

CHANGES THAT OCCURRED IN THE WORLD OF EDUCATION DURING THE
COVID 19 PANDEMIC

Eka Septiyani¹, Hurria Naila Alfarina², Hannan Desta Febriansyah³

Faculty Of Education and social sciences, University Indraprasta PGRI, Indonesia

Email : ekaseptyy04@gmail.com , hurrianailaaa@gmail.com, hannandesta92@gmail.com

ARTICLE INFO

ABSTRACT

Published: 13 July 2024

Keywords: : *education programs, online learning and covid 19 pandemic*

During Covid 19 many changes occurred in education, one of which was the learning process at SDN Sanggar Jaya. learning methods occurred quite significantly during the Covid-19 pandemic. Several schools were prohibited from participating in face-to-face learning opportunities. So, schools responded by conducting online learning through e-learning, which was developed by their respective schools/teachers and other online learning resources available in the virtual world. This research aims to understand how Covid-19 has affected various aspects of education, such as learning methods, what impact has it had on the quality of learning? then, How Covid-19 affects access to education for students in remote areas to ensure that all students have equal access to education during the COVID-19 pandemic period. This type of research uses qualitative methods by collecting data from interviews and observations. This research was conducted at SDN Sanggar Jaya, which is located in a small village in the Cibinong area, Bogor. It is hoped that this research can provide an in-depth understanding of changes in education during the COVID-19 period at SDN Sanggar Jaya from a student's perspective. The research results showed that the average answer showed that using electronic device access to take part in distance learning gave a percentage of 100%. This data shows that it is very likely that all students from SDN Sanggar Jaya will be able to participate in distance learning well.

INTRODUCTION

The COVID 19 pandemic has presented extraordinary challenges in various sectors of life, including education. One of the educational institutions that was significantly affected was SDN Sanggar Jaya. Located in a small village, SDN Sanggar Jaya previously faced special challenges in carrying out daily education, especially in terms of limited resources and accessibility. Since the outbreak of this outbreak in early 2020, many countries around the world have taken drastic steps to break the chain of spread of the virus, including school closures and social restrictions. In the first few months of the pandemic, most educational institutions faced an unprecedented situation, with students and educators forced to switch to distance learning as an alternative to continue the educational process.

However, with the emergence of the COVID-19 pandemic, the educational situation at Sanggar Jaya Elementary School experienced unprecedented changes. The regional government and education ministry issued policies to close schools to limit the spread of the virus. This decision forces schools and students to look for alternative solutions so that the learning process continues. The first change that occurred was that face-to-face learning at school was stopped and replaced by distance learning.

Students need to adopt online learning methods, which require stable internet access and adequate technological equipment. However, at Sanggar Jaya Elementary School, limited infrastructure and limited internet access are important challenges that must be faced. Apart from that, this change also has an impact on the roles and responsibilities of teachers. They must learn to master online learning technology and create effective learning experiences through virtual platforms. Teachers also have to face the challenge of providing guidance and support to students learning from home. In addition to the impact on students and teachers, these changes also impact the school community as a whole. Relationships between students, teachers, parents and school staff are different because there is no direct interaction in the classroom. Social activities such as extracurricular activities, parent meetings and school events have also had to be postponed or cancelled. At Sanggar Jaya Elementary School, this change is a significant challenge. Schools must adapt quickly to create effective learning environments and meet students' educational needs amidst uncertain and difficult situations. Collaborative efforts between schools, teachers, parents and students are very important in maintaining the continuity of education as well as possible.

Against the background of this changing context, there are several challenges and problems that need to be overcome. First, educational access and equality are the main issues. Not all students have the same access to the technology and infrastructure needed for distance learning. Students from families with economic limitations or living in remote areas may face difficulties in accessing electronic devices and a stable internet network. This inequality can deepen educational and social disparities. Second, disrupted social interactions and learning environments can have a negative impact on student well-being. Distance learning eliminates opportunities for direct interaction between students and teachers, as well as between students and each other. This can influence learning motivation, student engagement, and their social-emotional development. Providing adequate emotional and psychological support for students during this period is critical. Lastly, student assessment and evaluation also faces challenges during the pandemic. Measurements that are usually carried out through exams and practical exams are difficult to carry out online. Teachers and educational institutions must seek effective and fair evaluation alternatives to ensure accurate assessment of student progress. This research aims to understand how Covid-19 has affected various aspects of education, such as learning methods, how is online learning implemented and what impact does it have on the quality of learning? then, How Covid-19 affects access to education for students in remote areas to ensure that all students have equal access to education during the COVID-19 pandemic period. Steps must be taken to address gaps in access to technology and infrastructure, especially for students from families with economic limitations or who live in remote areas. By ensuring equitable access, this goal will help reduce educational disparities and increase learning opportunities for all students. And how do social restrictions affect interactions between students and teachers, and their impact on motivation and enthusiasm for learning?

METHOD

This article was written using qualitative research which aims to gain an in-depth understanding of the changes that occurred in education during the COVID-19 period at SDN Sanggar Jaya, with a focus on the experiences of students, teachers and the school community. The data used in this article uses observation and interview techniques. Data processing in qualitative research uses data presentation. This research was conducted at SDN Sanggar Jaya, which is located in a small village in the Cibinong area, Bogor. Data will be collected in the school environment, including in the classroom. Respondents in this study consisted of students from class 3 (Narendra) and children from class 3 (Narendra),

consisting of 2 boys and 4 girls. It is hoped that this research can provide an in-depth understanding of changes in education during the COVID-19 period at SDN Sanggar Jaya from a student's perspective.

RESULT AND DISCUSSION

The definition of distance education (PJJ) contained in Minister of Education and Culture Regulation No. 109/2013 is a teaching and learning process carried out remotely through the use of various communication media. The educational process is organized and bridges the gap between students and educators and is mediated by the use of technology and minimal face-to-face meetings (Pannen, 2021b). A survey regarding the Covid-19 pandemic online learning program was delivered to 5 students from SDN Sanggar Jaya. Implementation of activities is carried out through interviews so that they are easy to understand well. From the results of observations regarding the Covid-19 pandemic online learning program in the interview, it can be seen that the average answer shows that using electronic device access to take part in distance learning gives a percentage of 100%. This data shows that it is very likely that all students from SDN Sanggar Jaya will be able to participate in distance learning well. Preliminary data shows that 83.3% of this distance learning model is effective in meeting the educational needs of students at Sanggar Jaya Elementary School. Paying attention to and feeling this positive impact will support the smoothness of the distance learning process and meeting face-to-face in class.

The COVID-19 pandemic has forced many countries to close schools and adopt distance learning in response to the spread of the virus. Within weeks, thousands of schools around the world shifted from face-to-face learning to online learning. These changes have created new challenges for students, educators, and the education system as a whole.

Changes in Teaching Methods :

The closure of physical schools has driven the adoption of distance learning through online platforms. Teachers at SDN Sanggar Jaya have adapted quickly and used various tools and technology to deliver lesson material online. This includes the use of video conferencing, online learning platforms, and education-based applications. According to UNESCO (2020), more than 90% of students worldwide have been affected by school closures, and this has encouraged the accelerated use of technology in education.

Adjustment Curriculum :

The COVID-19 pandemic has also forced changes to educational curricula. Some topics may be omitted or adjusted to accommodate distance learning. The curriculum must also adapt to the needs of students who have difficulty accessing technology or unstable internet connections. This curriculum adjustment aims to ensure continuity of education even in situations that are not ideal.

Increased Use of Technology :

The pandemic has accelerated the adoption of technology in education. The use of online platforms, learning applications, and online collaboration tools has increased significantly. This technology allows students and educators at SDN Sanggar Jaya to stay connected,

communicate and collaborate virtually. Although there are disparities in access to technology in some regions, steps have been taken to address this issue and ensure every learner has equal access.

Psychosocial Impact :

Sudden changes in learning methods and social isolation can have a psychosocial impact on students. Several studies show increased levels of anxiety, stress and loneliness among students during this period. It is important for educators and parents to provide emotional and social support to students in facing this challenge.

CONCLUSION

Changes in education during the Covid-19 pandemic bring challenges and opportunities. With joint efforts from the government, schools, teachers, parents and students, we can take advantage of this opportunity to improve the quality of education in Indonesia. Implementing Distance Learning (PJJ) is a necessity, with various positive and negative impacts. The aim of educational changes during the Covid-19 pandemic is to: Protect the health of students and teachers, ensure continuity of learning, expand access to education, improve the quality of education.

Suggestion

1. Narrowing learning gaps :
 - Carry out learning gap mapping
 - Providing remedial and enrichment programs
 - Improve internet access and electronic devices
2. Increasing teacher capacity in using technology :
 - Providing training and mentoring to teachers
 - Providing platforms and infrastructure that support PJJ
 - Develop training modules on the use of educational technology
3. Reducing study load :
 - Arrange learning materials that suit students' abilities
 - Provide variations in learning assessment methods
 - Increasing the role of parents in helping children learn
4. Increase social interaction :
 - Carrying out interactive online learning activities
 - Facilitate communication between students and teachers
 - Encourage the use of social media platforms to build learning communities

REFERENCE

Journal

- Adri, F. M., Giatman, M., & Ernawati. (2021). Manajemen pembelajaran pada masa pandemi covid-19 berbasis blended learning. *JRTI (Jurnal Riset Tindakan Indonesia)*, 6(1), 110-118. doi:<https://doi.org/10.29210/3003875000>
- Aeni, N. (2021). Pandemi COVID-19 : Dampak Kesehatan, Ekonomi, dan Sosial. *Dampak Pandemi Covid*, 17(1), 17-34. doi:<https://doi.org/10.33658/jl.v17i1.249>
- Aisyah Nurul Hurriyah Sani, M. L. (2021). Strategi Pelaksanaan Belajar dari Rumah (BDR) pada Jenjang Taman Kanak-kanak di Masa Pandemi Covid-19. *Journal of Islamic Early Childhood Education*, 4(2), 119-129.
- Astutik, D., Yuhastina, Ghufonudin, & Parahita, B. N. (2022). Guru Dan Proses Pendidikan Dalam Pembelajaran Daring Di Masa PandemiCovid-19. *Pendidikan dan Kebudayaan*, 12(1), 46-54. doi:<https://doi.org/10.24246/j.js.2022.v12.i1.p46-54>
- Basar, A. M. (2021). Problematika Pembelajaran Jarak Jauh Pada Masa Pandemi Covid-19 (Studi Kasus di SMPIT Nurul Fajri –Cikarang Barat –Bekasi). *Educational Research in Indonesia (Edunesia)*, 2(1), 208-218. doi:<https://doi.org/10.51276/edu.v2i1.112>
- Dewi Indah Susanti, J. Y. (2020). Adaptasi Blended Learning di Masa Pandemi COVID-19 untuk Pembelajaran Bahasa Inggris di Sekolah Dasar. *Adaptasi Blended Learning*, 1(2), 51-61.
- E, E. (2016). *Kelebihan dan Kekurangan E-learning*. Diakses dari. Retrieved from <http://edel.staff.unja.ac.id/blog/artikel/Kelebihan-dan-KekuranganElearning.html>
- Herliandry, L. D., Nurhasanah, Suban, M. E., & Kuswanto, H. (2020). Pembelajaran Pada Masa Pandemi Covid. *Jurnal Teknologi Pendidikan*, 22(1), 65-70. doi:<https://doi.org/10.21009/jtp.v22i1.15286>
- Indrawati, B. (2020). Tantangan Dan Peluang Pendidikan Tinggi Dalam Masa Dan Pasca Pandemi Covid. 39-48. doi:<https://doi.org/10.31599/jki.v1i1.261>
- Iqtina Sabnaha Oktariani, R. S. (2021). Tingkat Stress Akademik Mahasiswa dalam Pembelajaran Daring pada Periode Pandemi Covid-19. *Journal of Learning and Instructional Studies*, 1(1), 17-25.
- Khoerul Anam, S. Y. (2021). Inovasi Guru dalam Pembelajaran Masa Pandemi Covid-19. *Jurnal Ilmu Sosial dan Pendidikan (JISIP)*, 5(3), 120-127. doi:10.36312/jisip.v5i3.2090
- Muzdalifa, E. (2022). Learning Loss Sebagai Dampak Pembelajaran Online Saat Kembali Tatap Muka Pasca Pandemi Covid 19. *GUAU : Jurnal Pendidikan Profesi Guru Agama Islam*, 2(1), 187-192.
- Ristekdikti. (2018). *Menristekdikti luncurkan elearning / hybrid learning, strategi pendidikan tinggi*. Diakses dari. Retrieved from <https://|dikti12.ristekdikti.go.id/2018/05/13/menristekdikti-luncurkan-elearning-hybrid-learning-strategipendidikan-tinggi.html>

Sugiarto, A. (2020). DAMPAK POSITIF PEMBELAJARAN ONLINE DALAM SISTEM PENDIDIKAN KEPERAWATAN PASCA PANDEMI COVID 19. *Persatuan Perawat Nasional Indonesia Jawa Tengah*, 4(3), 432-436. Retrieved from <http://download.garuda.kemdikbud.go.id/article.php?article=2098143&val=14646&title=DAMPAK%20POSITIF%20PEMBELAJARAN%20ONLINE%20DALAM%20SISTEM%20PENDIDIKAN%20KEPERAWATAN%20PASCA%20PANDEMI%20COVID%2019>