starting to be replaced by electric power. Industrial Revolution 3.0 After the industrial revolution 2.0, humans still play a very important role in the production process of various types of goods. However, in the 3.0 industrial revolution, humans no longer play an important role. After this revolution, the industrial age began to end and the information age began. The 1.0 revolution was caused by a steam engine, the 2.0 revolution was caused by electric power, the 3.0 revolution was caused by machines that move and think automatically with computers or robots [4].

The Industrial Revolution that is developing and used today has entered the fourth stage or 4.0. The current industrial revolution is known as 4.0. The industrial revolution 4.0 is a trend throughout the industrial world that connects automation technology with cyber technology. In industry 4.0, manufacturing technology has entered the trend of automation and data exchange. This trend is changing people's lives, the economy, the world of work and lifestyle. It can be said that the industrial revolution 4.0 provides intelligent technology that can be connected to various areas of human life. Many things are not thought of before, suddenly emerged and become a new innovation, and can be opened was an enormous business [4].

We cannot deny this because from various aspects it has changed along with the revolution and technological developments that are happening very rapidly. Often fruition is offset by many impacts and creates a new problem. It can also lead to a better direction. It can be interpreted that the industrial revolution 4.0 is a good event because it opens up wider and bigger opportunities. The industrial revolution that has existed and is still being used today is a process that is always evolving, not only in the industrial world, but also socially and culturally. The existence of an industrial revolution also has an impact on culture and society in the behavior or behavior of human activities.

Advances in technology make it easier for humans to work. So that it has great human potential and can be more optimal, such as thinking and creating a work.

Discussion

Repurchase Intention

Repurchase intention is a desire and action of consumers or buyers to repurchase a product because it has a satisfaction received as desired from a product. A brand that is already embedded in the customer's heart will cause customers to continue to repurchase. Marketers generally want customers that last forever. Considering changes that often occur all the time, both changes in customers due to tastes and psychological, social and cultural aspects

of customers that have an impact on the repurchase decision process. Consumers who decline sharply describe a consumer in a more limited situation regarding the choice of the product he wants. Even though marketers already have customer segments that are considered loyal in crisis conditions, marketers still have to pay attention to customer loyalty so that brand switching does not occur [2].

Customers have a reason when they want and make a repeat purchase is because they have a good relationship that is established and there is satisfaction with the products and services provided by the company or product sellers. If a customer satisfaction has been obtained. This positive experience felt by customers will be a great opportunity for customers to make long-term repeat purchases [5].

Customer Trust

Customer trust, known as customer trust, is one indicator that can be associated with customer satisfaction with a tendency to repurchase. Basically, the relationship between the seller and the buyer then creates a sense of trust to carry out a transaction. In a transaction made online, the customer's trust occurs when he chooses a platform to make a purchase [5].

Customer Satisfaction

Customer Satisfaction known as customer satisfaction is the feeling or emotional about the fun or a disappointment someone who comes from the comparison or the results of a product and hopes. There are several ways to measure customer satisfaction, namely, the suitability of service quality with the level of expectations, the level of satisfaction when compared to similar ones, no complaints or complaints filed [3].

Loyalty Program

Loyalty program is a loyalty program designed to increase customer satisfaction and commitment. The effectiveness of the loyalty program is measured through certain achievements for the level of customer satisfaction. Loyalty programs provide many benefits or values that are perceived by buyers as a sign of appreciation for their loyalty. Therefore, the benefits of customer loyalty programs can attract product repurchase [7].

Model Proposed

The existence of *e- commerce* makes human activities into *online* or digital -based activities that are in great demand at this time. This activity is very helpful for humans because with *e- commerce,* buyers no longer have to go to the store and waste energy just sitting at home and can order a product so that it can provide an efficient and comfortable.

The main factors used for *repurchase intention,* especially in *e- commerce,* can be mentioned by several factors. In the journal " *The Impact of Perceived Use Fulness and Perceived Ease – of Use toward Repurchase Intention in the I donesian E-Commerce Industry* "written by: [6] which explains that the *repurchase intention* model in *e- commerce* can be explained by a schema or model.
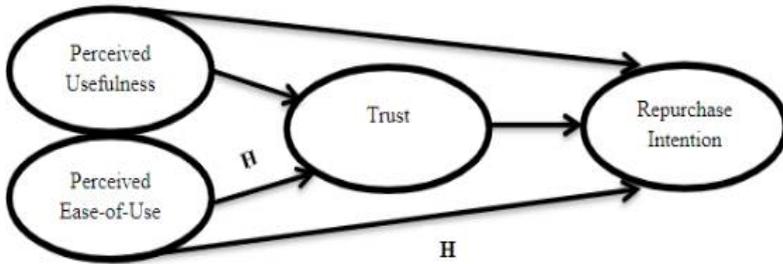
Figure 1: Research Model [6]

This journal explains that having a significant influenceon *repurchase intention* is *Perceived Usefulness, Perceived Ease-of-Use,* trust. And this journal can also be seen that the *trust* is a mediator of *perceived usefulness* and *perceived ease-of-use* prior to the indicator *repurchase intention.*

It can be seen from the above model that there is a hypothesis: H1 in which the *perceived* impact of *perceived usefulness toward repurchase intention* has a positive impact on *repurchase intention.* H2 where the perception of the effect of *perceived ease-of-use* on *repurchase intention* has a positive impact on *repurchase intention.* H3 where the impact of *trust* on *repurchase intention* has a positive impact on *repurchase intention.* H4 the effect of *perceived usefulness and perceived ease-of use toward repurchase intention through trust* has a positive effect on *repurchase intention* to *trust.* H5 The *effect of perceived ease-of-ues and perceived usefulness toward repurchase intention through trust* has a positive impact on *repurchase intention* through *trust.* The second factor used for *repurchase intention,* especially in *e- commerce,* can be mentioned by several factors which explains that the model *repurchase intention* in *e- commerce* can be explained by a scheme or models [1].
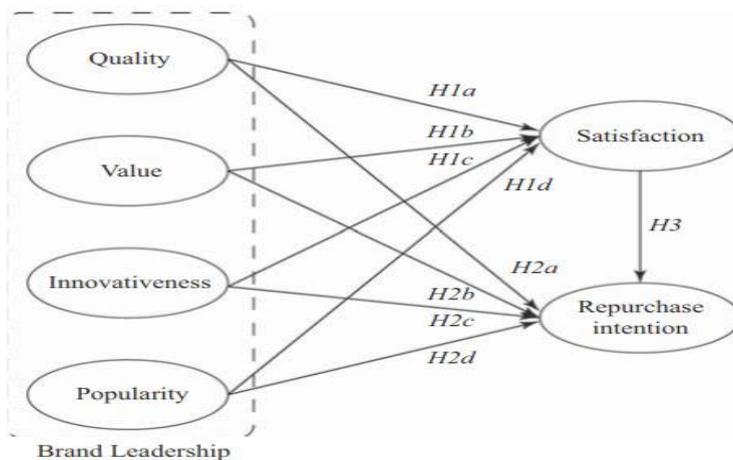
Figure 2: Research Model [1]

This paper also showed that satisfaction is an indicator that mediate indicators of quality, value, innovativeness, and popularity. From previous journals and theories, if the customer is satisfied with what they did before, the customer will automatically make a repeat purchase intention. *Satisfaction* can be obtained from a customer because they are satisfied with what they want. Trust can also be derived from the satisfaction received by the customer so that the trust in the previous transactions will result in the same satisfaction as the previous transactions. These two variables influence each other and strengthen each other to cause *repurchase intention of* customers in the future, both in the short and long term.
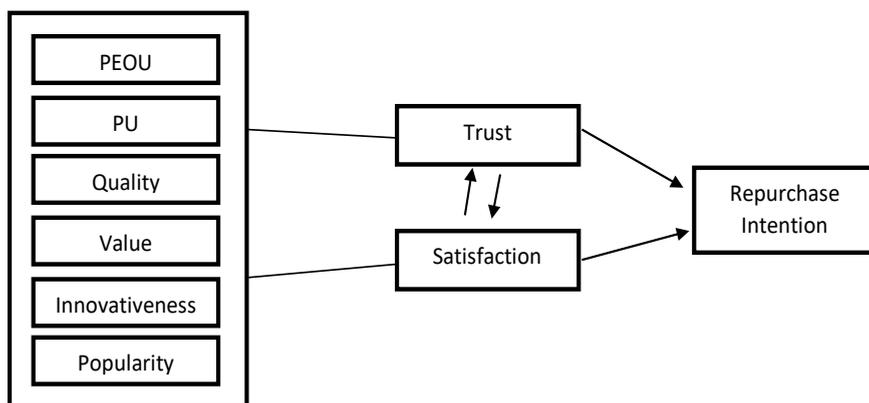
Figure 3: Proposed Model

Conclusion

Technological developments in the era of the industrial revolution 4.0 changed the habits of people who used to usually use conventional methods to switch to digital by utilizing *e- commerce.* This change has an impact on the rapid use of technology in the 4.0 era. *e commerce* e- commerce as one of the markets that are reachable and can make it easier for consumers to buy a product only with the home without having to the store and make it easier for marketers as well to get consumers. In the era of the industrial revolution 4.0, it really helps many activities of all elements of society from buying to selling and this is also made for consumers to be able to make repeat purchases easily.

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Gestalt Therapy Using the Empty Chair Technique to Reduce Excessive Anger in Youth

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Introduction

Adolescence is a transitional period from children to adult, also known as the transition phase in one's life span. It is divided into early adolescence and late adolescence [1]. Among the characteristics of adolescence is one's capability of building interpersonal relationships controlling emotions [2]. Emotions are an aspect of development in a life span, which is divided into positive and negative emotions [3]. Anger belongs to both positive and negative emotion. However, it can lead to unstable psychological conditions when arising excessively [4]. Anger may be ignited when one has problem in building interpersonal relationships in the midst of inner conflicts coupled with life burdens [5].

According to the Gestalt, one can get into problems they cannot cope well with their lives. For instance, one may cannot cope well with unfinished business in the presence of unrevealed anger [6]. Unfinished business is an unresolved anger as opposed to the "top dog" – as the need to be angry – and the "underdog" – as a state of helplessness or inability [7]. One type of intervention to reduce excessive anger is Gestalt therapy, which is proven effective to overcome the problems of adolescents under isolation [8]. Study shows that Gestalt therapy with the empty chair technique can solve unfinished business in the past to be withdrawn at the present. It helps the resolution under certain goals, and overcome problems from various life backgrounds, such as education, family, and social [9].

The explanation above provides a background to this study where the client faces problems in expressing unrealized anger towards peers. It has resulted in psychological problems that impact his academic achievement, irritability towards others, and disturbed interpersonal relationships. Intervention was introduced to this client to reduce excessive anger, so that he will receive and be responsible for future actions. More importantly, the client can make peace with the past. It can be said that interventions are pivotal to

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reduce the negative impact of managing negative and excessive anger. Previous research has suggested that Gestalt therapy with empty chair technique can help express feelings of anger and disappointment in the past.

In this study, the researchers employed assessment method of interviews to determine the duration, frequency, and intensity of the client's compliance. Observations were also carried out to see the suitability of expressions and body language with the client's background story. In addition, the researcher employed personality test to see the client's personality structure and emotional background. Standard progressive matrixes were also applied to see the general intellectual level of the client. The Clinical Anger Scale was used to see the extent to which the client's anger could affect his school activities.

Discussion

Clients

The client is a 13-year-old male. He is the eldest of two children, living in a district in Malang. The client is currently unstable; often angry to his school and orphanage peers. The client is often bullied by his friends. This mostly happens because he is easily offended when others disturb him. The client often throws things around when he is angry. He often feels uncomfortable in the orphanage, so that he skips school. The client is aware of the problems he is facing; such as easily being angry, feeling uncomfortable, and blaming others when bad things happen.

The anger has been going on for about the last 3 years, when the client was in elementary school – especially when he was disappointed by his friends. The client has an unpleasant past where he hates his friend, who always accused him to steal other people's belongings. The friend often resented the client where unreleased anger and disappointment affects the client's current emotions. He turned to be easily irritated; and withdrew from the orphanage and school. The graphic test result shows that the client could hardly control his emotions. The standard progressive matrixes test result shows that the client has general intelligence at an average level. The clinical anger scale result shows that the client obtained a score of 36, meaning that the client he has an indication of anger in the severe category.

According to Kohler, an individual's psychological problems are caused by a power conflict between the "top dog" and the "under dog" [10]. Top dog is a force that requires, demands, and threatens; while the under dog is a state of defensive, self-defense, helpless, weak, passive, and wants to be understood [11]. Kohler explained that people with psychological problems tend to have unfinished business in the past that have neither been resolved nor channeled (revenge, anger, hatred, and hurt) [12]. In the client's case, he held the anger,

hatred, and disappointment to his elementary school friend. The disappointment and feelings of anger that are not channeled to that friend has made the client become a person who is irritable, sensitive, and quarrelsome; even excluding himself from the surrounding environment.

Diagnosis

Diagnosis: V62.9 Unspecified Problem Related to Social Environment with Excessive Anger Problem. Feelings of excessive anger are characterized by: 1) feeling uncomfortable; 2) feeling helpless; 3) irritated; 4) rampage; 5) blaming others; and 6) demanding too much (Blackburns, 1994) [13].

Intervention

The target of the intervention is to reduce anger towards the client's friends, who has severely impacted the client's emotions. This aims to make the client can function better in his daily life, not easily ignited by emotions, no longer venting his anger, be able to control emotions, feel comfortable, no longer blame others, and being self-excluded. The intervention technique used was Gestalt therapy with an empty chair technique. It is a form of therapy based on belief in oneself or others, using both creative and experiential techniques to increase awareness of unfinished business. Gestalt therapy is a way to invite clients to externalize their introjections and to express disappointment and anger [14].

The empty chair technique is a basic Gestalt therapy exercise that places the client across an empty chair. Then, he is asked to imagine another individual, such as the boss, spouse, relative, or even themselves sitting in the chair. Through dialogue and communication exercises with empty chairs in Gestalt therapy, individuals who communicate will reconnect with unfinished problems, which have been ignored or denied because of difficulties in communicating [15]. This is in line with the intervention carried out by Paramita (2020) where the empty chair technique was used to assist clients in solving interpersonal conflicts, such as anger or feeling treated unfairly. The Gestalt therapy with the empty chair technique teaches clients to be able to empathize, understand the conditions of others, and resolve conflicts in the past [16].

In this case, the empty chair technique is given to reduce the client's excessive anger to solve the interpersonal conflicts. According to the Gestalt view, individuals have the capacity to do, self-regulate, and move towards increased awareness, which he must understand the context of his relationship with the environment, and become fully himself [17]. In relation to the client's current condition, many acquaintances were made after he felt disappointed and angry at a friend who kept accusing the client. This hampered the

client development to become his proper self to move towards balance [14].

The intervention procedure was the Gestalt therapy with an empty chair technique with the following stages:

1. Beginning phase – aims to develop personal support for the client by creating comfort. This is carried out by allowing the client to choose a comfortable place, and collect personal data with a phenomenological approach
2. Clearing the ground – aims to arouse the client's courage to express his feelings and emotions to increase his awareness and personal responsibility, to finally attend to his unfinished business
3. The existential encounter – aims to make decisions related to their existence in ongoing life
4. Integration – aims to evaluate the client's appreciation of the problems he was facing previously
5. Empty chair – aims to direct the client to have a dialogue with someone who is presented. In this research, the object was the client's friend when he was in elementary school.

Results

The Gestalt therapy with the empty chair technique aimed to reduce the client's anger caused by his unfinished past problems, such as anger, guilt, and disappointment in his friends. The client was expected to be able to carry out daily activities without excessive negative emotions, such as anger, so that he became more productive and able to control emotions. Results showed that the client can easily remember the Gestalt therapy procedure with the empty chair technique because he was cooperative during the therapy process. The client completed all the stages given, namely, the beginning, teaching the ground, the existential encounter, integration, and empty chair.

The difference in the client's attitude before and after therapy was far different. The client currently spends more time with his friends playing football. His emotions are better controlled, and the client has been enthusiastic about living in an orphanage. The decrease in the client's level of anger was shown by the difference between pre-test and post-test results of clinical anger scale. Changes have occurred after the client expresses pent-up feelings about his friend using the empty chair technique, which acts as a top dog and underdog. Initially, the client seemed hesitant to express what he wanted to say to his friend; but continuous reinforcement and encouragement have let the client channel his hidden feelings. The differences in clinical anger scores are depicted in Figure 1:

Figure 1: Changes in clinical anger scores between pre-therapy and post-therapy
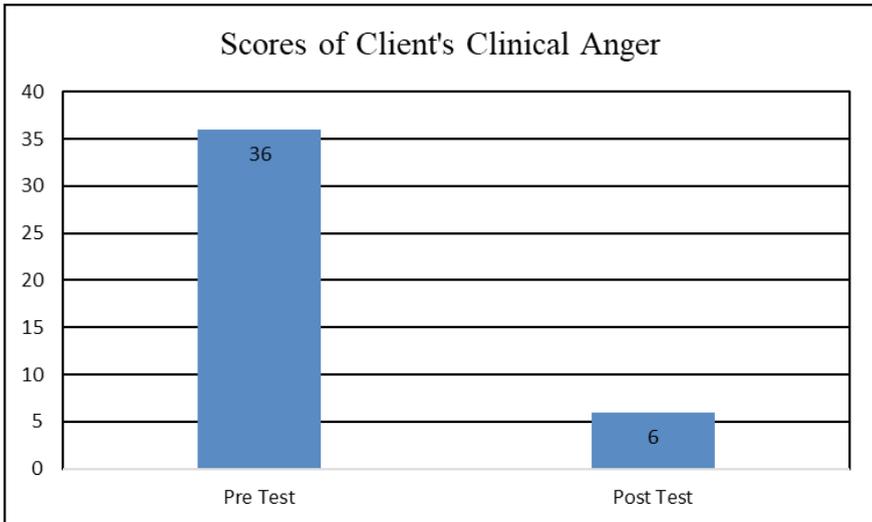
It can be seen from the figure that the clinical anger score decreased through Gestalt therapy with the empty chair technique. The pre-test score shows that the client's anger scale is at the level of "very angry" (36), while the post-test score shows significant decrease to "mild anger" (6). It is obvious that the intervention has succeeded, in which the client was capable of controlling their emotions and building good friendships with their peers at the orphanage.

The client's decrease in anger has impacted his view on his friend. It shifted from anger and grudge because of the accusation to feeling relief. After the therapy, the client admitted to develop better. He occasionally felt angry, but it was not as often as before. In addition, the client could control their emotions and try to make new friends. He was also able to complete the tasks in the orphanages, such as cleaning.

The main task in Gestalt therapy is to help one to be aware of the present condition. Individuals may talk about conflicts, but they can expands awareness [18]. In this study, the client was able to solve past problems, which is in accordance with Romadhon & Sanyata (2020) who proves that Gestalt therapy can help individuals gain insights and reduce pent-up negative feelings. [19].

Conclusion

It can be concluded that a therapy with Gestalt therapy and empty chair technique can reduce client's anger towards his past friend. This finding is sup-

ported by observation results and clinical anger scales with score decrease. The success of the therapy was also supported by the client's cooperative attitude. The orphanage's supervisor was also delighted, and willing to participate in supporting the therapy process

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An Effort to Implement Rule and Compliance to Reduce Covid 19 Outbreak in Education

Munali[1]

Introduction

COVID-19 pandemic had begun in 2019 and impacted almost all countries in the world, including Indonesia. The pandemic gives bad impact to all aspects in social life. The economic sector, which becomes the source of people life to survive, is the biggest sector impacted from Covid-19 pandemic. To reduce the spreading of Covid-19 Virus, some programs have been launched to be agreed by the community. Everyone have to apply the 3M health protocol every time, which is *memakai masker* (to wear a mask), *mencuci tangan dengan sabun* (to wash hands with soap), and *menjaga jarak* (to maintain physical distance from other people both inside and outside room). Wiku Adisasmito (spokesperson of COVID-19 Task Force) emphasized that community's discipline in implementing 3M health protocol is their contribution to support government's efforts to handle COVID-19 [1].

Based on that opinion, this method is the best strategy from government to prevent and control COVID-19. Government makes the community as the frontline by changing their habit in daily life, while *nakes* (health workers) doctors, nurses, and other medical personnel become the last personnel to handle the infected patient because they have very limited number. Based on data collected from WHO on August 2, 2020, there were 17,396,943 confirmed positive cases in the world and 675,060 cases were declared dead in which the highest rankings countries were America, Brazil, India, Russia, South Africa, and Mexico (https://www.kompas.com/tren/read/2020/08).

Treatment and preventing of covid-19 cases has been carried out in various ways in global, national, and regional, especially for the remote area in Indonesia. Many countries are using 4 (four) strategies: wearing masks, tracing the contacts from positive case patient, educating, and preparing self-isolation. The tracing results who are showing positive in rapid test or negative with symptoms should implement self-isolated, and hospital isolation is for high-risk symptoms [4].

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These strategies have not yet reduced the case of COVID-19 outbreak. By considering the virus incubation period of 14 days, Indonesian Ministry of Home Affairs (2020) required all people to stay at home and do self-isolation to stop the virus spreading. The government has also issued a policy about state quarantine, regional quarantine, and large-scale social restrictions (*Pembatasan Sosial Berskala Besar* or PSBB) for red zone status areas. Considering the large economic impact from PSBB, the government issued an implementation of *New Normal* by implementing the health protocol [3].

There are some preventive efforts implemented by the community to stop the transmission of Covid-19 during the New Normal, they are by getting used to wearing masks, washing hands with soap (hand sanitizer), maintaining distance (social distancing), staying away from crowds and avoiding going out of the region, especially the red zones areas [6].

The implementation of health protocols above will not be optimal without community participation, so it needs an effort to increase community compliance to support the implementation of the existing protocols. According to [6], a compliance is behavior based on the therapy and health recommendation, and it can be started from the act of following every aspect of recommendation to complying with the plan. [7] stated that compliance refers to a situation when an individual's behavior is suitable with the recommended action or advice proposed by a health practitioner or information from other sources.

Also stated that compliance is a form of a person's obedience towards the goals that have been set [8]. Compliance is the most basic thing as the first step to implement governments' policies [8]. A research result conducted [1] stated that a compliance is also related to awareness of Covid-19. Based on that definition, it can be concluded that a compliance can represent community's understanding about the dangers of Covid-19. In other words, there are still various fouls occurred in the implementation of health protocols; although, raids are often applied by authorized officers. Rewards for following the regulations and fine for the offender are not able to raise the awareness of community in complying the applied regulations.

This lack of compliance is one of the factors causing the spreading of the virus faster. It is not only increasing the number of positive patients by corona that filled the hospital rooms, but also increasing the number of death victims. In surrounding environment, citizens' disobedience seems to be normal and common. There are still many people who are not aware that citizens' disobedience is the cause of failure to handle the Covid-19 pandemic.

Discussion

The compliances and Factors Causing the Non-Compliance Community

According [3], compliance is an attitude as fulfillment, yielding willingly; willing to give, give up, succumb; make a conformity in accordance with other people expectations or wishes. According to [5], compliance is related to the obedience to the authority rules. [3] stated that a compliance is fulfilling other people requirement, defined as an action carried out based on other people wishes or orders. A compliance refers to the behavior occurred in response to a direct request from other people. In conclusion, obedience is an action or behavior that follows other people wishes by obeying and yielding in groups or individually.

There are many factors influencing the formation of a person's compliance. According to [11], compliance is influenced by motivation, the level of style change required, the perception of severity health problems, knowledge, the impact of change, culture, the level of satisfaction, and the quality of health services received. [7] mentions some factors influencing a person's compliance: knowledge, motivation, and family support. [5] stated that compliance can be increased by arising public awareness with effective communication through various media and methods based on the diversity of the community, giving clearer and more targeted campaigns, facilitating easy access for health service in clear and continuous information so that people can quickly do medical checkup, applying treatment and self-isolation for infected patients, and implementing consistent policies to create community's understanding.

According to [9], there is a relationship between community knowledge and the compliance of using mask as an effort to prevent Covid-19. In addition, [5] stated that the confidence of a person's ability to implement health protocols can be grown by seeing a person's health achievements made in the past; seeing the success of others. In conclusion, the main factor of non-compliance for the health protocols implementation is due to lack of understanding, lack of awareness, and lack of an accurate information received because there are still many people who receive hoax about handling Covid-19 without clarifying the information.

The Challenges

The increasing number of people who do not comply with the health protocols is highly influenced by the surrounding environment. The individual condition who feels dissatisfaction with the given result is another factor influencing people to disobey. This situation refers to a particular type of response (approval) to a particular type of communication (request) [7]. A compliance is occurred when someone receives an influence from others. In

this condition, the individuals try to be accepted or liked by others. Another factor is to avoid punishment, and expect to get rewards and approval from others [9]. Thus, the satisfaction obtained from obedience is due to the social acceptance obtained from an attitude to accept the influence from others. An individual act to comply are influenced by various factors. These factors include the authority or figures who have role or influence, rarity, social validation, liking, reciprocation behavior, behavioral consistency and commitment [10].

Compliance is also caused by the satisfaction of giving fines or punishments fairly [2], and it is also driven and influenced by an economic factor [12]; [1]. The socialization of *3M* health protocols is very popular, while the implementation is very weak in community. A lot of reasons cause the ineffective and less optimal of its implementation. The implementation of *PSBB, Work from Home (WFH),* and micro *PPKM* seem to be just formality programs, the implementation and rules are weak and uncontrolled. Each policy does give new problems, the extension of *PPKM*, *WFH*, and *PSBB* before lockdown have given a bad impact in economic sector. Termination of employment, the neenecessity of primary needs, until the national economic were decreased.

In implementation of PPKM, market, public service, health, administration, and banking were stopped and increased people's problems. It becomes a dilemma when there is no synchronization and mutual understanding about the conditions. For example, when the health workers are unable to carry out the treatment or healing process because of the over capacity, there will definitely be more victims exposed and even they can be infected. In education sector, the implementation of online learning will make students, parents, and teacher stressful. The atmosphere of learning environment at school is merely changed into a family environment which should not be a place for learning. Family members who were previously busy with working and earning a living also have to accompany the children during online learning especially for early childhood education, kindergarten, and elementary schools.

Providing learning facilities at home like electronic media does not solve learning problems, children sometimes cannot differentiate the time for playing and studying. The impact of social media and mass media in providing information intensively causes a confusion about the development of Covid-19. Hoax information are published from some unclear sources of media in Internet, while the legal rule to prevent hoax is still weak. The economic conditions makes many people being pragmatic and unrealistic. Once there is true news, it becomes apathetic; otherwise, when there is provocative news, it becomes productive consumption. The communication is different, it needs an extra careful to avoid multi-meaning perceptions. This condition becomes

a challenge for the educators and the community in education and learning environment. From some of the existing problems, the factor of limited implemention in teaching and learning process seems become a problem for the community and government in an effort to raise awareness about the increasing of Covid-19.

The Solutions

To prevent the spread of Covid-19, the government and community should implement stricter health protocols, large-scale restrictions for social activities, and the restrictions on micro community activities. In addition, public understanding about covid-19 should be increased through education from formal or non-formal institutions, social institutions, religious leader, and community leaders. The sducation should be delivered to the community, families, and school-age children in order to get an equal perception and understanding about the increase of Covid-19, its dangers, and impacts on humans. The importance of information to prevent the transmission of the virus must be properly and wisely socialized to the public continuously. The implementation of online learning is one of the efforts to reduce larger social activities (Blessings, Barriers, Solutions and Hopes: Online Learning n.d.).

Education for responding news from online media faster should be taught, and the implementation of the regulation is continuously applied such as fine for the violators. Government should create an equal perspective for religious and community leaders regarding Covid-19, then, the government will collaborate with them to create an understanding for the community. The role of Covid-19 Task Force should be more active in collaborating with related sectors, local governments, health services, social services, security agencies, and disaster agencies which directly know the implementing of health protocols in society outside home. Some activities should be done, such as listening news for healthy living, creating a sense of optimism about Covid-19 which can be eliminated by implementing health protocols, reducing some activities outside, and eliminating mass gathering activities. Education is a way as an effort to make people aware and understand about rule and obedience. By better education received by the community, it hopefully will make the community capable to filter hoax and harmful news.

Conclusion

Based on the discussion, Covid-19 pandemic has really changed all aspects of people's lives. Besides economic sector, the pandemic causes a difficulty in process of teaching and learning activities which is basically implemented in face-to-face. The difficulty in learning process, the miss perception in the community regarding the Covid-19 pandemic, and the handling that has not

yet met in one perception have caused the difficulties in finding the right enforcement. Unclear information from untrusted sources received by the community and the enforcement programs which are still considered to be selective and detrimental by some people make it difficult to stop spreading the virus effectively and in optimal. Thus, the solution is to increase the knowledge or perception through education and its socialization by inviting all stakeholders, the central government, local governments, community leaders, educational institutions, NGOs to create an equal perception about covid-19 prevention such as implementing *5M* program and more effective or efficient *PPKM*.

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Building Tolerant Character Through Islamic Education (IE) Learning After Covid-19 Pandemic at SD Inovatif Aisyiyah Kedungwaru, Tulungagung

Muslih[1]

Introduction

The Covid-19 outbreak or pandemic has brought the education sector to follow the online learning situation. Teachers and students cannot be physically close to each other. As a workaround, they connect via a zoom app or google meet. With these two applications, learning can continue with all the limitations [9]. The online learning process has an impact on the character-building process that does not go well. There is a distance in giving examples as a way of character building. For students at the elementary school level, the need for direct assistance is still dominant [6].

Activity restrictions during the pandemic made the character-building process which was originally performed by teachers has now had to performed by parents. It is not easy for parents who are usually busy being required to carry out the learning process with a focus on the character building [1].

A character that needs to be formed from an early age is tolerant character. A tolerant character cannot be pursued optimally if students just stay at home and hang out at home. They need other people as a test in the formation of that character [20].

After the pandemic has been lasting for almost two years, there is certainly a strong impetus for face-to-face learning from both the community and related officials. The pandemic condition is not completely gone, but there are solutions that make face-to-face learning limited [4].

Research Method

This study employs a literature study approach by describing [30] and exploring literature on Islamic Education, the formation of tolerant characters and the problems of the covid-19 pandemic [23]. The deepening process is

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carried out by using data from books, literature, documents, journals, articles and information relevant to the discussion [13]. The use of available approaches and literature aims to find a connecting line between the formation of tolerant character in post-covid-19 era at Aisyiyah Innovative Elementary School Kedungwaru.

Discussion

The Process of Building Tolerant Character

Tolerant character is a necessity in modern times. No country can progress without ensuring that its population has a high tolerance. How is it possible for an incident of intolerance to be resolved properly without a tolerant character? And a country that continues to resolve these events will never develop democracy [12].

Tolerance in Arabic is called *tasamuh*, interpreted freely as an acceptance of different outside of oneself. According to the KBBI (Official Dictionary of Bahasa Indonesia), '*toleransi*' (the Indonesian word of tolerance) comes from the word "*toleran*" which means having a character of or being tolerant (appreciating, allowing), stances (opinions, views, beliefs, habits and so on) that are different and/or contrary to one's stance [5].

The attitude of accepting other people's opinions even though the opinions are wrong and different is an attitude of willing to acknowledge and appreciate the existence of other people that exist with their imagination and opinions [9].

Tolerance in relation to other religions does not mean acknowledging their truth. Tolerance is not defined by praying together in one house of worship. Tolerance does not mean exchanging places of worship. However, the most basic of religious tolerance includes freedom and religious belief, religious rituals and social cooperation, does not include the elements of worship [8].

Humans called *insan* have special traits called character. In Latin it is called "kharessein" and in English it is called "character", which means sharp. If translated freely, it can mean something sharp that becomes an identifier for a person [28].

When a person's character is known, it can reveal their response to their surroundings with the character they have. Therefore, one of the importance of education is the cultivation of character on an ongoing basis. The formation of a character requires continuity for a long time [2].

Building tolerant character can be done to elementary school age children. Children at that age tend to learn by example. If in cognitive form, it is

doctrinal. From an exemplary perspective, it can be started from the teacher who becomes an educator who is expected to exemplify a tolerant attitude when students are learning in class or outside the classroom. It can be started with mutual respect with classmates. The ways to do this can vary, starting with respecting the friends who have different beliefs, respecting friends' parents or respecting friends' opinions when answering teachers' questions. All of these examples can be started from the teacher's example [24].

Careful planning is done so that the character-building process can go well, starting from learning planning in the form Lesson Plan. Lesson plan is a guide for learning Islamic Education so that it is well directed. Tolerant character material such as mutual respect and tolerance in the PAI guidebook for elementary schools needs to be provided in theory and practice [18].

Learning theory has three stages. First, open the lesson. Second, present the material. Third, close the lesson. Opening the lesson can be by apperception, which is repeating the subject matter that has been learned in the previous meeting so that students remember the material before moving on to the new material. In opening the lesson, the very first thing is to pray according to each student's respective belief. This can be included into the process of building a tolerant character. A child is said to be intolerant if he starts disturbing his friend who is praying. This is what the teacher needs to remind [7].

The teacher presents Islamic Education material that contains tolerant characters in a cheerful manner. It can be done by giving a quiz with grades or for first and second graders, giving them candy can be a good idea. The method of drama/role play in front of the class can be practiced to describe people with tolerant character. The role played by the students will be well illustrated or imprinted in their memory. Hopefully, it can also be applied outside of school. When closing the lesson, students are given an assignment to record them in practice [29].

Impacts of Covid 19 on Education

Covid-19 began to spread in Indonesia since March 2020. The virus that attacks causes respiratory tract infections ranging from mild such as colds to Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). Coronavirus is a new variant that emerged in 2019 in Wuhan, China. This virus causes death with high intensity. The virus spread from human to human through individual and crowd interactions [15].

Schools are one type of crowds and the government has decided to stop face-to-face learning activities in accordance with Circular Letter Number 36962/MPK.A/HK/2020. Thus, online learning is implemented simultaneously. Online learning forces teachers to think about finding ways so that

the transfer of knowledge and values can be well carried out even though the teacher and students are not in the same room [17].

Online learning, even though teachers and students are far away from each other, also demands three aspects, namely cognitive, affective and psychomotor aspects. The understanding and practice of what, how, and why tolerance value is needs to be delivered systematically. The understanding and practice of the value of tolerance between teachers and students should be balance [26].

The practice of tolerant values at home and in the environment (based on the parents' observations) reported to the teacher is also ongoing. The portion of parents being second teachers is so large during this pandemic. The teacher just needs to evaluate the learning progress [19].

Post Covid 19 For SD (Elementary School) Aisyiyah Kedungwaru Innovative in Tulungagung

The circular letter from the PP Muhammadiyah Education Council Number 66/I.4/F/2020 in Jakarta dated 13 Shawwal 1441 H contains information regarding the implementation of teaching and learning activity at school, madrasa and Islamic boarding schools levels to be implemented at home or online in the 2020/2021 academic year starting on 13 July 2020 [10].

The post-covid-19 era has taught us a lesson that the urgency of the need for information technology in the world of education is a real. However, relying entirely on technology and distance learning will also cause problems in the process of value transfer and understanding [11].

The level of students' understanding in IE (Islamic Education) subject decreased compared to when the learning activity was done in a normal setting (face-to-face). Transfer of values from teachers to students faced some obstacles [21]. Hence, the only hope is to parents or elders who are around students [14].

SD Inovatif Aisyiyah Kedungwaru, which operates under the Aisyiyah Branch Kedungwaru obeyed the circular letter. Therefore, in the 2020/2021 school year, learning activities were carried out online. In the 2021/2022 school year, it is possible that online and offline (blended) learning will be implemented with strict health protocols.

The IE teachers at SD Inovatif Aisyiyah Kedungwaru always maintained communication with students' parents and/or their elders because some of the students are from the Siti Fatimah Orphanage belonging to the PDM Social Council Tulungagung. The main goal is for them to become the second teachers and to ensure that example provision and supervision went hand in hand.

IE at Elementary School Level as an Instrument for Character Building

PIE (Islamic Education) is a compulsory subject in elementary schools. If the IE score is not good, the student will be held back a class, even though the other subjects receive good scores. The teacher who is in charge of the lesson is called the IE teacher. Based on Act No. 14 of 2005 concerning about teachers CHAPTER 1 Article 1, it is stated that teachers are professional educators with the main tasks of educating, teaching, guiding, directing, training, assessing and evaluating students in education according to respective level. At the elementary school level, the teacher is the main reference. Teachers are also role models in directing the students' characters as well as assessing and evaluating them [16].

The elementary school level is special because it is in the basic phase, where it forms students from a childhood phase which is dominant with playing to a serious preparation period in managing knowledge and of course its practice. Elementary school teachers are required to master the beginner class elementary school students who are still challenging to manage. The more intermediate class is somewhat manageable, but there are difficulties in adjusting the learning process so that students can master the materials optimally. Thus, it is not surprising that there is a separate major or department such as Elementary School Teacher Education [24].

Professional elementary school teachers master the needs of students both individually and classically, in the classroom or outside the classroom. They can guide students with all the examples related to intact character. At the same time, a tolerant character can proceed along with it. Character building requires the right method to work well. This method makes students enthusiastic to follow the directions of the teacher [3].

The method of character building by example starts from the teacher. The teacher shows students when interacting with other teachers who have different religions, as well as interactions with students by not using remarks containing intimidation. These two things are some instances of giving examples. This exemplary element starts from what described above, namely the teacher. The teacher becomes a role model that is seen directly by the students, which is automatically recorded in their memory. The teacher then provides an understanding of what a tolerant character is [25].

In order to be well-formed, students are taught to practice habitually, such as getting them used to helping friends regardless of the background or by giving gifts during their respective religious holidays. If the schools are homogenous in terms of the religion, like Islamic schools, then tolerance can be interpreted more broadly, such as the relationship between rich and poor

students [22].

The process of habituation in reality for elementary school students cannot be done easily. Their focus can be distracted due to external influences, such as school friends, playmates and other family members. The teacher gives advice so that students return to the right track. The method of giving advice is done gently and by knowing the conditions. Gentleness makes elementary school children less stressed if they make mistakes and can accept advice. Knowing the conditions also gives the impression that students are ready to receive direction from the teacher [25].

The teacher ensures that the character-building process runs smoothly by providing regular supervision. The teacher records every student's cognitive and emotional development related to the tolerant character. If there are students who experience a decline, the teacher pays special attention to him, either by giving special directions or giving punishment if necessary [24]. Giving punishment is necessary in case of serious violations. The punishment is adjusted to the students' age and has to be far from physical and verbal violence so as not to inflict trauma and other mental disorders such as fear and loss of confidence [27].

Conclusion

The process of building a tolerant character at SD Inovatif Aisyiyah Kedungwaru is carried out by actively involving parents so that the supervision can be given in two locations at once, which are school and home.

The method in character building is done by exemplary method, giving advice, habituation, supervision and age-appropriate punishment without physical and verbal violence.

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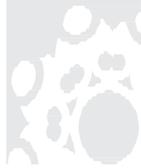
Learning Strategies in New Normal at Bahrul Maghfiroh Elementary School Malang

Ninik Nurlaila Karyawati[1]

Introduction

On 30 January 2020, WHO declared the Covid-19 outbreak as international epidemic because it poses a high risk for countries with vulnerable health care systems [1]. Since 2 March 2020, Covid-19 pandemic has impacted various sectors in Indonesia not only the health and economic sectors, but also the education sector. Social distancing and non-crowded policy make government released special policy for learning in educational institutions.

The Minister of Education and Culture of Republic of Indonesia released a regulation No. 4 of 2020 regarding the implementation of educational policies in emergency period corona virus outbreak [2]. The policy stated that the implementation of face-to-face learning in schools is prohibited until the end of academic year 2019/2020. The teaching and learning process must be at homes or Study From Home (SFH). The teacher gives assignments, and students do their work independently at home. However, Study from Home is not very efficient due to several problems faced by students, parents, and teachers.

In 1st semester Academic Year 2020/2021, the government issued new rules regarding the implementation of education through a Joint Decree (Surat Keputusan Bersama or SKB) of 4 ministers: Minister of Cultural & Education No. 01/KB/2020, Minister of Religion No. 516 of 2020, Minister of Health No. HK. 03.01/Menkes/363/2020, and Minister of Home Affairs No. 440-882 of 2020 [3]. This policy regulates that the implementation of learning will continue during the pandemic by considering the regional zones division issued by the Acceleration of Handling Covid-19 task force. In this policy, the government prioritizes the health and safety of all elements in educational institutions. The policy states that orange and red zones area are still prohibited conducting face-to-face learning in school. Schools in these zones are still implementing Study From Home (SFH). Meanwhile, the green and yellow zones are able to conduct face-to-face learning with condition of similatr health risks with the green zone. Face-to-face learning in green or yellow

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zones can be implemented after having a permission from the local government and parents or guardians.

In 2nd semester academic year 2020/2021, the Mayor of Malang has issued a regulation Number 15 of 2021 regarding the implementation of Limited Face-to-face Learning (Pembelajaran Tatap Muka Terbatas or PTMT) [4]. Suwarjana, head of Malang City Education and Culture Office, said that face-to-face learning will be applied for early childhood education, elementary school and junior high schools. The regulation strictly organizes the health protocol during face-to-face learning. Students are limited to 50 percent and the rest will do SFH; similarly, social distancing around 1.5 meters is also compulsory. School will determine the schedule and lerning hours [4].

Bahrul Maghfiroh elementary school is one of the private elementary schools in Malang city. It is located at Joyo Agung Street Number 2 Lowokwaru District, Tlogomas Village. Since March 2020 Bahrul Maghfiroh Elementary School has held online learning for 2nd semester. Meanwhile, blended learning of online and offline learning has been held since 19 April 2021 based on the mayor regulation Number 15 of 2021.

Literature Review

Based on a policy from Minister of Education and Culture Number 4 of 2020 (Menteri Pendidikan dan Kebudayaan, 2020), online learnig will be implemented from early childhood to higher education. Online learning is using internet network with accessibility, connectivity, flexibility, and the ability to create various learning interactions (Sadikin, 2020). Online learning is the solution teaching activities. Online learning uses Internet-based interactive model and a Learning Management System (LMS) such as Zoom, Google Meet, Google Drive, etc. Online activities, webinars, and online classes are using internet and computer networks [5].

Other learning methods used by teachers as a media to deliver knowledge are online learning and mixed learning (a combination of face-to-face learning and online learning). Online learning does not require students to present in class. Students can access learning through internet media. Hidayat explained that *the National Joint Committee on Learning Disabilities* (NJCLD) defined "Learning Development Barriers " as a general term relating to barriers in heterogeneous groups who really have difficulty in understanding and using the ability of hearing, speaking, reading, writing, thinking or mathematics [6].

Online learning is a learning activity using networks (internet, LAN, WAN) as a method of delivery, interaction, facilities, and is supported by other learning services. Online learning is useful for classroom learning activities (classroom instruction), such as: (1) as a supplement; if students are free to

choose using online learning materials or not. In this case there is no obligation for students to access learning materials online. (2) as a complement; if online learning materials are to support learning materials in class. Online learning materials are programmed as enrichment or remedial materials for students in conventional learning activities. (3) as a substitution; if online learning materials are programmed to replace learning materials received by students in class [7].

Online learning or e-learning is a learning method facilitated and supported by the use of information and communication technology. E-learning is a form of information technology applied for education in the form of a virtual world. E-learning is an effort to make a transformation of learning in schools or colleges into digital form through internet technology [8]. E-learning is an open-source learning system, a web application learning system that can be run and accessed with a web browser. E-learning is an educational system using electronic applications to support teaching and learning process with other computer network media [9].

Education is a system developing broad mission related to the development of physics, skills, thoughts, feelings, abilities, and believe or faith. So, education keep running well whatever the obstacles are. The obstacle experienced by teachers in Covid-19 condition is the learning activities from face-to-face learning to online learning. These conditions require teachers make an innovation in learning process, especially online learning. The solution during the pandemic has to be used in network-based learning. Teachers are required to be innovative in using online learning method [10]. The teacher only facilitates libraries, modules, textbooks, supporting books, and most importantly internet access and several computers for students who do not bring laptop. E-learning (electronic-based learning) will keep existing and developing. By a rapid development of computers, e-learning is growing and become more accessible. Internet connection speeds are increasing, and the opportunities for multimedia training methods are arised. Online learning is hopefully to become a solution for teaching and learning activities in COVID-19 pandemic condition [11].

Blended learning is a learning activity combining face-to-face and online activities [12]. In its application, this learning reduces face-to-face learning in classroom. The purpose of blended learning is to make students more active and independent in learning. The advantages of blended learning are to deliver learning materials anywhere and anytime, online and offline completing each other, to create effective and efficient learning, to increase accessibility, and to make learning flexible and not rigid [13].

Finding and Discussion

Online learning at Bahrul Maghfiroh Elementary School Malang City Semester 2 academic year 2019/2020 had been implemented by 8 teachers, including 1st grade to 6th grade teachers, teachers of Islamic Religion, and teachers of physical, sport, and health. The reason of teacher having online learning during Covid-19 pandemic is to break the chain of the viruse's spreading. Students have to keep learning during this pandemic, the most efficient learning to reduce crowds and transmission of the virus is by following the government advice through online learning. The second reason is the obligation to conduct learning and teaching activities. Because those 8 teachers had not received training about online learning platforms, 100% teachers used WhatsApps application. WhatsApps is used to collect assignments. WhatsApps is used because it is more practical, easier for children to understand, more effective because it does not require a lot of internet data for accessing learning material. Moreover, it is easier to use and familiar for all parents and guardians. It is also easier and affordable. Other advantage of using WhatsApp is easier to operate and to send questions and teaching materials. The steps of learning strategies during pandemic used by Bahrul Maghfiroh Elementary School teachers are:

1. Teacher sends assignments via WhatsApps group.
2. Students learn independently and do assignments at home.
3. Parents collect assignments on the next Monday to school

Online learning in Semester 2 academic year 2019/2020 encountered problems. The problems were:

1. Some parents did not have mobile phones.
2. Internet signal difficulty,
3. Students did their assignment after waiting for their parents come back from working, because they need to use their parents' mobilephone.
4. Parents did not know how to use mobile phones, so the students did not know the assignment sent by the teacher.
5. Limited internet data.
6. lliterate Parents cannot teach their children.
7. Parents do not understand about the lessons.
8. Teachers cannot monitor students' honesty in evaluations because they cannot meet face-to-face with teachers or friends.

The solution for parents who did not have a mobile phone is that they can ask the teacher directly for the assignments. For students who have difficulty in learning, they can text their teacher via WhatsApp.

Distance learning or online during covid-19 pandemic is not easy for students. Besides technological difficulties, students' passion for online learning is definitely different from learning at school. For that reason, the principals and Malang city education office are looking for creative breakthroughs to inspire students for learning optimally. Regarding to the extension of online learning for 1st semester academic year 2020/2021, the Malang City Education Office held a workshop entitled "Training in Making Online Learning Media." Training activities were held simultaneously for clusters in each sub-district. This training provided online learning media in power points slide and videos, so that the learning transformation process will be fun, not boring, and easy to understand by students [14]. Besides power points and videos, teachers were also taught to make questions in google forms, give assignments in google classroom, and use teleconferences via zoom and google meet. The training for Making Online Learning Media was attended by all elementary school teachers in Malang City.

In Semester 1 academic year 2020/2021, learning activities at Bahrul Maghfiroh Elementary School continued using WhatsApp groups for assignments and communication; Google Classroom was used for providing assignments and uploading learning videos; and Google forms were used for assignments and conducting evaluations. In addition, students could watch the uploading videos in YouTube and zoom application was used for face-to-face learning virtually. Therefore, teachers could explain new and difficult material, explore children's knowledge, provide direct feedback, and monitor student's activity. In addition, zoom aimed to make students more enthusiastic in learning because they could be motivated by their friends' present and reduce their boredom for studying alone at home.

The first problem experienced by Bahrul Maghfiroh Elementary School is that not all students had their own mobilephone, so assignments were often late submitted. For the second problem, parents still did not understand Google Classroom. The third, teacher could not monitor the assignments or evaluations completely because teacher did not know whether the students did google form by themselves or someone else. The fourth problem is that not all children could join *zoom* because the mobile phone was brought by parents to work. The first solution form teacher was by giving an additional time for submission until 21:00 WIB. The second solution was by sending the assignmet in classroom WhatsApp Group. The third solution was by providing learning videos, and the fourth solution was to provide videos based on the teaching materials explained in *zoom*.

Based on the Joint Decree (Surat Keputusan Bersama or SKB) of 4 ministers (Minister of Cultural & Education No. 01/KB/2020, Minister

of Religion No. 516 of 2020, Minister of Health No. HK. 03.01/Menkes/363/2020, and Minister of Home Affairs No. 440-882 of 2020) and the regulation of Malang city Mayor Number 15 of 2021 about PTMT, Elementary Schools in Malang City will start conducting offline and online learning on 19 April 2021. Bahrul Maghfiroh Elementary School in New Normal also conducts offline (face-to-face) and online (online) learning. The combination between offline (face-to-face) and online learning activities commonly called as Blended Learning.

The strategy prepared by SD Bahrul Maghfiroh during the pandemic and New Normal was following some health protocols:

1. Distributing faceshields and masks.
   Students studying offline at school are required to wear faceshields and masks.
2. Applicating an appropriate cough and sneeze etiquette.
   Students who cough or sneeze must cover their nose and mouth, not facing other people.
3. Spraying disinfectant in school environment and classrooms.
   Disinfectant spraying will be applied by officers before and after the learning process.
4. Cultivating hand washing with soap by making hand washing stand.
   Before entering the school, students are required to wash their hands with soap in provided school washing stand.
5. Using hand sanitizer and thermogun
   Although provided at school, students are still required to bring their own hand sanitizer. Students take their body temperature before entering school. If the body temperature is 37 ^{0}C, students can join offline learning. In contrast, students are welcome to learn online at home if the body temperature is more than 37 ºC.
6. Seating arrangements in the classroom.
   Student seats in classroom are arranged by 1.5 meters distance. Students are expected to bring their own books and stationery, so they do not borrow to others.
7. Arranging delivery and pick-up schedules.
   Students are delivered and picked up on time. Students in grades 1, 2 and 3 will enter at 07.15 and leave at 10.15; meanwhile, students in grades 4, 5 and 6 will enter at 07.30 and leave at 10.30. The difference schedule of entering and leaving is regulated to reduce the students crowded at entering and leaving school.
8. Scheduling odd and even students offline learning.
   This scheduling aims to arrange students bench with distances from normal

capacity for 28 students to be 14 students each classroom. The schedule is divided by odd and even attendant list numbers.

9. Implementing online and offline learning.

   Odd number students will study offline at school on Monday and Wednesday. Meanwhile, Students with even number will study offline at school on Tuesday and Thursday. On Friday, all students study online via Zoom cloud meeting application. When odd students are learning offline at school, even students are learning online at home, and vice versa. Offline learning is conducted by the teacher after online class finished.

10. Offering approval Letter of participating offline learning from parents.

    To conduct offline learning, school must have permission letter from parents about allowing their children to participate offline learning at school.

Conclusion

Based on a policy from Minister of Education and Culture Number 4 of 2020, Bahrul Maghfiroh Elementary School in Malang City conducts online learning. In semester 2 academic year 2019/2020, online learning uses WhatApps group application. After participating the training for Making Online Learning Media organized by Malang City Educational and Cultural Office in semester 1 academic year 2020/2021, online learning uses *Zoom cloud meeting* application, *Google Form, Google Classroom,* and *Google Meet.* In addition, the teachers make power point slide and learning videos. Based on the Joint Decree (SKB) of 4 Ministers and the regulation from Mayor of Malang city Number 15 of 2021 regarding the implementation PTMT, SD Bahrul Maghfiroh uses blended learning which is a combination of online and offline learning.

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Marketing Strategy and Repurchase Intention

Nur Aliya Nabila Zsalzsabil[1]

Introduction

The role of information technology and communication in the purchasing process grows continuously, expectations of consumers also increased, forcing the company to take action by quickly. Since the beginning of the Industry 4.0 era, it has predicted a change in the way of interaction between consumers and sellers, driven by the new global use of technology and the emergence of new efficient retail business models [1]. Changes in the business transition process from conventional to digital forms that are currently happening causes companies to think of strategic steps to make the new business processes in them sustainable. One of them is by utilizing technological developments in the industrial era 4.0 which changes the way work is done from conventional methods to digital technology by utilizing e-commerce via the internet [2].

With the development of the Internet rapidly, online shopping increases and becomes popular in the world of shopping. The percentage of consumers involved in online shopping and income also showed a significant increase. The growing demand for online shopping has been accompanied by increased competition among emerging virtual companies and many traditional retailers who have used the internet as a convenience-oriented channel. Therefore, business people must clearly understand what is meant by service convenience. Understanding of the convenience of business consumers can be used to increase customer satisfaction so that there is a repurchase to consumers [3]. To stay competitive, marketers need to integrate digital technology into marketing campaigns and gain skills in using technology. The use of technology is the main source of competence and ability [1].

The company can implement communication marketing in the real and virtual space separately. The most common marketing communication tools are in fact various types of advertising, public relations, sales promotion activities, personal selling, trade shows, direct marketing. Virtual environments are now the most relevant specialized tools such as search engine optimization (SEO), SMO Promotion, social media marketing (SMM), banners and contextual advertising, forums, webinars, virtual exhibitions. The mar-

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keting communications tool is involves integrated development of the media mix. Using the same IMC media programming of various types (TV, press, radio, outdoor advertising, Internet, etc.) makes it possible to minimize marketing costs and increase the effectiveness of campaigns to promote a variety of products and aspirations, particularly in industrial markets [4].

Discussion

Industrial Revolution 4.0

Industry 4.0 generally features applications for using robots in industry and production, artificial intelligence development, and big data. This change, also known as Internet of Things, Internet of Everything or Industrial Internet, is being characterized by four differentiating features from the previous industrial revolution: Cyber-Physical systems (CPS), Big Data and Digital Information Exchange, Smart Robots and Digital Industrialization. [5]. Industry 4.0 is all about monitoring and controlling machines and equipment in real time by installing sensors in every production process. The terms commonly used to describe Industry 4.0 are Cyberphysical Systems (CPS), Bulky Data, Cloud Technologies, Internet of Things (IoT), Intelligent Factory, Intelligent Product, Internet of Services (IoS), M2M (Machine-to-Machine), and Artificial Intelligence (AI) [6].

Industry 4.0 aims to build an open and intelligent manufacturing platform for the application of information in industrial networks, bringing innovation in business models. Industry 4.0 is one of the most important leaps in industry and the global economy Industry 4.0 makes full use of emerging technologies and the rapid development of machinery and equipment to meet global challenges by improving industrial processes [1]. The impact of the internet industry requires companies to design or build the right business model. The industrial revolution 4.0 has had a major social and economic impact. Many innovative products and competitive products emerge through research and development platforms, marketing, sales and distribution, so that they can quickly improve quality, price, goods and services [7].

Repurchase Intention

Repetitive purchase is crucial to the success of the company. Consumer retention is a way to build a competitive advantage in the market. Repurchase intention is the process of a person buying goods or services from the same company and the reasons for repurchasing are mainly based on past buying experiences. Consumers develop a strong intention to repurchase if they find value (both utilitarian and hedonic) and satisfied with previous purchases [8]. Repurchase described as the real action of consumers in the purchase or re-use of products or services. Once a consumer buys an item, it has

the potential to repeat the purchase. This means that consumers repeatedly consume similar services or products from similar sellers. Whereas repurchase is an actual act, repurchase intention indicates a consumer's decision to engage in a future activity with a retailer or supplier [9].

Repurchase intention is often considered as one of the factors that can measure consumer loyalty to a company. Therefore, it is important for companies to formulate and implement several strategies to ensure that their customers engage in repurchase behavior. B M any companies strive to maintain consumer them by persuading them to engage in repurchase rather than attract consumers new, who can spend a lot of money for the company [10]. Repurchase intention is the subjective probability that an experienced consumer will continue to buy the product from buying the product / service again from the same company. The intention to repurchase is different from the intention to buy the original (first time). The viability of e-business is also highly dependent on the consumer's shopping experience on online platforms [11].

Shopping satisfaction is an important determinant of repurchase intention. However, the relationship between shopping satisfaction and repurchase intention is complex. The repurchase intention also represents the attitude of the consumer loyalty aspect. K arena intention to buy back associated with the repetitive purchase and making recommendations, the intention of buying back as an important determinant of loyalty of consumers [12]. Conceptually, the repurchase is an actual action, while the intention of buying back shows the decision of consumers to make purchases in the future by retailers or suppliers alike. For marketers, this repurchase intention is of particular concern to them, because repurchase intentions can arise due to the impact of previous buyers. If the perception of price, experience, brand and satisfaction is not in line with what buyers have paid and what they have received, then repurchase intention tends to be at a lower level [13].

Customer Trust

Consumers trust play a fundamental role in protecting bond long term with the company. Trust arises when there is certainty in the offer made by a company to its customers. Generating trust can be done by honest communication between consumers and companies. The uncertainty of offerings from the company will have a negative effect and have the potential to fail to gain long-term consumer trust [14]. When shopping online, trust is a factor that influences consumers in making decisions because of the risks that will be obtained when shopping online. The risks that consumers can perceive start from financial risk, product risk, concern for consumer privacy and security [15].

Belief is a powerful tool in marketing plays a pe r an important in e-commerce, in contrast to the traditional sales confidence in e-commerce is based on the trust of consumers. Trust is considered a major factor in the success of e-commerce and its influence on consumer loyalty [16]. Trust is the willingness of one party to risk the actions of another party based on his expectations by taking certain actions that, regardless of the ability to monitor or control the other party. Consumer who believe e- commerce particular to recommend it to other consumers. Therefore, existence of a positive relationship between trust, commitment, and by word of mouth [11].

Consumer trust plays an important role in fostering the bond between e-commerce and consumers. Trust produces consumers who continue to maintain a committed relationship with the brand. Consumers with high trust tend to develop strong relationships with companies. Social exchange theory states that consumers tend to interact with e-commerce that they trust. Consumer engagement enhances positive relationships and exchanges between consumers and service providers, which enhances their relationship of trust. Consumer involvement can increase consumer confidence. High-involvement consumers tend to maintain a bond of trust with the seller. Therefore, consumer engagement positively increases consumer confidence [17].

Customer Satisfaction

Satisfaction is the result of feeling happy or disappointed from consumers by comparing the perceived value and expectations of consumers. Satisfaction is a pleasant consumer response because of the company's fulfilment [18]. Consumer satisfaction can make e-commerce survive in a competitive environment. Consumer satisfaction can be achieved when there is ease of use and usefulness felt by consumers and affects their loyalty. Hedonism (sense of pleasure) is also considered a factor influencing satisfaction and loyalty. Satisfaction has two perspectives. On the one hand, satisfaction is a predisposing affective that because of economic conditions, for example, the volume of profit margins and sales are obtained. On other hand non psychological factors such as ease-circuited a n or e-commerce that fulfils the promise of his to consumers [16].

Consumer satisfaction in online transactions can be interpreted as consumer evaluations of the products and e-services offered by e-commerce in meeting consumer wants and needs. Website quality is considered as one that affects consumer satisfaction while the result will lead to trust and repurchase. Dimensions of service quality are appropriate information, transaction capability, and response time [19]. Based on a marketing research, availability of e-service on e-commerce will helps consumers make the processing of online shopping quick and responsive will influence the consumer decision-making

and also affect customer satisfaction. E-service relates the quality of shopping sites to their ease of use and perceived value (shopping convenience, web site design, informative web site, security, and communication). Unfulfilled all the aspects of a right boost buyer and customer satisfaction [15].

Consumer satisfaction is considered important to the success of any company, because the goods or services produced by the company are intended to meet the needs or desires of consumers. Consumers are satisfied when the goods or services meet the expectations of her, and consumers are not satisfied when the goods or services do not meet the expectations of consumers. Satisfaction as an attitude that is also believed to affect the intention to buy [8]. Consumers' satisfaction has a positive impact on the profitability of the company and if there are more consumers who are satisfied with the performance of the product or service, then most likely the consumer will make the purchasing activity again with the company, so that the positive effect on the profitability of the company, both in the short to medium term, as well as in the long term [10].

Perceived Website Quality

K Quality of Web in the feel of consumers as an evaluation of consumers against web site features that meet the needs of consumers, which reflects the benefits of the web site as a whole. The four dimensions of perceived Web quality are technical adequacy, content quality, specific content (services), and perceived quality. Quality of Web perceived by service content user (consumer online) about the service consumer and privacy based interface and functionality of the website [20]. Perceptions of consumers on web sites quality is based on the features on the web site that addresses need and impress consumers superiority total web sites such. Website quality is a multi-dimensional construct [21].

The website site online shopping is very important for businesses, and consumers with website innovative features that are growing rapidly. Therefore, companies should develop high-quality websites that provide better online experiences to attract and retain their customers in the market [22]. K Quality of the website is the driving factor of trust of consumers in general. WebQual is designed to evaluate and operate website quality measurements. K Quality of websites have relevant dimensions related to: (1) the quality of information as an area in ti study SI, (2) the interaction and service quality of the timer ran, e-commerce, and service SI quality research, and (3) asp oak usefulness of field of Human Computer Interaction. The three main dimensions of e-commerce website quality according to the WebQual 4.0 model are usability, information quality, and service interaction quality [23].

The dimensions of website quality can be classified into several categories such as information, security, ease of use, enjoyment, and service quality [24]. In e-commerce, transactions between buyers and sellers are usually done on a website. Website functions and features can be categorized into three phases: presales, online sales, and post-sales. To reduce buyer search costs, websites attract buyers by providing some information (such as information regarding products and prices) at the pre-sale stage. The online selling stage includes the buyer's electronic buying activity, where orders and invoices are placed electronically through the facility of the seller's website. Buyer service, delivery, and troubleshooting occur during the post-sales stage. The extent to which these three phases of e- commerce can be achieved effectively depends on the quality of the website [25].

Technology Acceptance Model

Technology Acceptance Model (TAM), which was introduced by Davis (1986), is one of the most widely used models to explain user acceptance behavior. This model is based on the theory of social psychology in general and the Theory of Reasoned Action (TRA). Based on the TRA that beliefs affect attitudes, which lead to intentions and therefore result in behavior [26]. T AM main it is focused on two streams. namely [15]:

- The first attempt was to replicate TAM with other technologies, longitudinal situations, and research settings, to verify whether it included a minimal model.
- Another stream compared TAM and its origin, TRA, to investigate whether TAM is distinguishable from TRA, and whether TAM is superior to TRA.

The purpose of this model is to explain and predict the acceptability of an information technology, analyze and explore the factors that affect the acceptability of an information technology. TAM shows that perceived usefulness (PU) and perceived ease of use (PEOU) are two factors that can influence attitudes. According to TAM, behavioral intentions have a positive and substantial effect on actual behavior [27]. In the TAM model, there are two relevant factors in computer usage behavior, namely usability and ease of use. Davis defines perceived usefulness as the prospective user's subjective likelihood that using a particular application system will improve his work or life performance. Ease of use (EOU) can be defined as the degree to which potential users expect the target system to be effort-free [28].

Some factors affecting the acceptance and use of technology, TAM, on beliefs, attitudes, and behavior, indicating that the perceived usefulness and perceived ease of use physics predicts p and the actual behavior. Basically, TAM captures the overall attitude of users towards online technology. Davis (1993) hypothesized that a person's attitude toward technology use is a func-

tion of two beliefs: perceived ease of use and perceived usefulness. Perceived ease of use is the extent to which a person believes that using the system will require minimal effort, whereas perceived usefulness is the extent to which an information system improves work performance [29].

Loyalty Program

Consumer loyalty is very important for companies, where consumers are willing to buy, pay more, and play a role in word of mouth promotion [30]. Loyalty programs are designed to increase customer satisfaction and commitment. The effectiveness of the application of the loyalty program is measured by the achievement based on the level of customer satisfaction. The existence of a loyalty program will provide benefits or perceived value as a sign of appreciation for consumer loyalty to the company. The benefits of loyalty programs can be divided into two, namely strong and weak benefits. Strong benefits are monetary benefits such as rebates, special discounts and coupons. While the weak benefits are non-monetary benefits [18].

Loyalty programs consist of an integrated system of marketing actions and marketing communications that offer rewards that are either tangible (for example, discounts, vouchers or gifts) or intangible (for example, personalized services, status, or information). Loyalty program helps encourage the perception of value, which directs consumers to register and keep using the p rogram loyalty, and strengthen the purchasing behavior and hub Ungan them with the company [31].

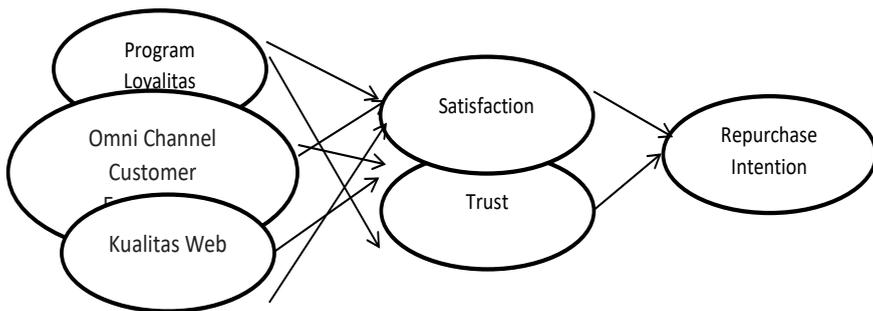**Proposed Model**

Figure 1. Proposed Marketing Strategy Model to Increase Repurchase Intention (Hofman-Kohlmeyer, 2016 ; Safa, 2016; Hsu and Viu, 2019; Hendriyani and Chan, 2018)

In recent years, the role of the Internet in business has been widely recognized, especially when it comes to selling products through e-commerce. U marsh to increase purchase intention of the first to hold various types

of programs loyalty that is the reward system and virtual communities. The reward system provides financial benefits to consumers. The shape is based on the refund, for each purchasing eligibility. Awardee program has caused increasing sales in a short. Virtual communities refer to social aspects, such as online discussion panels regarding product or service issues. Loyalty program can begin to use Facebook, Twitter and LinkedIn for marketing purposes where companies communicate with consumers about offers and promotions [32].

Intention to buy the consumer will arise when all customers enjoy, me feel the benefits and convenience of online purchases. Consumers will be satisfied and when guaranteed security spending, clear the shopping process, the system of payment and virtue reliably good, consumers will have confidence. Finally, electronic trust and electronic satisfaction lead to electronic repurchase and loyalty formation [16]. Perform a comprehensive identification of site quality from the pre-purchase period, including usability, product data, order data, and consumer personal information protection, to the post-purchase period, including shipping, buyer support, implementation and replacement policies [33].

Increased repurchase intention can also be done through omni-channel marketing which refers to a brand strategy that integrates all different channels and uses together, such as showrooming and webrooming. Management omni-channel as synergistic management of the various channels available while the contact point consumers are meant to optimize the experience of consumers, and performance across all channels [34]. Omnichannel has an affect consumer confidence and intentions of customers in omnichannel.

Conclusion

The process of business transition from conventional to digital forms makes many companies think of strategic steps to make the new business processes in it sustainable. One way is to take advantage of technological developments in the industrial era 4.0 which changes the way work is done from conventional methods to digital technology by utilizing e-commerce. The use of e-commerce technology as an alternative solution in innovating with a marketing strategy aims to capture potential market potential so that it raises the attitude of repurchase intentions from consumers. Business development can also be done through improving the quality of the web, including pre-purchase until the transaction is completed by paying attention to aspects of usability, convenience, and security. Efforts to increase repurchase intention can be carried out by various types of loyalty programs such as reward systems and

virtual communities. Increased repurchase intention can also be done through omni-channel marketing.

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Is the Stock Market in Egypt Moving with the Wind or Holding in Place? During COVID-19

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Introduction

The 2008 financial crisis is regarded as the most severe crisis that the international economy has faced since the era of the international slump (1929–1931). In reality, its impact is felt not only in the industrialized nations, but also in emerging countries like Egypt, where economic openness has a detrimental impact on their economy. However, this is all changing. In December 2019, a major outbreak of coronavirus crisis began in Wuhan China, i continued to spread around the world, with over 185 million verified cases globally. Since the start of the pandemic, Egypt has recorded 282,257 positive cases and 16,284 coronavirus-related fatalities, now The average number of new infections recorded each day in Egypt has dropped by more than 500 in the prior three weeks [9]; [12].

COVID 19 has expanded fast as a result of globalization and greater integration of the international economy, impacting all advanced nations, including Americans and Europeans, as well as developing ones, [11] illustrates that illnesses may kill individuals from any social and economic category in any culture if they are caused by overpopulation and poor public health in underdeveloped countries, like the country we are discussing about Egypt.

This prompted governments all around the world to instruct their citizens to limit their regular activities for an extended length of time. To prevent the spread of the disease, the country's export and import operations, as well as all foreign flights, have been temporarily halted, this series of actions taken to avoid the COVID-19 results in a decrease in cash flow among the people, as well as a lack of import and export, which causes the majority of companies to lose material sources and labor for normal operations, and also completely eliminates the major source of foreign currency income through tourism.

The majority of foreign investors shift their investing strategy away from equity and toward gold and other commodities. As a result of COVID-19, the stock market has taken a significant hit. The average price and total traded amount of the Indian stock market have been impacted by COVID-19

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[4]. The Egyptian Stock Exchange has taken the lead among regional stock exchanges in developing a range of indicators meant to assess market performance based on liquidity rates and investor demands [5].

The COVID-19 epidemic has caused massive and disparate stock price fluctuations. The S&P 500 plummeted 34% from its peak to its low in the first quarter of 2020, while exchanges in Brazil, Hong Kong, Italy, and Japan witnessed high-low losses of 46%, 25%, 42%, and 31%, respectively [3]. As a result, this article will analyze whether the Egyptian exchange market has suffered from the epidemic or if it is still thriving

Literature review and Discussion

They tries to analyze the impact of the COVID-19 spread on Egyptian Exchange sectorial indexes from March 1, 2020 to May 10, 2020 According to the findings, stock market sectors appear to be more sensitive to cumulative daily deaths than to new daily deaths, and to new cases more than cumulative cases [5].

Using the universe of S&P1500 businesses [6]. Investigates the influence of COVID-19 on stock market behavior during the March 2020 crisis. The findings illustrate that, natural gas, food, healthcare, and software companies generate significant positive returns, but equity prices in the petroleum, real estate, entertainment, and hospitality industries plummet dramatically [8].

They Tries to explore the impact of COVID 19 on various sectors of the Indian economy, as well as assess risk and returns during the pandemic period while evaluating volatility for this purpose, the closing stock prices of the BSE SENSEX and many other sectorial indexes have been obtained from December 2nd to April 28th, 2020, The data show that the average return for all sectorial indexes was negative over this time period. Automobiles, metal industry, public sector undertakings, real estate, industry, and capital goods industries are among the sectors that have been heavily hit. The results show an increase in volatility in the Indian stock market [7]. The author investigates the financial market's reaction to the COVID-19 using daily COVID-19 confirmed cases, fatalities, and stock market returns data from 64 nations from January 22, 2020 to April 17, 2020, the study discovered that stock markets reacted unfavorably to the increase in COVID-19 confirmed cases [2].

The study aims to look at the consequences of Coronavirus spread on financial markets; the spread of the Coronavirus has been quantified in terms of cumulative cases, new cases, cumulative deaths, and new fatalities. This was applied on a daily basis to the poorest six countries from March 1, 2020 to April 10, 2020, According to the findings, stock market returns appear to be more sensitive to Coronavirus cases than fatalities, and to Coronavirus cu-

mulative indications rather than fresh ones. Furthermore, the robustness test supports the detrimental impact of Coronavirus propagation on stock market returns in China, France, Germany, and Spain. These impacts, however, have not been proven for Italy and the United States [1].

The study tries to analyze the impact of the 2020 Covid-19 global spread on GCC stock markets during the research period, results there were substantial variations in the stock market indexes. Furthermore, it appears that stock market returns are sensitive to new Coronavirus fatalities [1]. Investigates the impact of the COVID-19 pandemic on six different stock markets the findings demonstrate the impact of the COVID-19 epidemic on dynamic conditional correlations. From 2005 to 2019, the Chinese and Turkish stock markets weakened, while the epidemic resulted in a 20% increase. Some other market pairings are down by about 10% [10].

Conclusion

As evidenced by prior research, whether you live in a developed or undeveloped country, you will get bitten by Covid-19. As expected The Egyptian Stock Exchange (EGX) has seen ups and downs since the beginning of 2020, particularly in the two major indexes EGX100 and EGX30, which caused the EGX to stop trading for half an hour on March 1, Because of the COVID-19 (coronavirus) outbreak, the EGX began the week in the red owing to Egyptian and Arab selling, registering losses of $31.98 billion in market capitalization, with a decrease of more than 6% for both the EGX 30 and EGX 100 indexes.

Nonetheless, the EGX began to rebound on March 2 and has managed to make up for its losses. In reality, the EGX's performance deteriorated in February, with a 5% drop in market capitalization and a $29 billion loss. An additional reason for the bad performance of EGX the drop in the value of the US dollar versus the Egyptian pound, which limited the opportunities for firms listed for exporting.

Also imposing taxes on traders and transactions harms session performance because it compels traders to endure financial constraints at a time when the market is experiencing poor economic conditions on several levels. Although it can be seen that only Covid-19 harm the market but in fact it was only one reason that show what market can recover fast and what market has a serious problems that need to be fixed. My suggestion Egypt must take advantage of this scenario to boost indigenous production in order to replace imported goods. This will invigorate the market, generate new employment, and, as a result, attract new investors to the EGX.

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Social Media as a Determiner of Purchase Intentions in The Era of the Industrial Revolution 4.0

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Introduction

Term development of the technology at the time when it is more commonly known as the era of revolution industry 4.0. The principle basis of revolution industrial 4.0 combines engine, the flow of work and Sistem that implement the network smarter. The industrial revolution 4.0 presents various kinds of technological developments for implify all activities. The behavior of people who are more happy with the use of technology to fulfill their needs with all convenience is one form of the flow of the industrial revolution 4.0 era [1]. The emergence of the Internet has created the opportunity for companies to increasingly competitive because of the internet to give customers a wide range of convenience means that convenient more quickly, and more inexpensive to do some buying [2].

According to [3] The development of technology that is rapidly going to encourage changes in the behavior of society and improvement needs and will encourage the change and the creation of opportunities of business and work new. Changes and opportunities business that is just driven by the development of the internet. Opportunities are realized by the perpetrators of the business to take advantage of the Internet in the process of doing business and the use of the Internet for the convenience of the business will continue to experience growth, ranging from the exchange of information is electronically to the same practice strategy of the business, marketing, sales to service consumers.

The trend of online shopping and digital marketing is a business opportunity to take advantage of the era of the industrial revolution 4.0 [4]. Online shopping or activity of shopping online into a style of living just for the internet which eventually opened the opportunity for the transaction to sell and buy. The increase in online shopping interest is also affected by the COVID-19 pandemic. Based on the survey [5] penetration of the Internet in 2019 to 2020 amounted to 196.71 million inhabitants of the total population

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of 266.91 million inhabitants population of Indonesia, or by 73.7%. The magnitude of the number of users the Internet that could be the opportunity that good to do the transaction of business is online. But in the survey [5] of men unjukkan if the internet in terms of shopping online is only 1.3%, while for 51.5% is to play social media, it is necessary a model of an increase in intention to buy back the consumer.

Discussion

Intention To Buy Back

Suryana and Dasuki (2013) mentions that the intention to buy back is the tendency of the behavior of purchase of the consumers on a product and service that is performed by repeating the period of time specified and are active liking and have the attitude positive towards a goods and services that, based on the experience that has been done in the past. Customers loyal impact directly on the success of a company that is determined by the intention of the customer to buy back [7].

Research [2] states that the factors deciding the main intention of buying back in line are: the value of profits, ease of use are perceived, the perception of usefulness, the reputation of the company, security privacy, trust, reliability, and usability. While the research [8] shortly showing that the quality of the web (comfortshop, the design of the site, information usability, security of transactions, the system of payment, and communications customers) can affect the intention to buy back, so it can be mentioned that the quality of the web could be a factor that is very important to improve intention to buy back in perspective of the customer.

Customer Trust

Build trust is unbelievably important because trust is the key to the sustainability of life brand in a period of time which is long, the trust will build the perception of the consumer is the brand that has the integration, competency which will affect the physics p and behavior [9]. For customers online, conduct transactions with vendors are online will consider the uncertainties and risks when compared with the transaction sale and purchase is traditional. Buyers are given the chance that a bit to know the quality of the goods and conduct testing on a product that is desired through web which provided the vendor [10]. While the study [11] showed that the confidence of customers impact positively on the interests of purchase reset.

Customer Satisfaction

In a few decades past, the satisfaction of the customers always become the focus of attention of academics and practitioners of marketing, the atten-

tion that comes from a philosophy which states that to achieve the success of the company depends on the ability of the company to provide what are desirable customers. Research [11] shows that the satisfaction of customer impact positively on the interest in buying birthday. Factors that affect the satisfaction of customers in online shopping and have the influence of the most powerful and can be used as indicators of satisfaction are attributes of suitability information with the purpose, the function of private messages, interactivity features to achieve the goal, the projected image in accordance with the site and the security of transactions [12].

Research [13] shows that the intention to buy the most dominant influenced by satisfaction. [14] showed that the perception of consumers towards ethical retail online (security, privacy, do not exist fraud, reliability, and recovery services) is predicted for the satisfaction of consumers online. To satisfy customers online and attract them to buy the website must control the condition of the stock to facilitate customer ordering it online, send the right time, ensuring that the description on the website in accordance with the physical product, and offer support to customers with questions [15].

Quality Website y ang Perceived

Tatang and Mudiantono (2017) revealed that the dimensions of web quality are divided into five, namely; information, security, convenience, comfort and quality of service. Research [11] shows that the quality of the web give effect to the interest in buying birthda. [8] showed that the results of empirical analysis confirmed that web quality can be conceptualized as a combination of six dimensions : shopping convenience, site design, information usability, transaction security, payment systems, and customer communication. Then it can be said that the quality of the web are perceived customer into things that are very important to improve the intention to buy back in perspective of the customer.

Dimensions other than the quality of the web that is felt is the security, quality of service, appearance visual, price, image of the brand, and ease of use, the dimensions of the ease of use of the website influence directly and positively to the intention to buy back, while security, quality of service, the display visuals, price and the image of the brand to give effect positively not directly against the intention of buying back (Pham and Nguyen 2019) and [18] indicate bring quality web site is believed to have an impact on the intention to buy again.

Technology Acceptance Model

System theory (method) is designed to explain how users understand and feel the benefits of using an information technology [19]. The technology

acceptance model is based on 2 perceptions, namely the perceived usefulness and perceived ease of use. Perception of usefulness is focused so that the technology that is prepared can be used for a purpose that is beneficial. Research [20] shows that perceived usefulness and perceived convenience have a positive and significant effect on purchase intention.

One of the technologies that can be adapted is social media marketing is a model of marketing that uses social media as ingredients, and focuses on improving the parts of marketing such as content-content companies and relationships with consumers [21]. The delivery of marketing communications through social media is assessed through the 4Cs, namely; context, communication, collaboration and connection. Wijaya (2020) showed that the revolution industrial 4.0 bring innovation disruptive that gave rise to the opportunities the market new and shifting markets that already exist, things have to be addressed companies to develop hybrid store, channel omni channel, click and collect, drive-through, virtual store corner, self - checkout, scan & go, showrooming, NFC, and dynamic price.

Loyalty Program

Getting the loyalty of customers is the goal of marketing, and various programs loyalty intended to achieve the objectives of the. Companies need a relationship that is good to the consumer, one of them through the program loyalty. Dealing with things that, the company can design a program of loyalty that is appropriate for its customers. Program Loyalty This will greatly help the company to retain customers, improve quality and maintain that customers are not tempted by the offer that was given competitors the other [23].

Various loyalty programs according to [25] are shopping partner programs, gift redemption, insurance protection, member's day, magazines, gift vouchers and special prices. [26] showed that research on consumer Southwestern not necessarily predict the behavior of consumers Eastern, studies show that consumers East in general have a loyalty that is much higher than the consumer the West. Can be concluded that the program of loyalty that is done every company is different in accordance with the target customers.

Social Media Content and Collaboration

Based on the survey [5] shows the internet in Indonesia in the year 2019 to 2020 is very large, namely 73.7%, 51.5% is used for the purpose of playing social media and only 1.3% are used to shopping online, the data that becomes an opportunity to utilize social media as an increase in interest in buying the consumer, the authors propose a model of for an increase in the intention to buy back consumers in an era of rovolusi industr i 4.0 through content and collaborative social media.

The author proposes a model of for an increase in the intention to buy the consumer in an era of revolution industr i 4.0 and future pandemics is that through social media with the dimensions of content and collaboration. Needed some factors that should be considered:

- Design content; design background, the selection of colors and layout of content
- Current events; presents news about events and phenomena that were taking place. With such content are made to be read by Google and allows users of social media visiting the account we and embed links for consumers to buy.
- The reading experience; pay attention to layout and fonts are used so that the content remains legible with good and effortless.
- Timing; content uploaded on the current prime time social media.
- Tone; match the content to the target.

In its use, celebrities are more credible than non-celebrities, both in terms of physical appearance and non- physical characters make advertisements more attractive and liked by consumers [30]. Matters of things that should be considered in selecting a celebrity endorser is : source credibility (expertise and knowledge of celebrities on a product), source attractiveness (looks physically the better), the source of power (the charisma of a celebrity). The combination of content and collaborative social media can be done by utilizing the features of broadcast directly with the celebrity endorser of the available social media, the features are very effective because more saving time and cost in terms of promotions to increase the intention to buy the consumer.

Proposed model of an increase in the intention to buy the above is in line with several studies such as [31] showed that the content and collaborative social media influence positively and significantly to the intention of buying back. [32] showed that the content that is contained in social media can increase the confidence of customers who subsequently will increase the intention of purchase back. The strategy of social media effectively to give effect to the pen guatan intention of buying back [33].

Conclusion

Internet user in Indonesia are growing rapidly requires the marketer to be able to develop the potential of them in terms of maintaining the customer. Number of users the Internet to play social media is the most substantial in number, things are becoming an opportunity for marketers to get the consumer as much as possible and retain consumers that already exist. Studies have demonstrated to provide contributions thinking about a model of an

increase in intention to buy back the consumer that can be used by marketers in addressing the changes that fast in the industry 4.0.

Anal i sis starts from an understanding of the revolution industrial 4.0 which involves a change systematically in many sectors and aspects of life of human beings, then analyze the intention to buy back from the consumer online, build trust and satisfaction of customers, evaluate the quality of web sites and models of acceptance of technology the most and create a variety of programs loyalty to get consumers are loyal. The author proposes a model the increase in intention to buy back in the era of revolution industrial 4.0 through social media with a focus on the content of social media and collaborative social media.

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Moving Forward: Problems of Teacher Professional Development in Indonesia's Underprivileged Regions

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Introduction

Rapid technology development to facilitate human interaction is inevitable during the past decades [1]. It covers various life aspects including education. The massive use of Information and Communication Technology (ICT) have shifted the practice of traditional learning into a more modern method [2], [3]. The use of face-to-face learning (offline) is no longer dominating, replaced by the practices of blended learning (mixed between face-to-face and online) or full online learning [4], [5]. However, much documented educational research states that teachers of underprivileged regions did not report the effectiveness of online learning [6], are still hampered by the information and communication technology (ICT) issues [7], and hardly implement the best practices reported in the literature [8].

Aside from teaching and learning practices, these teachers face difficulties to develop professionally. The large-scale national mandatory professional development (PD) programs is often designed following the conditions of teachers in developing and developed regions [9], [10]. Teachers in underprivileged regions experienced hardships to translate what they have learnt into practice because the given skills and knowledge do not fit their needs [11], [12]. There is a need to explicate the conditions of these teachers, and the importance of situation-fit mandatory PD that responds to these teachers' needs.

This chapter explicates the central role of mandatory PD program in Indonesia, and problems of teachers residing in the underprivileged areas. Implications toward mandatory PD based on teachers' conditions are discussed.

Discussion

The importance of mandatory PD in Indonesia

Teacher PD programs are termed differently in the literature, such as teacher training, professional learning, in-service training, staff development, and teacher learning [13], which comes in mandatory and voluntary forms.

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Mandatory PD refers to teacher learning programs in the forms of workshops and seminars, which position teachers as passive participants with minimal interaction to support their learning [14]. It has been largely documented that mandatory PD results in little impact on teacher learning [15], [16] because teachers often reported that they felt pressured [17] in activities that were poorly managed [18] that do not fit their learning needs [19].

However, mandatory PD remains implemented in particular regions due to limited resources for teacher learning, and the absence of teacher motivation to develop independently [20]. Study shows that teachers are not interested on PD programs that are not conscripted [21] or not rewarding them with the career advancement opportunity [22]. These are particular cases in Indonesia, especially in underprivileged regions, because teachers are hampered by limited learning resources and support [23]. Moreover, regional authorities did not have the capacity to run local PD program activities [24]. Mandatory PD plays a critical role where teachers can deepen their content knowledge and develop new skills to keep up with the teaching standards set by the government.

In performing its central role, mandatory PD should be highly-structured, while taking into account learning sources that can be accessed by teachers [20]. Among the proposed structures are the five critical features [25] of an effective PD program where it should apply: 1) content focus (offering cognitive and pedagogical content knowledge); 2) active learning (offering opportunities for teacher interaction); 3) coherence (align with teachers' beliefs and national reforms); 4) duration (delivered over a specific amount of times while equipped with monitoring and evaluation); and 5) collective participation (gathering teachers of the same background). All of these accounts should act as precursors to the sources of efficacy information [26] that include: 1) mastery experiences (teachers' past accomplishments); 2) vicarious experiences (building confidence by looking after a role model); 3) social persuasion (verbal interaction within supportive environment); and physiological state (physical and psychological conditions). In an underprivileged region, mandatory PD that incorporates the five key features [25] while responding to four sources of efficacy information [26] is effective to improve teacher self-efficacy beliefs [20]. These beliefs are critical to impact teachers' classroom behaviours [27], which will ultimately impact student learning as an end-user, aligning with the goals of every PD program.

Problems of teachers in the less privileged region of Indonesia

Indonesian teachers working in underprivileged regions experienced similar problems where they do not receive skills and knowledge that fit their surroundings [10], [23]. The national-scale mandatory PD is designed fol-

lowing teachers' needs in big cities where the given contents do not adapt to regional teachers' condition [28], [29]. However, it is noteworthy that educational research needs to take into account teachers' condition as different contexts and cultural conditions likely require particular solutions. This is important because various cultural and contextual conditions may affect teacher learning and classroom performance [30].

Among the conditions that can be incorporated into the study of mandatory PD are teachers' gender [31], [32], age [33], academic qualifications [34], years of teaching experience [35], employment status [9], [36], and certification status [37]. In mandatory PD, teacher demography moderates the effectiveness between the program structure and effectiveness. It is documented in India [38] and Indonesia [20] that female teachers benefited more than their male peers in mandatory PD. These findings highlight that teachers of similar regional characteristics (e.g. underprivileged regions) report similar experience upon completion of a mandatory PD despite their countries of origin. This should inform mandatory PD facilitators that similar impacts generated from teacher demography, regardless their regions, may serve as the bases for the development of program design.

Moreover, the literature has documented the effectiveness of teacher PD programs that gather teachers of similar background [25]. PD programs' participants of same subjects, grades, schools, districts, or years of teaching experience [39] will have more meaningful interaction and discourse during a PD program [40]. In this case, mandatory PD that targets participants of similar backgrounds offer more spaces to discuss particular concepts, practices, and problems in common, providing teachers with activities that are more authentic and pedagogically relevant to their daily responsibilities [41]–[43]. Teachers can share past experiences and best practices in the environment that accommodates their similarities, which makes it more applicable [44].

Conclusion

This chapter has elaborated that the New Normal Era highly considers online learning as fundamental aspects to build a new, progressive civilization. Limited physical interaction has enforced people to depend on different ways of living, which are indispensable from technical support, such as electricity and internet access. However, not all people are ready for the full virtual implementation as they are living in underprivileged regions. The stakeholders are in charge to craft the implementation of mandatory PD that can be adapted to these regions by taking into account the key features of effective teacher PD programs along with teacher demography.

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Increasing Repurchase Intention in The Revolution 4.0 Era in The Covid-19 Pandemic

Siti Anisah Rahmadinah[1]

Introduction

The development of technology and information makes the internet one of the media favored by the public. As of the second quarter of 2020, the number of internet users has reached 196 million out of a total of 266 million Indonesians. This APJII survey shows how the existence of the internet has greatly dominated considering the convenience provided to consumers to carry out various activities such as searching for information, communicating and as a means of shopping. The growth of internet use in Indonesia mostly comes from young people who are dynamic Indonesians living in cities urban areas such as Jakarta, as well as second- and third-tier cities such as Semarang and Makassar. In addition, 81 percent of Indonesian millennials are connected to social media such as Facebook, Twitter and Instagram [1] so that it is easier for them to get the information they need.

The increasingly fierce competition between business people, encourages business people to always try to advance their business by expanding their business network using the internet as a medium to offer their products to the public. The internet makes it very easy for business people to expand their network or market share. With the help of the internet, business people can promote products and services using advertising which is a process of communication and promotion that aims to persuade or invite people to take actions that are beneficial to the company, such as deciding to buy. Advertising became one marketing communications channels are considered effective for increasing awareness (*awareness*) community about a product and services. Thus, in choosing advertising media, marketers must be careful and observant of existing technological developments.

The development of this technology also be determined by the presence of the industrial revolution 4.0 which is the level of organization and control of the new over the entire value chain of the product life cycle which is directed towards the needs of customers who increasingly individualized. In-

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dustry 4.0 is considered quite visionary with the realistic concept *of Internet of Things, Industrial Internet, Smart Manufacturing and Cloud based Manufacturing*. Industry 4.0 concerns the tight integration of humans in the manufacturing process so that it has continuous improvement and focuses on value added activities and avoids waste [2].

The shift in the industrial revolution also requires business people to find out through *research and development* (R&D) about changes in consumer behavior patterns. Understanding consumer behavior begins with understanding that consumers decide to make *online* purchases based on strong arguments. The theory of reasoned action (*theory of reasoned action*) explained that the action (behavior) of consumers defined their intention (*intention*) is strong and the intention is determined by the attitudes and norms of social (Fishbein and Ajzen, 1975). Therefore, the consumer's intention to do online shopping is determined by the consumer's attitude towards online shopping and the social norms that surround the consumer [3]. D itambah again, the current situation in times of extraordinary pandemic changing the order of life styles and even to the smallest lines included in the patterns of consumption and shopping. Such conditions then interesting to be explored further how consumer behavior in this case refers to the re-purchase their interest in the era of revolution industr i 4.0 amid the difficult situation of the pandemic C ovid-19.

Various previous studies have suggested many model findings to increase *repurchase intention*. In the journal entitled " *Determinants of Repurchase Intention at Online Stores in Indonesia" it is* known that it displays a model of repurchase interest in the form of **E-Customer Satisfaction; Perceived Website Quality; E-Customer Trust → Repurchase Intention** [4]. **Perceived value; Perceived ease of use; Perceived usefulness; Firm's reputation; Privacy; Trusts; Reliability; Functionality → Online Repurchase Intention is** a model of online repurchase interest in a journal entitled *"Analyzing Key Determinants of Online Repurchase Intentions"* [5]. Another model is described by [6] in their journal entitled *"The effect of site quality on repurchase intention in Internet shopping through mediating variables: The case of university students in South Korea"* Known quality of the site **(Site Quality)** become an important indicator of buying interest re-besides the satisfaction and butterfly rcayaan and commitment consumer **(Customer Satisfaction; cust omer Trust; Customer Commitment) → Repurchase Intention.** Another interesting model was presented in the journal *" The Relationship between Loyalty Program, Customer Satisfaction and Customer Loyalty in Retail Industry: A Case Study "* The researcher describes that **Loyalty Program** (in the form of *Shopping Partner, Gift, Insurance, Member 's Day, Magazine Vouchers, Special*

Price); **Customer Satisfaction, Customer Loyalty** together will give a penny ngkatan re buying interest in consumer [7]. And the latter referring to the journal titled *" Does the Importance of Value, Bran d and Relationship Equity for Customer Loyalty Differ b etween the Eastern a nd Western Cultures?* "which states that several indicators of *equity* will affect the intention to be loyal or loyal. **Equity Driver** (*Value driver, Brand Equity, Relationship Equity*) → **Loyalty Intention** (moderation of cultural differences) [8] .

Discussion

Industrial Revolution 4.0

The term i ndustri 4.0 is an era of industrial revolution which is defined as a level four or more knowl- control and new on the entire value chain of products. It is aimed at improving the needs of individual customers [2]. In the development of this digital economy, the industrial revolution has become very important. In this era, the industry sort of SMEs are in the state of the business, employees and entrepreneurs who enjoy the convenience. The industrial revolution 4.0 has created opportunities through continuous breakthroughs.

In its development, the world has experienced three major industrial revolutions. The first was Industry 1.0, which began with the invention of the steam engine for the first time in an industrial sense and aimed at increasing production. This revolution was followed by Industry 2.0, which existed as a transition to mass production in the early 20th century and paved the way for profiting from electrical energy. Furthermore, Industry 3.0, where production systems are no longer analog and digital systems occur in industry. The three industrial revolutions that occurred were based on increasing productivity in production (Can & Kıymaz, 2016). As the development of information technology increases and the world changes, marketing and industry also change. Differentiation expectations and desires of customers who only buy products that exist in the 1960s an complicates the production process of the company. So, although businesses now need interdisciplinary work, they have introduced Industry 4.0, where all objects communicate and interact with each other via the internet.

Industry 4.0 is planned that all units that have a direct or indirect relationship with production will work together and imagine that software and digital data information technology will work in an integrated manner. The main objective of Industry 4.0 is the creation of smart products, procedures and processes. The main priority requirements in industry 4.0 include monitoring real-time data, having instructions to control the production process, and monitoring the status of the products involved. Industry 4.0 does

not only consist of machine communication, but also has a wider reach. It is a comprehensive process that affects a wide range of scientific fields from genetics to information technology. The feature that distinguishes this revolution from other revolutions is the interconnection of technological developments by triggering each other, acting in coordination and developing all areas under each other's influence [9].

Repurchase Intention

The intention to repurchase is a form of customer loyalty [10]. Consumer loyalty is very important for the long-term survival of the company. Repurchase intention in the context of *online* transactions is the tendency of consumers to visit websites and consider buying products or services from the same *online* store and commit to that *online* store. This repurchase intention is an attitude of behavior that benefits the company for the consequences of a sustainable purchase in the future. The measure of the success of physical stores (traditional) and *online* stores *is* also no different, namely customer loyalty is manifested by repeated purchases. Customer loyalty is very important role in the distribution channels *online*, as businesses get customers in the store o *nline* can be very great l [11].

Customer Trust

Customer trust plays a fundamental role in maintaining long term relationships with retailers. According to [12], trust is generally viewed as a specific set of beliefs related to the virtue, competence, and integrity of the other party. Customer trust implies that the goodwill of the company is not questioned by consumers, that promises made do not create uncertainty for buyers, and that communications between the parties are honest.

Customer uncertainty can imply potential service failures and negative outcomes. O leh therefore, trust becomes pentin g for a long-term relationship. Lack of trust reduces shoppers' chances of engaging in *online* shopping because they don't want to deal with vendors they don't trust. More than that, further [13] defines trust as the expectation of positive outcomes that a person can receive based on the expected actions of the other party. Trust is defined as the expectations of the parties in a transaction with any organization during the service experience and even with regard to the risks associated with the assumptions and actions of those expectations by the relevant organization.

Customer Satisfaction

Customer satisfaction in the context of *online* transactions can be interpreted as customer evaluations of the products and services offered by *online* stores in meeting customer wants and needs. Many studies have attempt-

ed to find the antecedents and consequences of customer satisfaction. In this study the quality of the website is considered as antecedents of customer satisfaction, while trust and *repurchase intention* a dalah consequences. In a previous study, [14] has revealed the dimensions of website quality that predict *online* buyer satisfaction. Dimensions of service quality based on the instruments used Loiacono WebQualTM and only produce three-dimensional significant predictors of satisfaction pe subscribe, that the appropriate information, the ability of the transaction, and the response time [4].

Perceived Website Quality

Quality *websites* are good and interesting display of course the main attraction for consumers who then bit ba a multitude of would improve estab intention belian on him. This shows that maintaining the quality of the website is very important to retain customers and their return visits, which will ultimately secure customer loyalty. Due to the dramatic growth in the number of Internet users, many studies have addressed the service quality of websites. In particular, many studies have not only examined functional aspects but also included information quality, ease of use and accessibility [15].

Even the *website* service quality has become an important issue for hotel management to attract *online* customers nowadays [16]. The perceived quality of the web as a user (online consumer) is about consumer service and privacy based on the interface and functionality of the website [17].

Technology Acceptance Model

The Technology Acceptance Model (TAM) was formulated by Ajzend and d Fishben (1980). The theory is the result of their research. This theory explains that someone in doing something driven by two factors: *behavior, beliefs* and *n ormatif beliefs.* These factors then encourage someone to have an *outcome evaluation* and *motivation to comply.* So that both of these will encourage people to behave *(a ttitude)* and Personal Norms *(Subjective Norms)* . The existence of *Attitude* and *Subjective Norms* will affect a person's attention and/or focus in *behavior* (*behavior intention*). At the end of the *Behavior Intention* will affect a person's *behavior* (*behavior)* [18]

Over time TAM was further developed [19] to examine the determinants of the use of information systems by users. These results indicate the use of information systems is influenced by interest *(i ntention)* use of information systems, in which the interest is influenced by perceptions of the usefulness of the technology *(perceived usefulness)*, and perceptions of the ease of use of technology *(perceived ease of use)* [18].

The Technology Acceptance Model (TAM) later emerged as one of the most influential technology acceptance models where there are two main factors

that influence a person's intention to use new technology, namely perceived ease of use and perceived usefulness. Older adults, who may initially find digital games too difficult to play or a waste of time will be less likely to adopt this technology, while older adults who find digital games to provide the mental stimulation they need and are easy to learn will be more tend to want to learn how to use digital games. The TAM serves as a useful general framework and is consistent with a number of investigations into the factors influencing older adults' intention to use new technologies [20].

Loyalty Program

The increase in repurchase interest can be maintained, one of which is the existence of a loyalty program (*loyalty program*). This kind of loyalty program activity is designed to increase customer satisfaction and commitment where the effectiveness and relevance of the loyalty program is measured through the achievement of a certain level of customer satisfaction threshold [21]. Loyalty programs provide members with perceived benefits or value for expressing gratitude for being loyal to the organization. In a study conducted (Bolt onon, Kannan, and Bramlett, 2000) showed that when customers participate in loyalty programs, the benefits they receive will lead to their loyalty [7].

In previous research, it was found that there is a positive and significant relationship between loyalty programs and customer satisfaction at JUSCO AEON AU2 Taman Setiawangsa, Kuala Lumpur. The findings confirm that the Shopping Partners Program, Gift Redemptions, Insurance Coverage, and Special Rates significantly affect customer satisfaction. In terms of customer loyalty, there is also a positive and significant relationship between loyalty programs and customer loyalty, in this case the object of JUSCO AEON AU2 Taman Setiawangsa, Kuala Lumpur [7].

In addition, in other studies it was found that the role of the mediating variable of customer satisfaction on repurchase intention. This finding is expected to contribute ideas related to the formation of models that strengthen the repurchase intention of online store customers. This has implications for *website designers* to design online stores that can increase trust and strengthen repurchase intentions [4].

This certainly needs to be a consideration for companies to focus on developing and innovating loyalty programs. Where with a similar program, of course, it is hoped that customers will feel more trust and loyal which will also have an impact on increasing their repurchase interest.

Proposed Model

Based on various previous studies that already exist, the author in

this case proposes a new model in increasing repurchase intentions in the Revolutionary Era 4.0 during the Covid-19 pandemic as follows: **Loyalty Program** (Voucher, Special Price, Member ' s D ay)**; Site Quality** (Design, Simplicity) **; Perceived Value** (S afety, H ygiene , F unctional) **; Customer Satisfaction; Customer Trust → Repurchase Intention .**

In this case, the author proposes *loyalty program* activities in *the* form of giving vouchers, special prices and membership privileges that will increase customer interest which further increases the desire to make repeat purchases. Next is the quality of the site in the form of an *eye catching* and attractive visual design but simple and easy to operate will create convenience in transactions. Then what has greatly increased is of course the level of *awareness* during the pandemic. So in current conditions, it is in the form of a sense of security and comfort, cleanliness and the value of functional power which will then reach the point of customer satisfaction and trust with a climax action in the form of repurchasing intentions.

Conclusion

The rapid user 's internet and the emergence of a revolutionary era 4.0 as the level or knowl- and control of the new over the entire product value chain, d IMANA industrial revolution 4.0 is intended to enhance the individual customer's needs and has brought changes to the very real and significant on consumer behavior patterns. Today the competition between business people is getting tougher, and business people are encouraged to always try to use the internet to expand their business networks to encourage business development, or in other words digitizing business lines as a medium to offer products. Coupled with the difficult situation during the Covid-19 pandemic which requires people to quickly adapt to existing conditions, including in terms of consumption and shopping, business people must quickly capture their needs and desires for the existence of their business. This conceptual article is intended to propose a new model in an effort to increase public repurchase interest in the era of the industrial revolution 4.0 during the Covid-19 pandemic. Where consumer satisfaction, a sense of customer trust, service quality including the quality of the site and web appearance, to the dimensions of *equity* and commitment will have an impact on *loyalty intent,* which in turn will have an influence on *repurchase intention*.

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An Advocacy Modification for Social Assistance Beneficiary of *PKH* to Face Covid-19 Pandemic

Stopia Wanita[1]

Introduction

Poverty is a condition of economic inability to meet the standard of average community living in an area. This inability condition is characterized by the low of income to meet the primary needs such as food, clothing, and housing. According to Gillin and Gillin, poverty is a condition when a person is unable to maintain a high enough scale of life to provide physical and mental efficiency so that it is possibly for him and his family to run their functions properly based on community standards either because of inadequate income or unwise spending. According to the World Bank (2000), poverty is a deprivation of well being, so the problem depends on the limits of welfare itself [1].

One of the social protection assistance for poverty reduction is the assistance of Family Hope Program (*Program Keluarga Harapan or PKH)*. PKH is a program to provide a conditional social assistance to poor and vulnerable families and/or individuals registered in Social Welfare Integrated Data which are processed by the Social Welfare Data and Information Center and designated as beneficiary families of PKH [2].

The objectives of PKH are:
1. to improve the standard of living the beneficiary families through the access to education, health and social welfare services;
2. to reduce the expenditure and increase the income of poor and vulnerable families;
3. to create behavioral changes and independence of beneficiary families to access health services, educational services, and social welfare;
4. to reduce poverty and inequality; and
5. to introduce the benefits of formal financial products and services for beneficiary families.

Once a member of the PKH has been established, the assistances are as follows [3]:
1. Cash money according to the components of each family as shown in

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Picture 1. The cash is distributed to PKH members *KKS ATM* and can be withdrew at *ATM*, *EDC E-Warong,* and *BNI/Himbara* agents. The amount of the assistance are:

Elementary school children (or equivalent) IDR 225,000/3 months , Junior high school children (or equivalent) IDR 375,000/3 months, High school children (or equivalent) IDR 500,000/3 months, Early childhood IDR 750,000/3 months, Elderly or Disability Rp 600,000/3 months

Picture 1. Components of PKH

Picture 2. complementary Program in PKH card

Picture 3. Social assistance beneficary

2. Other complementary assistances are shown in Picture 2. The distribution is adjusted to each institution collaboration. They also receive various cards according to the assistance received as in picture 3.

After receiving assistance, PKH members have the following obligations [4]:

1. School-age children are required to attend school with a minimum attendance of 85 %.
2. Early childhood are required to come to *Posyandu* once a month.
3. *KPM PKH* is required to attend group meetings, Development Program Forum and *P2K2* held once a month.
4. Obligate to comply and follow all decisions agreed together and stated in official report.

At disbursement of PKH funds or other social assistance funds, there was a mass crowd at ATMs, *E-Warongs* or *BNI 46* agents and also a gathering of more than 20 people in group meetings/*FDS*/*P2K2*. It also occurs in teaching and learning process and health checks. There is a problem in process of validation, verification and data update which is currently being concentrated by the Ministry of Social Affairs; as a result, a lot of assistance are not being disbursed because KPM requires direct explanation from the authorities [5].

Before Covid-19 pandemic, those were not a problem. However, crowds and community mobilization have to be limited after covid-19 outbreak. The policy of WHO and Indonesian governments to limit the flow of community mobility is a step to reduce the risk of Covid-19 spreading. WHO itself enforces various rules for society to change their lifestyle, keep their distance from others, and encourage people to stay at home to reduce the transmission of Covid-19 virus. The Covid-19 pandemic currently raises new concerns and problems not only related to health problems but also social and economic problems. Restrictions imposed by the government, prohibitions on going home and rules not leaving the house, and enforcement for working at home

make low social and economic movements in community. Worries arise and change the existing social order system, change the habits from normal to be *new normal*. The community must follow the health protocol, including the beneficiaries of PKH social assistance [6].

Social assistance of PKH beneficiaries cannot be stopped for the restriction and limiting crowds because PKH beneficiaries highly need that assistance. It becomes a dilemma in its implementation, some people intend to delay the distribution and some concerns about social and economic impact for the family. There is also an idea to regulate its mechanism but it will digress the technical guidelines. There are even those who use a common distribution process by assuming "it is better to die of covid 19 than to die of hunger". Therefore, in this paper, we discuss "An Advocacy Modification for Social Assistance Beneficiaries PKH to Face Covid-19 Pandemic" with a focus on PKH cash aid and food such as carbohydrates (rice), protein (eggs, meat, chicken), vitamins (green beans, vegetables and fruits), and verification, validation and data updating process because these three are the most challenging in Covid 19 pandemic. We hope that this paper can be a reference for related institution, including the government, about the modification in order to distribute properly and on target without increasing the spread of the Covid 19 virus in the community [7].

Discussion

Before making an advocacy model for PKH social assistance beneficiaries to face Covid-19 pandemic, a framework has to be created to get a proper implementation as shown in chart 1.

Chart 1. A framework of advocacy modification
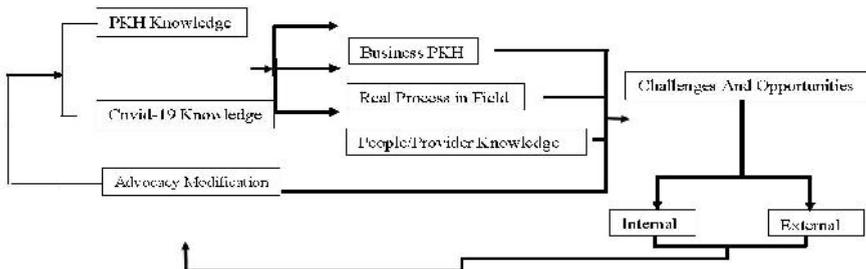
Advocacy is jointly efforts for social changing systematically and strategic by considering three concepts: legitimacy, credibility, and accountability of advocacy results. The purpose of advocacy is to gain a better change, this change will be pros and cons, resistant and conflict, and there are no real indicator about the successfull of advocacy. The advocacy strategy applied to

beneficiaries of PKH is a combination of micro and macro strategies. The micro strategy is as a social community connectors or client connectors with the sources in surrounding environment. Meanwhile, the technique used is to collaborate with main sectors, to build relationships between clients and social service institutions, and to study about policies, regulations, and the process to use existing sources in community. While the macro strategy is as an activist and policy analyser. Advocacy acts as an activist which involved directly with social changes in society. The social activist works to increase public awareness toward social problems, injustice, mobilizing community resources to change bad and unfair conditions, lobbying and bargaining positions to make changes both in policy and law [8].

The business PKH is all matters relating to PKH policies, including the distribution of PKH, food social assistance and the verification, validation, and up-to-date data process. All PKH assistance and food assistance are distributed by government to KKS ATMs in collaboration with State Bank Association (*Himbara*). After the cash aid are entered to account, the KPM can immediately withdraw it at ATMs, *E-Warongs* and BNI agents. Meanwhile, primary food assistance can only be spent at *E-Warong* and Himbara Agents. These activities are occurred in the same time, so it will cause crowds and community mobilizations. The importance of advocating the government and the community is to reduce covid-19 outbreak in its distribution. There is an alternative by collecting KKS cards and swiping it, so that people just coming for taking directly or it can be delivered by officers [9]. However, this is not suitable with the general guidelines stated in technical instructions for the implementation of social assistance. In addition, this is also prone to card misuse especially for rural communities who are easily deceived by certain people. In addition, there are other alternatives by arranging a time or schedule for taking PKH cash aid and food assistance. This is difficult to do because after the cash aid transferred to KKS account, the beneficiary will immediately take it to ATM. Social services in Malang Raya has done this way by issuing an official letter to delay the time for taking aid, and it is only causing the instability conditions because all beneficiaries want to take the aid after being transferred to ATM. It will be different if the aid has not been transferred into account, so the modification is by setting up the distribution of cash aid from Himbara to the KPM account. For red zones or those implementing a lockdown, there will be other recommendations by coordinating with *Babinsa* and *Babinkamtibnas*.

People or *providers* mentioned in PKH business are the institutions related to social assistance distribution, such as:

1. **The government**; it is represented by the Ministry of Social Affairs as the policy maker of social assistance. The government must give full support in modifying the distribution of social assistance to give a protection properly for the executors.
2. **Social assistance staff;** it consists of PKH assistants, Social Assistance Food assistants, Village office staff, Social Service and other staff ruled by the government to be social assistance staff.
3. **Social assistance providers**; it includes the bank members of Himbara in Malang Raya like BNI, and also there are E-Warongs, BNI agents, grocery store appointed as distributors of social assistance.
4. **Social assistance beneficiaries;** they are PKH members who have been designated by the government as beneficiaries.

Each crucial factor causing the spread of Covid must be modified in distribution, such as distributing cash aid at *E-Warong*. E Warong must properly implement *3M*: washing hands *(Mencuci tangan)*, wearing masks *(Memakai masker)*, and maintaining distance *(Menjaga jarak)*. E-Warong have to provide hand washing soap for the beneficiaries. If necessary, you can ask the local authorities for help to prevent crowds. Pre-orders also need to be done by stalls to speed up the process of distribution. Meanwhile, a mobile car can be sent to each house to distribute the primary food assistance for the red/lockdown zone [10].

The problem about data has not been resolved. The data is always dynamic, it is always changing by the change of socio-economic conditions, births and deaths, residency, and other population problems. Both before and after the pandemic, the beneficiaries data has always become a scourge for the staff, especially after the pandemic where everyone is affected and feels deserved to receive the assistance. The Ministry of Social Affairs has tried to solve the data problem by creating one door system data. Previously, there were *DTKS, E PKH, PBI, SiksNG* where all the data was done by different staff and they could change the data according to the conditions. All data currently have been synchronized into one system, but it causes undistributed social assistance for the beneficiaries of PKH cash aid or food assistance. Some of that causes are [11]:

1. Unregistered in *DTKS*. DTKS is the main data of social assistance, where all beneficiaries must be registered in DTKS, the cash aid will not be distributed even though the data are existed in E PKH. It includes a new baby born in registered PKH family. Village operators or facilitators work in updating the data, but the appreciation for their performance is still very lacking because it is not considered as an important position in data collection. In addition, working for updating data is weak because the situation

after updating sometimes is not real. To solve this problem, there has to be a direct synchronization with the *Dispendukcapil* in updating the data to get the updated data changing which is directly inputted into the *DTKS*.

2. Banking data. The difference in data between bank and department of population also causes PKH beneficiaries not to be distributed. For example, there was a different name. The KKS ATM previously was in the name of his grandmother in one Family Card, the administrator was replaced with his son who had components because the PKH administrator has to be active. In addition, it could also due to separating the Family card so that it has a different ID BDT.

Those problems cause the social assistances are not distributed, so it is necessary to implement a proper socialisation without compromising health protocols. Before the pandemic, socialization could be done by group meetings; otherwise, it has to use a digital ways to deliver the information which has its own challenges. Generally, the modifications of advocacy recommended by the author to distribute the social assistance as shown in table 1.

DESCRIPTIONS	BEFORE PANDEMIC	RECOMMENDED MODIFICATIONS
Social assistance distribution	Cash aid from PKH is distributed at the same time in January, April, July and November; and food assistance is distributed every month before day 10th The announcement of the beneficiaries to technical staff is after the cash aid transferred into ATM KKS.	The distribution is not provided in the same time but gradually to reduce the crowds of cash disbursement. This modification should be made in the form of a policy by Ministry of Social Affairs, because a delayed distribution will break the regulation and the society will urge to disburse the aid. Simulation: Malang city which has 3000 beneficiaries from PKH will divide into three stages (cash aid transfer in ATM KKS): 1000 KPM in January, 1000 KPM in February, and 1000 KPM in March. These stages will be repeated for the next stage. The concern is the beneficiaries list in that month have to be handed to technical staff and it will be informed to the beneficiaries to avoid the crowd in ATM KKS. Food assistances will not be distributed every month, the distribution will be once every three months by modifying the items given to the society. The purpose is to reduce social mobilization by considering the endurance of the products such as rice and canned food like sardines, nugget, and other foods which are forbidden as food assistance.

E-Warong, Agencies, Groceries for social assistance distribution	Free to take the food assistance anytime; but when the fund is released, it will be distributed in the same time. This situation will cause a mass crowd and longer queue.	They have to obey the health protocol of 3M if they insist to distribute the social assistance, and they have to provide the facilities for health protocol.

In addition, poster and banner will be helpful to give information about reducing covid-19.

The staff can ask help from the authorities to install the banner and poster.

There is a pre-order activity to avoid the beneficiaries too long contacting the distributor. Moreover, the distribution of PKH social assistance had already been informed about how much fund is disbursed. |
| Red Zone /Lockdown | There is no specific policy for red zone area. | It is necessary to provide a mobilizing car to distribute food assistance to beneficiaries' home like *grab/ gojek* system. |
| The beneficiaries' data | Every beneficiary's data is kept in a different base.

E PKH is based on the family with wife as the member; meanwhile, DTKS is based on the family with husband as the member.

The synchronizing process had led to a new problem for the incoherence of data | DTKS must do a direct synchronizing with dispendukcapil to avoid inputting data manually. DTKS data also must synchronize with PKH data, so that PKH staff can update the component in that KK. |

Verification, Validation, and Updating the data.	Verification is held by visiting the school and *posyandu*. Validation is by coordinating with the *puskesos* and PSM, also by direct communication with the society. Updating the data is held in group meeting especially the changing of family member status.	Verification, validation, and updating the data are conducted virtually and create tiered structural to avoid face to face meeting with the beneficiaries.
Group Meeting/ Forum of Development Program / P2K2	A room meeting for around 20 to 50 beneficiaries of PKH is conducted once a month.	Group Meeting/ FDS/ P2K2 is conducted virtually and uses digital media to deliver the information.

Conclusion

Poverty is the inability of a person to meet primary needs such as food, clothing, and housing. Poverty can occur from generation to generation in one family. One of the government's efforts to overcome poverty is PKH. The assistance received was in the form of cash distributed by the government through KKS ATMs. The assistance can be disbursed at ATMs, E-Warongs or *Himbara* agents. Beside cash aid, PKH beneficiaries are also receive food assistance through KKS ATM. In addition, the process of verification, validation and updating of data are being continued in order to distribute the assistances on target and to the right beneficiaries.

The process of distributing with the verification, validation and updating process are very sensitive for Covid 19 transmission due to crowds of people, long queues and mobilization. Otherwise, the social assistance cannot be stopped by the government and even increased because the beneficiaries really need it. Therefore, it is necessary to modify the advocacy of PKH social assistance beneficiaries to face Covid-19 Pandemic.

Some recommendations are by issuing a government policy regarding the distribution of social assistance by sector gradually. This modification is expected to break up the crowd without causing mass transmission. In addition, social assistance distributors must implement health protocols during social assistance disbursement and receiving pre-orders. Mobile food car are also necessary for the red zone or lockdown areas. Meanwhile; the beneficiaries data in DTKS must be directly connected with *Dispendukcapil* to avoid inputting the data manually, and then the data is synchronized

directly with the data in E PKH. Verification, validation, updating the data, and group meetings must follow government policies via virtual activity. Some of the recommendations above are expected to be the solution for PKH beneficiaries to face COVID-19 pandemic.

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Nutrition Education Using *Emo-Demo* in New Normal Era with Digital Technology by GAIN Theme: *Under the New Normal: Challenges and Oppurtinity*

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Introduction

A Challenge in human development had been listed in Long-Term Development Plan [1]. The quality of Human development can be seen from Human resources in which one of the indicators from helath sector is free-stunting children. Indonesia's free-stunting target must fall by 14% by 2024; futhermore, president made a National Strategy for Accelerating Stunting by cooperating with all sectors such as academia, private sector and international organizations which concern about health issues. It is necessary to know that the cause of stunting is chronic malnutrition that continues in the First 1000 Days of Life (HPK) [7].

A program about 1000 HPK which is colaborated with Global Alliance for Improved Nutrition (GAIN) from Geneva, Switzerland, developed the Emotional Demontration (Emo-Demo) Nutrition education method. This method was developed by GAIN in 2014 based on the theory of Behavior Centered Design (BCD) from London School of Tropical Hygiene Medicine (LSTM). Nowadays, there are 24 Emo-Demo game guidances that contain messages in nutrition. The Ministry of Health acknowledged that it could be an alternative choice to provide nutritional information in Indonesia. *Emo-Demo* was tested as a randomized control over 3000 pregnant women and mothers with children under 2 years. The results showed that this method had significant results such as: an increase of breastfeeding for children aged 6 years around 51%, a decrease in pre-lacteal rates, and an increase of children consuming iron at the age of 6-23 months around 51% [3].

This method was eventually adopted by the Ministry of Health and Health office of East Java Province to be integrated with Integrated Healthcare Center (*Taman Pos Pelayan Terpadu/ Posyandu)* activities [7]. Officer, Health care, or anyone who uses this method must have a training for the implemen-

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tation in their community. In East Java, most of ciyies or disctrics use this method as part of promoting nutritional behavior in the community.

The implementation of the *Emo-Demo* involves the community around 5-20 people from *posyandu* and trainee. The New Normal era is an uncertainty for social, economic and health conditions [5]. The COVID-19 outbreak encourages us to comply some health protocols by wearing masks, avoiding crowded, social distancing and always washing hands with soap as new behaviors. This policy changes all programs or activities by using digital technology to provide nutrition education especially through the Emo-Demo method, so that it can run properly. The digital technology is one of the solutions for this outbreak problem [2].

The use of digital technology is actually not new nowadyas, especially in the 4.0 industrial where there is a blend technology forming physical, biological and digital dimensions with a complicated combination [4]. Digitalizing information and massive use of artificial intelligence in various sectors of human life, including the world of education is as a sign of the 4.0 era [4]. Although the digital era 4.0 is identified in industry, empowerment of the community and field activities is still limited. The covid-19 outbreak condition forces all aspects to accelerate the use of digital technology to prevent the transmission of the virus. Although condition is changing, it develops new symbolic interactions as part of communication in order to achieve the goals. Larossa and Donald C. Reitzes quoted by Richard and Lynn in their book Introduction to Theory of Analysis and Application translated by Maria said that symbolic interaction is:

"In essence..., understanding a frame of reference for understanding how humans, getting along with others, create the symbolic world and how this world, in turn, shapes human behavior". (2009:96)

By using a literature review, author's experience, interviews and GAIN data, this paper will discuss: the ways GAIN provides Emo-Demo training for nutrition education in community especially in New Normal era, the challenges faced in strengthening the capacity through technology, and the use of technology by participants as part of an understandable symbolic interaction [5].

Discussion

GAIN's role in accelerating stunting prevention is to provide suggestions to Indonesian Government, Health Ministry, nutrition stakeholders, academics, business actors, and development partners who develop and mobilize food and nutrition plans to maximize the nutritional impact of all people (Utama, n.d.). Through a Memorandum Saling Pengertian (MSP) with Health Min-

istry of Indonesia in 2017-2020 with a nutrition improvement program for 1000 HPK facilitated by the East Java Health Service through Baduta 2.0 program in Trenggalek, Probolinggo, Bondowoso, Jember and Surabaya City. The Baduta 2.0 program includes; 1) Technical and funding support for the adoption of Emo-Demo for Infant and Child Feeding (Pemberian Makan Bayi and Anak or PMBA) at posyandu; 2) advocacy and technical support for the implementation of the 10 Steps to Successful Breastfeeding (Langkah Menuju Keberhasilan Menyusui or LMKM) in health facilities; 3) Collection, selection and dissemination of Most Significant Change (MSC); and 4) social marketing test of nutritional powder (Burvita). From those 4 programs, a support for the adoption of Emo-Demo session attracted a lot of interest from stakeholders, especially the Health Office and academics [6].

Emo-Demo is a guide activity to convey a simple message in a fun or emotional way, thus making it memorable and impactful rather than other conventional behavioral changing strategies. The educational sessions were claimed more innovative and participative which have an important message by using interesting game media adapted to *posyandu's* trainee or those without a health sector background. The contents of the message are about giving iron-rich foods to pregnant women, exclusive breastfeeding, complementary feeding, healthy snacks for children and washing hands with soap. This educational session with Emo-Demo was meant to ask pregnant women, mothers, and caregivers for toddlers so that children 0-24 months can be fulfilled their nutririon needs [8].

As a new method which is done in groups of 6-20 people in 1 session, Emo-Demo used interactive games. Facilitator's task is to facilitate the learning process by giving instruction in daily and simple language. During the communication process, participants will be able to raise awareness and be reflective. George Herbert Mead saw that humans are the most rational beings who have self-awareness, and their biological aspects, which have social nature as well, influence a motivation to do or act. Mead stated that communication is an expression of feelings and movement is an act that is carried out by someone in its relation to others. In addition, humans have an ability to respond themselves consciously, and this ability requires reflective thinking ability. Thus, the method using free local language can be a media for nutrition education [9].

Evryone can bean Emo-Demo facilitator as long as they have been trained based on the developed module. Nowadays, the training is carried out offline by the Health Office, academics, other sectors by submitting a request for a facilitator to GAIN. The training is carried out for a minimum 3 days for 12 Emo-Demo game guides with a maximum of 20 participants for large

classes and 10 for micro teaching or practical classes. This training must be carried out in groups, especially in demonstrating and practicing using media. There are 36 cities/ regencies in East Java and 7 other provinces that used this method and 15 universities have included it in their learning. Challenges arise during a pandemic which makes all activities have to be more flexible without compromising the quality of training. Several ways and challenges of GAIN in providing nutritional information by strengthening capacity through the Emo-Demo method in new normal era and supporting government policies include [10]:

a. Training via online (zoom)

Because of the restriction from Health Ministry about Covid-19, Zoom has been used since March 2020 by GAIN to give an access for other cities or regencies. Zoom is very applicable and simple to use because it is able to accommodate 100 participants for pro accounts. For the participants, they just need to download it and it will be able directly to access either via laptop or mobilephone.

By collaboration with Andalas University, GAIN used *Zoom* for 50 cities in West Sumatra. Some areas trained by GAIN using *Zoom* are:

No.	Province	Region	Agency	Year	Month	Date	Training Type	Method	Partcipant	Module	Job
1	West Sumatera	50 Regencies/cities	Universitas Andalas	2020	August	5,6	Training of Trainer	Online	14	5	Health Workers
2	West Sumatera	50 Regencies/cities	Universitas Andalas	2020	August	11,12	Training	Online	60	4	Trainee
3	East Java	Ngawi Regency	Health Office	2020	September	8,9,10	Training	Online	24	12	Health Workers
4	East Java	Malang City	Health Office	2020	October	7,8,9 and 12-14	Training	Online	168	3	Trainee
5	East Java	Bojonegoro	Health Office	2020	October	20,21	Training	Online	72	8	Trainee
6	Mojo kerto	Health Office	Health Office	2020	November	10,11,12	Training	Online		12	Health Workers
7	East Java	Ngawi Regency	Health Office	2020	November	Last of November	Training	Online	30	12	Health Workers
8	DKI Jakarta	Jakarta	Universitas A-Azhar	2020	November and December	28 and 5	Training	Online	7	6	Nutrition's lecturer

Some issues found in using zoom for Emo-Demo training were:

1. host had less ability to master the technology;
2. internet and signal were not good;
3. it needed 2 laptops as a backup if 1 laptop had problem;
4. the camera on the participant's laptop must be able to reach all participants so that the facilitator can see it and be interactive;
5. before training process, briefing needed a process for the committee because they will replace the facilitator accompanying the participants;
6. before training, the committee must master game's tool and module, so media can be used as much as possible;
7. online training was hold for a maximum of 8 hours regarding to participants level of fatigue;
8. an interactive module still required a minimum of 2 people in one zoom room; and
9. some modules were implementated based on social distancing.

Although facing several problems during the process, the participants were able to enjoy the training and could be implemented at *posyandu* by the trinees [6].

b. Making a short video for Emo-Demo guide

GAIN was able to make a short video to support Emo-Demo method. There were 24 short videos about Emo-Demo game guide with theme of ATIKA (chicken heart, egg, and fish), exclusive breastfeeding, complementary foods for breastfeeding, healthy snacks and hand washing with soap.

c. Developing new guide/module with soft-file

At the beginning, there were only 12 modules game guide were printed. Having support from Health Office and other training doers, there were 24 more modules which had been developed and distributed via soft-files. So, the participants can download the video through Google Drive link, website, and youtube.

d. Creating a website about Emo-Demo

The website had been made to support education via Emo-Demo. The awebsite is emodemo.org. This website contains a complete information about Emo-Demo from its definition, process and game guide.

e. Utilizing youtube about how to do Emo-Demo

The video was uploaded to youtube in order to expand the networking and to follow today's technology. Youtube is a media that is often accessed by people.

1) Emo-Demo Imagining the Future:
   http://bit.ly/GAINModulEmoDemo4MEMBAYANGKANMASADE-PAN

2) Ready-to-Go   Emo-Demo: http://bit.ly/GAINModulEmoDemo-
   7SIAPBEPERGIAN

f. Creating a KIMO application for android based on the information in Emo-demo

For android holders, there is a KIMO application which provides some key messages for pregnant women to change their behaviour in Emo-Demo program. This application is collaborated with Sailent and Agate, it can be downloaded at https://play.google.com/store/apps/details?id=com.agate.kimo

g. Making a video about the Most Meaningful Changing Stories from participants for the evaluation

To support the implementation of Emo-Demo, a video about the stories from participants was made in order to provide information and motivation for other participants. This video shown the changes of feeling and benefits from participants. In addition, it also can motivate nutrition care groups to use this method in educating the community. This video had been uploaded on Youtube with link: http://bit.ly/MSC_BerjuangDemiASIuntukBayiPrematur .

GAIN has implemented nutrition education with Emo-Demo method, especially to support community such as health workers, trainees, Non-Government Organizations (NGO) and academics by using digital technology with zoom, youtube, websites, KIMO applications and videos. The flexibility of a program is a condition to support a bureaucy or policy in new normal, where technology becomes an instrument. GAIN as Non-Government Organizations (NGOs) have to be able to implement new alternative methods to support the Ministry of Health in bureaucratic reform 4.0. It includes three aspects: collaboration, innovation, and the use of information and communication technology [1]. The New Normal era makes all NGOs have to change their management tools and policies, such as a trainer coordinator who avoids activities outside the city as much as possible.

Educational interaction between the GAIN team and the participants has become a new communication space from direct interaction to online intercation. This interaction shows that nutrition education process can be carried out in new ways and be done well. As a result, the participants showed

that they were able to understand and implement it well. The indicators of the successful implementation through online and other digital technologies are; (a) at post-training, Ngawi Health Office conducted an Emo-Demo at the posyandu facilitated by the trainee, (b) there were a request of online training from Mojokerto, Universitas Al Azhar and Bojonegoro, and (c) soft-files about game guide had been requested frequently as educational materials from Health Office or other nutrition cares [3].

Conclusion

Providing nutrition education for 1000 HPK to accelerate stunting prevention requires the involvement of social organizations such as GAIN which using Emo-Demo method. The implementation in groups must begin with strengthening the capacity of its facilitator. The adoption of Emo-Demo by the East Java Provincial Office and the Ministry of Health encouraged GAIN to increase the capacity and academics for all regions in Indonesia. Regarding to government policy and resctriction about Covid-19, GAIN uses the strategy considered from bureaucratic reform 4.0 and digital technology such as zoom, website, youtube, the KIMO android application, and short video about game guides and MSC.

Challenges such as signals, cooperative training teams, internet data, and supporting infrastructure and tools such as laptops were faced by GAIN in implementation of Emo-Demo method. Behind these challenges, it turns out that communication using existing technology such as interaction by using videos and soft-file material were successful to understand by the participants and it is hopefully useful for Emo-Demo participants and academics.

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Organizational Culture in Improving Lecturer Performance at University

Yance Beanal[1]

Introduction

In this sophisticated era of globalization, it is hoped that the role of positive organizational culture can be a solution to improving the quality of education and improving performance for lecturers as professional education personnel. Because improving the performance of lecturers and the quality of education is a serious problem for the nation at this time. Organizational culture that has positive values is certainly a national character that can create quality and dignified education. This shift in cultural values at this time is increasingly felt and this is all an effect of the cultural transition, namely from traditional culture to the tradition of technology and information or what is often termed globalization. Cultural transition is a challenge to this nation and includes the world of education. Therefore, an organizational culture that has values and norms is expected to be able to filter this increasingly globalized culture. A positive culture is a reflection and reference for personnel in realizing organizational goals. Robbins as quoted by Sutrisno argues that: "Organizational culture is a shared value system within an organization that determines the level of how employees perform activities to achieve organizational goals [1].

Organizational culture is also defined as a set of values that guide human resources (HR) to deal with external problems and adjust integration efforts into the company. So that each member of the organization must understand the existing values and how they should act and behave. So that a system of values, habits, academic image, and work ethic are internalized in their lives, which can encourage self-appreciation towards an objective and positive increase in work performance. Positive culture is an abstract impetus that can move people to perform optimal activities and work effectiveness [2].

The statement above illustrates that organizational culture has an important role in shaping the character (behavior) of a person or group in an organization, including University organizations. Universities that excel basically cannot be separated from the performance of the lecturers at the Univer-

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sity. The effectiveness of the lecturer's performance can be seen to what extent the performance can have an influence on the behavior of students. Usman stated that: "To make education an effective development sector, lecturers are an absolute factor. It is not only the quantity that must be fulfilled, but also the quality must be good; because the number and quality of lecturers are elements that directly determine the strength of the higher education sector. In other words, the strength and quality of a country's education can be assessed by using the Lecturer factor as one of the main indexes. Based on the above, the organizational culture is expected to lead to commitment and responsibility of lecturers in creating students who are knowledgeable, independent, have noble character, and are responsible for themselves, their nation and country, as mandated by Law Number 20 of 2003. about the National Education System [3].

Discussion

According to Alisyahbana (in Supartono, 2004: 31) culture is a manifestation of the way of thinking, so according to him the pattern of culture is very broad because all behavior and actions include feelings because feelings are also the intent of the mind. Then Peruci and Hamby (in Tampubolon, 2004: 184) define culture as everything that is done, thought about, and created by humans in society, and includes the historical accumulation of objects or actions that are carried out over time. Based on the definitions above, it can be concluded that culture is everything related to the results of thoughts in the form of knowledge, beliefs, arts, values, and morals which are then carried out in life both as individuals and as part of society where all the results of these thoughts are obtained. through human interaction with other humans in social life and human interaction with nature [4].

As explained above, organizational culture can make a positive contribution to the success of the organization in achieving organizational goals, because culture is a doctrine as well as an adhesive for organizational members in obeying the rules or policies that apply within the organization. Robbins as quoted by Sutrisno suggests the benefits of organizational culture are to: First, culture has a differentiating role. Second, organizational culture brings a sense of identity to organizational members. Third, organizational culture facilitates the growth of commitment to something broader than individual self-interest. Fourth, organizational culture increases the stability of the social system.7 Based on this description, the benefits of organizational culture include the following: (1) As an adhesive for organizational members; (2) As a reference or compass for personnel in doing a job; (3) To synergize or unify the steps of organizational members; (4) As a tool or strategy to motivate

organizational members in achieving organizational goals; (5) As a positive contribution to the organization in increasing its productivity; (6) To facilitate communication among personnel, and; (7) As an organizational conflict resolution technique.

Organizational culture is a very varied concept, this is evident from the point of view of experts in interpreting elements of organizational culture, some are looking at the visible elements and some are looking at the visible and hidden (abstract). In this case Kotter and Heskett as quoted by Komariah & Triatna stated: "Organizational culture appears at two levels, namely the less visible level, in the form of values held by group members that tend to persist even though the members have changed. These values are very difficult to change and organizational members are often not aware because of the many values. The more visible level is the pattern of organizational behavior style, where new people are encouraged to follow it. A solid organization needs to set values for members of the organization to adhere to, because the values in an organization greatly determine the attitudes of members of the organization in acting or behaving [5].

Gaplin as quoted by Ilhamsari argues that, "When viewed from the point of view of the overall visible organizational activities, organizational elements include: (a) Rules and policies, (b) Objectives and measurements, (c) Habits and norms, (d) Training, (e) Ceremonies and events, (f) Management behavior, and (g) Rewards and recognition".

Organizations consisting of people or groups need rules and policies in the form of value systems and decisions as an organizational strategy in achieving the desired expectations, including university organizations. Rules and policies are tools to empower the resources of national and local educational organizations.

Pure AR. argues that "Education delivery empowerment systems require various components of education, both instrumental input and environmental input, such as school principals, teachers, curriculum, students, administrative staff, and so on, all of which must be integrated as a system in carrying out various activities in the administration of education. education". Thus, an organization will exist if it is supported by elements of the organization itself, both human and non-human elements. The values and basic beliefs of the founders of the organization greatly influence the policies and practices of the organization's management to achieve the desired goals, including the provision of rewards and incentives. Matesson and Ivancevic as quoted by Syafaruddin stated, "In scientific management is emphasized the potential use of payments as a driver in many averages, bonuses, profit sharing, other incentive payment plans ". Giving rewards is one of the most appropriate

strategies in encouraging the enthusiasm of employees to improve their duties and responsibilities as members of the organization [6].

The problem is basically very identical with the organization. Because the diversity of attitudes and behavior of members of the organization can lead to internal and external problems of the organization. Sutrisno suggested several factors that influence organizational culture, namely: "(1) Organizational characteristics, including structure and technology; (2) Characteristics of the environment, including the internal environment and the external environment; (3) Characteristics of employees, and (4) Policy management practices". The process of changing organizational culture is strongly influenced by the wishes of managers or organizational leaders. In the context of the University, the role of the University Chancellor and the management greatly influences the campus culture [7].

Basic Concepts of Performance

Basically, performance is a translation of performance, which etymologically comes from the word to perform which means to display or carry out. In this case, Usman stated, "Performance is performance that is displayed through the skills and motivation shown by each employee, both in quality and quantity, in carrying out his work in accordance with the responsibilities assigned to him. Based on this, performance is a work skill or work performance shown by someone in realizing optimal work results. Skills are very necessary in a job, because skills are activities that emerge from a person through the process of knowledge, abilities, interpersonal skills, and technical skills, including lecturers at universities [7].

Lecturer Performance Concept

Improving teacher performance is an organizational management activity in managing university personnel, so that lecturers as the leading sector can make a positive contribution to the organization. Agung explained that: A lecturer or teacher must always try to broaden his horizons and knowledge, both for himself and as part of the implementation of his teaching functions and duties. In order to improve the performance of lecturers, the management must make various breakthroughs, both in terms of rewards and other educational supporting factors.

Performance indicators (performance indicators) is a term used to measure performance (performance measures), thus the work performance of organizational personnel can be seen and measured, so that performance standards can be determined by the organization. Usman said, "Good performance can be influenced by ability and motivation". The basic concept of performance above shows that performance indicators greatly affect the effectiveness of

performance, both individually and in organizations. Lecturer performance indicators are related to the learning process. In learning, a lecturer or teacher is required to know the basic skills in teaching (teaching skills). With teaching skills, the stik and charismatic characteristics of a lecturer will appear and in the end students feel happy and interested in attending lectures [7].

Lecturer Discipline Development Pattern

Basically in the perspective of education administration, discipline enforcement is a must to be implemented. Discipline is an attitude of willingness and willingness of a person to obey and obey all the norms of the regulations that apply around him. This discipline is closely related to morals, responsibility, authority and work commitment. Measures to enforce discipline have 3 (three) characteristics, namely: (1) Preventive discipline; namely HR actions to be encouraged to comply with regulatory standards. (2) corrective discipline; i.e. actions taken after a standard or regulation violation occurs, the action is intended to prevent further violations from occurring. (3) progressive discipline; i.e. repeated disciplinary actions in the form of increasingly severe penalties, with the intention that the violators improve themselves before the severe punishment is imposed. effectively and efficiently [8].

Motivational Giving System

In the perspective of education administration, the performance motivation policy of lecturers or teachers is the task of management, in this case the government and the institution concerned. Work motivation also determines the good or bad performance of a person, including the performance of lecturers.

Sutrisno argues that: "Motivation is a process that generates, directs, and maintains behavior for a certain period of time to achieve goals. Thus, to improve personnel performance, the university provides motivation (reward), either directly or indirectly. Motivation in the direct form of the campus provides non-binding incentives, work appreciation, and award certificates/certificates. Rewards are given based on achievement and work volume. While the motivation is in indirect form, the university provides promotions, facilitates administrative management, provides opportunities to continue studies and participates in training (workshops). The description above shows that the compensation (reward) aims to increase the productivity of the lecturer 's work on his duties, because the amount of compensation will reflect the size of the value of the lecturer's work in improving his performance [8].

To understand the inhibiting factors mentioned above, it will be briefly described as follows:

Dissemination of University Policies/Regulations

In the perspective of education administration, the socialization of university regulations is an important factor to do to clarify the roles and responsibilities of a lecturer or employee. The socialization activity is a process of inculcating the values, norms, rules that apply in the organization and conveyed to all university residents so that self-confidence grows to apply them to behavior. Gibson as quoted by Sutrisno said, "Socialization is an activity carried out by organizations to integrate organizational and individual goals ". Therefore, the lack of socialization of university regulations and policies to lecturers /employees will result in negative things to organizational productivity, such as work confusion and misunderstandings between personnel [9].

Coordination System

Coordination between personnel can synergize activities between what is expected by the university and what is carried out by lecturers in the field. In line with this, Usman concluded that: "Coordination is the process of integrating (mamadukan) synchronizing, and simplifying the implementation of separate tasks continuously to achieve goals effectively and efficiently [9].

Communication System

Based on the researcher's assumption that communication between fellow university residents is a factor that determines the high and low performance of lecturers. Sutrisno emphasized that: "Communication plays a very important role in a social interaction, therefore it affects the world of work. The more effective the communication that is fostered in each department, the more productive the behavior of employees in carrying out their work. Thus, harmonious communication needs to be empowered and maintained in order to maintain intimacy and kinship within an organization [10].

Lecturer Discipline

Personnel discipline is one of the main factors to improve personnel performance, so that organizational goals can be achieved as expected. Ideally, discipline is the awareness of personnel to want to obey and respect the regulations that apply to an organization. This is in accordance with Hasibuan's opinion which states, "Discipline is the awareness or willingness of a person to obey all company regulations and applicable social norms. Discipline is the key to the success of an activity, a strong discipline culture that is embedded in each individual is a priceless asset, because with high discipline, a person does not need supervision from other parties, but sufficient supervision from within the individual. Alone [11].

Conclusion

The pattern of fostering the discipline of lecturers in improving their performance at the University is carried out in various ways, such as guiding and directing lecturers, supervising the teaching and learning process activities optimally and continuously, giving rewards and applying sanctions to personnel. System of motivation to lecturers to improve their performance on the lecturer deng an implement rewards to faculty who excel both directly and indirectly. Rewards in the form of direct, among others, the university provides incentives that are not binding, while the indirect rewards the university provides opportunities for training (workshops), promotions, opportunities to continue studies, and so on. The inhibiting factors in improving the performance of lecturers at universities include: (a) The socialization activities of university regulations are still not maximal. (b) Lack of work coordination so that the roles and functions at the university lack synergy and integration between fellow organizational personnel. (c) Communication between fellow lecturers is not smooth. (d) The culture of work discipline has not been implemented optimally because some lecturers have not clearly understood the rules and sanctions that apply at the university. (e) Low involvement of the committee in university decision/policy making.

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This book encompasses evidence of the best practices and predictions of the upcoming challenges in the New Normal Era. It gathers multidisciplinary studies from the Education (Bahasa Indonesia, Biology, English Language, Islamic Studies, Mathematics, and Pedagogy) to Non-Education (Agribusiness, Law, Management, Professional Psychology, Science Psychology, and Sociology) sciences. Altogether, these studies attempt to provide solutions and ways to adapt to the New Normal Era following their disciplines. The collections of knowledge summarized in this book are expected to assist the implementation on the grassroots, and guide possibility for future research.

Our keynote speakers from the Education science shared various views, ranging from the critical role of higher education during this pandemic, tips for academia to successfully research the pandemic, ways for teachers to move forward in the post-pandemic, to the consistent dedication of Muhammadiyah towards the community. Their valuable sharing is supported by the chapters written by the Education students of Postgraduate Program UMM, who specified the adaptation to the New Normal Era based on their mastery. Among the chapters are from Islamic studies, talking about the enforcement of ethical characteristics through online learning. Biology chapters urge pre-school teachers' ability to build students' awareness of the environment and biodiversity. All chapters in this book integrate nicely where different disciplines walk hand-in-hand to strengthen humanity.

In non-Education science, our keynote speakers explained the importance of mental health and well-being, coupled with the need to live in harmony regardless of background differences. Accordingly, our Psychology students focused on the support given to kids with special needs, and the pivotal role-playing for children and childhood. Our Agribusiness experts shared valuable strategies on crop marketing and food security during the pandemic. These explanations are supported by chapters on food security diversification considering the abundant sources in Indonesia. Similar to the integration within Education sciences, the intertwining knowledge among non-Education sciences support each other to guide the lifestyle in the New Normal Era in various ways.

What makes New Normal seems implausible is our limited knowledge on these matters. Through this book, the Directorate of Postgraduate Program UMM attempts to connect ideas from the experts to the community to smoothen the transition from the pandemic to the post-pandemic. We hope that these hands-on views and experiences will benefit the community where we can agree on mutual solutions to apply.