



AN ANALYSIS OF ACTIVITY AND LEARNING OUTCOMES OF ELEMENTARY SCHOOL STUDENTS IN THE NEW NORMAL ERA

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Abstract

This article is motivated by the Covid-19 pandemic which has an impact on learning. The purpose of this article was to describe the activities and learning outcomes of class III students in theme 1 sub-theme 1 MI NU Tasywiquth Thullab Salafiyah in carrying out learning in the new normal era. This type of research is qualitative phenomenology, the data collection techniques used are observation and interviews, the subject and setting in this study there are six students and one third grade teacher, at school and at each student's home. The data analysis technique used is according to Milles & Huberman consists of collecting data, condensing data, presenting data, drawing and verifying conclusions. The result of this article is that all indicators of learning activities have not been implemented, indicators that have been implemented by students are proposing ideas and working independently. Meanwhile, indicators that have not been implemented are asking questions, providing ideas and suggestions, and expressing opinions. Student learning outcomes show that all learning objectives consist of aspects of knowledge, attitude aspect, and skills aspect have been seen in the six students.

Keywords: Learning activities, Learning outcomes, Students, New normal era

Abstrak

Artikel ini dilatar belakangi oleh pandemi Covid-19 yang berdampak pada pembelajaran. Tujuan artikel ini untuk mendeskripsikan aktivitas dan hasil belajar siswa kelas III tema 1 subtema 1 MI NU Tasywiquth Thullab Salafiyah dalam melaksanakan pembelajaran di era new normal. Jenis penelitian ini adalah kualitatif fenomenologi, teknik pengumpulan data yang digunakan adalah observasi dan wawancara, subjek dan obyek dalam penelitian ini ada enam siswa dan satu guru kelas III, di sekolah dan di rumah masing-masing siswa. Teknik analisis data yang digunakan menurut Milles & Huberman terdiri dari pengumpulan data, pemadatan data, penyajian data, penarikan kesimpulan dan verifikasi. Hasil dari artikel ini adalah semua indikator kegiatan pembelajaran belum terlaksana, indikator yang sudah dilaksanakan siswa adalah mengemukakan gagasan dan bekerja secara mandiri. Sedangkan indikator yang belum dilaksanakan adalah mengajukan pertanyaan, memberikan ide dan saran, dan mengungkapkan pendapat. Hasil belajar siswa menunjukkan bahwa semua tujuan pembelajaran yang terdiri dari aspek pengetahuan, aspek sikap, dan aspek keterampilan telah terlibat pada keenam siswa.

Kata Kunci: *Aktivitas belajar, Hasil belajar, siswa, Era new normal*

INTRODUCTION

The COVID-19 pandemic has had an impact on all aspects of people's lives, including education. The Ministry of Education and Culture has issued several circulars regarding learning policies that must be carried out by educational institutions. Distance learning, online learning, and so on are terms used during this Covid-19 pandemic. The usual student learns with teachers and friends directly, must do learning from home with the assistance of parents. These learning activities are still ongoing until the new normal era. The existence of this certainly affects the activities and learning outcomes of students. Of course, there are differences in learning activities before and after the Covid-19 pandemic. Based on the fact that there are currently many obstacles experienced by teachers, students, and parents in carrying out learning during the pandemic until now.¹ This certainly makes student learning activities disrupted and of course, has an impact on student learning outcomes

Given that this is the first time this has happened in the field of education. So, no special preparation has been made to deal with this problem, especially in the field of education. Each student has different readiness and adaptation while carrying out learning during the Covid-19 pandemic.² Not infrequently students also feel bored in learning, especially students in lower grades who need more assistance in learning.³ The boredom experienced by these students makes it more difficult for students to understand the material because students must be able to build their knowledge independently. Even though we know that elementary school-age students still need assistance in learning when compared to students at the secondary level. Mastery of the use of technology is also not evenly distributed among all Indonesian people so the delivery of material through the media has not been felt optimally. As has been said before, there is no readiness in the world of education during the Covid-19 pandemic, now what can be done is to adapt to keep the learning going.

Seeing this, we can certainly say that student learning activities are disrupted while carrying out learning during the Covid-19 pandemic. This is because learning is less effective and students do not understand the material taught by the teacher indirectly.⁴ As we know that before the Covid-19 pandemic, teachers, and students could interact directly in learning, besides that, students could also have discussions while studying. So that the learning experience obtained is more meaningful and easily understood by students. Meanwhile, currently what students can do is receive the material provided by the teacher through easy-to-use media. With help from their parents or closest people, students try to understand the material so that they can do the assigned task given by the teacher. Meanwhile, the teacher is only able to direct and remotely supervise student learning activities. So that the teacher cannot

¹ Firdaus Putra et al., "Linking Social Support and Performance in Higher Education," *International Journal of Social and Management Studies* 2, no. 1 (2021): 64–73.

² Elvina Mukti Satiti et al., "Adaptasi Siswa Terhadap Proses Pembelajaran Sebagai Bentuk Upaya Mitigasi Selama Pandemi Covid-19," *Jurnal Elementary: Kajian Teori Dan Hasil Penelitian Pendidikan Sekolah Dasar* 4, no. 1 (2021): 60–65.

³ Nur Khairiyah Mar'ah, Ani Rusilowati, and Woro Sumarni, "Perubahan Proses Pembelajaran Daring Pada Siswa Sekolah Dasar Di Tengah Pandemi Covid-19," in *Prosiding Seminar Nasional Pascasarjana (PROSNAMPAS)*, vol. 3, 2020, 445–52.

⁴ Sri Yunita Simanjuntak and Kismartini Kismartini, "Respon Pendidikan Dasar Terhadap Kebijakan Pembelajaran Jarak Jauh Selama Pandemi Covid-19 Di Jawa Tengah," *Jurnal Ilmiah Wahana Pendidikan* 6, no. 3 (2020): 308–16.

directly assess the student learning process, especially in the aspects of attitudes and skills.

Seeing the current phenomenon, of course, makes the teacher less than optimal when giving and explaining the material, so the learning objectives have not been fully achieved.⁵ The teacher is not maximal in explaining the material, making students feel heavy in accepting and understanding the learning material.⁶ Student learning activities that should be carried out freely so that students can develop their potential are limited due to these constraints, as well as student learning outcomes. This can be seen when students do learning activities from home, students only receive material either by reading books, watching videos, listening to teacher explanations through videos, and so on. Interaction that should go both ways, for now, it cannot be done. Students who are expected to be more active in learning activities, at this time are only able to be active in understanding the material and doing assignments from the teacher. This condition hinders student learning activities so it affects the student learning assessment process. The average level of student concentration on online learning is in a low category, while the average level of student motivation for online learning is in the medium category.⁷

MI NU Tasywiquth Thullab Salafiyah is one of the schools in Kudus Regency that also carries out online learning during the COVID-19 pandemic which has been running for approximately one year. Based on the facts, it is known that student activities and learning outcomes have also decreased when compared to learning before the pandemic. Seeing the existing phenomena, and supported by previous studies, the researchers deemed it necessary to conduct this research precisely at MI NU Tasywiquth Thullab Salafiyah. The purpose of this study itself was to describe the activities and learning outcomes of third-grade students in theme 1 subtheme 1 MI NU Tasywiquth Thullab Salafiyah in carrying out learning in the new normal era. As we know, this goal was created because of a phenomenon that occurred at MI NU Tasywiquth Thullab Salafiyah and several other schools that were known through previous studies. To find out the answers to these objectives, the researchers used indicators of learning activities and aspects of assessment which were used as guidelines in conducting research.

RESEARCH METHODS

This research is phenomenological qualitative research. The subjects in this study were six students who had been selected and categorized based on their academic ability and socioeconomic conditions of the family, as well as one third-grade teacher. The setting of this research is at MI NU Tasywiquth Thullab Salafiyah, Kudus Regency, and at the home of each student who is the subject. Data collection techniques used are observation and interviews. Observations were made to observe student learning activities during learning activities from home in the new normal era of learning. In addition, this observation technique is also used

⁵ Ria Puspita Sari, Nabila Bunnanditya Tusyantari, and Meidawati Suswandari, "Dampak Pembelajaran Daring Bagi Siswa Sekolah Dasar Selama Covid-19," *Prima Magistra: Jurnal Ilmiah Kependidikan* 2, no. 1 (2021): 9–15.

⁶ Weni Andiani and Happy Fitria, "PEMBELAJARAN DARING MENGGUNAKAN MEDIA ONLINE SELAMA PANDEMI COVID-19 PADA SISWA SD NEGERI 103 PALEMBANG," in *PROSIDING SEMINAR NASIONAL PROGRAM PASCASARJANA UNIVERSITAS PGRI PALEMBANG*, 2021.

⁷ I Komang Winata, "Konsentrasi Dan Motivasi Belajar Siswa Terhadap Pembelajaran Online Selama Masa Pandemi Covid-19," *Jurnal Komunikasi Pendidikan* 5, no. 1 (2021): 13.

to observe student learning outcomes based on the assessment made by the teacher. While the interview technique regarding student learning activities was carried out on the third-grade teacher. According to Milles & Huberman, the data analysis technique used is the data analysis technique. There are four stages, namely data collection, data condensation, data presentation, drawing and verifying conclusions.

RESULT AND DISCUSSION

Class III student learning activities, theme 1 subtheme 1 in carrying out learning in the new normal era at MI NU Tasywiquth Thullab Salafiyah

In a learning activity, there are indicators so that it can be seen the activities carried out by students during learning activities. According to Hamzah B. Uno, there are five indicators of learning activities, namely submitting opinions, providing ideas and suggestions, expressing opinions, submitting thoughts, and working independently. The five indicators that the researchers used as a guide in conducting observations and interviews. Following are the results of these observations and interviews:

Submit an opinion

When the researcher made observations, it was found that the six students never asked questions, either at the beginning or at the end of the lesson. In addition, these students also did not ask questions about the relationship between today's material and the previous one. Questions about the difficulties or lack of students in understanding the material given by the teacher during learning activities from home were never asked by students. This is supported by the results of interviews with teachers who said: "With the help of parents, students can understand the material, so there are no questions asked by students" (Thursday, 23 December 2021).

Provide suggestions and ideas

It is known that students are willing to accept the material given by the teacher, it is proven when students want to listen to the learning video given by the teacher. However, there are no activities that indicate when the six students expressed their hopes or complaints during the learning activities from home. So that the attitude of students does not reflect the willingness and courage to submit proposals or ideas to improve the quality of learning activities in this new normal era. This is in line with what the teacher said during the interview, namely: "Nothing, students never complain about learning activities because maybe students are helped by their parents, so they understand the material I give" (Thursday, 23 December 2021).

Express opinions

The six students who were the subjects in this study were known to have not been able to express their opinions when learning from home took place. There are no specific activities that reflect the emergence of these indicators. However, even so, the students were still willing and able to collect singing videos directed by the teacher, so that the students' courage to express their opinions could be seen a little through these activities. Likewise with the answers given by the teacher during the interview, which said that: "Students never directly express their opinions, but when students want to express their thoughts when working on assignments, they indirectly express their opinions"

(Thursday, 23 December 2021)

The attitudes and responses of students seen when singing through the video can also be said to be good.

Submitting thoughts

In general, the six students have been able to do the assignments given by the teacher, both in writing and orally, or as a work of art. Through the tasks carried out by students, students' thoughts are channeled, so that it can be said that students have been able to submit their thoughts. This also agrees with what the teacher said during the interview, namely "As I said before, students convey their knowledge through the tasks that the students do, so the intensity is almost every day according to study hours" (Thursday, 23 December 2021)

In terms of linking the knowledge, they have with the learning material these students have not been able to do it because there are no specific activities that reflect this attitude. Respect for other people's thoughts is also evident, as evidenced by the absence of negative comments when other students collect their assignments in the study group.

Work independently

As we know that currently, the independent attitude that students must have is necessary when learning from home in the new normal era. So that even though students are assisted by their parents or people around them, they must be more independent when carrying out learning activities. When making observations, the six students were able to prepare books and stationery when they were going to study and do assignments. In addition, these students are also able to open the pages of books directed by the teacher, although with constant guidance from parents. Students' responsiveness is also reflected in doing assignments, although still need guidance from parents or those around them. This is supported by the opinion of the teacher in the interview, "I think everyday students can be said to be independent in learning, but they still need direction and supervision from their parents" (Thursday, 23 December 2021).

As we know that currently in learning students are required to be more active, so that interaction does not go one way, but two ways. So that the delivery of information and knowledge is not only by the teacher, but students are also expected to be able to convey their thoughts, opinions, and knowledge. Schools as a vehicle for students to develop their potential, for now, must be replaced by homes. The role of teacher must also be assisted by parents in supervising and directing students when studying from home. Students feel bored, because while studying from home students only receive material and then do assignments. The movement of students is limited because students cannot interact directly with teachers and friends.

See the results of observations and interviews that have been carried out, as well as the results of data analysis. It can be seen that the six students who were the subjects in this study had not been able to achieve the overall indicators of learning activities. Two indicators can be implemented by students, namely submitting thoughts and working independently. Meanwhile, the other three indicators, namely asking questions, providing ideas and suggestions, and expressing opinions have not been able to be carried out by

students during learning activities from home. This of course can happen because while carrying out learning activities from home in this new normal era, students only receive all learning materials from the teacher and then do the assignments. During online learning, student learning activity cannot be fully achieved according to the indicators of learning activity.⁸ All questions, curiosity, complaints, and expectations of students when participating in learning activities from home have not been able to be conveyed. Although the subject of six students had been selected and categorized based on academic ability and socioeconomic conditions of the family, the learning activities carried out by these students can be said to be the same.

The Covid-19 pandemic has had a huge impact on the learning process, which is usually the teaching and learning process carried out directly, has now changed to online which makes students feel bored and bored while carrying out learning.⁹ The boredom is caused by the limitations for students in expressing and releasing whatever knowledge they already have in learning activities. For approximately one-year students carry out learning either by distance, online, or online. Although the government had once allowed the reopening of offline education services, conditions did not allow this plan to be realized. This certainly hinders the growth and development of students in terms of thinking and learning.

If we look again at the results of the observations and interviews, we know that the three indicators that students have not been able to implement are broadly about students' ability to express their opinions. While at school this ability can still be encouraged by the teacher so that students' courage in expressing their opinions can still be trained properly. However, during learning from home, student learning activities are influenced by the presence and support of parents or those around them. So, it can be said that parental factors, for example working parents or other things make parents not able to fully guide students while studying from home.¹⁰ The teacher is not able to convey the material and guide students to the maximum, so students feel heavy in capturing the material. Therefore, the role of parents is very important. The lack of parental roles in helping children learn has an impact on children's psychology.¹¹

In the current situation, however, for learning to continue, learning from home is the best solution. Although the indicators of student learning activities have not been able to be implemented completely, there are obstacles both from the students themselves and from outside the students themselves. Teachers who should be able to see the student learning process, for now, can only see assignments or student work done at home. Learning, which should prioritize the process that students go through, cannot

⁸ Syifa Tiara Naziah, Luthfi Hamdani Maula, and Astri Sutisnawati, "Analisis Keaktifan Belajar Siswa Selama Pembelajaran Daring Pada Masa Covid-19 Di Sekolah Dasar," *Jurnal JPSD (Pendidikan Sekolah Dasar)* 7, no. 2 (2020): 109–20.

⁹ Hilna Putra, Luthfi Hamdani Maula, and Din Azwar Uswatun, "Analisis Proses Pembelajaran Dalam Jaringan (Daring) Masa Pandemi Covid-19 Pada Guru Sekolah Dasar," *Jurnal Basicedu* 4, no. 4 (2020): 861–70.

¹⁰ Dyan Eka Pamungkas and Sukarman Sukarman, "Transformasi Dunia Pendidikan Di Sekolah Dasar Dalam Masa Pandemi Covid-19," *Jurnal Review Pendidikan Dasar: Jurnal Kajian Pendidikan Dan Hasil Penelitian* 6, no. 3 (2020): 211–19.

¹¹ Fatimah Nur Rahma, Fransisca Wulandari, and Difa Ul Husna, "Pengaruh Pembelajaran Daring Di Masa Pandemi Covid-19 Bagi Psikologis Siswa Sekolah Dasar," *Edukatif: Jurnal Ilmu Pendidikan* 3, no. 5 (2021): 2470–77.

be carried out because of the limited movement of teachers in observing the student's learning process.¹² Not all parents realize that the learning process or activity that students go through is the most important thing so that students have a meaningful learning experience. Therefore, it is necessary to have good cooperation between related parties, namely schools, teachers, and parents so that learning in this new normal era can be carried out better when compared to the Covid-19 pandemic. awareness of the importance of education for every student is needed, especially in this new normal era. This is because students have not been able to interact directly with friends and teachers, as well as the limitations of students in exploring their abilities and potential.

Class III student learning out-comes theme 1 sub-theme 1 in carrying out learning activities in learning in the new normal era at MI NU Tasywiquth Thullab Salafiyah

Talking about learning activities, cannot be separated from the term learning outcomes. In learning, learning outcomes consist of three aspects, namely knowledge, attitudes, and skills. Before the Covid-19 pandemic, teachers could easily assess these three aspects because the teacher saw firsthand the learning process carried out by students. However, in the current situation, where teachers have not been able to meet face-to-face with students, the assessment is of course done by looking at reports on assignments or the work done by students while studying from home. In this case, the researcher makes observations by seeing whether or not the learning objectives are visible so that the assessment is still carried out by the class teacher III. The following are the results of the researcher's observations based on the assessment made by the teacher:

Knowledge aspect

Assessment in this aspect is very easy and commonly done, grade III teachers conduct assessment assessments by looking at and assessing student assignments. The learning objectives in this aspect are to identify simple patterns, identify the characteristics of living things, write names and symbols for numbers, identify good habits before and after eating, solve problems with addition in layers, and identify how to be grateful. From all these learning objectives, it has been seen in the six students who were the subjects in this study. Through the tasks given by the teacher, students have been able to do it, but still, need assistance and direction from parents or people around them.

Attitude aspect

In contrast to the knowledge aspect, the assessment of the attitude aspect when students study from home is a separate obstacle for teachers. Teachers can not see directly how the attitude of students in learning and doing assignments. Therefore, as much as possible the teacher conducts an attitude assessment which is also through oral assignments, for example, such as making singing videos. However, the teacher also continues to formulate learning objectives on the attitude aspect. The goal is to follow the whole series of activities learning, practicing simple patterns in songs, carrying out teacher

¹² Andri Anugrahana, "Hambatan, Solusi Dan Harapan: Pembelajaran Daring Selama Masa Pandemi Covid-19 Oleh Guru Sekolah Dasar," *Scholaria: Jurnal Pendidikan Dan Kebudayaan* 10, no. 3 (2020): 282–89.

directions to do assignments, showing polite behavior during learning activities, and showing gratitude. Based on the assessment by the teacher, the six students have shown learning objectives in the attitude aspect. So that during learning from home the attitude of students can be seen even with the help of parents.

Skill aspect

This aspect relates to physical ability and muscle work. During the learning from home, the teacher had a little difficulty in assessing this aspect. As with the attitude aspect, the teacher cannot see student movements directly. So that as much as possible the teacher remains to carry out the assessment. Based on the results of observations, the learning objectives of making stories based on serial pictures, solving story problems related to addition, and writing the characteristics of living things, have been seen by the six students. In the learning objectives, singing the lizard-gecko song on the wall has appeared to the four students. Meanwhile, in the learning objective to sing chicks songs, the four students appeared.

If we look at the results of the observations described above, in general, the learning objectives have been seen in the six students who were the subjects in this study. This is due to the presence of parents or people around students when students do the assignments given by the teacher. Even so, teachers who already know this, still appreciate the assignments and work done by students while carrying out learning activities from home. If you recall that in the 2013 curriculum, the actual assessment is more emphasized on the learning process. However, when students do learning activities from home, it is quite difficult for teachers to make assessments when students go through the learning process.

As said earlier that in doing assignments, students are assisted by parents. This indicates that the assignment or work done by students is not purely the result of student thinking. However, the teacher still appreciates the assignments of these students. The existence of assistance from parents or people around has an unfavorable impact on the future development of students. Parents certainly want their children to get the best grades, but parents are also less or even unaware of the importance of the process that students must go through in learning. The learning experience that students get will certainly have a different impact if students are continuously assisted by their parents. So that the role of parents at this time is certainly needed, but must still be considered that it is also important for students to go through the real learning process, even though it is not as optimal as when learning directly at school.

Indicators of learning activities that have not been fully implemented by students when carrying out learning from home in this new normal era, and it seems that all learning objectives for the six students. This statement indicates that there is no influence between learning activities and learning outcomes. Student learning outcomes during online learning have increased from the average learning outcomes.¹³ Online or distance learning by giving

¹³ Winata, "Konsentrasi Dan Motivasi Belajar Siswa Terhadap Pembelajaran Online Selama Masa Pandemi Covid-19."

assignments to students can improve student learning outcomes.¹⁴ This phenomenon is a reality that does exist in a situation like this. If seen, it is not too bad for students. However, in the future, when students have to return to face-to-face learning, students will adapt again. When carrying out learning activities and doing assignments, they will go through it only with the direction and guidance of the teacher. However, even so, when students learn from home, parents are aware of their role in helping students learn. Parental assistance is seen when helping children with task difficulties, explaining material that students do not understand, and helping them respond to online learning.¹⁵

CONCLUSIONS

Based on the results of the study, it can be concluded that the learning activities of class III students in theme 1 sub-theme 1 in carrying out learning in the new normal era at MI NU Tasywiquth Thullab Salafiyah have not implemented all indicators of learning activities. The indicators that have been implemented are submitting ideas and working independently. Meanwhile, indicators that have not been implemented are asking questions, providing ideas and suggestions, and expressing opinions. The learning outcomes of class III students in theme 1 subtheme 1 in carrying out learning activities in the new normal era at MI NU Tasywiquth Thullab Salafiyah are that all learning objectives consist of aspects of knowledge, attitudes, and skills in the six students have been seen. Seeing this conclusion, the school government should consider the implementation of face-to-face learning in this new normal era, it can be carried out in waves adjusted to school conditions. It aims to ensure that there is harmony between learning activities and student learning outcomes. Further research can also be done by other researchers who are interested in this research topic. The next researcher can conduct research when students carry out face-to-face learning when it is allowed in this new normal era.

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¹⁴ Marsanda Claudia Parameswara and Dinie Anggraeni Dewi, "Efektivitas Penggunaan Metode Latihan Dan Penugasan Dalam Pembelajaran Daring Di Masa Pandemi Pada Mata Pelajaran PKN Di Sekolah Dasar," *Jurnal Pendidikan Tambusai* 5, no. 1 (2021): 874–83.

¹⁵ Wiwin Yulianingsih et al., "Keterlibatan Orangtua Dalam Pendampingan Belajar Anak Selama Masa Pandemi Covid-19," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 5, no. 2 (2020): 1138–50.

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