

**THE ROLE AND COMPETENCY OF MILLENNIAL TEACHERS OF  
SD/MI IN THE UTILIZATION OF LEARNING RESOURCES IN THE  
TIME  
COVID-19 PANDEMIC**

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**ABSTRAK:**

Tulisan ini bertujuan untuk mengungkap peran dan kompetensi guru SD/MI yang memiliki status milenial dalam pemanfaatan sumber belajar guna meningkatkan keterlibatan dan hasil belajar siswa. Tuntutan keterampilan abad 21 yang dibutuhkan siswa dan dampak era industri 4.0 serta era society membutuhkan kreativitas dan inovasi guru dalam memanfaatkan sumber belajar guna meningkatkan kualitas proses pembelajaran. Terlebih, adanya kasus pandemik Covid-19, penulisan ini juga bertujuan untuk mengungkap apa kendala dan bagaimana yang sudah dilakukan guru milenial dalam penyelenggaraan pembelajarannya. Metode penelitiannya adalah kualitatif deskriptif dengan informan guru milenial di Kabupaten Pekalongan. Teknik pengumpulan datanya, meliputi: wawancara mendalam, observasi, dan dokumentasi. Proses analisis data kualitatifnya menggunakan model Miles dan Huberman (Model Interaktif). Hasil penelitian ini menunjukkan bahwa guru milenial memiliki peran yang penting dan strategis dalam pembelajaran tidak hanya sebagai pengajar (*transfer of knowledge*) saja, melainkan juga sebagai manajer dan agen pembelajaran dengan menciptakan suasana dan kondisi belajar yang aktif dan kreatif, memotivasi dan mendorong keterlibatan siswa dengan menggunakan multimetode, multimedia, dan multisumber. Kompetensi guru milenial dibutuhkan dalam merencanakan, melaksanakan, dan mengevaluasi pembelajaran selama pandemic Covid-19 agar terjalin komunikasi yang intensif dan interaktif serta terbentuknya karakter siswa. Peran dan kompetensi tersebut ditunjang dengan standar yang telah dimiliki guru milenial sebagai guru profesional dibuktikan dengan kualifikasi pendidikan, kompetensi, sertifikat pendidik, aktif berorganisasi, aktif mengikuti pendidikan dan pelatihan, serta menunjukkan kesiapannya dalam penyelenggaraan pembelajaran di masa Covid-19 yang ditandai dengan pelaksanaan pembelajaran jarak jauh menggunakan teknologi dan informasi terkini dalam baik dalam jaringan maupun luar jaringan, seperti: WA, Multimedia, dan Video Youtube. Saran bagi peneliti selanjutnya dapat dilakukan kajian nilai-nilai karakter yang spesifik ditanamkan pada siswa melalui pemanfaatan sumber belajar serta keefektifannya selama pandemic Covid-19.

**Kata Kunci:** Kompetensi Guru, Guru Milenial, Sumber Belajar

**ABSTRACT:**

This paper aims to reveal the roles and competencies of SD/MI teachers who have millennial status in utilizing learning resources to increase student engagement and learning outcomes. The demands of 21st century skills needed by students and the impact of the industrial era 4.0 and the era of society require teacher creativity and innovation in utilizing learning resources to improve the quality of the learning process. Moreover, in the case of the Covid-19 pandemic, this paper also aims to reveal what the obstacles are and how millennial teachers have done in the implementation of their learning. The research method is descriptive qualitative with millennial teacher informants in Pekalongan Regency. The data collection techniques include: in-depth interviews, observation, and documentation. The qualitative data analysis process uses the Miles and Huberman model (Interactive Model). The results of this study indicate that millennial teachers have an important and strategic role in learning not only as teachers (transfer of knowledge), but also as managers and learning agents by creating an active and creative learning atmosphere and conditions, motivating and encouraging student involvement with using multi-method, multimedia, and multi-source. Millennial teacher competencies are needed in planning, implementing, and evaluating learning during the Covid-19 pandemic so that intensive and interactive communication can be established and the formation of student character. These roles and competencies are supported by the standards that millennial teachers have as professional teachers as evidenced by educational qualifications, competencies, educator certificates, active in organizations, actively participating in education and training, and showing their readiness in organizing learning in the Covid-19 period which is marked by the implementation of learning, remotely using the latest technology and information both within and outside the network, such as: WA, Multimedia, and Youtube Videos. Suggestions for further researchers can be to study specific character values instilled in students through the use of learning resources and their effectiveness during the Covid-19 pandemic.

**Keywords:** Teacher Competence, Millennial Teachers, Learning Resources

**INTRODUCTION**

Education is an effort and a means to educate the nation's life. In other words, education is the key to the success of human resource development as the foundation for

the development of Indonesian people as a whole. In implementing education programs, it is necessary to have the role of all parties, including the government, teachers, parents, and the community to give birth to

the next generation of young people who are superior and have character and have competencies that are in accordance with future needs.

Furthermore, (Mulyasa, 2014) explains that the success of education, especially in the implementation of the 2013 curriculum will be related to the following: principal leadership, student activities, teacher creativity, socialization, learning facilities and resources, conducive academic environment, and school community participation. However, from all of these factors, the success of a learning process is strongly influenced by the main factor, namely the role and competence of the teacher in the learning process. The teacher's role is to teach students so that educational goals are achieved. Meanwhile, competence can be defined as an action or performance that describes the potential, knowledge, skills, and attitudes associated with a particular profession (Rivalina, 2014). More fully, teacher competence is the knowledge, skills and abilities that are mastered by someone who has become part of the teacher's self, so

that he can perform cognitive, affective and psychomotor behavior as well as possible (Zaeni et al., 2018). Every teacher is required to have adequate qualifications and several competencies, including: pedagogic competence, personality competence, social competence, and professional competence obtained through professional education.

Paying attention to the rules above, as a teacher, you should master the content of the subject matter to be taught. In addition, teachers also need to master various learning strategies that can activate their students in the learning process. One of the competencies of learning strategies is that teachers must be able and creatively utilize learning resources in learning so that students can interact not only with teachers so that students experience meaningful learning.

In relation to learning resources, learning resources can be interpreted as anything that can produce messages as materials/objects of study in learning so that students gain knowledge, experience, and skills so that learning objectives can be achieved (Sudono,

2000);(Mulyasa, 2014); (Siregar, 2010). In terms of implementing the 2013 curriculum, the government has prepared learning resources for students that can be utilized by teachers at all levels of education including MI/SD by launching the Learning House portal (<https://learning.kemdikbud.go.id/Dashboard/>). Through this portal, the government has prepared learning content in various forms of multimedia and teaching materials in the form and format of the material (digital/electronic format), for example: there is a menu of Learning Resources, Electronic School Books, Question Banks, Virtual Laboratories, Cultural Maps, Space Exploration Vehicle, Continuous Professional Development, and Virtual Class.

In practice, the implementation of the 2013 curriculum in schools or madrasas continues to experience improvements and administrative strengthening. However, in fact, it has not been balanced with the readiness of teachers and the completeness of learning tools. There are still many teachers who are not

ready. Teachers have not been able to show a creative and professional attitude in developing their learning through intracurricular, cocurricular, extracurricular, and school culture supported by learning resources or teaching materials in both physical and digital form.

In addition, teacher learning practices are still a national problem, where there are many teachers who are only based on lectures and memorization, not based on activities and creativity that inspire and are fun. Moreover, the utilization of various learning resources has not been maximized. It is as if the teacher makes himself the only source of learning. Senior teachers who are dominated by generations before millennials still believe that the things they have learned in their previous education can make them successful and successful people. In fact, the friend of Ali bin Abi Talib ra. once advised, "O Muslims, educate your children according to their time because they live not in your era". Of course the statement of Ali bin Abi Talib's friend ra. In the current context, the learning carried out by teachers must use a 21st

century learning approach based on information and communication technology.

Quantitative data related to the condition of teachers in Indonesia, based on data from the Ministry of Education and Culture quoted by (Liputan6.com., 2017) states that the number of teachers in Indonesia is around 3.1 million, but there are still hundreds of thousands of them who are honorary teachers. For SD/MI teachers, the total number is 1,586,127 teachers, whose status is still temporary, a total of 437,312 or 33.2%. Furthermore, in the 2018/2019 academic year a total of 134,811 schools or approximately 60 percent of the total number of schools in Indonesia have implemented the 2013 curriculum. It is also possible that 60 percent of the teachers in the implementation of the curriculum and learning in the classroom are good and not good.

The figures above are in line with the condition of the profile of elementary school teachers in Pekalongan Regency, as stated by the Head of the Basic Education Division of the Pekalongan Regency

Dindikbud quoted by Jpnn.com that for elementary schools in the Regency which still lack teacher human resources, there are 548 elementary schools. As for the SD UN results ranking, as stated by the Pekalongan Regent quoted by (Aris, 2018), it was stated that the Pekalongan District SD UN results rank was at the middle class rank which was not yet proud.

Even more surprising, several relevant previous research results such as the results of (Alawiyah, 2014) research on teacher readiness in implementing the 2013 curriculum stated that several interventions carried out by the government, such as training and learning consulting clinic services to develop teacher competence, were considered unsuccessful. Especially for teachers in disadvantaged areas, they must be motivated more by optimizing and considering the school climate, self-concept, and fulfillment of basic psychological needs as influential factors (Utomo et al., 2019); (Mohamad Syarif Sumantri, 2012) also mentions in his research findings that the understanding, application, and enthusiasm of

teachers in the use of learning resources in elementary science learning is still low. Then, the results of (Widayanti, 2017) state that the media used for learning in a school has not been maximized due to several factors, mainly teachers are less literate and less able to operate ICT-based media such as laptops. Whereas student learning outcomes will increase by utilizing contextual learning resources and materials according to the times, for example Covid-19 literacy (Oyedele et al., 2013); (Istiyarti & Purnama, 2014); (Jailani, 2017); (Abdullah, 2017) (Syahid et al., 2019).

In addition, based on the results of interviews with several civil servant teachers in the PPL activities of the PGMI Department for the 2019/2019 academic year, it is also known that the extent to which learning resources are used in schools or madrasas in the thematic learning process is not yet known. Some potential learning resources in madrasas that can be utilized have not been maximized to support the performance of learning processes and outcomes, such as: student work,

APE, textbooks, worksheets, libraries, etc.

However, behind the facts above, there are still millennial teachers in Pekalongan Regency who also excel at both the provincial and national levels. These teachers represent a picture of the millennial professional teacher figure for generation Z. In the generation theory (Generation Theory) proposed by Graeme Codrington & Sue Grant-Marshall, Penguin, (Zaeni et al., 2018); (Zaini, 2019) there are 5 generations of humans based on the year of birth, namely: (1) Baby Boomer Generation, born 1946-1964; (2) Generation X, born 1965-1980; (3) Generation Y, born 1981-1994, often referred to as the millennial generation; (4) Generation Z, born 1995-2010 (also known as iGeneration, Net Generation, Internet Generation). and (5) Generation Alpha, born 2011-2025.

Based on preliminary data from the District Education Office. Pekalongan, outstanding millennial teachers, among others: Rini Panuntun, S.Pd. (1st place in 2018 from SDN 6 Kedungwuni), Rochimin S.Pd. (1st Place in 2019

from SD N 1 Pekuncen), while those from the Ministry of Religion Kab. Pekalongan, among others: Fitriana Ulfah, S.Pd.I (1st Place 2015 from MIS Simbangkulon 02), Ridwan, S.Pd.I. (1st Place in 2016 from MI MUh Tunjungsari), Bahrin, S.Pd.I. (1st Winner in 2017 from MIN Kedungwuni), Muhammad Syaikhul Alim, S.Ag. M.S.I. ((1st Place in 2018 from MII Wiroditan), Makhfudz Basri, S.Pd.I., M.Pd.I. (1st Place in 2019 from MIS Simbangwetan). These outstanding teachers are very relevant to the demands of the profile of SD/SD graduates. MI is expected to have 21st century competencies such as the ability to learn and innovate and have an understanding of digital literacy (information literacy, media literacy, and technology literacy).

With regard to the above background, the authors consider it important to conduct this research in order to explore the role and competence of millennial teachers in utilizing the variance of ICT-based learning resources according to the demands of 21st century competencies that must be mastered by students. In line with the

condition of the outbreak of the COVID-19 or corona virus in Indonesia in early March 2020, this research is also expected to be able to provide information and an overview of the readiness of millennial teachers in the creation and utilization of learning resources that accommodate appropriate pedagogics to deal with the Covid-19 pandemic. Then, the general purpose of this research is to describe and examine the benefits, impacts, and obstacles experienced by millennial teachers in utilizing learning resources in thematic learning during the Covid-19 pandemic at the MI/SD Pekalongan Regency level. The outcome of this research is the publication of a book that thoroughly reviews the practices of using learning resources in thematic learning that is specifically based on ICT and local wisdom.

## **METHODS**

The research approach used in this research is qualitative research with the type of research used is field research (field research) with descriptive methods. The primary data sources in this study were

teachers with millennial criteria. Secondary data sources are school principals, documents, books, research journals, and other sources related to this discussion. The documents are in the form of: school profile documentation, information on school facilities and infrastructure, and SD/MI curriculum and learning equipment documents. Data collection techniques used, namely: interview techniques, observation techniques, documentation techniques. The data analysis technique uses the Miles and Huberman model, which is an interactive model (Sugiyono, 2013). This study uses data validity assurance techniques commonly found in qualitative research, namely credibility and transferability (credibility and transferability).

## RESULT AND DISCUSSION

### Data of MI/SD Teacher Informants in Pekalongan Regency

Sequentially the names of outstanding millennial teachers in 2018 and 2019 based on the Decree of the Head of the Pekalongan Regency Education Office are presented in the following table.

Table 1.  
The names of Millennial Teachers with Achievements for Elementary Schools in 2018 and 2019

Source: Document from Pekalongan District Education Office

No	Name	Place	Assignment
1	Rini Panuntun, S.Pd.	SDN 6 Kedungwuni	Juara 1 Tahun 2018
2	Rochimin S.Pd.	SDN 1 Pekuncen	Juara 2 Tahun 2018
3	Arif Hidayat, S.Pd. SD.	SDN 1 Krandegan	Juara 3 Tahun 2018
4	Rochimin S.Pd.	SDN 1 Pekuncen	Juara 1 Tahun 2019
5	Wakhid, S.Pd.SD.	SDN 1 Doro	Juara 2 Tahun 2019
6	Arif Hidayat, S.Pd. SD.	SDN 1 Krandegan	Juara 3 Tahun 2019

Meanwhile, successively the names of outstanding millennial teachers from 2015 s.d. 2019 based on the Decree of the Head of the Pekalongan Regency Ministry of Religion Office is presented in the following table.

Table 2.  
The names of the MI-level Achievement Millennial Teachers from 2015 to 2019

No	Nama	Tempat Tugas	Keterangan
1	Fitriana Ulfah, S.Pd.I	MIS Simbangkulon	Juara 1 Tahun 2018
3	Ridwan, S.Pd.I.	MI Muh Tunjungsari	Juara 1 Tahun 2016
4	Bahrin, S.Pd.I.	MIN Kedungwuni	Juara 1 Tahun 2017
5	Muhammad Syaikhul Alim, S.Ag. M.S.I.	dari MII Wiroditan	Juara 1 Tahun 2018
6	Makhfudz Basari, S.Pd.I., M.Pd.I.	MIS Simbangweton	Juara 1 Tahun 2019

Source: Document from the Office of the Ministry of Religion of Pekalongan Regency

Furthermore, in this study also selected informants from other teachers with the criteria of



millennial age and teaching in the central areas of the district capital and rural areas far from the center of the Pekalongan district capital, including:

Table 3.  
The names of Millennial Teachers

No	Nama	Tempat Tugas	Keterangan
1	Aena Zuhrotul Fitri, S.Pd.I	SD Muhammadiyah Kajen	Guru Kelas lulusan SI - Tarbiyah
2	Mustariadi	SD Muhammadiyah Kajen	Kepala Sekolah SD Muhammadiyah
3	Umi Khosiqoh, S.Pd.	SD Muhammadiyah Kajen	Guru Kelas lulusan SI - PGSD
4	Laela Rofi'ana, S.Pd.	SD Muhammadiyah Kajen	Guru kelas lulusan SI - Bahasa Inggris
5	Vika Inayati, S.Pd.	SDN 2 Notogiwang Kecamatan Paninggaran Kabupaten Pekalongan	Guru Kelas
6	Tarjoyo, S.Pd.	SD N 3 Yosorejo, Petungkriyono. Pekaloangan	Guru Kelas dengan Tugas Tambahan Bendahara Sekolah

From the informant data above, it is known that there are informants with the status of millennial teachers who excel and are ordinary. There are also MI/SD class teacher respondents with millennial status who work in urban and rural SD/MI. This is intended to add data about the description of the style and competence of teachers in the utilization of learning resources in terms of achievement or not and the location of the school.

### The State of Learning Resources and Media in SD/MI Where Informants Work

The state of learning resources and media in SD/MI where the informants work is presented in the following table:

Table 4.  
Learning Media in MI/SD Pekalongan Regency

No	Jenis Sumber dan Media Pembelajaran	SD N 1 Pekuncen	MIS Simban gkulon	SDN 2 Noto giwang	SD N 3 Yosorejo	SD Muhammadiyah Kajen
1	Internet	Ada	Ada	Ada	Ada	Ada
2	Tape/Sound Sistem	Ada	Ada	Ada	Ada	Ada
3	Komputer	Ada	Ada	Ada	Ada	Ada
4	Laptop	Ada	Ada	Ada	Ada	Ada
5	LCD Proyektor	Ada	Ada	Ada	Ada	Ada
6	Layar	Ada	Ada	Ada	Ada	Ada
7	Peraga IPA	Ada	Ada	Ada	Ada	Ada
8	Peraga Matematika	Ada	Ada	Ada	Ada	Ada
9	Peraga IPS	Ada	Ada	Ada	Ada	Ada
10	Peraga B.Indonesia	Ada	Ada	Ada	Ada	Ada
11	Peraga Penjas	Ada	Ada	Ada	Ada	Ada
12	Lainnya	Ada	Ada	Ada	Ada	Ada

Based on the table above, it can be seen that the educational resources and media owned by SD/MI Pekalongan are generally classified as available. However, based on observations and interviews, it is known that the conditions and availability of these learning resources are still minimal,

such as the LCD projector that is owned by the school at SDN 2 Notogiwang only one. The status of learning resources is already damaged and cannot even be used or utilized in learning.

	saya		
6	Media pembelajaran mengurangi peran saya sebagai guru	-	100 %
7	Hasil belajar siswa saya lebih baik ketika saya menggunakan sumber belajar atau media pembelajaran	100 %	-

**MI/SD Millennial Teachers' Perceptions about the Role and Competence of Teachers in Utilizing Learning Resources in Thematic Learning**

Based on interviews and Focus Group Discussions that have been carried out, information on teacher perceptions about the use of learning resources in the learning process is presented in the following table:

Table 5  
MI/SD Millennial Teachers' Perceptions on the Role and Competence of Teachers in Utilizing Learning Resources in Thematic Learning

No.	Pernyataan	Ya	Tidak
1	Saya menggunakan paradigma pembelajaran berpusat pada siswa	100 %	-
2	Saya menempatkan diri sebagai agen pembelajaran (manajer, fasilitator, motivator pembelajaran)	100 %	-
3	Saya senang menggunakan media dalam pembelajaran tematik	100 %	-
4	Saya selalu berusaha menggunakan media agar siswa lebih mudah belajar	100 %	-
5	Menggunakan sumber belajar atau media pembelajaran merepotkan	40 %	60 %

Based on the table above, it can be explained that all millennial teachers have a very positive perception of 100% about the teacher's role in the learning process must use a student-centered learning paradigm. Millennial teachers also understand that they must be positioned as learning agents (managers, facilitators, learning motivators). Another finding was that there were still millennial teachers with status not in the category of outstanding teachers who honestly stated that the use of learning media was felt to be a hassle for teachers by 60%. This means that more than half of the informants from millennial teachers stated that the use of learning resources could be a hassle in their duties as teachers. Even so, millennial teachers still say they always try to use media so that students learn more easily by 100%.

### **Types of Learning Resources used by Millennial Teachers in Thematic Learning**

The types of learning resources used by millennial teachers were revealed from the statement of the informant, Mrs. Vika Inayati, S.Pd. that the learning resources that he used in learning both before and during the Covid-19 pandemic, among others: folklore, fairy tales, advice, books, worksheets, and pictures, LCDs and laptops, learning videos, whatsapp (WA), outside the classroom environment, such as: the environment around the school is like a pine forest near the school.

In line with the statement above, Mr. Tarjojo, S.Pd. also revealed that the learning resources that he had used, among others: books, worksheets, and pictures, LCD and laptops, learning audio, learning videos, and whatsapp (WA).

In this study, it was also known that during the Covid-19 pandemic, the types of learning resources used by millennial teachers were more diverse, including educational videos taken from Youtube.

Furthermore, judging from the types of learning resources for learning purposes during the Covid-19 pandemic that was created and developed by Mr. Rokhimin, S.Pd. and Ms. Fitriana Ulfa, S.Pd.I., as outstanding millennial teachers in Pekalongan Regency, including: student worksheets, learning audio, learning videos, and posters, and learning multimedia. There are also other works produced during the selection of outstanding teachers, for Mr. Rokhimin, S.Pd. in the form of teaching aids with integers, Electric Kit, Water Purifier, while the work of Mrs. Fitriana Ulfa, S.Pd.I in the form of Diktat, Number Dice Media, Snakes and Ladders Game, City Pump.

### **Types of Learning Resources and Learning Experiences Developed by Millennial Teachers in Thematic Learning**

Based on the experience of Mrs. Vika Inayati, S.Pd. and Fitriana Ulfa, S.Pd.I can provide an overview of the types of learning resources and their importance in achieving learning objectives, including: (1) LKS This learning resource has been

used in the content of science lessons for class VI with material on plant reproduction. Students work on a project to plant plants at home with the help of worksheets in the form of observation sheets within a period of 1 month; (2) Learning videos are used in Javanese class VI subjects with pacelaton material. Students watch a good and correct video of the pacelaton practice between teachers and students, then students are given the task of making a pacelaton text and practicing it in front of the class; (3) This learning resource has been used in the content of the SBdP lesson in Billboard material. Students observe various billboards with learning resources in the form of posters, then students are given the task of drawing one type of billboard; (4) This learning resource has indicators: increasing students' ability to add two numbers with results up to 20, familiarizing students in class, and increasing student experience in learning activities through games; (5) This learning resource makes students familiar in class, and adds to the students' experience in learning activities through games to develop

speaking skills in English with the topic "My House".

### **Steps taken by Millennial Teachers in Utilizing Learning Resources in Thematic Learning During the Covid-19 Pandemic**

As stated by the informants, it is known that the steps of learning with the help of learning resources that they do broadly begin with planning, including: analysis of learning needs, selection or development of effective, innovative and creative learning resources. Then, the implementation of learning by utilizing learning resources. Finally, evaluation of learning and follow-up.

Meanwhile, it can also be described the implementation of online distance learning at Muhammadiyah Kajen Elementary School during the Covid-19 pandemic, as explained by Mrs. Aena Zuhrotul Fitri, it can be seen that online thematic learning during the Covid-19 pandemic is carried out by utilizing WA media which begins with making instructions. assignments taken from children's companion books are accompanied by posters and learning videos for

deepening the material. Assignment is done by taking into account the needs of the learning theme and is not burdensome. Students in learning are also directed and emphasized on character habituation, such as the habit of carrying out worship, helping parents work at home, tidying the bedroom, watering the plants, and others. This is in line with what was done by Mr. Rokhimin and Mrs. Fitriana Ulfa that distance learning through online is carried out by utilizing WA as a means of communication and Google Classroom to support the means of delivering material in the form of learning videos. Especially for the use of Google Classroom by teachers, students and parents did not respond much.

The practice of synchronous or screen-to-screen learning through Google Meet is sometimes carried out by teachers to convey important information related to learning and emphasis on internalizing the values of disciplined character and responsibility to students in carrying out their duties. Meanwhile, distance learning activities outside the network are carried out with the

model of taking and collecting student worksheet assignments on days that have been determined by the teacher and scheduled home visits.

Data related to the assessment carried out by millennial teachers during the Covid-19 pandemic can be seen from Mr. Rokhimin's explanation that the assessment is carried out in the form of daily assessments in the form of working on student worksheets, portfolios to assess aspects of knowledge competence. As for the aspect of attitude competence, it is done by providing a checklist for the achievement of character habituation activities at home. Data related to the assessment can also be seen from the explanation of the Principal of SD Muhammadiyah Kajen who stated that learning assessment during the Covid-19 pandemic was still carried out through daily assessments based on the collection of assignments and portfolios from students in the form of worksheets, photos and videos.

**Impact of Utilizing Learning Resources on Thematic Learning During the Covid-19 Pandemic**

From the aspect of student response/involvement in learning with the use of learning resources that have been implemented, it is known that the use of learning resources shows that in general students become more active and enthusiastic. As stated by Mrs. Vika that students are more active and enthusiastic in learning by using learning resources. A similar statement, expressed by Mr. Tarjojo, said that the student's response was very enthusiastic about using learning resources, but if students always used monotonous learning resources, they would quickly get bored. More complete, delivered by an outstanding millennial teacher, Mr. Rokhimin, S.Pd. and Ibu Fitriana Ulfa that the use of learning resources has a positive effect on improving learning performance in the form of increasing motivation and involvement of students in learning during the Covid-19 pandemic. Learning resources become a means of communication as well as overcome the limitations of space, time, and senses.

### **Barriers to Utilization of Learning Resources in Thematic Learning During the Covid-19 Pandemic**

Barriers/constraints faced by millennial teachers in utilizing learning resources in learning at MI/SD Pekalongan Regency are very diverse. As expressed by Mrs. Vika Inayati and Mr. Tarjojo, revealed; "The obstacles come from insufficient time and limited learning resources due to limited facilities and infrastructure".

The same statement was also conveyed by two outstanding millennial teacher informants that in preparing learning resources required more time and money, the lack of support from students' parents, especially in the use of modern media, such as: WA, Google Classroom, and YouTube which were related to the provision of quotas.

The above conditions are also strengthened from problems during online learning at SD Muhammadiyah Kajen, including: (1) there are some students who do not have facilities such as their own android cellphones so they have to borrow from other family members,

(2) facilities such as android cellphones have been fulfilled but there is no signal, and (3) the busyness of parents who cannot guide their children to study at home.

To overcome the obstacles experienced in the use of learning resources in thematic learning during the Covid-19 pandemic at SD/MI Pekalongan Regency, millennial teachers have carried out efforts from themselves and collaboration and communication with all parties for the completion. Efforts from the teacher themselves include: (1) the teacher maximizes learning preparation and communicates learning instructions carefully at the beginning, (2) the teacher gives time slack to students in collecting assignments, (3) the teacher provides consulting services on learning problems experienced by children and parents at home, (4) the teacher tries to use media that can be accessed by students by paying attention to the suitability of the material.

### **The Role and Competence of SD/MI Millennial Teachers in**

### **Utilizing Learning Resources during the Covid-9 Pandemic**

Good and meaningful learning is quality learning that is able to place the role and function of the teacher appropriately according to its position so that it can play its role in accordance with the learning needs and developmental characteristics of students by utilizing learning resources.

Based on the research data above, it is known that the role of millennial teachers in managing and facilitating student learning through the use of learning resources in order to create a learning atmosphere and interaction that has an impact on learning outcomes is very large, especially during the Covid-19 pandemic. This is known from the perception of millennial teachers who place themselves as managers and learning agents and use a student-centered approach in their learning paradigm. As described by O'Neill and McMahon in (Endang, 2009) that the teacher's role has shifted no longer centered on the teacher, but the teacher shifts to become a collaborator and facilitator in learning. Changes in the shifting

role of teachers as messengers or subject matter are also influenced by the rapid development of information and communication technology so that many new media are produced for learning (Zaeni et al., 2018); (Tafonao, 2018).

Then, MI/SD millennial teachers in Pekalongan Regency already have a positive perception of the paradigm shift in the teacher's role from the main source in learning as a teacher to becoming a learning agent as a facilitator, motivator, collaborator, and engineer in thematic learning. Of course, this understanding must be balanced with efforts to continuously improve the approaches, strategies, and learning techniques used in the classroom in the form of active learning. Active learning requires teachers to encourage students to find their own meaning and construct their own knowledge through learning experiences that have been engineered or designed in such a way. As the results of this study indicate that millennial teachers in designing learning have utilized various kinds of learning resources

and media so that students achieve the competencies that have been determined.

In this study, it is also known that there are still perceptions of millennial teachers with non-achievement status who honestly state that the use of learning resources or learning media is considered to be inconvenient for teachers. This is also one of the indicators that differentiates outstanding millennial teachers from non-achieving millennial teachers in the use of media. As the results of Patel's research (Patel, 2016) which states that teachers who have a lot of experience and little experience in education and training will differ in their learning, but for factors of gender and status, married or unmarried, there is no difference.

In this case, the teacher should at least use simple media, but have good effectiveness. As explained (Suryani & Et, 2018) that if developing media is still felt heavy by the teacher caused by various factors, then the teacher can take advantage of the media that is already available or has been developed previously, while still



developing plans, implementation strategies, and choosing the appropriate utilization model. appropriate.

This is reinforced by (Abdullah, 2017) that teachers must be able to share roles by utilizing the media so that the teacher has a lot of time that can be used to pay attention to other educational aspects of students, such as helping students with learning difficulties, personality formation, motivate learning, and others. Abdullah's statement contradicts the situation on the ground, such as the results of research (Pajk, 2020) which states that teachers in Slovenia have not used transferable ICT knowledge adequately in learning and Pajk assumes that primary school teachers in Slovenia still underestimate the benefits of ICT. This. It could be that the results of the tax study would be different if this research was conducted during the Covid-19 pandemic.

The results of this study also illustrate that thematic learning in SD/MI during the Covid-19 pandemic inevitably has to adapt to the government's circular regarding

the implementation of learning during the Covid-19 pandemic by using online and offline distance learning (PJJ). The implementation of PJJ in MI/SD Pekalongan Regency is carried out by millennial teachers starting with the lesson plan (RPP) followed by the development or utilization of various learning resources or teaching materials in the student's environment.

Furthermore, from the results of the study, it is also known that the learning resources used in learning well before the Covid-19 pandemic, include: children's companion books, teaching aids, folklore, fairy tales, advice, books, worksheets, and pictures, LCD and laptops, audio, the environment outside the classroom, such as: the environment around the school such as a pine forest near the school. Especially during the Covid-19 pandemic, there was an additional variance in the media used, including: learning videos/educational videos from youtube, whatsapp (WA), Google Classroom, regional radio [Radio Kota Santri (RKS FM), Radio KFM Kajen, and Radio SONETA FM], and national television broadcasts

(TVRI). Thus, the results of this study indicate that the use of learning resources in thematic learning during the Covid-19 pandemic relies more on digital-based learning types or sources.

Then, the learning strategies chosen by millennial teachers during the Covid-19 pandemic are known to rely more on students' independent learning abilities, which are expected to be guided by their parents at home. In implementing this PPI, teachers mostly use assignment techniques both online and offline. Teachers are really more of a learning facilitator. Thus, the learning experience of students during the Covid-19 pandemic is more in doing assignments. The process of communication and interaction in learning is very limited. Follow-up activities on student learning outcomes are rarely carried out except for only a few occasions through Google Meet to convey important learning information and character emphasis. So, it is proper for millennial teachers to be able to sort and choose teaching materials that can also instill character values in students.

As stated by (Fauyan, 2019) that the use of media must be focused on learning in addition to being expected to improve learning performance as well as being able to sow character values in students. In addition, the teachers expected by Generation Z at this time are teachers who can use technology and are smart in knowing the learning situation with the indicators: (1) must be digitally literate, (2) take advantage of technological sophistication as a source of learning and learning communication, (3) provide fun and meaningful learning, and (4) the teacher must be a role model. Teachers who have qualified capacities are expected to be able to face the challenges of the millennial generation so as to give birth to a generation that is intelligent and characterized (Rahayu, 2018); (Qolbi, 2018)

From the results of this study, it can also be analyzed that the response/involvement of students in thematic learning by utilizing learning resources that have been carried out by millennial teachers before the Covid-19 Pandemic came, showed that in general students

became more active and enthusiastic. Millennial teachers also understand well by not using monotonous learning resources because students will get bored quickly. In other words, this study also reveals that the use of learning resources has a good impact on the quality and learning outcomes, especially on the development of student competencies in terms of critical thinking skills, creative problem solving, collaboration, and student communication. Various examples of media and indicators of behavioral change expected from the use of learning resources or media have also been presented. Thus, this study confirms that the use of learning resources by millennial teachers is effective in improving students' performance and learning outcomes. Another thing, it was found in this study that online distance learning is the key to effective learning so that learning takes place during the Covid-19 pandemic. Although it was recognized by the informants that when viewed from the motivation and evaluation of learning using an online system, it was less effective than face-to-face learning. Thus, it is

true what was stated (Dewi, 2020); (Herliandry et al., 2020) that the change from face-to-face learning to online learning can indirectly affect the absorption of students, so it is important to note that communication between parents and educators must be fostered in order to realize independent learning of students during the COVID-19 pandemic.

The obstacles faced by millennial teachers in utilizing learning resources in learning during the Covid-19 pandemic, among others: the problem of time for making media, the cost of making media, not ready for children and parents to use the new GC media, the number of students who are not ready to learn independently. with parental assistance, and minimal parental support in guiding children's learning at home due to busy work. These problems can be categorized as explained by Berge in (Endang, 2009) into obstacles that are situational, epistemological, psychological, pedagogic, technical, and socio-cultural. Therefore, adequate orientation, training, and capacity are needed for teachers,

students, and parents about distance learning who will utilize learning resources with ICT-based variances during the Covid-19 pandemic. In addition, collaboration is needed from all parties in overcoming barriers to ICT-based learning during the Pandemic (Batubara, 2017); (Yusrizal & Dkk, 2017) (Budiyono, 2020). Moreover, in terms of motivating student learning, teachers in giving assignments must be interesting and fun and not burdensome and pay attention to the principles of distance learning during the Covid-19 pandemic that prioritizes the health and safety of students (Putria et al., 2020); (Asmuni, 2020); (Bender, 2020).

Thus, based on the results of this study, a common thread can be drawn that SD/MI that have good, structured and dynamic planning in preparing learning processes and resources during the COVID-19 pandemic are schools that are able to adapt to the conditions that occur and obey policies regarding implementation. education during the Covid-19 emergency that has been issued from the Minister of Education and Culture to the local

Education and Culture Office. The ability of schools to adapt learning conditions and situations during this pandemic is inseparable from the role and competence of millennial teachers who have competence in planning, implementing, and evaluating their learning with distance learning models based on learning resources and technology to improve their learning performance.

## CONCLUSION

Millennial teachers are teachers who were born between 1981-1994 with digital literacy characteristics and are able to take advantage of technological sophistication as a learning resource according to learning situations and conditions so that their learning performance is fun and meaningful. However, there are still millennial teachers who become informants stating that learning using learning resources is a hassle. This is certainly understandable because to develop and utilize these learning resources or media requires careful preparation both time and cost as well as a thorough understanding of learning design. Of course, millennial teachers who have the ability to

develop learning media should be able to become role models and be more motivated to actualize their roles and competencies into a real form of work in the form of learning device designs in the form of lesson plans learning implementation plans and media products as a result of development. Thus, the role and competence of millennial teachers in planning, implementing, and evaluating learning assisted by learning resources is very large. These roles and competencies by adapting themselves as managers and learning agents by creating an active and creative learning atmosphere and conditions, motivating and encouraging student involvement by using multi-methods, multimedia, and multi-sources so that intensive and interactive communication is established, the formation of student character and the achievement of goals. expected learning. Finally, to be able to achieve the thematic learning goals set, whether during the Covid-19 pandemic or not, school policies are needed that encourage the fulfillment of facilities and infrastructure, training, and cooperation from all parties,

principals, teachers, parents, and the community to create an ecosystem. schools and education as learning resources that are able to give birth to generation Z who are empowered, intelligent, and have character.

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