



# **The Impact of the Covid-19 Pandemic on Students Behaviour During Online Learning at Pelangi Kasih Elementary School in Jakarta**

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## **ABSTRACT**

**This study aims to determine the impact of the Covid-19 pandemic on students' behaviour during online learning. This research was conducted at Pelangi Kasih Elementary School, Jakarta. Respondents were grade 6 students, total of 102 respondents, consisting of 53 girls and 49 boys. The study used is quantitative and exploratory method with an descriptive analisis. The results showed that students behaviours are able to be formed successfully during online learning when teachers and parents communicate authentically more often and work together more cooperatively, and the high unfulfilled needs of interaction among students can affect their psychosocial issues.**

**Keywords:** behaviour, Covid-19 pandemic, online learning

## **INTRODUCTION**

Education is the basis of the success of human resources. In Indonesia, the quality of education is low compared to other countries. Based on the IMF report, Indonesia's Human Capital Index (HCI) is still below the world average with a value of 0.53 or is ranked number 87 out of 157 countries. In the midst of efforts to improve the quality of education, it turns out that we are faced with the Covid-19 Pandemic situation since March 2020. With the government's policy to hold distance learning, each school adjusts itself to be able to provide education from face-to-face to online learning and also balance it with comparable quality to face to face learning. However, it is undeniable that of course there are gaps or differences in the management of direct face-to-face learning with online learning. Not to mention that each school prepares facilities to support a new normality.

The general focus of education according to Undang-undang nomor 20 tahun 2003 concerning the National Education System, the first chapter states that: education is a conscious and

planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by student, society, nation and state.

Based on the literature and internet media, education can be interpreted into three meaning, first, teaching and learning activities between educators and students to acquire knowledge and skills as provisions for obtaining a better life in the future, second, education is a process for changing the mindset of human resources which eventually becomes a smart substitute generation with educators as agents of change; and finally, education is a process that occurs either deliberately or unintentionally, also not limited to space, can be done directly or indirectly with the aim of adding knowledge and skills. Learning aims to produce students who have high-order thinking skills (HOTS) and noble character (Sihotang, H., 2020). The quality of learning in schools is influenced by various factors such as curriculum, school management, learning environment, and student intake. Learning focuses on students (Sihotang, H., 2020).

Based on the Minister of Education and Culture's circular letter number 4 of 2020 concerning the implementation of education policies in the emergency period of the spread of Covid-19, the government provides directions to be able to conduct online learning with various predetermined rules. Several terms are used in the designation, including Distance Learning, Learning from Home, Online Learning, Home Learning, and maybe there are several other terms.

Meanwhile, the implementation of online learning certainly has various obstacles that can be experienced and occur in various schools and homes, due to various family conditions. It is different from when students are presented to school, which of course has different standardization for learning. So there needs to be a case study / research / tracing whether the learning is effective and has an impact on the behaviour of students.

The obstacles commonly experienced are unstable internet network connections, inadequate online learning tools, learning companions at home that do not match competencies, a less conducive home atmosphere, difficulties in doing assignments independently, difficulties in receiving learning. These things are of concern and focus that need to be addressed immediately, so that learning achievement is in accordance with the targets set by both the school and the government.

The behaviours that were examined through questionnaires and interviews with students, teachers and parents were honesty, discipline, confidence, responsibility and courtesy. According to Sudjana, learning can take place effectively and efficiently if students have readiness to learn. Teachers need to realize that how they treat students will have an impact on the behaviour of students, which in turn will have an impact on their learning outcomes. (Male, H., Murniarti, E., Simatupang, M. S., Siregar, J., Sihotang, H., & Gunawan, R., 2020). To achieve progress or change in behaviour to a certain level desired, learning strategy is also a consideration. With online learning, it is our hoped that the delivery of learning materials, the learning process, the acceptance of the material, and the evaluation are in accordance with the targets set by the government and also improve the quality of Indonesian education in general. In this study, the researchers also explore information from previous research as a comparison, both regarding the advantages and disadvantages. In addition, researchers also took some

references or information from books, journals and other sources to support this research. According to Asrilia Kurniasar and et al (2020) in general, the implementation of learning from home for grade VI students at SD Muhammadiyah 18 Surabaya runs quite effectively with a percentage of 60-79%. Factors that can increase the effectiveness of learning from home are the availability of adequate facilities, devices so that they can follow the online learning process well, as well as assistance from parents (Sihotang, H., & Murniarti, E.,2021). However, at SD Muhammadiyah 18 Surabaya, there are still students who do not have their own devices. Although the above discussion states that online learning at SD Muhammadiyah 18 Surabaya is running quite effectively, the researchers believe that the effectiveness of student learning is influenced by the behaviour of students, so the researchers decided to conduct research on the behaviour of students in elementary schools during online learning throughout the pandemic of Covid-19.

### RESEARCH METHODOLOGY

Researchers used a quantitative approach with exploratory method with an analysis descriptive to determine the impact of Covid-19 on the behaviour of grade VI students of Pelangi Kasih Elementary School. The number of respondents was 102 people consisting of 53 girls and 49 boys. The school is located at Taman Grisenda Blok A1 No. 28 RT. 03 RW. 03, PIK, Kapuk Muara, Penjaringan, North Jakarta City, DKI Jakarta 14460, Indonesia.

There are two techniques used to collect data in this study. First, a questionnaire, which contains 30 statement items that represent 5 behavioral indicators, namely honesty, discipline, responsibility, confidence, and courtesy. The questionnaire is provided with answer choices namely Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). It was validated by means of a forum group discussion (FGD) consisting of the teachers, homeroom teachers and the Head of the Indonesian Language Department as well as the parents of the students.

Second, researchers used semi-structured interviews to interview the informants. Semi-structured interview is an interview process that uses an interview guide that comes from the statements in the questionnaire that still need to be questioned to get a more specific explanation and its use is more flexible than interviews using the structured interview method. Before conducting the interview, the researcher asked permission from the principal of the Pelangi Kasih elementary school, Mrs Oksje Rumagit, then arranged the interview schedule with the resource persons and asked for approval to record the interview process using the *Zoom* application. The questions asked are not tied to the questions that have been prepared by the researcher in order to achieve the objective of obtaining accurate and in-depth data.

Researchers validated the data that had been obtained using the resource person triangulation technique, namely students, teachers and parents, and analyzed the results based on two types of data. First, data taken from a questionnaire which would be described in the form of a description, were analyzed using the formula below:

$$\bar{X} = \frac{\sum X}{N}$$

Notes

$\bar{X}$  : Average

$\sum x$  : The sum of sub-indicators percentage of each behavior indicator

N : The number of sub-indicators for each behaviour indicator

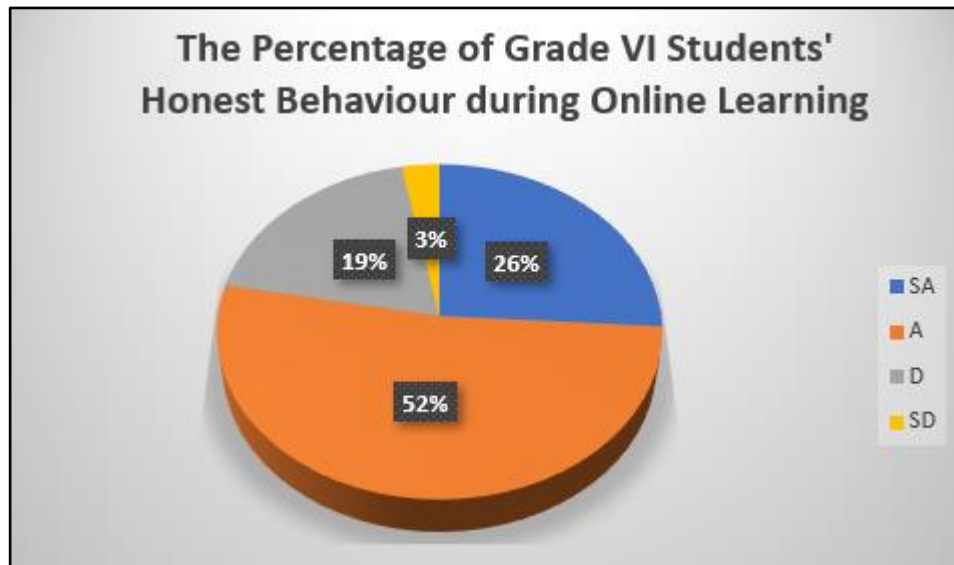
Second, qualitative data were obtained from interviews which were then analyzed and translated into descriptions.

**RESULTS AND DISCUSSION**

Based on the data obtained through the questionnaire filled out by students, identified, and verified, the results are presented as follows.

**Table 1. Honest Behaviour Percentage (%)**

No.	Honest Behaviour Sub-indicators	SA	A	D	SD
1.	Students admit mistakes.	10	69	17	4
2.	Students can express the learning discomfort they feel during online learning.	13	44	39	5
3.	Students do assignments without help from anyone.	55	42	2	1
The Average Percentage of Honest Behaviour		26	52	19	3

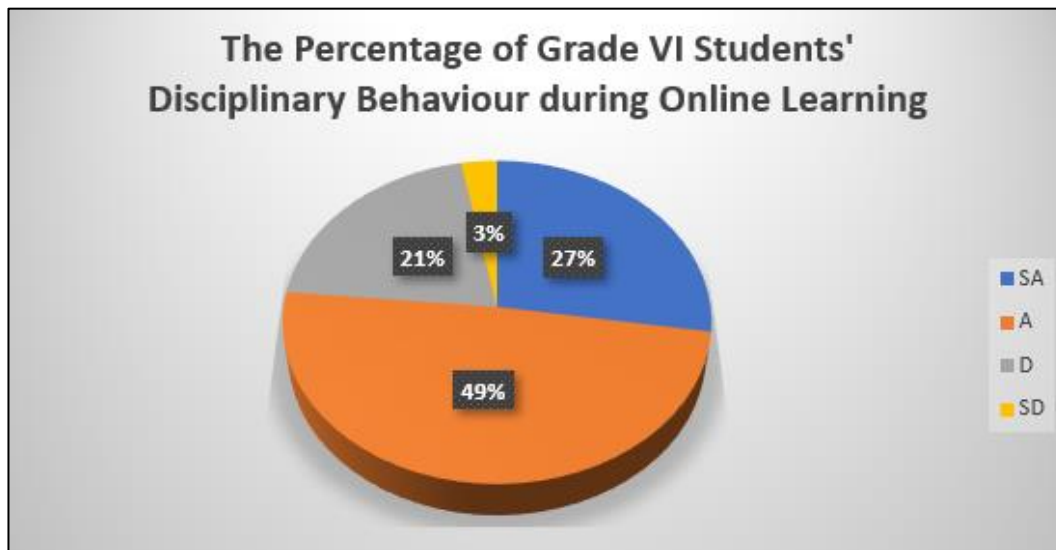


**Picture 1. The Percentage of Grade VI Students' Honest Behaviour during Online Learning**

From the results of the study, there were 52% of students who showed honest behavior in learning, 26% even strongly agreed that they were honest in learning. The 19% of those who disagreed and 3% who strongly disagreed, could indicate they were not honest or they did not agree that in online learning, students were honest.

**Table 2. Disciplinary Behaviour Percentage (%)**

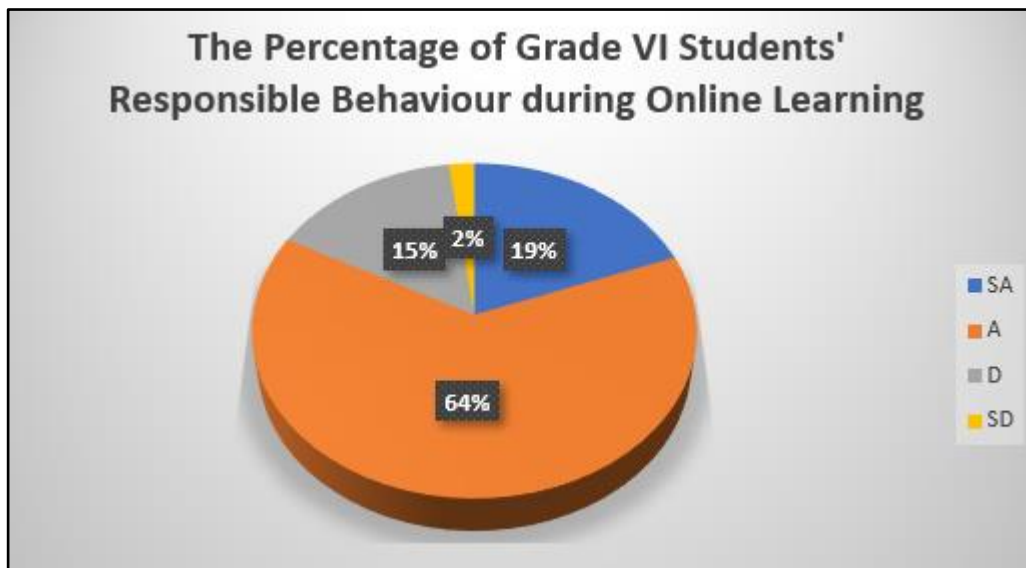
No.	Disciplinary Behaviour Sub-indicators	SA	A	D	SD
1.	Students come on time during online learning.	42	<b>45</b>	13	0
2.	Students turn on their video during online learning.	24	<b>57</b>	17	2
3.	Students wear complete and neat uniforms.	35	<b>46</b>	19	0
4.	Students submit the assignments on time.	28	<b>58</b>	14	0
5.	Students prepare books / equipment that will be used in learning before online learning begins.	26	<b>42</b>	29	2
6.	Students can better manage their time and activities with the implementation of online learning.	11	<b>50</b>	33	7
The Average Percentage of Disciplinary Behaviour		28	50	21	2

**Picture 2. The Percentage of Grade VI Students' Disciplinary Behaviour during Online Learning**

From the results of the study, there were 49% of students who showed disciplinary behavior in learning, 28% even strongly agree that they are disciplined in learning. Meanwhile, 21% disagreed and 2% strongly disagreed that they were disciplined during online learning.

**Table 3. Responsible Behaviour Percentage (%)**

No.	Responsible Behaviour Sub-indicators	SA	A	D	SD
1.	Students work on assigned tasks independently and in accordance with the directions given.	29	<b>67</b>	4	0
2.	Students can accept the risks or consequences of the action taken.	20	<b>69</b>	11	8
3.	Students participate in online learning attentively.	9	<b>48</b>	34	0
4.	Students will take part in online learning even though students are unhealthy.	19	<b>68</b>	13	0
The Average Percentage of Responsible Behaviour		19	<b>63</b>	15	2

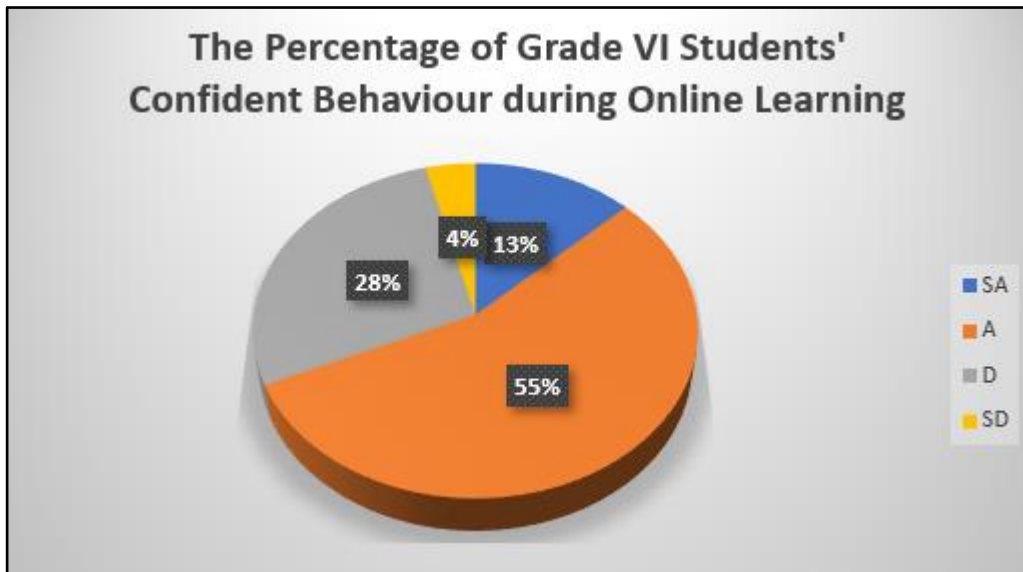


**Picture 3. The Percentage of Grade VI Students' Responsible Behaviour during Online Learning**

From the results of the study, there were 64% of students who showed responsible behavior in learning, 19% even strongly agreed that they were responsible for online learning. Meanwhile, 15% disagreed and 2% strongly disagreed.

**Table 4. Confident Behaviour Percentage (%)**

No.	Confident Behaviour Sub-indicators	SA	A	D	SD
1.	Students do not give up easily when they do not understand / encounter difficulties during online learning.	18	<b>67</b>	13	3
2.	Students will definitely ask the teacher if there is something, they do not understand in online learning.	18	<b>56</b>	24	1
3.	Students participate actively in online learning discussions.	8	<b>59</b>	31	3
4.	Students can interact with friends during online learning.	8	41	<b>43</b>	8
The Average Percentage of Confident Behaviour		13	<b>56</b>	28	4

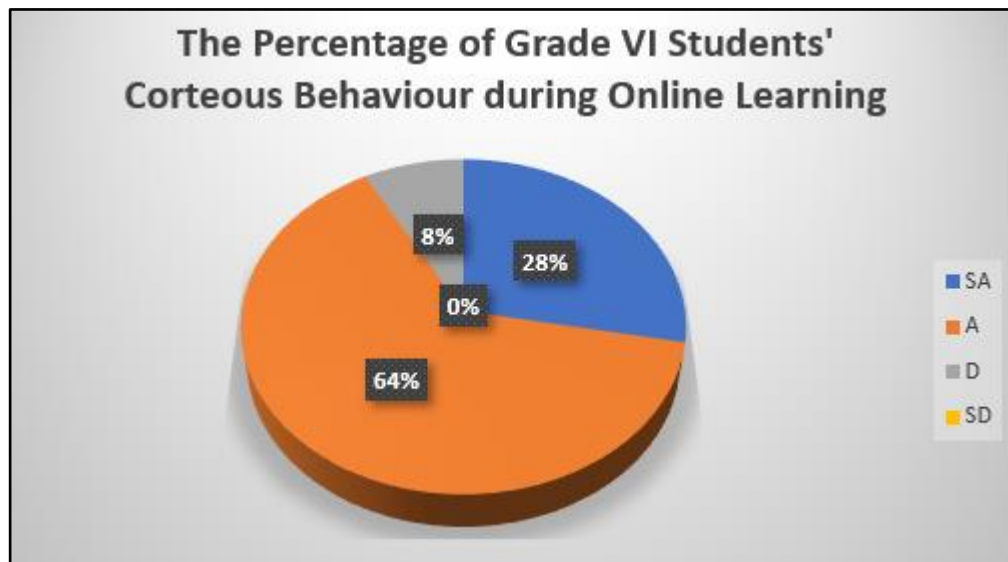


Picture 4. The Percentage of Grade VI Students' Confident Behaviour during Online Learning

From the results of the study, there were 55% of students who showed confident behavior in learning, 13% even strongly agreed that they were confident in online learning. Meanwhile, 28% disagreed and 4% strongly disagreed.

Table 5. Courteous Behaviour Percentage (%)

Num.	Courteous Behaviour Sub-indicators	SA	A	D	SD
1.	Students communicate in appropriate and polite words both verbally and non-verbally (via <i>Zoom</i> chat) during online learning.	34	65	1	0
2.	Students ask permission from the teacher before doing other activities during online learning.	23	63	14	0
The Average Percentage of Courteous Behaviour		28	64	8	0



Picture 5. The Percentage of Grade VI Students' Courteous Behaviour during Online Learning

From the result of the study, there were 64% of students who showed courteous behavior in learning, 28% even strongly agreed that they were courteous in online learning. Meanwhile, 8% stated that they did not agree that they showed courteous behaviour during online learning.

Researchers will also describe the results of interviews with students, teachers and parents. The purpose of interviewing them is to obtain mutually supportive or different data so that it can provide a clearer view to the researchers. The questions in the interview process with students, teachers and parents include what they felt during online learning, the obstacles they experienced, the students' behaviours during online learning at Pelangi Kasih elementary school and their hopes for the future.

Researchers interviewed six students, AL, EI, ER, GW, GR, and JO who were taken from two different classes but interviewed at the same time, and their parents. The students stated that even though they understood well the material interestingly presented during online learning, they also admitted that sometimes they felt bored with it. ER, GW, GR, and JO kept trying to concentrate, while AL and EI did other activities when they felt bored, such as throwing a ball or looking for images on Google applications.

The students said that since it was learning from home, they did not have to spend much time to go to school and they could wake up late. They also mentioned that they liked it for they never missed books, the lessons became easier, and they had lots of time to explore technology for playing and learning which made them become more tech-savvy.

However, there were several things that the students did not like about this online learning, such as interference of signals from both the teachers and students, the difficulty of interacting with certain friends, feeling of discomfort when students could see their own faces on the screen, feeling hesitated to speak because everyone could hear clearly what they were saying, and the difficulty of working in pairs and groups.

The students hoped that there would be lots of discussions with their friends in the breakout room in the future online lessons, except for Mathematics, and they really wanted to learn at school as soon as possible.

After interviewing the students, the researchers interviewed all homeroom teachers of grade VI at the same time in regards to the implementation of online learning. These teachers are Ms Rita Berlina, Mr Kamil Sungkono, Mr Steve, Ms Theresia, and Ms Yovy. They mentioned that during online learning they could wake up a little bit late and had more time to do exercise before teaching. They considered them as the advantages of working from home. They also admitted that there were so many students who had become more tech-savvy.

On the other hand, teachers encountered a lot of challenges like bad signals, the difficulty of finding teaching methodology which could enhance more interaction, classroom management that suits the situation, and also having attachment or building closer relationship with students and parents. They also doubted the students' honesty when they were doing their assessment or mentioning that they needed to turn off their video due to bad signal, even though they also found some of the students were telling the truth about their insecure feeling when looking at their own faces on the screen. It might be because they were entering puberty.



The teachers also explained that they had to be more observant in seeing students whether they were paying attention by looking at their eyes because when they were opening another site, their eyes were definitely not focused on the screen. The teachers had to build relationships with parents so they could confirm what the situation at home was like as conveyed by students to the teacher because someone was found to be lying about the signal just so that he/she could turn off the *Zoom* video. Teachers had to be more consistent with applying discipline and still teaching courtesy in this online learning because maybe students felt like they were studying at home so they did not ask permission when leaving their seats. However, there were some of their students who felt more comfortable when they were at home.

Teachers mentioned that they tried to encourage students to speak in online class by scheduling them to lead classroom morning devotion and to motivate them to be more grateful since during this pandemic, most students could not have adequate education. Most of the time, teachers went extra miles, spending their spare time to talk individually with students in order to get to know and persuade them. In the end all teachers agreed that being a role model is more powerful than mere talking.

Researchers also interviewed the parents of the six students. They stated that the online learning that had been provided by the school was good. They only monitored their children occasionally like checking their children's answers before the children submit the assessment or in other words they did not really assist their children anymore because their children were able to be independent.

Parents always provided encouragement or motivation for children to turn on the video during online learning as it was a sign that we respected others. The need to always listen to the teacher's explanation, to participate more actively in discussion, and to be more responsible were extremely crucial because they were about to be junior high students. It was also mentioned clearly that authentic communication between teachers and parents was one of the keys to successful online learning especially in building courteous behaviour in students since during online learning, teachers did not have full control over the students hence, parents' acts of informing teachers about what was really happening at home were, indeed, valuable.

Students used gadgets continuously for online learning interacting with their friends, and playing. This situation made their parents worry about the health of their eyes. Some parents really hoped that teachers could increase the number of projects so the assignment assessed not only the product but also the process, there would be online extracurricular activities and the children could go back to school as soon as possible so that they were able to interact directly with their friends even though they were also still worried about the pandemic of Covid-19.

### **CONCLUSION AND CRITICS**

Based on the data that had been obtained from students, teachers and parents, the online learning in grade VI at Pelangi Kasih elementary school was proven to be going quite well where school education was brought home by providing adequate teaching and materials via *Zoom* application. Students also understood what teachers delivered but in the entire learning process teachers still need to find ways so that students can be more interested in paying attention to the ongoing learning.

During online learning, teachers and parents must be able to collaborate well, to enhance learning motivation and to develop student's behaviour. Students need more interaction in this online learning because it has been proven through the results of the questionnaire, where 43 students disagreed that they could interact with friends during online learning. In addition, the results of interviews with students, teachers and parents also expressed the same concern that there were limitations of interaction, especially with their best friends through this online learning.

With the pandemic of Covid-19, it can be concluded that the formation of the behaviour of the students can still occur but need authentic communication and cooperation between teachers and parents, as well as the students themselves. If there is no high communication among students, it can be a serious problem on the psychosocial aspect and manners of students.

Researchers suggest that school ought to give space to students interacting with one another in smaller groups in order for students to feel comfortable to express their opinion during the hours of learning and also help teachers to control the class easily such as making adjusted rules to online learning. For example, a class president gives commands to his friends to say greetings to every teacher with virtual greetings; students must ask permission from the teacher when they are about to leave; students must turn on their *Zoom* video during learning sessions and always raise their hand using the icon on *Zoom* application before asking and/ giving responses.

### ACKNOWLEDGEMENTS

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