

Explorative Study on the Impact of Pandemic Covid-19 on Online Learning of the First Middle School of Cibuteung Muara Village

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Abstract. Pandemic Covid-19 has disrupted the conventional learning process. So a solution is needed to answer these problems. Online learning is an alternative that can solve this problem. This study aims to analyze the online learning process, supporting factors, and inhibiting factors for the implementation of online learning. This research was conducted at Bina Insani Islamic Junior High School. This research uses descriptive qualitative research methods. The subjects used in this study were junior high school teachers at Bina Insani Islamic Junior High School. Data collection techniques in the form of semi-structured interviews and documentation. The result of this research is COVID-19 pandemic has a huge impact on the learning process; learning usually carried out directly is now being transferred to online learning. Online learning for junior high school-aged children is less effective. There are several factors supporting teachers in the online learning process, namely the availability of mobile phones. The inhibiting factors include not all students have cell phones and the unstable internet connection.

Keywords: COVID-19, online learning, impact, supporting factors, inhibiting factors.

1 Introduction

The word learning comes from basic word learning. A narrow definition of learning is a learning process so that someone can carry out learning activities. Learning is a process of changing behavior due to individual interactions with the environment and experiences [1]. According to the Law of the Republic of Indonesia, Number 20 of 2003 concerning the National Education System (Sisdiknas) states that learning is the process of interaction between students and educators and learning resources in a learning environment. The learning process is a learning and teaching process, in which these activities that a plan and materials are needed to support the learning process. In the education unit, the learning process is held interactively, inspiring, fun, challenging, motivating students to participate actively according to their talents, interests, and physical and psychological development of students [2].

Generally, teaching and learning activities are carried out in schools through teacher guidance. A teacher is someone whose job is to produce quality human resources who can

compete at the international level [3]. Teachers at the forefront of education have to teach, educate, provide briefing and guidance, train, provide assessment and evaluation to provide moral and mental support to students [4]. The teaching and learning process is carried out by the teachers and students and usually carried out at school or through direct interaction without any intermediary media. However, in the last few months, the duties of the teacher have experienced changes in the learning process, this has occurred because of an epidemic that has attacked the whole world including Indonesia [5]. This is influenced by the emergence of the Coronavirus, which originates from the Chinese city of Wuhan at the end of 2019 [6].

The COVID-19 pandemic is a devastating disaster for all inhabitants of the earth [7]. All segments of human life on earth are disturbed, without the exception of education. Many countries have decided to close schools, colleges, and universities, including Indonesia. Governments in any part of the world, including Indonesia, must take a bitter decision to close schools to reduce people's contact massively and to save lives or still have to open schools to survive workers in maintaining economic sustainability [8].

Even though the school is closed, the teaching and learning activities or the learning process does not stop, based on a circular from the minister of education and culture that all learning activities carried out using an online learning system at home. Online learning is a learning that is done remotely through the media in the form of the internet and other supporting tools such as cell phones, and computers [5]. Bina Insani Islamic Junior High School located in Cibeuteung Muara village, Ciseeng District, Bogor Regency is one of the schools that implement the policy.

In the application of online learning, teachers and students have their respective roles. Teachers have a role as facilitators and guides in learning activities, while students have a role as knowledge constructors, independent learners, and problem solvers [9].

In Indonesia, many families are less familiar with doing school at home. Homeschooling for Indonesian families is a big surprise especially for the productivity of parents who are usually busy with work outside the home. Likewise with the psychological problems of the children or students who are accustomed to learning face to face with their teachers [8]. As a result, students feel "forced" to learn from home because face-to-face learning is eliminated to prevent Covid-19 transmission. Even though not all students are used to learning online. Moreover, many teachers and lecturers are still not proficient in teaching using internet technology or social media, especially in various regions [10].

A significant consequence of online learning is the lack of character values, due to the distance between the teacher and the students so that it is difficult for teachers to provide an association (uswah) to their students. This is as conveyed by one of the national ulama figures, namely KH. Yusuf Chudlori or commonly called Gus Yusuf at a halal bihalal event with Rector of State University of Semarang and the UNNES Academic Community, that the essence of education is not only transferring knowledge but also there is something noble, namely the value of a character (noble morals), where this cannot be found through online learning but through muwajahah or face-to-face [11]. Even though the character value is the main product highlighted in the current curriculum, namely K-13 [12].

From the statement above, it can be said that there are many problems in various countries including Indonesia, especially in the world of education due to the Coronavirus (Covid-19) pandemic period.

The purpose of this study was to obtain information about the impact of COVID-19 on the implementation and effectiveness of online learning at the Bina Insani Islamic Junior High School in Cibeuteung Muara village. The background in choosing this school as a place of research was a school in a rural area, just founded about 5 years, and accreditation still c.

2 Method

This research used the exploratory case study method and the research approach used the qualitative case study method to obtain information on the constraints and consequences of the COVID-19 pandemic on teaching and learning activities in a junior high school in Cibeuteung Muara village, namely Bina Insani Islamic Junior High School [13]. The data collection techniques used in this study were interviews and documentation. The type of interview used in this study was a semi-structured interview. The data in this study were in the form of answers to interviews from subjects who were 5 teachers of Bina Insani Islamic Junior High School. The answer to the interview is a description of the influence of COVID-19 on Bina Insani Islamic Junior High School. The following interview guidelines are used:

Table 1. Interview guidelines

Subject	Question
Teacher	How is the implementation of learning activities at Bina Insani Islamic Junior High School after the COVID-19 pandemic?
	What are the results of online learning?
	Are there any factors that support teachers in teaching and learning activities during the COVID-19 pandemic?
	Are there any factors that hindered teachers from teaching and learning activities during the COVID-19 pandemic?

3 Results And Discussion

Based on the research results obtained from semi-structured interviews conducted online. The results of the interviews conducted with two respondents are as follows.

How is the implementation of learning activities at the Bina Insani Islamic Junior High School after the COVID-19 pandemic?

During the pandemic, students study at home by applying online learning. Students do not learn with face-to-face procedures virtually through the zoom or google meet the application. The procedure carried out is through WhatsApp as a medium of liaison between teachers and students. Through the WhatsApp group, the teacher gives assignments and students collect assignments. During this online learning process, all tasks that are done must be written in the same book. Learning is also carried out according to the lesson schedule.

What are the results of online learning?

During the last few months of studying with an online system or online, it is still considered ineffective. The students feel forced to study long-distance without adequate facilities and infrastructure at home. As a result, students become negligent with their obligations in carrying out the assignments of their teachers. The participation of students in learning also does not reach 100% in online learning. Some students do not even follow the learning at all from start to finish so that the teacher feels confused about the process of assessing these students.

Are there any factors that support teachers in teaching and learning activities during the COVID-19 pandemic?

Yes, namely cell phones. However, until now the government has not received quota assistance but has used private funds.

Are there any factors that hindered teachers from teaching and learning activities during the COVID-19 pandemic?

The inhibiting factors in the online learning process, the first is not all students have personal cell phones. The second factor is students who are lazy even though the students have their cell phones or not by the rules, for example, the teacher gives assignments but students collect assignments beyond the time limit for collecting. The third factor is the incomplete material when online learning is being carried out. The fourth factor is the condition of the internet network is still unable to cover online media. The costs are also an obstacle because aspects of student welfare are still far from expectations. The state is not fully presenting in facilitating financial needs.

Based on the results of research with descriptive qualitative methods through the interview as the data collection techniques that have been carried out on teachers at Bina Insani Islamic Junior High School about the online learning process as well as supporting factors and inhibiting factors for teachers when carrying out online learning during the COVID-19 pandemic. This pandemic has resulted in the learning process being very disrupted and ineffective. The learning process that is usually carried out face-to-face between the teacher and students in the classroom, during the pandemic, learning has turned into online learning.

The challenge of online learning is that not all students have personal cell phones. Also, the availability of internet services is not good. Students and teachers have difficulty with the signal where they live, and even the signal that they get is very weak. This is a challenge in implementing online learning at Bina Insani Islamic Junior High School. Online learning has disadvantages when internet services are weak, and the students poorly understand teacher instructions. Another challenge faced is the constraint in financing online learning. Most of the students have not been able to afford to pay quite a fortune to buy internet data quota. As a result, in implementing teaching and learning activities not all students can follow it.

Online learning has special challenges where the location of the teacher and students who are separated when carrying out online learning. so, the teacher is not able to directly supervise student activities during the learning process [14]. Online learning also cannot be separated from the role of parents of students, because considering the age of junior high school children who still need guidance and supervision in learning. So, parents' support and cooperation for successful learning needed. Teachers and school communication with parents must be maintained smoothly. Successful teaching and learning depend on all participants having the attitudes necessary to achieve success in an online learning environment. [10].

Another thing that is not found in online learning compared to face-to-face learning is the character value. This is due to the distance and lack of flexibility of teachers in teaching, in both giving examples, monitoring, and evaluating student learning during online learning. This kind of situation is certainly not by the aim of the current 2013 curriculum, namely the inculcation of character values for students. [12]. This statement is by the hadith of the Prophet narrated by Sayidina Umar Ibn Khattab. I heard that the Messenger of Allah said: *"Whoever walks towards a pious person in matters of seeking knowledge, then every step of his foot is 100 goodness and whoever sits side by side with an alim (teacher) and listens to knowledge from him, then each sentence counts one kindness"* [15]. Another hadith that is in line with this is the hadith narrated by a friend Anas, that *"The virtue of seeing the face of a scholar (teacher) is greater (favored by Allah) than fasting and praying for 60 years"* [16].

The essence of the two hadiths is the importance of a meeting or face-to-face student with a teacher in a learning activity is to be able to get a benefit that is the character value.

4 Conclusion

To break the chain of spreading Covid-19 in the school environment, Bina Insani Islamic Junior High School implements online learning as a solution for implementing learning. The results showed that the students did not fully have the facilities and infrastructure to carry out online learning. There are weaknesses in online learning, the students are not well monitored during the online learning process, and resulting in minimal character scores of students. Weak internet signal and high quota fees are challenges for online learning. However, online learning can reduce the spread of Covid-19 in schools.

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