

## DEVELOPMENT OF LEARNING ACTIVITIES DURING THE PANDEMIC

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### **Abstrak**

*This article will discuss the development of learning activities during the pandemic. There is currently a worldwide pandemic, namely the Covid-19 pandemic which disrupts all community activities, ranging from education, public services, sales, work in offices, hospitals and others. For educational activities, this has very impactful starting from the closed schools which require students to study at home or study online. Compared to before the pandemic, this time will greatly affect learning activities. Therefore, development is needed that can make learning activities during this pandemic period useful and help both students and teachers to carry out learning. The development of this learning starts from building a good learning atmosphere.*

**Keyword**– Learning Activities, Learning Atmosphere, Learning Process, Learning Pillars

## 1. Introduction

Every individual needs education. Every individual has the right to education. Education is not only followed by individuals who are students or students, but all groups regardless of age and status in society. One way to get an education is to study. Learning is an activity carried out by every human being. Learning is an effort made to master something new, which in learning makes individuals who initially do not know, cannot, do not want to, are unusual, and are not grateful and sincere to become aware, able, willing, ordinary and more grateful and sincere. Prayitno, 2018:327).

Learning requires a process where in the learning process there is a change in behavior, because the individual interacts with his environment, which initially he was unable to do, became able to do so (Sumiati and Asra,

2009:38). Hamalik, (1983:21) explains that learning is in the form of growth and change in behavior due to experience and practice. Based on the above understanding, it can be concluded that learning is the process of individuals mastering something new, which will change in behavior due to experience and practice.

After learning, the term learning will be found. Learning is a process of interaction between educators (teachers, lecturers, counselors, tutors, widyaswara, tutors, instructors, facilitators) and students (students) in which educators direct and facilitate students to experience an effective learning atmosphere (Prayitno, 2018:25). ). Currently learning and learning activities are very disturbed by the pandemic, such as, initially the interaction between teachers and students was clearly visible in the classroom, now the interaction cannot be seen directly, because both teachers and students can learn from their respective homes and interact with each other. that occur using communication technology such as zoom meetings, google classroom, geschool, and others.

## **2. Method**

The method used in this article is the literature review method. Literature review is a library research that is obtained through a search of various books, articles that can support the discussion of this article. The purpose of this literature review is to increase the insight and knowledge of both teachers and students in developing learning activities during the pandemic. The steps used are in the form of selecting books and articles first, then collecting initial data and supporting data, producing conclusions related to the contents of the article.

## **3. Result and Discussion**

### ***a. Main Learning Activities***

Learn to master something new. Learning is a conscious effort made by individuals in changing behavior through training and experience related to cognitive, affective and psychomotor aspects to obtain certain goals (Aunurrahman, 2009: 3). In education activities Learning and learning is carried out through the dynamics of thinking that will direct individuals to be intelligent, and able to act and be responsible for what they do and achieve happiness in life.

The focus of learning activities has five dimensions, the knowing dimension, the able dimension, the willing dimension, the ordinary dimension, and the grateful and sincere dimension (Prayitno, 2018: 24), namely:

#### 1) The dimension of knowing, from not knowing to knowing

By studying individuals who initially did not know, they will know something. Example: a student does not know what talents and interests are, and after he learns, he gets an understanding and knows the meaning of those talents and interests.

#### 2) Dimensions can, from can't be can

By learning individuals who initially could not become able. Example: a student can't do a math problem with fractions, after he learns, he can do the problem well.

3) Dimension of willing, from unwilling to willing

By learning individuals who initially did not want to become willing. For example, a student doesn't want to do homework, but after he learns, he finally wants to do homework.

4) Ordinary dimension, from unusual to accustomed

By learning individuals who initially could not become accustomed. For example, a student is not used to doing difficult math problems, and immediately gives up, but when he learns, the student will get used to doing it and will not find it difficult anymore.

5) Dimensions of gratitude and sincerity, from being ungrateful and not sincere to being grateful and sincere

By learning individuals who were initially ungrateful and sincere become grateful and sincere. For example, a student who is not grateful for what he has now and always wants more, and if he helps his friend he is not sincere, then by studying the student will be more grateful and sincere for what he has now.

Although learning is done at home, it is hoped that the teacher will still be able to develop the dynamics of BMB3 students, related to the material being studied. The development of the dynamics of BMB3 will help students understand the learning they are taking and be able to apply it in everyday life.

***b. Learning atmosphere***

In education there will be a learning atmosphere. The learning atmosphere is a condition of individuals who are undergoing the learning process. These conditions can vary, such as:

- 1). First, students who are very enthusiastic and have high motivation in participating in learning.
- 2) Second, students who are physically also learning, but mentally they cannot follow the lesson well because there is no enthusiasm, no motivation to get involved, or even want to get away from the existing process.

The education obtained by the first student is a stimulating, challenging, active, and proactive learning atmosphere that leads to meaningful learning conditions, so that he will benefit from the learning he follows, while for the second student an atmosphere of indolent (not enthusiastic) develops. , lazy, bored, moody, hopeless) which leads to a no-learning condition and ultimately will not get anything in learning. Between meaningful learning and no-learning conditions, rote learning conditions (chaotic atmosphere in learning) or rote learning (just memorizing in learning) can develop (Prayitno, 2018:25).

If the individual learns independently, then there is also a learning atmosphere. In the learning process at school, the learning atmosphere is also very important to be considered by educators, because with a fun learning atmosphere, not rigid, then students will feel happy and easy to understand the subject matter so as to create meaningful learning. The characteristics of a pleasant learning atmosphere are: 1) the environment created is a stress-free, safe environment, an environment that is able to foster hope for success; 2) there is a guarantee that the teaching materials provided have benefits and interests that are relevant to students' expectations; 3) emotional assurance that the learning process is positive, learning is done with others, there is humor and encouragement, regular breaks and breaks, and enthusiastic support; 4) involves all the senses as well as the left brain and right brain; 5) challenge students to think ahead and apply what they learn and optimally understand teaching materials; 6) review the teaching materials that have been studied (Rose and Nicholl, 2003: 112).

However, if the learning atmosphere is rigid, not conducive, monotonous, it will make students bored and not enthusiastic in learning so that it will make students no learning and even rote learning. The learning atmosphere during the pandemic is not like the learning atmosphere before the pandemic. Before the pandemic the learning atmosphere created could be seen by the teacher starting from the enthusiasm of students in learning, as well as their high motivation to learn something, while after the pandemic, the learning atmosphere was no longer visible, so the teacher could not judge whether these

students were enthusiastic about participating in learning or not. , and if seen from the results, many students are more directed to no learning learning atmosphere.

Therefore, the teacher must be able to restore the learning atmosphere towards meaningful learning, by utilizing existing technology so that students can remain enthusiastic and highly motivated in learning even though it is done at home. In addition, it takes the skills of an educator to create a pleasant learning atmosphere, in order to achieve the goals of learning itself, especially during the current pandemic, it is hoped that educators can still foster a conducive learning atmosphere even from their respective homes.respectively (Jaya, 2017).

### *c. Learning process*

Learning is carried out by means of interaction between educators (teachers, lecturers, counselors, tutors, widyaswara, tutors, instructors, facilitators) and students (students) who will later direct and facilitate students to experience an effective learning atmosphere (Prayitno, 2018:25). In line with that Hanafi, (2014:74) explains thatthe learning process occurs because of educative interactions and is aware of the objectives and proceeds systematically through the stages of design, implementation, and evaluation.

According to Trianto, (2009: 19) learning is an aspect of a complex activity. Learning is a conscious effort from a teacher to teach his students (directing student interaction with other learning resources) with the intention that the goal can be achieved.The learning process and the learning process have differences. If the learning process, namely the process carried out by individuals in learning, which is carried out independently, while the learning process is in the form of interactions between educators and students, so if individuals study independently or self-taught it is included in the learning process, whereas if individuals study at school, The course where there is interaction between educators and students is called the learning process.

In the learning process, the task of an educator is to make students learn the material taught in accordance with the subjects for teachers, courses for

lecturers, and problems discussed for counselors. A good learning process is to foster meaningful learning for students and avoid rote/rote learning and even no learning. In line with that the task of an educator, in accordance with what is contained in Law No. 20/2003 on the national education system, the main focus is to create a learning atmosphere and learning process so that students actively develop their potential and have: (1) religious spiritual strength, (2) Self-control, (3) Personality, (4) Intelligence, (5) Noble character, (6) Required skills. Skill here means the ability to master all things,

During this pandemic, face-to-face learning was replaced by learning using network-based technology called online learning. Online learning is learning connecting students with learning resources (databases, experts/instructors, libraries) that are physically separated or even far apart but can communicate, interact or collaborate (directly/synchronously and indirectly/asynchronously). Online learning is a form of distance learning/training that utilizes telecommunications and information technology, such as the internet, CD-ROOM (directly and indirectly) (Molinda, 2005).

Therefore, the development of learning activities from rote learning / rote learning to meaningful learning must be carried out by teachers by utilizing various technologies and strategies so that even though students study at home, the learning process still achieves meaningful learning.

#### ***d. Learning Pillars***

For the development of learning activities, a teacher must master the pillars of learning. There are 2 pillars of learning, namely the pillar of authority (high touch = high-level touch), and authority (high tech = high-level technology).

##### **1) Pillars of Authority**

Authority comes from the word authority which means the ability to control and influence others through attractive attitudes and behavior. Authority is also called high touch which in learning refers to the ability of educators to provide a psychological touch in learning

activities. In learning there is an interaction between educators and students.

Prayitno (2009: 50) explains that authority is a device that connects students and educators and develops conditions of recognition and acceptance, affection and tenderness, reinforcement, decisive action that educates as well as direction and example. Educators develop interpersonal relationships with students through the practice of authority which has the following elements (Prayitno, 2018:26):

a) Recognition and acceptance sincerely and openly by educators to students.

With educators providing sincere and open acknowledgment and acceptance, students will feel recognized, appreciated, and accepted as individuals who want to learn, gain knowledge, and a feeling of self- confidence and enthusiasm for learning will arise. In line with that, Nasution in Ilmi (2017) explains that teachers must accept students' personalities, respecting their traits even though they deviate from what is called good. The teacher must accept the student when he is annoying or pleasant. The initiation of negative feelings should be viewed as a phase toward positive behavior.

For example, students who come from families who can't afford, but are smart, therefore really need recognition and acceptance from educators, so that they don't feel inferior in learning. Then students who come from rich families but are less polite in speaking, a teacher must also accept and acknowledge the student and consider this impolite behavior, will lead him to realize that his behavior is not good.

b) The love and tenderness of educators towards students

Educators must see students personally by giving affection and tenderness by showing sincerity, appreciation, and empathetic



understanding. Suwaid in Ilmi (2017) also underlines that teachers are expected to have compassion and be gentle (friendly) to children because of that students will feel safe and comfortable and at ease.

As an educator, you should be able to show affection and a gentle side to students, which will make students motivated in learning, and feel valued, even though they have shortcomings. But nowadays educators do not provide tenderness and affection in learning activities, so many students refuse to learn by showing unpleasant behavior.

c) Strengthening the positive things displayed by students

Reinforcement is a response to a good behavior so that the behavior can be repeated again. According to Usman (2002: 80) giving reinforcement is in the form of all forms of responses, verbal or non-verbal, which are part of modifying student behavior, the goal is to provide information or feedback for students for their actions. Reinforcement to students in the learning process, among others, can be given through adequate attention from teachers to students. Reinforcement given can serve as motivation. Reinforcement is in the form of giving praise to the positive things shown by students in learning activities.

These positive things can take various forms, such as students who take part in the Olympics and get a victory even though it is not the main victory, educators can give praise, because with this praise students will study more diligently, hone their abilities and be enthusiastic in participating in further activities.

d) Firm action that educates by educators to students

Assertiveness is a person's ability to project himself mentally and emotionally to his actual position, so that he is able to understand the views, beliefs and actions of others. Assertiveness will ultimately lead to respect for others (Ilmi, 2017). Firm action

here does not mean in the form of punishment. But if students make mistakes, they should not be left alone but must be straightened in the right direction.

For example, student A makes a mistake with alpha going to school 3 times, and withdraws during class time. This student's mistake should not be left alone, but must be dealt with firmly, so that the student does not repeat his actions. It is better if the action does not give immediate punishment, but finds out the reason the student is alpha and withdraws, then straightens out that what he did was wrong. Moreover, during this pandemic, many students do not participate in online learning, so the teacher must find out the reason why these students do not participate in online learning.

- e) Guidance and example of educators towards students in a sincere and consistent level.

As an educator, you must provide direction and good examples so that students can develop well, because students will imitate what their educators do. The direction and example are sincere, (not pretending) and consistent (not changing). Daradjat in Ilmi, (2017) states that in the future students will depend on their teachers. If the teacher is smart, wise and authoritative and has sincerity and a positive attitude towards his work, he will be able to guide and direct students towards a positive attitude towards lessons and the positive attitude he needs in his life.

For example, if the educator directs students to perform the Zuhur prayer in congregation, the student will do it because he sees the teacher, if there is an educator smoking in front of his students, the students will also smoke, if the educator says rudely when angry, the students will also say rudely when he is angry. he is angry. Therefore, as an educator, the directions and examples given

are in the form of positive things, which can motivate students to positive things, sincerely and consistently.

The authority possessed by educators will be *triguna* for him, namely the meaning of use (having a useful understanding), usefulness (performing useful activities from the understanding obtained from the meaning of use), work of use (really applying the useful things in life). and embody it well in everyday life). There are 3 pillars of education proposed by Ki Hajar Dewantara, namely:

- (1) *Ing ngarso sung tulodo* (in front of setting an example)
- (2) *Ing madyo mangu karso* (in the middle of building a will)
- (3) *Tut wuri Handayani* (behind give encouragement and good influence towards independence)

## 2) Pillars of Wisdom

After the authority, the next pillar of learning is authority. *Wiyataan* which means high tech (high level technology). This means that in carrying out learning activities an educator must master the things that must be mastered by an educator. Likewise, a counselor / BK teacher must have expertise in the field of counseling and master various matters relating to BK services.

By having authority, educators will avoid mistakes and not deviate from their duties and responsibilities as an educator, namely humanizing humans. The authority of an educator will help develop students' BMB3- 5As. The authority possessed by an educator is manifested by his expertise in (Prayitno, 2018:26):

### a) Mastery of learning materials.

The subject matter is one of the components in learning that will be conveyed to students and later can be understood by students (Sanjaya, 2010:60). If a teacher wants to teach, he must master the learning material because it is a source of learning for students. An educator must master the learning material that he will give to students. This learning material is not only in the form of theory, but

also its application in everyday life so that students develop BMB3-5As in themselves. In counseling the material that must be mastered by the counselor / BK teacher is material related to counseling.

If the educator does not master the learning material, he will not be able to provide good learning and a learning atmosphere will not be created, and the potential of students will not develop in accordance with educational goals. If a teacher has mastered the subject matter, the next step is to determine teaching techniques that can attract students' attention and should not neglect the principle of learning.

Teachers must adjust language and speech in conveying material so that students can understand well and do not experience failure in learning (Djamarah & Aswan Zain, 2006: 44). Especially during this pandemic, because students cannot meet face-to-face with students, educators should also master technology- based learning materials, so that it is easy to give to students and students are easy to understand the material. learning can still be carried out well and develop optimally.

b). Use of learning methods

Method is a way to achieve something. Learning methods must be in accordance with student development, besides that they must also use good strategies so that students are actively involved in the learning process (Majid, 2014:132). Learning methods are methods used by teachers in carrying out their duties and tools to achieve learning objectives. Learning methods with techniques are two different things. The learning method is more procedural in nature, which contains certain stages, while the technique is the method used and is implementable. In other words, the method can be the same, but the technique is different (Uno & Nurdin, 2011: 7).

The factors that influence the use of learning methods are as follows:

- (1) Purpose, types and functions
- (2) Students of various ages
- (3) Different situations and circumstances
- (4) Facilities in terms of quality and quantity
- (5) The personality and professional abilities of teachers are different (Djamarah, & Aswan Zain, 2006: 46).

Educators must be proficient in mastering learning methods. By mastering learning methods well, educators can develop a learning atmosphere and learning process that is active, creative, effective and efficient in developing the potential of students. In counseling methods, there are various types of counseling support services and activities, as well as various approaches and techniques.

c) Use of learning aids

Learning tools in the form of media that function as tools to facilitate the implementation of learning to be more efficient and effective in achieving learning objectives. These tools or media can be in the form of individuals, living things, objects, and everything that can be used by the teacher as an intermediary to present learning materials. In using learning tools, it is necessary to consider the following points:

- (1) Tools must be suitable and appropriate in achieving certain learning objectives.
- (2) Educators understand well the use of learning tools and can use them well too.
- (3) Students understand the use of the tool in learning
- (4) Learning tools must have good and positive impacts or results on the development of religious morals, as well as on their physical and psychological development (Siddik, 2006: 142-143).

An educator needs learning aids, such as laptops, infocus, computers that can be used to make interesting learning videos, so that students can easily understand them. An educator must be able to use and master the above technology. In counseling the tools used can be in the form of problem disclosure instruments such as AUM UMUM and PTSDL, sociometry, ITP.

For example, educators need laptops and focus to make learning videos and deliver them to students, counselor counseling teachers need AUM UMUM, and PTSDL to see problems experienced by students in general or problems in learning. Especially during this pandemic, effective and efficient learning tools are urgently needed to encourage students' learning processes at home.

d) Setting up/arranging the learning environment

Before learning is carried out, it is necessary to prepare and regulate the environment so that learning is carried out properly and conducive. An educator must be able to carry out classroom management, so that learning activities run effectively, and are conducive. In counseling, namely the arrangement of the place for the implementation of counseling.

For example, when a teacher enters the classroom, he or she must invite students to focus and be ready to learn, in counseling the BK teacher/counselor must prepare and arrange a place to carry out individual counseling, namely a comfortable place, appropriate lighting, soundproof, so that when the counselee tells the problem that no one else hears it. Then if you are going to carry out group guidance, you have to adjust to group members. If there are more than 5 people, you must use a larger room.

During this pandemic, the arrangement of the learning environment can be conveyed by teachers to students and to parents, so that when studying to keep things away that can interfere with the learning process, then try to make the atmosphere when studying is

calm, away from the commotion and noise. can interfere with students when studying.

e) Assessment of learning outcomes

Evaluation is the last component in the learning system. Evaluation is useful to see students' success in learning and as teacher feedback on the performance they have done. Through evaluation, it can be identified deficiencies in the use of various components in learning (Sanjaya, 2010:61).

Siddik (2006:160) explains that the evaluation function is as intensive to improve student learning, feedback for students, feedback for educators, information for parents/guardians, information for institutions. To see the results of learning, an assessment is needed. Assessment of learning outcomes is used to see the extent to which students understand the learning material. In counseling, namely the assessment of service results. Evaluation is useful for teachers in seeing students' understanding of the material that has been taught. If there is no evaluation, it will not show the success of the learning that has been given (Pane & Darwis, 2017).

For example, the subject teacher gives daily tests, then the UTS and UAS are carried out to see students' understanding of the material being taught. In counseling such as information services, individual counseling assessments are carried out to see the progress of understanding and changes seen in the counselee. There are 3 assessments in counseling, namely *laiseg* (immediate assessment), *laijapen* (short-term assessment), *laijapang* (long-term assessment).

***e. Offline and Online Learning***

One way to overcome the current educational problem is by learning, namely a learning method that uses an interactive Internet-based model and a Learning Management System (LMS). Like using Zoom, Google Meet, Google Drive, and so on. Online activities include webinars, online classes, all

activities are carried out using the internet and computer networks (Hasibuan, et al, 2019).

In line with that according to Ivanova et al (2020) online learning or also called online learning, uses learning applications and social networks. Online learning is not done face-to-face, but through available platforms. All forms of subject matter are distributed online, communication is also carried out online, and tests are also carried out online. This online learning system is assisted by several applications, such as Google Classroom, Google Meet, Edmodo and Zoom.

As is happening now, both teachers, students, lecturers, students are currently using online learning, due to the Covid -19 pandemic that has hit the whole world. Not only in Indonesia but in other countries also using the online learning system. This online learning can facilitate distance learning, which makes teacher-students, lecturers-students not face to face in the classroom. Online learning is supported by technology that has developed rapidly at this time making it easier for humans to do online learning.

The teacher's duties in implementing online learning are: 1) preparing teaching materials and modifying them in such a way that they can be uploaded in learning applications; 2) the teacher determines the learning media according to the student's condition so that learning at home can run effectively. Some of the media that can be selected include; Whatsapp groups, email, Google Classroom, or other learning media applications recommended by the Ministry of Education and Culture; 3) the teacher uploads material in the form of modules, tutorials, videos, practice questions, student worksheets to media that have been determined or mutually agreed upon; 4) the teacher is obliged to provide an explanation of the questions submitted by students; and 5) the teacher checks and evaluates the online learning process or studying at home to get feedback on learning outcomes (Pratama & Sri Mulyati, 2020).

Offline learning, the word offline which is an abbreviated form of the word "outside the network". Offline learning is learning that only utilizes learning modules and teaching aids as well as learning media from the



surrounding environment without having to use the internet network. In other words, offline learning is the opposite of online learning which does not use an internet connection and only uses learning materials that exist in the surrounding environment. Offline or direct learning is a way to introduce students to the subject matter to be taught. Teachers can also use it to assess the level of knowledge of students in individuals or teams (Suryati, et al, 2008:35).

During this pandemic, an offline learning system is also used, using various kinds of teaching materials/books/modules, which are supportive as materials for him to learn. In offline learning, some schools have implemented it by dividing students from one class into 2 groups and then taking turns in online and offline learning. In offline learning, the teacher is easier to control students when carrying out learning, as well as the right and efficient time.

Whether online or offline learning, all of this will be carried out well if the teacher also understands the way and implementation of the learning, and is able to develop learning activities in a better direction. This means that even though the pandemic does not hinder students or students from learning and will not hinder teachers from teaching.

#### **4. Conclusion**

Based on the material above, it can be concluded that the development of learning activities during the pandemic must be carried out by teachers so that students get learning towards meaningful learning by developing BMB3 and keeping away from no learning/rot learning. In addition, it is also necessary to develop and utilize the learning pillars by teachers so that the implementation of online and offline learning can be carried out properly and achieve satisfactory results. All of this must also be supported by various parties starting from the school, the environment and of course the parents of the students themselves.

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