Impact of The Covid-19 Pandemic on Teaching Learning Activities

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ABSTRACT

Learning is an area that has been impacted by Covid-19. Learning is done online to stop the spread of the Covid-19 virus. Efforts have also been made based on the studies mentioned earlier, so this research seeks to provide other alternatives that can be done when learning is in this pandemic season. This research was conducted by reviewing the previous literature as a library, such as from journals, books, and other sources related to learning in the pandemic era. The focus of the research is on learning subjects in the school environment. Learning in several places has been going well. However, in certain places, there are still shortcomings due to some facilities that have not been fulfilled, such as areas that can affect the presence of signals and students' abilities which can be carried out with immediate and direct solutions. To overcome problems that allow students always to follow the learning process, immediate solutions can be carried out by parties related to education, such as school teachers, students, and parents. Meanwhile, indirect solutions are carried out by stakeholders such as the government and local officials to issue policies that can help facilitate education both formally and non-formally.

A B S T R A K

Pembelajaran merupakan bidang yang terkena dampak dari Covid-19. Pembelajaran dilakukan secara online untuk usaha memutus penyebaran virus Covid-19. Upaya-upaya juga sudah dilakukan berdasarkan kajian yang disebutkan terdahulu, sehingga penelitian ini berusaha untuk memberikan alternatif lain yang dapat dilakukan ketika pembelajaran di musim pandemi seperti ini. Penelitian ini dilakukan dengan mengkaji literatur-literatur terdahulu sebagai pustaka seperti dari jurnal, dokumen, buku, dan dari sumber-sumber lain yang terkait dengan pembelajaran di era pandemi. Fokus di penelitian adalah pada pembelajaran mata pelajaran di lingkungan sekolah. Pembelajaran beberapa tempat sudah berjalan dengan baik, akan tetapi juga di beberapa tempat tertentu masih terdapat kekurangan-kekurangan karena adanya beberapa fasilitas yang belum memenuhi, seperti wilayah yang dapat

mempengaruhi keberadaan sinyal dan juga kemampuan siswa dilakukan atas solusi yaitu secara langsung dan tidak langsung. Solusi secara langsung dapat dilakukan oleh pihak-pihak terkait pendidikan seperti sekolah, guru, kemahasiswa, dan wali murid untuk mengatasi masalah yang membuat siswa dapat selalu mengikuti pembelajaran. Sedangkan untuk solusi tidak langsung dilakukan oleh para pemangku kepentingan seperti pemerintah dan perangkat setempat untuk mengeluarkan kebijakan-kebijakan yang dapat membantu memperlancar pendidikan baik secara formal maupun non formal.

Introduction

Covid-19 is an attack in one area and almost all over the world. This virus has created a pandemic at the beginning of the 21st century. All areas of life have changed entirely from traditional work to modern work, from offline work to online. This was also felt in education; with the spread of the Covid-19 virus, especially in Indonesia, schools were closed to break the virus spread. Not only at school but also at the university level. To overcome this, learning can still run, and the government as a policy maker takes policies to help schools continue learning for students. This effort allows students to study still even if they do not attend school. Not only in the field of education, in the aspect of workers, there is also a similar thing, but the work done in the office is now being attempted at home. Several things must be fulfilled so that the work that should be done in the office can be done optimally at home (Aji, 2020).

Learning that is carried out because of the effects of the pandemic, so it must be done not in the classroom will be at home, which has several impacts. One of them is the short-term impact felt by most families in Indonesia, both in cities and in villages (PH et al., 2020). Families where children usually study at school have drastically changed so that learning is done at home. Some families are familiar with studying at home, but most have to adapt from the beginning because children usually study at school. This must be a huge surprise which will directly affect the productivity of parents who usually have taken their children to school to continue their work. (Surur, 2018).

With children studying at home, parents inevitably have to accompany their children when learning this, and it can take up time that parents should use to work to meet their needs. They have to do it only at home to accompany their children. When children learn, this will directly affect the income of parents who have to meet family needs. In addition,

the psychology of children studying at home will also be disturbed by the point of learning that should focus on the material, and the teacher is now done at home and faced with various kinds of activities. Such as cleaning the house, arranging household appliances, and possibly also playing games. Especially if not accompanied by parents. So that to make children still able to learn, there must be some efforts made by parents and teachers so that students can learn optimally even though they are at home (Argaheni, 2020).

The optimal impact of distance learning cannot be predicted. This is still limited as an alternative, so students can still study even though they are only at home. As is the case in areas, especially in remote areas, they will experience confusion because they have to prepare some equipment and necessities in order to be able to do online learning. The existence of adequate infrastructure must be met. Assessments carried out by online learning are carried out in a trial and error system or try and lack. This system has no certainty, so further studies need to be done. In addition to the short-term impact, it can also have a long-term impact. Indonesian people who live together with the Covid-19 outbreak must always maintain their health and body fitness so they do not get infected with the Covid-19 virus. In terms of education, the long-term impact can occur in the aspect of justice because some areas of education in Indonesia have differences, such as in urban and rural areas. There are already visible differences in adequate infrastructure in the two regions alone. When discussing areas included in the 3T (outermost, lagging, leading). These areas should get further attention because of this principle of justice for the sake of friends (Surur et al., 2020).

One alternative effort that can be made in the field of education is to conduct online and distance learning. Students learn anywhere teacher-led via digital platforms. Learning like this is usually called online learning from online learning, but it is still debated about the effectiveness of this learning. This should not be used as an ongoing polemic because it must be studied continuously to obtain an appropriate system for online learning. In this online learning, several schools and regions apply the same thing as teachers do, but it has a destructive impact on students studying online. The teachers provide materials and assignments that are only limited to reading material from existing books, which are agreed to be used. Students continue to work on the questions. The teacher carries out the focus of this question, whose results are mostly photographed and then sent to the teacher. Most of the results are photographed and then sent to the teacher. This should be avoided by teachers who always burden online learning by giving many assignments that must be sent to the teacher as a basis for viewing learning outcomes. Teachers should hone students' thinking so that students are more skilled in thinking.

Furthermore, do not give many assignments to students. This is the statement submitted by KPAI that online learning only provides assignments, so students have misconceptions about understanding the material being studied (KPAI, 2020). With online learning, it is expected to obtain results such as direct or offline learning, namely conducting field studies or observations that provide experience to students even though they do not gather directly with the community, which is following the experience cone system pioneered by Edgar Dale (Cone Of experience) (Sanjaya, 2006).

Learning is done online, making learning into digital social learning. In terms of the environment, the scope of coverage is broader because it can be done in other areas quickly through social media. However, if you look at the impact that has occurred, it is easier to analyze directly because researchers are directly dealing with social places. It is not enough to feel the effects of online activities because the control system that has been implemented has not been able to reach the area that the media can reach. However, the restrictions and the social media transition are policy measures from the government in the hope that life will return to normal as before the pandemic hit (KPAI, 2020).

Literature Review

The Impact of Covid-19 on the Learning Process in Schools

A public policy tool can increase skills and knowledge through a learning process. In addition, students can practice socializing with students, teachers, and school environment employees, which part of the time is carried out in the school environment. The presence of students in the classroom can be used as the smallest scope for learning to improve social skills. More broadly, schools can be used as a medium of interaction between school members to increase intelligence and skills and foster a sense of affection. However, the things are done in the classroom and at school have changed only to be done at home. This certainly impacts the activities carried out, particularly the effect of social productivity and the growth of sympathy and empathy for others. Not all schools can meet online learning tools (Purwanto et al., 2020), especially for students with below-average economic abilities. This requires more teachers' abilities to set effective learning methods for students.

They are reflecting on the learning in one of the countries in Europe, namely Sweden, about the learning they do. Before taking the final test, teenagers in Sweden add study hours to get the desired results. Today's additions depend on the region where students are present, so the number may not be the same between regions. Adding the number of learning days is carried out directly in the classroom. The addition of study hours is assumed to be learning that is carried out daily. If there are students who do not take ten days of learning, they will lose 1% of the standard deviation. This can be interpreted that

they will experience a reduction in the average value of learning in class. The impact given by direct learning is quite significant. Not to mention if learning is not followed for 180 days in class, it can reduce the standard deviation by as much as 18%, meaning that, for example, if students usually get a score of 100, then the score obtained is only 82, what about students who usually still get a score of 60-70? Students with more complex knowledge problems will experience knowledge disorders in the future (Carlsson et al., 2015).

The results of other studies reveal a learning impact due to differences in learning time as a formula. The differences studied were only limited to the fields of mathematics, language, and science. In Denmark, study hours are 55% more than in Austria. From this difference, after the two students from that country were given a test, it showed a 6% difference in the results of the tests. So it is clear that whatever deviation is received by Indonesian students due to the loss of learning time at school will end up in the students' loss, and their knowledge will be eroded. (Lavy, 2015). The situations above can be used as an illustration of the learning carried out in the State of Indonesia, which imposes a reduction in learning hours and outside the classroom. These results should be used as a trigger to provide breakthroughs while still providing a sense of learning in the classroom even though you are at home and increasing study hours (at least as usual) to maintain the quality of learning outcomes.

This situation does not only occur in Indonesia but also in other countries, and almost all countries experience it. Especially in Indonesia, inequality between regions has occurred under normal circumstances, especially with a pandemic outbreak, which will make the inequality between regions more pronounced. The current minister of education, Nadiem Makarim, calls for increased student productivity to compete in the world of work after graduation. However, with the sudden spread of the epidemic, the education sector must follow the flow of government policies so as not to make education the source of the outbreak's spread. Learning in schools, initially offline in classes, has shifted to online learning that can be done anywhere. Education is conducted online, but interactions between teachers and students must still be carried out directly (Junaedi, 2019).

Technological developments have helped online learning, although obstacles still occur. The problem variances that hinder the effectiveness of online learning methods include (Amalia & Sa'adah, 2020):

a. Students and teachers who are limited in their ability in Information Technology

Teachers born before the 1980s did not fully understand technology use, especially applications that can assist learning activities. This obstacle is a different obstacle when learning online. It must even be completed first because it will result in the

delivery of material to students. In addition, this student's own ability to develop technology will be able to affect online learning.

b. Lack of fulfillment of facilities and infrastructure needs

Online learning will require tools that are not cheap. In addition, the economic situation of teachers in some areas is still worrying. The welfare of teachers and students in enjoying information technology facilities and infrastructure is minimal. Even though the need for these devices needs to be held during this Covid-19 season.

c. Internet Access Limitations

Some areas, incredibly remote, have not been reached by the internet. As a result, schools in the neighborhood are also hampered. Even if there is an internet network, the condition is still unable to cover online media. Not all primary and secondary schools and educational institutions can enjoy the internet.

d. Limited Budget Provision

They cannot afford it when they use the internet quota to fulfill their online media needs. Cost is essential for the completeness of the equipment provided by shopping through the budget. Aspects of the welfare of teachers and students are still far from expectations.

The application and use of online learning media are still experiencing a dilemma. When the spirit of producing helpful something is conveyed by the minister of education, on the other hand, the skills and financial capabilities of teachers and students have not moved in the same direction (Surur, 2020). Assistance from the state has not been fully able to reach all regions, so it is necessary to design a budget that will be able to accommodate all regions of the country.

Learning Resources

Learning is an arrangement of an optimal combination consisting of human elements, materials, facilities, equipment, and procedures that are strung together in synergy to achieve learning objectives (Hamalik, 2017). The learning process is closely related to teaching and learning activities held in the classroom that involve elements of education, namely students, educators, educational interactions, educational goals, educational materials, tools and methods, and the educational environment (Tirtarahardja & Sulo, 2017). The influence of these educational elements creates the effectiveness of learning.

Various ways can be taken to obtain sufficient conditions for learning, one of which is to choose the appropriate learning media to be applied. Educators can choose various

sources according to the needs of the material to be delivered. Learning resources that can be used as learning materials are textbooks, educators, and community resources (Hamalik, 2017)—in addition to adjusting the conditions of students because experience cannot be generalized.

These activities can be in the form of observations, field studies, research, or exploring nature so that they can understand how to study society based on social aspects. In the learning process, it is closely related to social phenomena as study material. Community involvement as a learning resource certainly provides many advantages. Educators can invite students to direct learning and experience the interactions that exist in the community. Learners can get concrete learning and can analyze social conditions. Be it norms, stratification, social institutions, social processes, social change, social culture, and others (Supardan, 2013).

Supporting factors that influence educators to carry out community-based learning processes are to increase students' interest in learning subjects in the form of intertwined interactions (Anggraeni, 2011).

Building Learning Effectiveness during the Covid-19 Pandemic

Effective learning must be realized despite the impact of the Covid-19 pandemic that attacks the education sector by related elements and always working together (Saifulloh & Darwis, 2020). The results may not be as good as offline learning, but at least students are still learning. Online learning is an alternative as a learning activity during a pandemic. Online learning is better than no learning activity. Thus, even though students are not allowed to go to school, at least there is still knowledge they receive when they are at home while waiting for the government's policy to enter school.

The online learning system provides two opposing sides (Diva et al., 2021). The negative side is that it puts students in an inadequate environment with adequate facilities, resulting in the inability to participate in online learning fully. As a result, students are unable to receive complete information. On the positive side, students can still carry out learning activities, are still able to acquire new knowledge, and can still improve their skills. Especially during the pandemic, they are forcing you to learn more extra.

Likewise, classroom learning requires a process of social interaction in learning and society as an object of learning study. Problems in the learning process need to be reduced by building and implementing effective learning. Some of them are the innovation and creativity of educators to create a fun learning as initiated by the Minister of Education and Culture (Kemendikbud, 2020). Online learning can use the help of learning media if the media is readily available and easy to use by learners.

Student Losses in the Assessment Process

There are total losses for students when schools or campuses close. One of them is related to the evaluation of learning used by teachers. With online learning conditions, exams and assessments also use the same system. Tests are conducted anywhere. This system can be a gap for students who are less responsible. Problems can be done/assisted by other parties which better understand the problem. With an exam system like this, it will be challenging to judge students who are studying or using the services of others.

Assessment of students is essential information for the sustainability of the student's future. Specific skills need to be given to students even though learning is done online. However, this becomes a problem for the teacher. It was challenging to convey learning alone, especially when it was added to the ability assessment. Assessment impact treatment for the coming year.

Nevertheless, it is still necessary to strive to provide an assessment. Most importantly, there are still efforts to improve student skills. However, job opportunities prioritize competence over final grades are accompanied by job opportunities (Surur, 2018).

Some universities implement exams during the pandemic with traditional and online exams. A relatively new condition for lecturers and students. This assessment may or may not be appropriate, depending on the student's circumstances. Research in European countries shows that employers use different assessments, namely educational credentials, degree classification, and average grades, to select applicants from among college alumni. So that it affects how new applicants from college alumni can fit in the job market and be accepted according to the expected wages. This is done because the workplace will be more selective in choosing salon workers who master the work offered (Rahayu, 2019).

Especially in Indonesia, job seekers have started using an online recruitment system. Not only diplomas are required, but also the skills that job seekers already have. Thus, college graduates must have specific skills if they want to be able to compete in terms of work. The Indonesian government offers pre-employment cards to retrain the skills of higher education graduates in preparing university graduates to work in the post-Covid-19 future.

Impact on School Graduates

The COVID-19 pandemic has made the job search system noisy. The selection in each office has turned into an online selection. This impact is felt directly by graduates of secondary education or college graduates: students who are at the end of their studies, graduating this year, experience teaching disturbances. The main annoyance is their final judgment, which they must make. However, this condition still gives them graduation so they can search for jobs according to their skills. The new obstacle for graduates is the

condition of the labor market, which tends to be complicated. Difficulty fighting for grades in class does not seem to help when you graduate because the field of job opportunities is also getting smaller (Surur et al., 2020).

This condition is also sad for job providers. Some companies have laid off their employees for company sustainability. On the other hand, companies are being invaded by graduates who are just looking for work. Situations like this can increase the percentage of job seekers. Especially for university graduates, their demands are higher in terms of salary, as an effect of career competition (Bobonis & Morrow, 2014). University graduates initially predicted that they would get jobs and adequate wages. However, the reality in Indonesia is that due to Covid-19, they have to rethink the education they take and get the expected wages.

Method

The research method used is the descriptive qualitative research method. The studies were obtained from related documents, both printed and electronic media, as well as textbooks and electronic journals (Surur & Pujilestari, 2021). Regarding journals related to research, they can be easily accessed through the 'Google Scholar page by writing down the desired keywords related to the realm of research to be carried out. Research titles that are similar in taking variables will be selected from the many titles that appear.

The analysis carried out is initiated by collecting data. Then, data reduction is carried out from the data that has been obtained so that data that is not needed in the study can be ignored/saved for other research. The data that has been selected is then presented to make it easier to read the data, and the last step is concluding the results. This also applies when searching for articles. After several articles were selected, they were reduced to avoid duplication of titles, then presented in the form of paragraphs. After that, data is collected, and conclusions are drawn from all studied articles (Surur, 2017).

Results and Discussion

Several articles related to learning provide solutions so that learning can continue during the pandemic. Learning activities using the help of distance learning applications. The results also vary, adjusted to the conditions of students studying. The learning outcomes shown are also not as good as the learning in class. This is evident from one article which states that learning activities through online learning during the study period at home in the first days of implementing the online learning system is inevitable that obstacles will arise, especially for those who have never done it (Aji, 2020). Constraints are

experienced due to inadequate facilities and infrastructure, both among the students and the teachers.

The impact of the Covid-19 pandemic that attacks the education sector has also had an impact on other fields, such as the field of health and the global economy. Therefore, there are so many essential events nationally that it is necessary to take anticipatory and preventive steps, such as the implementation of national exams and the selection of universities to enter nationally (*Hasil Nilai Ujian Nasional MTs*, n.d.).

The limitations of schools in conducting online learning are influenced by the limitations of learning devices or media connected to the internet. It can also be affected by the lack of an internet connection that coincides with using the internet network. In a survey of teachers, around 95% agree that learning uses the online learning model (Makdori, 2020).

The research results show that the findings from learning with the WhatsApp application have been used in online learning (Waspodo, 2020). The results of interviews conducted with teachers at schools in the neighborhood said that learning was carried out using the WhatsApp media application. The media use is under regional characteristics that allow for online learning, both the network's availability and the android devices owned by each student (Rasmitadilla et al., 2020). This is done by the government's advice to study at home, limiting crowds and providing relief to students studying. Using this application, students can still learn with the guidance of instructions and assignments from the teacher that can be observed from the available groups.

The government's implementation of the home study policy is also a way to prevent the spread of Covid-19 in the educational environment. The government does not want education to become a place for spreading the Covid-19 outbreak because the impact will be extraordinary. Moreover, students from all levels can experience limitations due to unstable living conditions. As one solution, learning activities can be carried out through distance learning. This activity is formed into an online lecture or assignments at home. The media can also use applications or videos (Surur, 2021).

Media technology combined with the internet can be used to convey knowledge when learning and as an alternative to learning in the classroom. Online learning needs supporting facilities like smartphones, laptops, or tablets. These devices are used to directly access the information needed to be accessed anywhere and anytime. In Indonesia, the government has provided several applications to help study activities at home. Meanwhile, educators can also do face-to-face with their students with the help of applications that can be accessed via the internet. However, some of the obstacles to online learning make students less interested in online learning (Diva et al., 2021).

In addition, the implementation of learning is not by the schedule that has been prepared to be implemented. Learning becomes shorter, which impacts the material presented is also trimmed. This makes the learning process must be adjusted. This step is taken to anticipate and prevent the spread of the Corona Virus in schools (Tangerangnews, n.d.). Students, teachers, and student organizations are prohibited from carrying out activities, especially those involving many people.

The concept offered by the ministry of education and culture through a press conference at Nadiem Makarim is to use an e-learning application. This concept is called independent learning. Students are directed to be able to master technology. Students are encouraged to think creatively and be motivated, able to innovate with the target of preparing millennials to face challenges in the global era. Expectations from the ministry can be realized faster than the designed plan. Nearly 65% of students can carry out virtual learning by using applications that are familiar to use in learning. Although the percentage of students who use online learning still needs to be increased, at least it has shown progress and development, as well as a novelty in the education system in Indonesia by using online learning (Waspodo, 2020).

Learning using e-learning was carried out by several schools before the pandemic. It is still not commonly done because it applies direct classroom learning. In addition, users of e-learning at that time were the only teachers who had more competence (Nurdyansyah & Fahyuni, 2016). Teachers experience limited resources because they do not understand various online learning applications used in various teaching and learning processes in educational institutions. Another essential condition is that there is no coercion from learning conditions to use e-learning. The variation chosen is more directed to mixed media or learning methods. Another reason is the limitations of the internet network and the availability of smartphones or notebooks.

Conclusion

The learning process in several schools has been going well, even though it is done online. The deficiencies that occur are natural in an activity, especially learning. Learning as usual also has its drawbacks. These obstacles can be overcome, among others, by the process of adapting to situations and conditions, as well as the applications used. Other limitations related to facilities and infrastructure can be met by providing more expenditure to procure them. This is especially required at this time. The existence of a personal internet network is needed.

So that learning can still be done, the things that can be done are to follow the rules/policies issued by the government. Then adjust to the existence of supporting

facilities and infrastructure, improving skills, both teachers, students, and other parties related to the world of education.

On the other hand, it can help by developing learning applications that are easier and more quota-friendly for users. Provide free services with matters related to learning. The most important thing is self-awareness to help improve the quality of education under their capacity.

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