DYNAMICS OF LEARNING IN THE TIME OF THE COVID-19 PANDEMIC

Robbi Asri [1]* , Firman[2] , Riska Ahmad [3]
[1,2,3]FIP Guidance and Counseling, Padang State University, Padang, Indonesia

[1]*robbiasri325@gmail.com, firman@konselor.org, ra5402945@gmail.com*

Abstrak

This article discusses the dynamics of learning during the Covid-19 pandemic, even though learning is one of the important things to educate the nation's life, learning is also an important system in education, learning is held as a space for interaction to build relationships between teachers and students to develop cognitive potential, psychomotor and affective. This must be supported by the dynamics of learning that runs effectively and an internal learning atmosphere that makes students interested in learning. And at this time with the Covid-19 outbreak, learning is done online and of course online learning has both positive and negative impacts. Reality shows that the dynamics of learning in Indonesia are currently disrupted by the Covid-19 outbreak which has an impact, including; 1) schools are transferred to homes by conducting online learning; 2) there is a transformation of technology-based learning media through the use of WhatsApp Group, Zoom, Google Classroom, WebEx, Youtube, and various other platforms 3) adjustment of learning methods; and 4) demands for collaboration between parents of students at home as a substitute for teachers to control children's learning. The method used is a literature review with a critical analysis of the research being conducted on a specific topic.

Keyword – Education, Covid-19, Learning Dynamics

1. Introduction

Learning is actually done through teacher-student interactions in a learning environment. The essence of this learning is mentoring by educators to transmit knowledge to students. Therefore, in simple terms, learning can be interpreted as an enlightenment process carried out by the teacher to help students gain learning and be able to understand the learning materials provided. Such a paradigm towards the essence of learning has become a classic with the Covid-19 crisis which has changed the paradigm of education and learning in the world. This pandemic crisis not only attacks the human respiratory organs, but also stops the organs of the education and learning system which are held normally through face-to-face learning in schools. The whole world is busy with preventing the transmission of Covid-19 so that all activities outside the home and office, including schools are temporarily closed.

Education is a sector that is heavily affected and has a very significant impact, causing many countries to close schools because of this pandemic (Purwanto, et al, 2020). School closures are based so that the spread of the virus can be stopped. There are several reasons why schools must be closed because schools are places that can gather a lot of people so it is feared that if someone is exposed to the virus, it might spread to other people.

Indonesia is one of the countries affected by the outbreak, making social distancing and physical distancing a policy of limiting social and physical distance, which has an impact on stopping the learning process in schools or closing schools. The entire administration of education is closed, even the national exams are also threatened. The crisis in front of the eyes is ongoing forcing all components of education to innovate distance learning through online or online learning. This is intended so that the learning process continues in the midst of the Covid-19 pandemic.

The enforced school closures made the Indonesian government make several appeals. The appeal changes face-to-face to online (Firman & Rahayu, 2020). In March 2020 more than 800 million students in the world were

studying at home as a result of the Covid-19 pandemic (Arika, 2020). The Indonesian Minister of Education and Culture (Mendikbud) also made policies related to studying at home and even canceled the 2020 national exam (Asmara, 2020). This study at home policy is carried out to reduce physical interaction as an effort to prevent transmission of the new type of corona virus or Covid-19. The Minister of Education and Culture hopes that with the implementation of online or distance learning, students will also gain new experiences in the learning process (Fajar, 2020).

The online learning model demands the creativity and skills of teachers to use technology. Students are also expected to be able to access a network of applications used in learning such as Zoom and several other applications. Although it can be a solution to support learning in the midst of the Covid-19 pandemic, there are obstacles because other problems arise related to the lack of network access that is not smooth, the burden of data costs to access expensive applications, the unpreparedness of teachers to adapt technology, parents who are not synergistic with teachers. accompanying children to study at home, to students who are emotionally and socially disconnected from other students.

Some of these obstacles occur evenly in all regions in Indonesia. In Makassar City, which is one of the largest cities outside Java with advanced development support, it is still felt that the implementation of online learning during the pandemic is still not optimal due to network factors that arise, sink or disappear from the capture of cellphones or laptops of teachers and students. Thus, online learning in remote areas with minimal network access will be much more difficult to do.

Studies related to the impact of Covid-19 on the dynamics of learning in the world of education in Indonesia are very interesting to review as a form of scientific reading of the current learning phenomenon. The media have reported various learning cases during the pandemic throughout Indonesia that can be used as library research data, so it is very important to pay attention to education practitioners, lecturers, and teachers to examine this phenomenon as

an opportunity to initiate a new learning paradigm in the future. This is important in order to know the implementation and impact on the dynamics of learning on students in Indonesia in the hope of providing information and improvements to the policies implemented..

2. Method

The method used is Literature Review or literature review. Literature review or literature research is research that examines or critically reviews knowledge, ideas, or findings contained in the body of academic-oriented literature, as well as formulating theoretical and methodological contributions to certain topics. , (Cooper, 2011). Scientific articles are obtained from international, national journals and various other similar sources.

3. Result and Discussion

Learning is related to an interaction process that involves teachers and students. Learning is carried out continuously to manage the potential of students to gain knowledge. The interaction process in learning will run well if creative teachers use various media and methods in learning to stimulate students to learn with good motivation in learning. Sudirman (2004) suggests learning as a changing process, so that the purpose of a learning process is interpreted as a conscious effort to change aspects of behavior.

The process of achieving change in learning involves the efforts of the teacher as an enlightening figure who can regulate the behavior of students. Thus, the teacher becomes an example in terms of student behavior. To be able to do this, teachers need various supporting tools such as methods for dealing with complex student situations. In line with this, Sutikno (2009) explains that learning is all efforts made by teachers as educators so that the learning process occurs in students. It was further stated that there are implicitly choosing activities in learning, establishing and developing methods to achieve learning outcomes.

Hamalik (Djamarah, 2002) means that changes in learning involve changes in perception and behavior, including behavioral improvements. Learning is also defined as a process leading to change, but changes in the sense of

learning show certain characteristics, such as; a) changes occur consciously, b) changes are continuous and functional, c) changes are positive and active, d) changes are purposeful and directed, and e) changes in all aspects of behavior. Of course, the achievement of all the changes mentioned above is largely determined by various important variables in learning. The factor of teaching materials also greatly determines the interest of students in learning. The teacher's not creative in packaging teaching materials will cause the saturation of students to take part in learning. This is seen in terms of psychological relations, as explained by Ibn Sina (Nata, 2003) that psychologically a subject matter cannot be explained in one way and must be achieved in a way that is in accordance with the psychological development of students. Thus, the delivery of material must be adjusted to the characteristics of the material to balance the relevance between the material and the methods used in learning.

Based on the explanation above, it can be concluded that learning is essentially an effort towards awareness that is carried out by teachers to students. Students who change in learning if there are characteristics of change in the sense of being conscious continuously and functionally in the sense of behavioral application. Students who are aware must be in a positive and active sense directed at the good value of all aspects of student behavior. Achieving these changes is also determined by various variables, including teaching materials that are supported by methods that are relevant to the psychological growth of students. Teaching materials and methods must be combined with various teacher strategies that are carried out creatively to increase the attractiveness of students to take lessons. During the Covid-19 crisis, learning must be done creatively through various online applications or what is known as online learning. This kind of virtualization of learning encourages teachers to condense teaching materials that are supported by appropriate methods due to the lack of time and the risk of application costs used. Thus, it is not only the psychological issues of students that must be the focus of the teacher's attention, but teachers and students are in the same psychological situation adapting learning situations that are carried out online or virtual.

The whole series of learning leads to the achievement of goals as a direction to obtain maximum results. Therefore, learning objectives must be an important consideration in designing learning. Theoretically, learning objectives

include cognitive goals, psychomotor goals, and affective goals. These three learning objectives are the most important considerations for teachers in planning and managing learning.

Cognitive Goals

Cognitive goals are related to aspects of thinking behavior or intellectual behavior. Therefore, learning must reach the reasoning aspects of students' thinking. Bloom (Ibrahim, 1996) describes six levels of cognitive aspects, namely; (1) level of knowledge, this level is related to the ability of students to recognize and remember learning materials; (2) the level of understanding that is related to the ability of students to understand and interpret the material learned in learning; (3) the level of application, related to the ability of students to use the knowledge gained in solving a problem; (4) the level of analysis, which refers to the ability of students to study and break down teaching materials into specific components; (5) the level of synthesis is related to the ability to combine various concepts through creative activities; and (6) the level of evaluation, namely the ability of students to formulate and provide an assessment of an event using certain norms.

Psychomotor Goals

Psychomotor goals in learning to stimulate the movement response of students actively. Santrock (2007) explains that this psychomotor aspect is not only related to athletics, but is also related to handwriting activities and word processing that involves certain movements. Furthermore, this psychomotor area is related to several levels, namely; 1) perception, relating to the activation of sensory functions, for example by recognizing colors; 2) readiness, related to physical and emotional ability to perform movements; 3) guided response, related to movements according to the examples given; 4) mechanical response, related to independent movements that are no longer accompanied by examples; 5) complex responses, relating to the development of appropriate independent movements; 6) adaptation, related to the ability to adjust movements to existing standards as a prerequisite, such as a match; and 7) creativity, related to the ability to make new movements independently.

Based on this explanation, it can be concluded that the psychomotor goal in learning is to stimulate the physical potential of students and to form their movement abilities actively to independently create their own creative

movements. Thus, learning must be seen as a physical and mental process that can make students active at various levels.

Affective Goals

Learning objectives from an affective point of view lead to the formation of empathy which involves feelings or emotions that form the basis for students to grow into human beings who respect or respect other people in their environment. Bloom (Winkel, 1987) divides the affective domain into several levels, namely; 1) acceptance, relating to the sensitivity of students to accept the teacher's explanation; 2) participation, related to the willingness or willingness to actively participate in an activity; 3) assessment and determination of attitudes, relating to the ability to assess something and determine attitudes on the results of the assessment of something; 4) organization, related to the ability to form life guide values that can be used as a guide in life; and 5) the formation of a pattern of life, related to the ability to appreciate the value of life which is then absorbed into private property to regulate one's own life. Or in other words, Islam is able to draw wisdom from the reality of life or learn from the experience of wisdom stories.

Based on this explanation, it can be concluded that the learning objectives affectively shape the empathic power of students so that they become individuals who are sensitive to the life around them. Students who have good affective skills will be able to organize various positive values in society and be able to distinguish negative values in their social environment. The positive values they understand will be absorbed as a value system for taking attitudes and shaping their lives in society.

Learning as a process takes place dynamically due to various situations and conditions that change and can affect the quality of the learning carried out. Of course, the complex dynamics of learning also have a major impact on the ability of students to achieve learning outcomes. This is explained by Sudjana (2020) that there are several things that influence each other in a learning process, namely; learning conditions, learning methods and learning outcomes.

Learning Conditions

Learning conditions can be explained as one of the factors that can affect the learning outcomes of teachers and students. This condition can be understood to come internally and externally. Internally, the determination of methods and

the development of learning strategies carried out by teachers can create a good learning condition and encourage students to be more motivated to participate in learning. Disturbances will occur internally if the teacher fails to determine the methods and strategies that are not appropriate, causing students to be bored in participating in learning. Learning conditions can also be influenced externally, namely the influence that comes from the learning environment of students. More broadly the environmental conditions around the school and outside the school. Motorcycle noise on the highway can interfere with learning concentration. More generally, such as the outbreak of the Covid-19 pandemic, it is an external condition that has a major influence on learning.

Learning methods

The learning method is one of the important elements in learning. Interesting learning dynamics are largely determined by the methods used by the teacher during the learning process. Therefore, the learning method is a decisive element in the learning system to make learning more interesting and make it easier for students to understand the content of teaching materials delivered by the teacher.

Learning Outcomes

Learning outcomes are related to all achievements that can be used as a measure to assess whether the learning process is successful or not. This is one of the important elements at the end of the implementation of the learning process that can be recognized by students in the form of cognitive, affective, and psychomotor abilities. Thus, this learning outcome can be influenced by a series of learning carried out by the teacher including the selection of methods and media used as learning instruments. All of these elements constitute a series of systems that cannot be separated.

Based on this explanation, it can be concluded that aspects of learning conditions, learning methods and learning outcomes influence each other as a dynamic system. In addition to these three things, it can also be stated that other aspects that can affect the dynamics of learning such as the leadership of the principal, the availability of facilities and infrastructure and the availability of professional teachers in their fields.

Learning does not always go well according to the plan that has been prepared. Learning objectives are not always achieved optimally because the

dynamics of learning are influenced by many factors. This situation certainly affects the cognitive, psychomotor and affective aspects of learners to develop slowly. At present, the world that was hit by Covid-19 en masse became a new external factor that affected the implementation of education in Indonesia.

The implementation of learning in every school was stopped nationally by the Central Government due to the Covid-19 outbreak. The cessation of the learning process and all other educational services is carried out as an effort to prevent the transmission of Covid-19 based on the Circular Letter of the Minister of Education and Culture Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Corona Virus Disease (Covid-19). The Covid-19 virus outbreak has had a major impact on learning in Indonesia, some factual impacts can be observed as follows.

School from Home

School from home is a term that can represent all learning activities carried out by teachers and students at home using available technological devices. Learning that was previously carried out centrally in school buildings had to be diverted to homes due to Covid-19. Learning during School from Home uses an online learning system or virtual learning.

Learning carried out from home is based on the Circular Letter of the Minister of Education and Culture Number 4 of 2020. In the circular, it is explained that the provisions for learning from home are carried out with provisions; 1) Learning is done online or remotely to provide meaningful experiences for students. At this point, leeway is also given for teachers and students not to have to complete curriculum achievements, especially grade promotions and graduation; 2) The main focus of learning from home is skill education, among others, related to the Covid-19 pandemic. Thus, teachers must have knowledge of Covid-19 education beyond the subject matter that must be taught to students; 3) Learning activities and assignments are given in various ways according to the interests and conditions of each student, especially considering the gap in access or learning facilities at home; and 4) Learning products receive qualitative and useful feedback from the teacher, without having to give a score in the form of a quantitative score. Thus, the assessment is carried out authentically through teacher observations of students during online learning. Based on this explanation, it can be concluded that online learning is the only

virtual classroom design channel for the implementation of School from Home. The results of the author's observations indicate that the implementation of this learning is not tied to other formal school rules such as students having to wear school uniforms, however, the series of learning carried out is a formal process that must be followed by students with restrictions on modesty in dress during learning.

Learning Media Transformation

Learning media is an important instrument for delivering messages in the learning process. Teachers use media to facilitate the learning process carried out. In addition, the media will also make it easier for students to understand the subject matter given. As explained by Risman (2012) that the media is a tool for a job, so that a job can be completed properly with satisfactory results.

The existence of Covid-19 has an impact on the shift in the use of media. Learning media is transformed into more sophisticated using network technology devices. The author's observations indicate that teachers and students must use new learning media with a new learning environment and atmosphere. Some of the transformations in the use of learning media include the use of Wathshap Group for discussions and assignments, the use of the Zoom application, Google Classroom, WebEx for face-to-face online learning conferences, and the use of YouTube for visual exploration of material and the use of television networks such as TVRI for deepening subject matter. . All of these types of media, even though they feel like a solution during a pandemic, have various weaknesses. Some of the weaknesses are related to the carrying capacity of the network which is often disrupted so that face-to-face virtual learning is not optimal. In addition, not all students have Android-based mobile phones and economic inequality is a serious obstacle to the use of various online-based learning media. Even some Zoom applications are advised not to be used as learning media because they endanger user data and drain expensive data costs. Utilization of television broadcasts such as TVRI also does not mean that students are left alone to follow the subject matter that is broadcast, but must receive parental supervision at home.

Learning Method Adjustment

Learning methods cannot be separated from learning media because they have interrelated relationships. Good and sophisticated media without being

supported by good and creative teacher methods will make learning not optimal. As explained by Ghofir, et al (2013) that teaching methods are a means of achieving goals. If a teacher does not choose the right teaching method, it will cause blurring of goals. An educator is also highly required to master a variety of learning methods, not only theoretical, but also able to operationalize all the methods they master well.

The Covid-19 pandemic has caused learning to be carried out from home also has an impact on the adjustment of learning methods carried out by teachers. Teachers must be able to choose a good method in a short time situation during learning using online applications. The author's observations show that teachers rely more on lecture and assignment methods. Submission of subject matter is also compressed to save time and costs in using the application. Thus, learning is felt to be less than optimal because of the cost of using applications in the network.

The dynamics of using this method is not optimal because it is caused by the completeness of the facilities. In online learning, the most important facility is a good telecommunications network and must be supported by affordable data costs. Meanwhile, not all students are at an economic level that is able to meet the demands for the cost of using the application.

In connection with the selection of this method as explained by Djamarah and Zain (2010) that there are several factors that can be considered in choosing a learning method, namely; guided by the objectives, the situation of individual student differences, the ability of the teacher, the nature of teaching materials, the classroom situation, the completeness of the facilities and the advantages and disadvantages of teaching methods. Thus, teachers who carry out learning from the midst of the Covid-19 pandemic must be able to simplify teaching materials so that they are in accordance with the online classroom situation which is carried out with the main consideration being the support of the facilities used.

Student Parents Collaboration

Schooling from home with a whole series of online learning brings the full collaboration of parents to life. Parents become substitute teachers while studying at home. Parents who previously devoted more of their time to earning a living reactivated their role in totally supervising their children at home. The Covid-19 crisis has at least had an impact on the role of parents by collaborating to save themselves and their children's learning time. Thus, there are two roles of parents

who live at once, according to Arifin (2007), namely parents play a direct role in educating children and acting as child protectors. These two roles are very much in line with the current pandemic situation.

The collaboration of parents at home will determine the achievement of learning objectives. While carrying out this collaborative task, parents need to pay attention to several factors in providing education to their children, as Slameto (2000), which the author explains as follows.

Relationships between families

The relationship between parents and children in the family is very important. Good relationships will help children complete their learning tasks. However, strict control from parents while studying at home is sometimes a problem for children. So that sometimes there are quarrels between children and parents which can be caused by boredom and so on. Therefore, parents must be able to provide a comfortable atmosphere in the family that can guarantee children's learning during the pandemic.

Home and family atmosphere

A comfortable home and family atmosphere will really help children learn independently at home. For this reason, parents must be flexible in providing control over their children's learning. Everyone certainly has the same boredom during the quarantine period at home. Therefore, a household and family atmosphere must be created by parents to support the psychology of children's learning while studying at home.

Family economic situation

The collaboration of parents must be able to meet the learning needs of children at home such as desk facilities, books, writing utensils. The most important need is the availability of mobile phones or gadgets that can be used to connect to the network in online learning. Thus, parents in collaborating must have finances to support children's learning at home.

Parental attention

Parental attention must be given to children in addition to evaluating children's learning but also motivating children to be enthusiastic in participating in online learning. This form of attention is also a form of protection and education for children against the dangers of Covid-19. Attention will make children feel comfortable in the home environment because they find an

outpouring of love from their parents. However, it must be underlined that this form of attention must sometimes be carried out in a persuasive manner with a relaxed dialogue atmosphere with the child so that the child does not feel pressured by the situation at home.

Based on this explanation, it can be concluded that Covid-19 has a general impact on learning in Indonesia. Some of the impacts include; 1) schools are transferred to homes through an online learning process; 2) there is a transformation of technology-based learning media through the use of Whatsapp Group, Zoom, Google Classroom, WebEx, Youtube, and TV channels; 3) adjustment of learning methods; and 4) demands for collaboration between parents of students at home as a substitute for teachers to control children's learning.

4. Conclusion

Learning is a process of interaction between teachers and students using various means in learning. Learning is carried out to achieve the goal of changing student behavior. Thus, in the learning process the teacher's effort as an enlightening figure is the main aspect of the process of achieving change in learning. Therefore, the teacher must be an example of behavior that will be emulated by students.

Theoretically, learning is carried out to achieve cognitive goals, namely thinking and intellectual behavior, psychomotor goals related to students' active physical movement responses, and affective goals, namely students' empathic aspects. This learning goal will be achieved if it is supported by the dynamics of learning that goes well. Several factors that can influence the dynamics of learning are learning conditions, learning methods and learning outcomes.

The dynamics of learning in Indonesia is currently being disrupted externally by the Covid-19 crisis. Some of the impacts include; 1) schools are transferred to homes through an online learning process; 2) there is a transformation of technology-based learning media through the use of Whatsapp Group, Zoom, Google Classroom, WebEx, Youtube, and TV

channels; 3) adjustment of learning methods; and 4) demands for collaboration between parents of students at home as a substitute for teachers to control children's learning.

References

Arifin. (2007). *Hubungan Timbal Balik Pendidikan Agama Islam di Lingkungan Sekolah dan Keluarga.* Jakarta: Bulan Bintang.

Asmara, C. G. (2020). Para siswa, simak surat terbaru Mendikbud Nadiem untuk kalian. *CNBC Indonesia*. Retrieved from https://www.cnbcindonesia.com/tech/2020032512 4101-37-147405/para-siswa-simak-surat-terbaru-mendikbud-nadiem-untuk-kalian.

Djamarah, Bahri, S dan Zain, A. (2010). *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta.

Djamarah, Bahri, S. (2002). *Psikologi Belajar*. Jakarta: Rineka Cipta.

Fajar, T. (2020). Arti belajar di rumah di tengah wabah virus corona. *Okezone News*. Retrieved from https://news.okezone.com/read/2020/03/25/65/2188872/arti-belajar-di-rumah-di-tengah-wabahvirus-corona.

Firman, F., & Rahayu, S. (2020).Pembelajaran Online di Tengah Pandemi *Covid-19*. *Indonesian Journal of Educational Science (IJES)*, 2(2), 81–89. https://doi.org/10.31605/ijes.v2i2.659

Ghofir dkk, Zuhairini Abdul. (1983). *Metode Khusus Pendidikan Agama*. Surabaya: Usaha Nasional.

Ibrahim, R. (1996). *Perencanaan Pengajaran*. Jakarta: Rienaka Cipta.

Mendikbud. 2020. Surat Edaran Nomor Nomor 4 Tahun 2020 Tentang Pelaksanaan Kebijakan Pendidikan dalam Masa Darurat Penyebaran *Corona Virus Disease* (*COVID-19*), salinan, diakses dari google.com

Nata, Abuddin. (2003). *Pemikiran Para Tokoh Pendidikan Islam*. Jakarta: Raja Grafindo Persada.

Purwanto, A., Pramono, R., Asbari, M., Santoso, P. B., Wijayanti, L. M., Choi, C. H., & Putri, R. S. (2020). Studi Eksploratif Dampak Pandemi *COVID-19* Terhadap Proses Pembelajaran Online di Sekolah Dasar. EduPsyCouns: Journal of Education, Psychology and Counseling, 2(1), 1–12. https://ummaspul.ejournal.id/Edupsycouns/article/view/397

Rusman. (2012). *Belajar dan Pembelajaran Berbasis Komputer*. Bandung: Alfabeta.

Santrock, John W. (2007). *Psikologi Pendidikan* (terj. Tri Wibowo). Jakarta: Kencana.

Sardirman. (2004). *Interaksi dan Motifasi Belajar*. Jakarta: Raja Grafindo Persada.

Slameto. (2000). *Belajar dan Faktor-Faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta.

Sudjana, N. (2010). *Dasar-Dasar Proses Belajar Mengajar*. Bandung: Sinar Baru Algensindo.

Sutikno, M. Sobry. (2009). *Belajar dan Pembelajaran*. Bandung: Prospect.

Winkel, W. S. (1987). *Psikologi Pengajaran.* Jakarta: Gramedia.