



The Impact of the Covid-19 Pandemic on the Online Learning Process of Students in Junior High School

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Abstract

Online learning is one of the best solutions in the world of education to suppress the spread of the Covid-19 virus in the world of education, it's just that the implementation of online learning is not fully able to run optimally and causes various kinds of impacts in the learning process, including learning for junior high school students. This study aims to analyze the impacts felt by junior high school students in the online learning process during the covid-19 pandemic. This research is a type of descriptive research using a library research model. The subjects in this study were articles and news related to the research topic, so the data collection technique used was to carry out a documentation study which was then analyzed using qualitative descriptive data analysis using 4 stages of analysis, namely data collection, data reduction, data display and, conclusion. The results in this study indicate that the impact of online learning during the pandemic is student learning, experiencing interference in assessments, cancellation of assessments, opportunities to get jobs after graduating from education, cancellation of public assessments for qualifications in job selection. So it can be concluded that there are various kinds of impacts that arise as a result of the online learning process, where negative impacts should be immediately sought to solve problems so that these impacts do not spread to other components of education. opportunities to get jobs after graduating from education, cancellation of public assessments for qualifications in job selection. So it can be concluded that there are various kinds of impacts that arise as a result of the online learning process, where negative impacts should be immediately sought to solve problems so that these impacts do not spread to other components of education.

Keywords: Covid-19, Schools, Steakorders Education

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1. INTRODUCTION

Corona virus disease-19 or commonly referred to as the corona virus is a new type of virus that has hit all countries in the world (Bustoni, 2020). This virus causes most of the world's people to experience respiratory problems such as shortness of breath, cough, and runny nose and can cause death if it is too late to get medical treatment (Bal et al., 2020). This virus first appeared in the city of Wuhan, China at the end of December 2019 and quickly spread to all countries in the world (Kowalski et al., 2021; Younis, 2021). The existence of the Covid-19 virus pandemic has had a significant impact on the life of the world community, including Indonesia (Nasution et al., 2020). Various policies have been issued by the government to suppress the spread of the COVID-19 virus in the community. One of the policies issued by the government regarding the handling of the corona virus is listed in Circular (SE) dated March 18, 2020, in the circular it was explained that all indoor and outdoor activities in all sectors were temporarily postponed in order to reduce the spread of the corona virus (Susilo et al., 2020). In addition to the policies in the circular letter, the

entire community is also advised to always wear masks, keep a distance when traveling and wash their hands frequently (Ferial, 2020).

Limiting the spread of the COVID-19 virus in the world of education is carried out by closing all educational institutions and carrying out the learning process remotely using online learning models (Anugrahana, 2020; Rigiante, 2020). This regulation is contained in Circular Number 4 of 2020 issued on March 24, 2020. In the circular it is explained that the learning process is carried out at home through online/distance learning to provide meaningful learning experiences for students (Goddess, 2020). Online learning is a learning process that is carried out without direct face to face between teachers and students but using various digital platforms such as Google Classroom, Google Meet, Zoom, etc. (Magdalena et al., 2020; Romadhon et al., 2021). The implementation of online learning is considered as one of the best solutions that can be used in the learning process during the current pandemic, this is because in the online learning process teachers and students do not have to attend school to carry out learning but only take advantage of the various educational platforms that have been provided (Fikri et al., 2021; Megawanti et al., 2020). Through online learning, students and teachers will be able to reduce the process of direct interaction with outsiders so that they can suppress the spread of the COVID-19 virus (Chusna & Utami, 2020).

During the COVID-19 pandemic, as it is today, the online learning model has been implemented at all levels of education in Indonesia, including at the junior high school (SMP) level. The existence of an online learning policy that seems to suddenly cause various kinds of impacts in the implementation process (Hamdani & Priatna, 2020). The impacts that arise as a result of the implementation of online learning can be in the form of long-term impacts and short-term impacts (Erni et al., 2020). In the short term impact of online learning has an impact on the low learning outcomes of students during the early days of implementing online learning, this is because most Indonesian people are still unfamiliar with the process of implementing online learning and the educational components of both students and teachers are still not fluent in using learning technology. online so that the learning process is hampered in its implementation while in the long term the impact of online learning has an impact on the emergence of inequalities between community groups and regions (Faturrohman, 2020; GA Sari, 2020).

In addition to causing long-term and short-term impacts, the implementation of online learning also provides various kinds of positive and negative impacts for students, teachers and parents. For elementary school students, the impact that is most felt during the online learning process is where students feel forced to carry out online learning without adequate facilities and infrastructure at home, while the impact that is most felt by parents during the online learning process is an increase in the amount of expenditure as a result of the need for purchasing internet quotas and devices to support students in learning. The impact felt by the teacher is the difficulty in conveying material to students due to the lack of abilities possessed by the teacher and utilizing online learning technology (Purwanto et al., 2020). Previous research found that the implementation of online learning, especially in elementary schools, had various significant impacts on the order of education implementation, such as: 1) impacting the difficulty of delivering material to students, because each student has different psychological and cognitive conditions, 2) impacting on the changes in the learning process that were originally implemented through face-to-face turned into online-based learning, 3) the impact on the learning process is less than optimal due to the low ability of teachers to master technology, and 4) has an impact on students' losses in the assessment process (RP Sari et al., 2021). This is in line with the results of the study which also found that the online learning process had a factual impact on the implementation of education in Indonesia, including 1) the impact on changes in the place of learning that initially students studied at school transformed into learning from home, 2) the transformation of learning media , 3)

have an impact on the adjustment of learning methods, 4) adjustment of the evaluation of learning, 5) and have an impact on increasing collaboration between teachers and students, students and parents, as well as teachers and parents (Mansour, 2020).

Based on the relevant research above, it can be concluded that online learning has a significant impact on the implementation of the learning process. The impact that appears in online learning is felt by all components of education, be it teachers, parents and students. It's just that in previous research there has been no special study on the impact of draining learning for junior high school students, so in this study a study was conducted on the impact of online learning for junior high school students with the aim of knowing what the impact felt by junior high school students in the process online learning during the covid-19 pandemic.

2. METHODS

This research uses library research. Library research is a research that is used to collect information and data with the help of various materials in the library such as documents, books, magazines, historical stories, news, and so on. Meanwhile, according to experts, library research is a theoretical study, references and other scientific literature related to culture, values and norms that develop in the social situation under study. (Sugiyono, 2011). In this study, data collection was obtained from news and articles in online journals. Researchers searched articles using the keywords "Impact of Covid-19" and "Online Learning". Based on the search for the keywords "Impact of Covid" and "Online Learning" researchers obtained various kinds of news and articles. The criteria for the selected news and articles are discussions about the impact of Covid-19 and online learning. From the 10 sources obtained, the most relevant were selected and 3 articles and 6 news items were selected. Data collection techniques are carried out with documentation, namely looking for data about things or variables in the form of notes, books, papers or articles, journals and news. In the validity test, the researcher used triangulation of data sources. The analysis was carried out in 4 stages, including 1) data collection; 2) data reduction; 3) data display and 4) Conclusion.

3. RESULTS AND DISCUSSION

Result

The Impact of Covid-19 on the Student Learning Process in Junior High School

In an article explained that teenagers in Sweden have different number of days to prepare for an important test, these differences are conditionally random which the authors try to assume the same conditions in Indonesia (Carlsson et al., 2015). The teenagers in Sweden added ten days of schooling and the result they got was an increase in their score on a knowledge test. Likewise when we refer to articles that show that attending school will increase students' memory capacity (Jonsson et al., 2017). If on the use of knowledge test and it is assumed that every 10 days of missing school is 1 percent of the standard deviation, then school students will lose 6% of the standard deviation in 12 weeks or 60 days of school. This condition is not a trivial matter. Students will be distracted for future knowledge with more complex knowledge problems. This is also supported by previous research that defines the impact on learning due to differences in teaching time across countries in the world (Lavy, 2015). He simulated that the total weekly teaching hours in math, language and science was 55% higher in Denmark than in Austria. This difference is important because the significant difference in the test scores is about 6% of the standard deviation as noted above. So it is clear that any deviation received by Indonesian students due to the loss of time studying at

school will clearly end up in the student's loss that their knowledge will be eroded. The similarity of Indonesia's situation with other countries in the world must be addressed carefully. Under normal circumstances, there are many disparities between regions.

The Ministry of Education under the leadership of Minister Nadiem Makarim, echoes the spirit of increasing productivity for students to increase job opportunities when they graduate from a school (Aji, 2020). However, with the sudden presence of the Covid-19 outbreak, the world of education in Indonesia needs to follow a path that can help schools in an emergency situation. Schools need to force themselves to use online media. However, the use of technology is not without problems, there are many variances of problems that hinder the implementation of the effectiveness of learning with online methods including: (1) Limitations of Mastery of Information Technology by Teachers and Students. The condition of teachers in Indonesia is not entirely aware of the use of technology, this can be seen from the teachers who were born before the 1980s. Information technology constraints limit them in using online media. Likewise with students whose conditions are almost the same as the teachers referred to by understanding the use of technology (Rigianti, 2020). (2) Inadequate Facilities and Infrastructure. Technology support devices are obviously expensive. Many in Indonesia where teachers are still in a worrying economic condition. The welfare of teachers and students who limit them from being completely limited in enjoying information technology facilities and infrastructure that is very much needed with this Covid-19 disaster (Anugrahana, 2020). (3) Limited Internet access. The internet network is really still not evenly distributed in remote parts of the country. Not all educational institutions, both primary and secondary schools, can enjoy the internet. Even if there is an internet network, the condition is still not able to cover online media (Sari et al., 2021). (4) Lack of preparation of the budget. Cost is also something that hinders because, aspects of the welfare of teachers and students are still far from expectations. When they use internet quota to fulfill their online media needs, it is clear that they cannot afford it. There is a dilemma in the use of online media, when the minister of education encourages productivity to be advanced, but on the other hand, the skills and financial capabilities of teachers and students have not moved in the same direction. Even the state has not been fully present in facilitating the cost needs in question (Goddess, 2020).

Student Losses in the Assessment Process

There are fundamental losses for students when schools or campuses close. Many exams that should be done by students in normal conditions, now suddenly due to the impact of covid-19, the exams are canceled or postponed. Internal assessments for schools may be considered less urgent, but for students' families, assessment information is very important. There are those who think that the loss of student assessment information is very meaningful for the future sustainability of students. For example, the target skills and certain skills of students who should receive an assessment this year will have an impact on treatment for the coming year, then the students who have been able to master many skills this year have not received the proper assessment.

Another case for students in college. Many universities abroad are replacing traditional exams with online tools. This is a new condition for lecturers and students. Assessments for students may have measurement errors, unlike measurements as usual. Research in European countries shows that employers use different assessments, namely by means of educational credentials such as degree classification and average grades to select applicants from among college alumni (Piopiunik et al., 2018). So that it affects how new applicants from college alumni can fit in the job market and are accepted according to the expected wages. Likewise, in Indonesia there is no company that has announced how new university graduates can participate in the selection in the job market. However, 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

University or secondary education graduates looking for work this year are experiencing severe disruption due to the Covid-19 pandemic. Students as well as students graduating this year experience teaching interruptions in the latter part of their studies. The immediate impact they experience is a major distraction in the final judgment they should receive. But under any conditions they still pass in this heartbreaking global recession. The labor market conditions that tend to be difficult are a new obstacle for graduates. Competition in the job market is very "noisy" and coincides with workers who have also experienced termination of employment (PHK) from the company where they work (Bobonis & Morrow, 2014). University graduates who initially predicted that they would get a job and adequate wages, but the reality in Indonesia due to COVID-19 caused them to have to rethink about the education they took and get the expected salary.

Strategic Steps and Solutions for Indonesian Education

In handling the impact of Covid-19 on the world of education, all stakeholders must work together. This condition should not be separated from government policy and its implementation in the field. The things that must be done by all education stakeholders are: (1) The government, the government's role is very important and fundamental. The budget allocation that has been decided by Presidential Instruction Number 4 of 2020 concerning refocusing activities, relocating the budget, and procuring goods and services in the context of accelerating the handling of Covid-19 must be implemented immediately. (2) Parents, as the main educators in the household must carry out their functions. Even so, the help of teachers in schools needs to be present door to door for all students. This should open up the horizons and responsibilities of parents that the education of their children must be returned to the efforts of parents in educating their children's mental, attitude and knowledge. (3) Teachers, play a role in organizing online learning steps that are as effective as possible. The teacher does not burden students with the tasks that are delivered in learning at home. If necessary, the teacher comes with ideas in door-to-door students. The teacher is not only positioned as a transfer of knowledge, but also prioritizes *ing ngarso sung tulada, ing madya mangun karsa, tut wuri handayani*. (4) Schools, as educational institutions, must be prepared to facilitate any changes regarding the education of their students. Behavioral education must be a strong foothold in the midst of technological developments and the accelerated flow of information. Educational programs carried out by schools must really be conveyed to students, especially with online media, but the school must really pay attention to ethics as an educational institution. The emphasis on learning at home for students must really get control so that teachers who teach through crisp media remain smooth and smart in delivering lessons that must be understood by students.

4. CONCLUSION

Home study policies in educational institutions have a huge impact on junior high school students such as student learning, impaired assessment, cancellation of assessments, opportunities to get a job after graduation, cancellation of public assessments for qualifications in job selection. To overcome some of the negative impacts of online learning, schools need resources to rebuild lost in learning, when they reopen learning activities.

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