THE IMPACT OF THE COVID-19 PANDEMIC IN TEACHING AND LEARNING ACTIVITY

Eka Arifianti Saputri¹*, Satria Adi Pradana²

¹University of Singaperbangsa Karawang
²UIN Raden Intan Lampung
ekaarifianti.saputri@gmail.com

Abstract. The emergence of Covid-19 some time ago had a significant impact on the world of education. Currently, the pandemic is still not over, but these difficulties cannot stop the nation's obligation to study and attend school. There have been many ways that have been done by the government, educators, and participants in getting around the best way to study during a pandemic. The government also decided that teaching and learning activities be carried out online so that students and teachers can avoid Covid-19. However, studying online is not as easy as it seems. Covid-19 has an effect that all educational groups, especially students, feel. This study discusses the impact of Covid-19 on all students and learning personnel in teaching and learning activities. In addition, this article also provides an overview of how the proper teaching and learning process should be carried out so that the benefits of the process can be received equally from both parties.

Key words: negative impact, online learning, positive impact, teaching and learning, the effect of covid-19

A. INTRODUCTION

At this time, the world was shocked by the prolonged uninvited presence of the pandemic, namely Covid-19. The disease outbreak, which was allegedly started to plague in 2019, has now spread to almost the entire world. It is not certain when precisely this outbreak will disappear. Many fatalities have died
from this virus, and often many people have been exposed to the virus but have no symptoms of the disease. This is very dangerous considering the high-speed transmission of this disease from human to human. In addition, there has not been found a drug that is lucky to cure this disease. To suppress the increasing number of Covid-19, governments in every world have decided that every citizen should carry out policies that have been made in such a way as to protect them from the spread of this coronavirus. Citizens are asked to keep their distance, use protection such as masks, always wash their hands, and carry a hand sanitizer wherever they go. Residents are also advised to stay at home and not go out if there is no urgent need.

Indirectly, Covid-19 significantly suppresses the continuity of habits that we often do. Activities began to be limited due to Covid-19. There are so many fields that in the end do not work as they should, such as economy, society, and education. Covid-19, which has hit almost every region globally, has caused limitations in all aspects, including education. Bayham and Fenichel (2020) explain that this outbreak impacts the reasons why schools and other educational intuitions are closed to avoid physical contact with every human being. Education, which is a country's obligation, must be temporarily suspended due to Covid-19. Fitria (2020) explained that the ministry of education in Indonesia issued a policy to close schools temporarily. However, this termination cannot be done forever, considering that education is essential to advance a nation. It is feared that there will be backwardness if education must be stopped for the progress of a nation. For this reason, the government is racking its brains about the programs so that education can continue to be carried out even in conditions of limitations and difficulties due to Covid-19.

The government also decided that education should still be implemented, but it should be done online. Students are asked to study at home without coming to school as usual. In addition, teachers must also teach students online. Simamora
(2020) explains that teaching and learning activities that are usually carried out face-to-face have turned into online learning with the help of various online learning applications. For that, technology such as cellphones, laptops and the like are needed to support student learning and teaching activities.

In some cases, students who live in non-emergency zones are allowed to come to school but still implement health protocols. In addition, the number of students who attend must also be limited, bearing in mind that there are no crowds and still have to enforce social distancing policies from the government. However, this has a significant impact on student development. At first, students feel a little bit difficult due to this distance learning, but they try to adapt to a new way of learning which they inevitably have to do.

The same thing was said by Corbera, Anguelovski, Honey-Rosés, and Ruiz-Mallén (2020) that all parties in education have to work at home due to Covid-19 forces. Students are asked to study at home, each with the help of online learning applications as their learning media. Apart from having difficulty adapting, the rest also experienced mental and physical weakness. They are isolated and just stay at home. Students who always want to study in groups for discussion now are impossible to do it. As social beings, no human being can survive without interacting with their social environment (Hawkley & Cacioppo, 2010). Istiqomah, Meilani, & Khoiriyah (2020) said that humans as social beings need to interact with other people; it will be a psychological burden if they cannot do this as their need. Conclusion this physical restriction really makes humans have mental health problems Cao, Fang, Hou, Han, Xu, Dong & Zheng (2020).

It can be seen, the effects of Covid-19 refer more to the psychological level of students. Sometimes they find it difficult, and at the end, they often complain about learning online. Apart from that, their responsibility as a teacher is also questioned in the learning process. The teacher, as a guide, is expected to provide the best way in the teaching and learning process so that it will not burden
the students. The two participants should understand each other's situation to get positive and beneficial things, without either party feeling aggrieved.

Then the impact of Covid-19, which has an impact on changing the way learning goes online, has a major impact on students' mental development. According to Li and Leung (2020), Covid-19 has had an adverse effect on students' mental health, such as academics, limited interactions, health-related fears, and loss of regular routines. This is because they are faced with various kinds of problems at the same time. Online learning may reduce the number of Covid-19 spread. Still, they learn super extra to try to overcome physical and mental health problems and feelings of isolation due to studying online during this Pandemic. (Raaper & Brown, 2020).

B. RESEARCH METHOD

This scientific paper is research that explains the impact of Covid-19 in teaching-learning activity. It also explained the mental condition of students and teachers and the impact that Covid-19 has had during the teaching and learning process. For data collection techniques, every source that the writer uses is from various journals and develops the writer’s mind. Various journals that we get as references are from identified and quality journals. And it is processed with data analysis techniques (non - statistics analysis) where this technique provides facts without statistical calculations and reads data that other authors have previously written. The author uses the descriptive method with library research because the author used data sources from journals, books, and writings concerned with the discussion. According to Sugiyono (2005:21), the descriptive method is used to draw up and analyze a research result but not used for a broader conclusion.
C. FINDINGS AND DISCUSSION

Findings

Learning carried out online due to the Coronavirus attacking the world seems to significantly impact all fields, including education. Education that was originally carried out in school face-to-face has now been replaced by a new policy carried out online from each home. The government enforced this in order to reduce the spread of Covid-19, which was increasing significantly every day. As a result of Covid-19, almost all teaching and learning activities were carried out online. Ferdiansyah, Suspiastutik, Angin (2020) explained that online learning is something new for students. Students are required to continue to follow the existing learning as usual, but with the implications of new learning methods. Unconsciously, Covid-19 guides the learning process to be carried out mainly in an independent way. The distance and restrictions on going to school impose limits on students to learn. If while still studying in school, learning can be done using various methods, but the learning process is very limited in virtual learning. However, overall, at least e-learning has helped students to continue learning at home during Covid-19 (Ichsan, Rahmayanti, Purwanto, Sigit, Irwandani, Ali, Susilo, Kurniawan, Rahman, 2020).

The influence of Covid-19 in the teaching and learning process emphasizes how it affects students' personality and psychology in learning. Covid-19, which forces students to study independently without direct guidance by educators as usual, of course, has an impact on the nature of their personality. In addition, Covid-19 also has an impact on the condition of students at home. Teachers tend not to know students' abilities in learning because learning is carried out remotely.

In addition, how the behavior and treatment provided by educators during the Covid-19 learning period determines the success of students in online learning. It should be emphasized that Covid-19 does not make teachers more
relaxed in teaching; sometimes, this limitation also increases the teaching burden. If the teachers are overwhelmed by the current situation, it will be ensured that students will be more overwhelmed and not optimally learn. Therefore, the treatment and conditions of teachers also affect the effectiveness of teacher learning in pandemic conditions.

The pandemic, which never ends day after day, has made many students and teachers despair in the learning process. The lessons are believed to be increasingly difficult to understand because of the limitations caused by Covid-19. There are many negative sides that arise from this problem, such as learning that must be done online, lack of learning facilities and infrastructure, lack of joint contributions when making assignments, and a decreased sense of solidarity due to too often doing assignments independently. However, there are times when we must be able to take lessons from every disaster that occurs and make it a positive thing that can increase the effectiveness of learning in a pandemic like today. Learning with e-learning makes us more able to renovate and be more creative. In addition, the support of parents and teachers is the key to success in virtual independent learning.

Discussion

1.1. The Impact of Corona on Students' Feelings in the Teaching and Learning Process

Indirectly, Covid-19 has an impact on the learning process of students. This relates to their psychological condition and the emotions they feel while studying during Covid-19. Covid-19 has worsened students' mental health due to academic disruption, limited interactions, health-related fears, and the loss of regular routines (Li and Leung, 2020). Many students initially felt happy to study at home when they found out that their school would be temporarily closed due to the Covid-19 outbreak. But over time, online learning turned out to be more tiring and
harder to do. They miss the time when they do assignments by having direct discussions with friends, ignore the teacher's lessons in front of the class, and miss the library room full of textbook references that can ease their assignments. Virtually learning at home gives them boundaries to socialize. According to Cao, Fang, Hou, Han, Xu, Dong & Zheng (2020), a physical restriction can cause mental health problems. In addition, this limitation means that teaching materials can only be found on the internet, and one cannot ask directly to the teacher or go to the library to read books.

In addition, what is most overwhelming is the multitude of tasks and the pile-up. It is not uncommon for students to sleep late to do their assignments with very short deadlines. This, of course, makes students stressed and always blames the teacher and the situation. They need to socialize and discuss while studying, which online learning makes them locked up and unable to discuss with their friends. Of course, this is very stressful, as explained by Istiqomah, Meilani, & Khoiriyah (2020), that this is a substantial psychological burden because the human need as a social being to interact with other people cannot be fulfilled. In addition, online lectures also require extra fees to buy internet quota for surfing for material on Google and the like. The habit of students who often sleep late because they make assignments makes them extremely tired both psychologically and physically. They are susceptible to disease, and the most influential thing is the health of the eyes, who every day have to stare at the computer screen for too long for virtual classes.

However, most students who do online school feel the most about the lack of knowledge they get from learning. The teacher only gives assignments without paying attention to the students are mastering the learning or not. What happens is that students only do assignments and collect them; they no longer care about the knowledge they receive. In addition, there are times when even though learning
must be carried out online, they still do it synchronously so that learning can run properly.

1.2. The impact of Corona on teacher treatment in the teaching and learning process

The rise in cases of the spread of Covid-19 has made teaching and learning activities diverted from being face-to-face; now it must be done virtually, making teachers rack their brains to find solutions to these problems. Much speculation is milling about the role of teachers in online learning. Several teachers are fully responsible for giving all their attention to the teaching and learning process. And several others have come out of their responsibility to convey the material correctly and adequately to students. This type of teacher only gives assignments to students without ever knowing the progress of their students. It is unfortunate that students should be taught maximally during this pandemic, considering the conditions that are not conditional for learning. Maybe some teachers believe that online learning can build students' learning methods and help them meet their learning needs (De Paepe, Zu, and Depryck, 2018). Still, students need teacher guidance, however, so that teachers must prioritize students' mastery of learning rather than just giving them assignments.

It is understandable that teaching in a pandemic condition has its own challenges for teachers. Many of their focuses are divided; sometimes they have to face problems around education, not only on students but also with parents. Many parents and students themselves complain about the mechanism that runs only around the assignment without any feedback from the teacher. This can happen because teachers are not accustomed to learning systems that have turned online. Several things become obstacles in implementing online education during the pandemic, such as teacher-centered learning and gaps between teachers and students so that learning is not optimal (Moorehouse, 2020). In addition, online
Learning is also considered less effective based on the way of assessment, material delivery, and the relationship between teachers and students (Dyment, Downing, Hill, and Smith, 2017). Therefore, it can be concluded that some complaints from students to teachers occur because teachers have not been able to adapt to online learning itself.

Teachers who are facilitators of knowledge for students must try to be as creative as possible to create suitable learning methods to apply when learning online. The teacher's job is to transfer knowledge only to students, but they also have to teach the values of manners and attitudes that cannot be done with the help of technology. Teachers must go directly to see student progress in learning. Besides that, the difficulty of learning online that the teacher must do is a challenge that must be done. Teachers can be better prepared to do online learning by taking online learning technical training (Karkar-Esperat, 2018). They are more familiar with how to teach online, which is relatively new to do.

1.3. Positive and Negative Impacts were Learned During the Covid-19 Pandemic

There are various things and phenomena that were considered in the teaching and learning process in the Covid-19 era. Many think that Covid-19 only has a negative effect in all spheres and areas of life, as Li and Leung (2020) expressed that this pandemic has a negative impact on students' mental health. However, if we are humans who know how to be grateful and take valuable lessons from this disaster, of course, there will be a positive impact that we can feel.

It is possible that during this pandemic, all activities will be limited. All fields such as education, economy, and others are not running optimally as before. Moreover, in education, teaching and learning activities aimed at advancing and educating the nation are not running optimally. Almost all schools in Indonesia have been temporarily closed and conducted online. The absence of students from
going to school leads them always to study independently and sometimes have difficulty learning. In addition, they have less direct interaction with their peers because they are self-taught in their own homes. Learning that should be maximized by way of discussion becomes more difficult. According to Cao, Fang, Hou, Han, Xu, Dong & Zheng (2020), physical restriction causes various problems for students' mental health. So there is a reduction in interactions due to Covid-19, many of them prolonged stress.

Students complain more often about difficulties when studying online. What should be considered about online learning is that not all students in Indonesia have the same brain capacity. Those who feel they can receive material online and without a very clear explanation from the teacher will probably feel fine with how to learn online. But for those who cannot receive lessons online, maybe this is really burdensome for them. Apart from that, from an economic perspective, not all students in Indonesia have the same financial situation. Some underprivileged parties do not have adequate technological tools to help them carry out online learning. For this reason, the government must be able to open its eyes more and find solutions to the obstacles that some students in Indonesia feel. After all, all are entitled to equal education for the sake of advancing this nation.

The positive impact that we can feel during this pandemic is our time to rest longer. If the teacher understands the student's situation and does not burden them with various tasks, then students and teachers can rest more freely. They do not need to go to school and sit at home to start their lessons. In addition, their time with their family is longer. This is a boon for them because they can stay with their families longer for students who are nomads. In addition, all forms of learning that are carried out online make parties more aware of the technology. The use of technological devices such as computer gadgets and others has become their daily diet, which in the end, they can better master the use of technology due to online learning.
1.4. Maximizing the teaching and learning process during Covid-19

Because Covid-19 is currently hitting, forcibly the teaching and learning process and all educational procedures are carried out virtually. Learning is carried out online with the help of various types of online applications used for learning, such as Zoom, Google Meet, Google Classroom, and the like. The government has also begun to open its eyes that online learning, of course, requires a lot of money to buy internet quotas for the learning process. The government has provided a free internet quota for students throughout Indonesia to do face time while studying. There are two types of internet quota offered by the government, namely the learning quota explicitly used for online meeting applications such as Zoom, Google Meet, and the like, and is given a regular quota to access the internet to find learning resources Google and the like. However, the provision of allotments is deemed imbalanced because a special allocation for meetings is far more than the regular quota. There may be fears from the government that students will misuse the regular rations. However, the quota is too small if used within a month, considering that online classes are conducted almost every day, every week.

To maximize the learning process, teachers need to make more efforts in carrying out the learning process. Often teachers become too lazy and take learning easily because they feel students can independently learn online. Many teachers often do online classes at will regardless of the time. Many of them started online meetings late. In addition, teachers often give students multiple and piling assignments by providing short deadlines as well. Online lessons are very burdensome for students. Usually, there are network problems that make them less able to get learning optimally. Therefore, teachers who are considered the most mature parties must be able to take the right attitude when carrying out the teaching and learning process. The learning load of students must be taken into
account both materially and in time. Teachers should give assignments and carefully consider their conditions (Wahyono, Husama, & Budi, 2020).

Online learning must be done promptly. Teachers must be able to maximize learning. Always ask students whether the learning given has been maximally received or not. In addition, the teacher can, of course, provide assignments for students to evaluate the system of learning, but the teacher must pay attention to the situation of students. The teacher should understand the student's mental condition and consider whether the assignment they give will be burdensome or not. The assignment given should be a task that is not bothersome and provides a deadline according to the difficulty level of the question. This is done so that the learning reliability is adequately obtained. Miller (2020) explains that the primary purpose of good online learning is to maintain as much continuity of teaching as possible and finish the semester well as it should be.

Another thing that should be noted is the way teachers teach. Online learning that is too monotonous and long-term will be very dull for students. Teachers must be creative and create a conducive atmosphere of learning even though learning is done online. Make sure students always listen to the material that the teacher delivers so that the learning carried out does not end in vain. In addition, teachers must be able to find solutions to critical learning problems. And bargaining activities can also be tried in teaching, such as asking students for their opinions on what they want and not forgetting to ask for suggestions and input, and asking students to evaluate the learning that has been done. And most importantly, teachers must pay attention to students by constantly reminding them to continue learning and maintaining health during this pandemic. This is done to make them aware and willing to learn because they feel their teacher cares and does not care about them.
D. CONCLUSION AND SUGGESTION

The impact of Covid-19 in the course of the learning process dramatically affects the education policy that is currently being established. Schools were closed, and virtual classes were introduced with the help of online learning applications. Students' effects, especially those who carry out learning activities online, have a big impact on their mental and feelings. Most of them feel the negative impact related to Covid-19. In addition, both students and teachers were forced to adapt to the new policy. But for those who can take values and lessons from the Pandemic, there will be positive impacts that will be received. The current condition of the pandemic can be a reference for the spirit of every education party so that it can continue to be able to maximize the course of learning and make the best contribution in advancing the world of education with limitations.

E. REFERENCES

Bayham, J., & Fenichel, E. P. (2020). Impact of school closures for COVID-19 on the US health-care workforce and net mortality: A modelling study. The Lancet Public Health, 5(5), 271–278. Doi: https://doi.org/10.1016/S2468-2667(20)30082-7

Cao, W., Fang, Z., Hou, G., Han, M., Xu, X., Dong, J., & Zheng, J. (2020). The psychological impact of the COVID-19 epidemic on college students in China. Psychiatry Research, 287, 112934. DOI: https://doi.org/10.1016/j.psychres.2020.112934

Corbera, E., Anguelovski, I., Honey-Rosés, J., & Ruiz-Mallén, I. (2020). Academia in the time of COVID-19: Towards an ethics of care. Planning Theory & Practice, 21(2), 191-199. Doi: https://doi.org/10.1080/14649357.2020.1757891

De Paepe, L., Zhu, C., & Depryck, K. (2018). Online Dutch L2 learning in adult education: Educators’ and providers’ viewpoints on needs, advantages and disadvantages. Open Learning: The Journal of Open, Distance and e-Learning, 33(1), 18-33. Doi: https://doi.org/10.1080/02680513.2017.1414586

Dyment, J., Downing, J., Hill, A., & Smith, H. (2017). „I did think it was a bit strange taking outdoor education online”: Exploration of initial teacher
education students” online learning experiences in a tertiary outdoor education unit. Journal of Adventure Education and Outdoor Learning, 18(1), 70-85. Doi: https://doi.org/10.1080/14729679.2017.1341327

Ferdiansyah, S. and Angin, R., 2020. Thai Students' Experiences of Online Learning at Indonesian Universities in the Time of the COVID-19 Pandemic. Journal of International Students, 10(3), pp.58-74. Doi: https://doi.org/10.32674/jis.v10iS3.3199

Fitria, T., 2020. Teaching English through Online Learning System during Covid 19 Pandemic. Pedagogy: Journal of English Language Teaching, 8(2), p.138. Doi: https://doi.org/10.32332/pedagogy.v8i2.2266

Hawkley, L. C., & Cacioppo, J. T. (2010). Loneliness matters: A theoretical and empirical review of consequences and mechanisms. Annals of Behavioral Medicine, 40(2), 218-227. DOI: https://doi.org/10.1007/s12160-010-9210-8

Ichsan, I., Rahmayanti, H., Purwanto, A., Sigit, D., Irwandi, I., Ali, A., Susilo, S., Kurniawan, E. and Rahman, M., 2020. COVID-19 Outbreak on Environment: Profile of Islamic University Students in HOTS-AEP- COVID-19 and PEB-COVID-19. Tadris: Jurnal Keguruan dan Ilmu Tarbiyah, 5(1), pp.167-178. Doi: https://doi.org/10.24042/tadris.v5i1.6283

Karkar-Eesperat, T. M. (2018). International graduate students’ challenges and learning experiences in online classes. Journal of International Students, 8(4), 1722–1735. Doi: https://doi.org/10.5281/zenodo.1468076

Li, T. and Leung, C., 2020. Exploring student mental health and intention to use online counseling in Hong Kong during the COVID-19 pandemic. Psychiatry and Clinical Neurosciences, 74(10), pp.564-565. Doi: https://doi.org/10.1111/pcn.13117

Miller, M. D. (2020, March). Going online in a hurry: What to do and where to start. The Chronicle of Higher Education, 8–10.

Moorhouse, B. L. (2020). Adaptations to a face-to-face initial teacher education course ‘forced’ online due to the COVID-19 pandemic. Journal of Education for Teaching, Pp. 1-3. Doi: https://doi.org/10.1080/02607476.2020.1755205

Raaper, R., & Brown, C. (2020). The COVID-19 pandemic and the dissolution of the university campus: Implications for student support practice. Journal of Professional Capital and Community. Doi: https://doi.org/10.1108/JPCC-06-2020-0032

Simamora, R., 2020. The Challenges of Online Learning during the COVID-19 Pandemic: An Essay Analysis of Performing Arts Education Students. Studies in Learning and Teaching, 1(2), pp.86-103. Doi: https://doi.org/10.46627/silet.v1i2.38

Sugiyono. (2005). Memahami Penelitian Kualitatif. Bandung: ALFABETA.
Wahyono, P. & Husamah, H. (2020). Guru profesional di masa pandemi COVID-19: Review implementasi, tantangan, dan solusi pembelajaran daring. Jurnal Pendidikan Profesi Guru. Vol 1 (No 1), 51-65. doi: https://doi.org/10.22219/jppg.v1i1.12462