

Research Article

Education Communicator, Bersatu-Manggurebe Moves Forward After the COVID-19 Pandemic in Maluku Province

Dortje L. Y. Lopulalan¹, Yulian Hermanus Wenno^{2*}, and Cynthia Petra Haumahu²

¹Department of Communication Science, Faculty of Social and Political Sciences, Pattimura University Ambon - Indonesia

²Guidance and Counseling Study Program, Faculty of Teacher Training and Education, Pattimura University Ambon - Indonesia

ORCID

Yulian Hermanus Wenno: <https://orcid.org/0000-0002-8730-9099>

Abstract.

This study aims to analyze how the role of teachers, united-manggurebe progresses in implementing the “triangle of support” learning system development model in the post-Covid-19 pandemic. This research uses a qualitative approach with an interactive analysis model combination analysis technique. The research targets are the education office, elementary school principals, junior and senior high school teachers, parents, and students. Primary data, namely the main data in the study, were collected through in-depth interviews with expert informants and casual informants, while secondary data were obtained through reviewed documents and various literature from related sources. The results showed that the teachers carried out their service duties with the philosophy of “Bersatu, Manggurebe Maju”, post-pandemic with all the limitations of supporting facilities for the distance learning process, believed to be the dynamics of moving forward to achieve the goal that how important the learning process is, in an effort to educate the lives of the nation’s children in Maluku.

Keywords: teacher’s role, *Bersatu-Manggurebe Maju*, post Covid-19 pandemic

1. INTRODUCTION

Since the Covid-19 pandemic hit Indonesia, many things have been affected including the world of education. Teaching and learning activities that were originally carried out at school are now learning at home through online (in the network), a learning process by utilizing the internet network, which is referred to as Distance Learning (PJJ). There is a shift in the learning system from a conventional system to an online system which is considered very sudden, without careful preparation and this condition must still be implemented so that the learning process can run and students actively follow.

In the development of ICT (technology, information and communication) students are allowed to learn through gadgets by being able to access several assigned learning applications, however, this shift in learning methods is considered very sudden, because

Corresponding Author: Yulian Hermanus Wenno; email: julianwenno@gmail.com

Published: 11 November 2024

Publishing services provided by Knowledge E

© Dortje L. Y. Lopulalan et al. This article is distributed under the terms of the [Creative Commons Attribution License](#), which permits unrestricted use and redistribution provided that the original author and source are credited.

Selection and Peer-review under the responsibility of the 8th Isedu Conference Committee.



not all students can adapt. This is related to the inadequate internet facilities and infrastructure in the regions, as is the case in Maluku Province. Data from BPS Maluku Province shows that only 34% of the population accesses the internet. While villages that have 4G internet access are 11%.[1] This illustrates that only some areas can rely on internet access at the village office through 12-hour electricity.

The conditions experienced by some areas in Maluku province can also be experienced by other regions in Indonesia, as research results show that education in 3T areas (frontier, outermost, disadvantaged) requires special methods according to the character of the region. The utilization model in the use of ICT cannot be equated between one region and another, this is because the problems of each region are not the same.[2] In addition, facilities/equipment in the form of mobile phones or laptops that can be used are also not owned by students because not all parents of students have the same income, almost the average income of parents is below

In the West Seram Regency area, online learning also faces obstacles, namely limited internet access and facilities owned by students in the form of android cellphone devices let alone laptops, on the other hand learning activities must continue, so the initiation of teachers goes from house to house while maintaining health protocols while being responsive to existing environmental conditions, to provide lessons for students. It can be described in a situation full of concern for their own safety and health, the role as an education communicator is more realized. What does the slogan “teachers are unsung heroes” mean, proven by selfless sacrifices in difficult situations that kill the covid-19 virus, only the determination to unite manggurebe forward to educate the country’s children who are also the nation’s children.

In the post-pandemic era, the role of teachers as communicators of education, with the philosophy of “unite, manggurebe maju, performs the task of picking up the ball to students’ homes. This is because students are lazy to go to school, they are more engrossed in playing at home or working in the garden or even fishing rather than going to school. The initiation was made for teachers to come to students’ homes to deliver assignments, as well as create and arrange study group schedules by looking at conditions in the field. this learning method is an effort to keep all students doing learning activities in their respective homes. This is an interesting part to be researched with the problem being studied how teachers, as educational communicators, unite to move forward in implementing the “pick up the ball, teachers come to students’ homes” learning model after the Covid-19 Pandemic.

2. Methods

2.1. Type of research

This research uses a qualitative approach, namely research that produces data in the form of written or oral words from informants and behavior that can be observed in research in the field.

2.2. Place of Research

This research was conducted in SBB Regency (Seram Bagian Barat), Maluku Province. The distance from the Provincial Capital is about 70.20 miles, taken about 8 hours by ferry and land vehicle.

2.3. Target/Subject of Research

Informants who can be met in the field as research targets are the education office, the principal of SD Neg Telaga (Waisala), teachers of SMP Neg 26 in Huamual back and SMA Neg 1 Piru, parents and students.

3. Procedure

3.1. Procedures or steps taken in this research:

The stage of activities carried out by researchers before data collection. This stage begins with field exploration to determine the problem or focus of research. This stage in detail includes: preparing a research design, choosing a research location and making a research letter.

Researcher activities carried out at the research site. At this stage of implementation, researchers collect data in accordance with the focus of the problem and research objectives. Data collection is done through observation, interviews, and documentation studies. Researchers conducted direct interviews with informants in this study.

Data Analysis Stage At this stage, the main principles in data analysis are discussed, these principles include the basis, finding themes and formulating problems. All data that has been obtained from the field and collected during the research, before analyzing the researcher will test the credibility of the data first, as for the activities carried out by the researcher to test the credibility of the data, namely "Member Check" This activity

is re-checked and re-examined to the original source, namely the research informant. Furthermore, the data that has been checked will be processed and interpreted. This activity was carried out during the research until the research was considered complete.

3.2. Data, Instruments, and Data Collection Techniques

Primary data, which is the main data in the research, was collected through in-depth interviews with expert informants and casual informants, while secondary data was obtained through reviewed documents and various literature from related sources.

The purposive sampling technique was used to obtain expert informant data. The purposive sampling technique is a technique where a researcher determines potential informants with the belief of the researcher that information can be obtained because the informant has a number of existing information and is willing to be able to share this information. Informants that researchers can meet in the field are the head of the education office and the principal of the elementary school.

The random sampling technique was used to obtain data from casual informants, namely primary, junior and senior high school teachers, including parents and students.

3.3. Data Analysis Technique

The data analysis technique consists of four process components, namely, data collection, data reduction, data presentation, and conclusion drawing [3].

4. Results and Discussion

4.1. Teacher, the communicator of education with the philosophy of unite-manggurebe forward after the Covid-19 Pandemic

The dynamics of togetherness of the Moluccan people in the communal living system characterizes the life of the brothers (*Gemeinschaft*)[4]. *Orang saudara* is a bond in achieving the desire of Maluku children to live together in diversity, both in the family and social environment. *Orang Saudara* is reflected in family life and can be realized through local institutions such as *pela-gandong* (sibling relationship due to inter-country oath) and *kay wai* (sibling relationship due to genelogical ties) and other local institutions. In local institutions, the values of togetherness are shown to unite the community in the midst of diversity. The values of togetherness refer to the way of life of the siblings. The

realization is through the philosophy of “united, manggurebe maju”, meaning united to build Maluku forward and never backward. In the context of regional development, local cultural values that still exist and live among the community can be seen as social capital that needs to be utilized for the benefit of regional development. The philosophy of life of the community is united, manggurebe maju, which is pronounced in the local language of Maluku, namely: “lawamena hau lala”, meaning united to build Maluku forward and never backward. Katong samua one gandong one heart and one heart, meaning we are all family / brothers.

Starting from the philosophy of “*unite, manggurebe maju*” which has always been an inspiration for the people of Maluku to continue to move in nation building, which then becomes a common challenge in the dynamics of educational problems in the midst of the Covid-19 pandemic. Pandemic conditions require a teacher to work from home in coordination with parents, besides that a teacher is required to have high professionalism, not only skills and intelligence that must be possessed in the current situation, but it is hoped that a teacher will be able to equip students with problem-solving skills in everyday life, especially how to inspire students to learn in the midst of this covid-19 pandemic.

o prove that teachers still provide material or assignments to students accompanied by motivation for students to remain enthusiastic about learning in the midst of the corona virus, one informant explained that when the pandemic broke out and all schools were required to switch from face-to-face learning to online learning, which the ministry of education called distance learning (PJJ), was something that we elementary school teachers found very burdensome, on the grounds that almost all children did not have android phones, due to not all parents of students having a fixed income, almost the average income of parents was farmers with middle to lower income. We teachers took the initiative to come to students’ homes to deliver assignments, even explain arithmetic subjects for students whose parents could not accompany them when studying because they had to stay in the garden house.

One junior secondary teacher also explained that the internet network is not strong enough to be an obstacle for us to conduct distance learning, so our initiative is to provide lessons by gathering students according to the area of residence in the village hall in the area where students live, 1 face-to-face meeting for 1 subject within a period of 2 hours. We have to rotate the learning process from one village to another according to where our students live.

Another informant explained that students in SMA all have android phones on average but are constrained in the distance learning process because the internet network

is not strong, so offline learning is carried out. Offline is conducted once a week for each subject, each face-to-face meeting has been given an assignment to be done and becomes the subject matter of the following week. Health protocols are carried out according to the conditions and needs in the field, besides that all students can be involved to always be in the google meet application, zoom application, google classroom, and whatsapp social media, so that they can be confirmed for various online meetings, sometimes the presence of students through zoom / learning is very far from our expectations of teachers due to internet network problems, credit (limited data quota), and media owned by students.

When confirmed with one of the leaders of the SBB Regency Education Office (Disdik), it was explained that West Seram Regency prepared a student learning model in the midst of the Covid-19 pandemic, namely the "online" learning method (in the network) and "picking up the teacher to the student's house". This learning method is the result of evaluation and coordination of the SBB District Covid-19 Acceleration Task Force team with all school principals. The online method is used in limited internet access (limited data quota) and frequent internet signal interruptions. For the ball pick-up method, teachers come to students' homes to deliver assignments, as well as make and arrange schedules per study group by looking at conditions in the field.

This learning method is an effort so that all students continue to carry out learning activities in their respective homes, because the obstacles faced are limited internet access in the area where students live and the facilities owned by students in the form of android cellphone devices and laptops are still very minimal. With the implementation of this distance learning, of course, students and educators from all walks of life are required to have network access, even if the internet network exists, the conditions are still not able to cover online media.

An important part that is played by teachers as educational communicators is to provide material or assignments to students accompanied by motivation for students to remain enthusiastic about learning in the midst of the corona virus. Communication as a social process in which individual interaction with the environment occurs. this is what ultimately causes the process of changing behavior from not knowing to knowing from not understanding to understanding. This communication activity will continue as long as humans live and carry out their activities. In every communication, humans will convey messages or information in the form of thoughts, ideas, intentions, feelings, or emotions, and receive messages or information orally or in writing. Educational communication in the current pandemic situation is carried out by teachers and students together with parents as active companions at home, so that a good understanding is built, which

can facilitate the learning and learning process. Communication and society are twin words that cannot be separated from one another.[5] Because without communication it is impossible for society to form, on the other hand, without society, humans cannot develop communication.

Educational communicators are parties who have ideas to convey to other parties. This communicator is often referred to as the sender. In teaching, communicators or givers are educators (teachers) with ideas, desires, information, to be communicated to students.[6] The teacher's ability as an educational communicator is a form of social competence. The definition of social competence is the ability of teachers as part of the community to communicate and associate effectively with students, all educators, education personnel, parents / guardians of students, and the surrounding community.[7]

Teaching and learning activities are a process between teachers and students, which is implicitly part of the elements of communication. The first element, communicator. When teaching the teacher acts as a communicator so that two-way communication occurs. When the teacher conveys the subject matter to students, that's when the teacher acts as a communicator and students act as communicants and when students ask questions or convey answers to questions to the teacher, that's when students are communicators in conveying messages while as communicants are teachers who hear messages conveyed by students. So it can be said that successful communication can be seen through 2 (two) factors, namely how the communicator has the ability to convey messages to others and the recipient of the message, namely the communicant is able to interpret the message he receives. The second element, the message.

Information to be conveyed by both the teacher and the students themselves can be through symbols, so it is said that a message is something contained in a symbol that contains meaning and that meaning must be interpreted. In the teaching and learning process, what is meant by messages is subject matter conveyed in verbal form in the form of speech and writing, besides that messages can also take the form of gestures or facial expressions known as non-verbal language. The third element, channel or media. Channels or media in the learning process are everything or means of learning used to convey information so that it can provide attitude and attention and interest to students in the learning process.[8]

The fourth element is the communicator. As explained in the first element of the communicator, the communicator is the person or individual who receives the message that is the target of communication. When teachers provide learning materials to students, the communicators are students. Conversely, when students convey questions or answers to the teacher and even propose ideas in the form of suggestions or

suggestions, then at that time the teacher is the one who acts as a communicator. The fifth element, feedback. Information that is responded from the communicant to the communicator to the message conveyed by the communicator is referred to as feedback. this feedback is very important for the success of the learning process. Feedback is the most important part of the teaching and learning process, because through this element of communication, the teacher can measure his ability to deliver the material provided and find out whether the material has been understood by students and whether students have difficulty in understanding the message conveyed.

This becomes part of the teacher's evaluation as the communicator of education in improving the quality of education. Teachers perform their service duties with the philosophy of "Bersatu, Manggurebe Maju", believed to be the dynamics of moving forward to achieve the goal that how important the learning process is in an effort to educate the lives of the nation's children so that it does not have an impact on the existence of a very far educational gap between students, between schools and between regions in Maluku and Indonesia.

From the various statements above, there are two interesting things found; first, Durkheim's thinking becomes a reference about awareness to live together,[9] so the philosophy of life "Bersatu, Manggurebe maju" is evidence of an immaterial, social fact functioning as a principle of life that can embrace and unite the children of Maluku from various differences. Second, this philosophy of life is becoming increasingly rooted in the personalities of teachers as educational communicators, struggling in the challenges after the co-19 pandemic to advance the world of education for the country's children, as part of the generation of the Indonesian nation who are knowledgeable, capable, creative, independent. Indeed, with education a quality generation is formed.

5. Learning Model Development

Various policies of the Seram Bagian Barat (SBB) Regency government in fulfilling students' rights to education in the post-pandemic Covid 19 are the government's efforts so that the human rights in the field of education are not ignored. Social distancing, according to Hwian Christianto [10] should not be interpreted as a reduction in the right to education obtained. The PSBB strategy (large-scale social restrictions) as described in the Health Quarantine Law in no way excludes the right to education, on the contrary, during PSBB the right to education must still be fulfilled as much as possible.

West Seram District prepared a student learning model in the post-pandemic covid 19 "pick up the teacher to the student's house". This learning method is the result

of evaluation and coordination of the SBB District Education Office with all school principals. The online method is used in limited internet access (limited data quota) and frequent internet signal interruptions. For the ball pick-up method, teachers come to students' homes to deliver assignments, and make and arrange schedules per study group by looking at conditions in the field.

In developing 2 (two) methods carried out by the education office of Seram Bagian Barat (SBB) district related to the relationship between teachers and students both "online" and "picking up teachers to students' homes" involving parents, it is tried to apply the development of a "support triangle" learning system in the philosophy of "united, Mangurebe maju" can be seen in Figure 1 below:

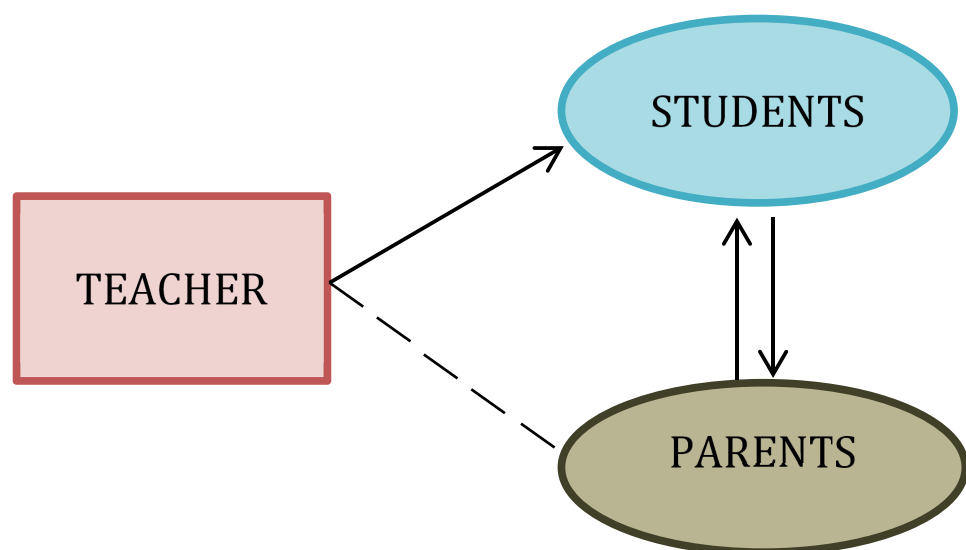


Figure 1: Schematic of the "Pedestal Triangle" Model of Learning.

Teachers as the center in sharing knowledge for students make direct visits by making a group schedule for elementary and junior high school students who live nearby, then teachers build coordination with parents through social media watchapp. Likewise, high school students by conducting online and offline learning for arithmetic subjects. Teachers continue to build communication with parents in monitoring the development of students, as well as providing adequate information and support for various things that parents can do, and can explain the benefits of their support for children / students in the post Covid 19 learning process where children prefer to stay at home playing and helping parents work in the garden or fishing.

The role of parents is to try to motivate students to go to school, parents can provide understanding to their children and vice versa children can also share and ask parents.

The cooperation between teachers as communicators of education and parents as companions of students at home, allows children to get through the difficult times that

occur today and teachers still have high enthusiasm for a variety of useful knowledge. With the “triangle pedestal” model, this learning will provide synergy between teachers, children and parents so that learning objectives will be easily achieved after Covid-19 which requires the implementation of learning. the function of this model is as a frame of reference in planning and implementing the learning process to achieve learning objectives in post covid 19, which is deliberately designed so that the learning process of students can run well without any obstacles.

6. Conclusions and Suggestions

Teachers carry out their service duties with the philosophy of “United, Manggurebe Maju”, during a pandemic with all the limitations of supporting facilities for the distance learning process, it is believed to be a dynamic movement forward to achieve the goal that how important the learning process is in an effort to educate the lives of the nation’s children so that it does not have an impact on the existence of a very far educational gap in Maluku, with the “triangle pedestal” learning model approach as a frame of reference in planning and implementing the learning process to achieve learning goals during a pandemic, which is deliberately designed so that the learning process of students can run well without any obstacles.

References

- [1] Statistik BP. Potensi Desa. In 2018.
- [2] F. Arkhang. Analisis Pembelajaran daring selama pandemic Covid- 19 di daerah 3 T (Nusa Tenggara Timur). 2021;1:57–64.
- [3] MA Huberman. MM. Analisis data kualitatif: buku sumber tentang metode- metode baru. In Jakarta: Penerbit Universitas Indonesia (UI-PRESS);, 2017.
- [4] Piotr Sztompka. Sosiologi Perubahan Sosial. Jakarta: Prenada; 2007.
- [5] Cangara Hafid. Pengantar Ilmu Komunikasi. Jakarta: Inter News.; 2003.
- [6] Mohamad Surya. Psikologi Guru. Konsep dan Aplikasi. 334 p.
- [7] Penjelasan Peraturan Pemerintah No. 14 Tahun 2005 tentang Standar Nasional Pendidikan,.
- [8] H. Rayandra Arsyad. Kreatif Mengembangkan Media Pembelajaran.
- [9] Douglas J. Goodman [] George Ritzer. Teori Sosiologi “Dari Teori Sosiologi Klasik Sampai Perkembangan Mutakhir Teori Sosial Postmodern”,. Yogyakarta: Kreasi Wacana; 2014. p. 19.

- [10] Hwian Christianto. Penggunaan Media Internet Dalam Pemenuhan Hak Atas Pendidikan Di Masa Pandemi Covid-19: Perspektif Hak Asasi Manusia Dan Hukum Pidana. J HAM. 11.