

Implementation of Online Learning during the COVID-19 Pandemic on Psychological Development of Grade 4 Students at SDN Kayuringin Jaya 01 Bekasi

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ABSTRACT

The spread of COVID-19 has changed many aspects, especially in education field. Therefore, this research was conducted to investigate the implementation of online learning on students' psychological development. This study used a qualitative method with a descriptive approach including data collection that was carried out by taking the event that occurred and was described with the description in the form of written words, observation, and interview. The subjects in this research were 4th grade students at SDN Kayuringin Jaya 01 Bekasi. Then the researchers analyzed the data about what were the descriptions of the psychological development of grade 4 students in facing online learning. Based on the analysis conducted, the research results show: 1) The transition of the learning process from conventional learning to online learning causes many changes in students' psychological development. 2) During online learning, there is students' development in the cognitive, affective, and psychomotor aspects. 3) Students who experienced economic limitations find it difficult to face online learning. 4.) On the other hand, prosperous students feel happy to participate in online learning because they have a lot of time with their family.

Keywords: Online learning; COVID-19 Pandemic; development; psychology

ABSTRAK

Penyebaran COVID-19 membawa banyak perubahan, khususnya di bidang pendidikan. Oleh karena itu penelitian ini dilakukan dengan tujuan untuk mengkaji implementasi pembelajaran online terhadap perkembangan psikologis siswa. Dalam ranah perkembangan psikologis, terdiri dari aspek kognitif, afektif, dan psikomotor. Penelitian ini menggunakan metode kualitatif dengan pendekatan deskriptif yang meliputi pengumpulan data yang dilakukan dengan menganalisis suatu peristiwa yang terjadi dan menggambarkan secara deskriptif berupa hasil pekerjaan siswa secara tertulis, observasi, dan wawancara. Subjek dalam penelitian ini adalah siswa kelas 4 di SDN Kayuringin Jaya 01 Bekasi. Kemudian peneliti menganalisis data tentang gambaran perkembangan psikologis siswa kelas 4 dalam menghadapi pembelajaran online. Berdasarkan analisis yang dilakukan, hasil penelitian ini menunjukkan: 1) Peralihan proses pembelajaran dari pembelajaran konvensional ke pembelajaran online menyebabkan banyak perubahan pada diri siswa terutama pada perkembangan psikologis siswa. 2.) Selama pembelajaran online, terdapat perkembangan pada aspek kognitif, afektif, dan psikomotorik siswa. 3.) Siswa yang mengalami keterbatasan ekonomi merasa kesulitan menghadapi pembelajaran online. 4.) Di sisi lain, siswa yang kondisi ekonominya kuat merasa senang mengikuti pembelajaran online karena memiliki banyak waktu bersama keluarga.

Kata Kunci: pembelajaran online; pandemi COVID-19; perkembangan; psikologi

Submitted Jun 08, 2021 | Revised Jul 01, 2021 | Accepted Jul 06, 2021

Introduction

Globalization which is supported by the development of information technology makes the world seem to have no boundaries. The events that occur in one country usually affect other countries. Globalization also brings threats to human security such as outbreaks of infectious diseases. One of the threats to human security that is being faced by all countries currently is the *Coronavirus Disease* (COVID-19) pandemic (Susilowati, 2020). The COVID-19 pandemic has changed various aspects of life, including learning activities in education system. The learning process can run well with the information technology that has developed rapidly at this time, for example that the changing the learning system from conventional to digital learning (Anugrahana, 2020).

Education is a continuous process of higher adjustment for human beings who have developed physically and mentally, as manifestation in the intellectual, emotional, and spiritual surroundings. Every developed country will never be separated from the world of education. The higher the quality of a country's education, the higher the quality of human resources that can advance and make the country proud (Suriansyah, 2011). During this pandemic period, the learning process can run well

because of information technology that is currently developing rapidly including *Google Classroom*, *e-learning*, *WhatsApp*, *Zoom* and other information media. Students not only listen to material descriptions from educators but also actively observe, perform, demonstrate, and so on (Herliandry et al., 2020).

However, in fact some teachers in schools admit that online learning is not as effective as conventional learning activities (face to face), because some materials must be explained directly (Anugrahana, 2020). In addition, the material delivered in online learning is not necessarily understood by all students. Therefore, distance learning is not focused on completing all the material because it is feared that it will burden and confuse students in completing their assignments (Visiuniversal, 2019). In the application of distance learning, it has several advantages and disadvantages. These include teaching and learning activities that can be done anytime and anywhere. The negative impacts of distance learning with the use of the internet include that there are still students who cannot use the internet properly and the application of distance learning makes students feel anxious and depressed. This condition has an impact on the students' health both physically and psychologically (Sadikin & Hamidah, 2020).

Basically, psychological understanding in terms of linguistics, comes from the Greek '*psyche*' which means "soul" and the word '*logos*' which means 'science'. When these two words are combined into psychology, it means 'science of the soul' (Sasrawan, 2014). The development of a person's psychology is expressed in the process of mental change, where the age of children during school is an important stage which will affect attitude in the future. Development itself has the meaning of a comprehensive process when individuals can adapt to their environment. Development will start from infancy to old age (Dewi, 2020). With so many tasks assigned, many students experience stress in carrying out distance learning. Therefore, distance learning is not focused on completing all the material because it is feared that it will burden and confuse students in completing their assignments (Syarifudin, 2020).

Based on the description above, COVID-19 pandemic has changed many aspects. One of which is disturbing the students' psychological development. There are several factors that influence the development of a person's psychological well-being that arise from disruption of psychological aspects in the form of physical, mental or emotional disorders caused by mismatches between environmental demands and actual resources owned by students so that they are increasingly burdened with various pressures and demands at school (Kesi, 2020). Stress is experienced by children who are in the stage of physical and psychological development that are still unstable. The stress caused to students will arise when expectations for academic achievement increase, assignments that are not in accordance with the student's capacity, have problems with friends, and they feel bored (Sasrawan, 2014).

The impact of the online learning process becomes challenging for students and causes psychological stress. Psychological pressure felt by students is that they cannot learn and play with their friends so that students feel lonely, get bored easily and get angry quickly. During online learning, teachers and students encounter problems that will interfere with psychological development that may occur during the learning process. The aspects of psychological development studied consisted of aspects of cognitive, affective, and psychomotor development of students. Cognitive development includes language and perception development, affective development includes emotional development and adjustment to the environment, and psychomotor development includes psychological processes that accompany each individual activity (Elida & Remaja, 2006).

Based on the observation conducted at SDN Kayuringin Jaya 01 Bekasi, previously the learning process carried out used face-to-face or conventional learning process. However, since the spread of the COVID-19 pandemic, these educational systems have changed into distance learning or online learning. Furthermore, based on interview with the teacher, the students at SDN Kayuringin Jaya 01 Bekasi, especially in grade 4 experienced many changes especially in their attitude and psychics. Therefore, the researchers were interested to conduct the research in this school toward students' psychological development.

Research Methodology

This research was conducted at SDN Kayuringin Jaya 01 Bekasi grade 4. This study used a qualitative research method with a descriptive approach. Based on the background and objectives, descriptive qualitative that has the nature of telling and interpreting existing data from a process that takes place during the time the research was carried out. Qualitative research is a type of research that produces findings that cannot be achieved by using statistical procedures or by other quantitative means. The purpose of qualitative research is to understand a condition where the context of one is intended to lead to a detailed and in-depth description of conditions in a context that is felt naturally (*natural setting*) about what is investigated in the field of study. This descriptive qualitative approach will be more effectively used in this study because it will get more information and news, making it easier for researchers in the data collection process (Sataloff et al., n.d.)

From the various criteria that have been determined, the researchers decided to choose subjects that represent the overall grade 4 students, and one teacher at SDN Kayuringin Jaya 01 Bekasi who was chosen to be the informant or resource person. Data obtained through observation, interview, and documentation. The source of the data obtained directly was conducted by interview with the subject that was addressed by the researchers as the basis for the discussion. The main data source was recorded through written notes or usually heard through a *tape recorder* (Moleong, 2013). To analyze data related to students' psychological development, the researchers further described in detail the identity of informants who provided various information and news to researchers in carrying out their research. The researchers asked the teacher for the identity of the student's complete data, including the parents' occupation. Then the researchers recorded which students were classified as upper middle class and lower middle class to find out how many students experienced limited facilities and infrastructure in dealing with the online learning process.

Results and Discussion

The researchers made several questions that were given to the informants through the interview method that was directly carried out at the SDN Kayuringin Jaya 01 Bekasi school building with health protocol manner. The part of interview with the teacher at grade 4 SDN Kayuringin Jaya 01 Bekasi such in the following description:

Question : How is the impact of COVID-19 on the students' learning process?

Answer : "Yes, of course there will be an impact on the learning process, which is usually a face-to-face learning process, now it has turned into a distance learning process."

Question : Has the school received direction from the officers to carry out online learning?

Answer : Yes, of course there must be direction from the education officers."

Question : Since what time the online learning method been applied?

Answer : "Online learning has been implemented since the implementation of learning from home policy."

Question : Do the teachers have difficulty dealing with the online learning process?

Answer : "Yes, of course there will always be difficulties, for example, the teachers have limited internet quota, and also have limitations in information media such as inadequate cellphone and laptop capacities."

Question : Can teachers ensure that the students really understand the material delivered through online learning?

Answer : "Yes, there are may be some teachers who re-check whether students have understood the material that has been delivered by the teacher, there are also some teachers who do not confirm it. In this case, the role of parents is very important, because the teacher is only a facilitator."

Question : What are the obstacles faced when participating in online learning activities?

Answer : "The obstacles are about facilities and infrastructure, the readiness of the students in facing online learning and assistance from parents is also important."

Question : Do students have difficulty in participating in online learning?

Answer : "Some students find it difficult but there are also students who feel normal in participating the online learning."

The total number of students in grade 4 at SDN Kayuringin Jaya 01 Bekasi consists of 20 students. Therefore, the researchers took 3 students as samples to answer the whole questions given. The part of interview with the representative students at grade 4 SDN Kayuringin Jaya 01 Bekasi such in the following description:

Informant I (Student' age: 11 years old; Hobby: Cooking; Parent's Occupation: Cleaning Officer)

Informant II (Student' age: 12 years old; Hobby: Drawing; Parent's Occupation: Teacher)

Informant III (Student' age: 12 years old; Hobby: Playing Ball; Parent's Occupation: Housewife)

Informant I

Question : How do you feel during online learning activities?

Answer : "I feel sad because my cellphone has no internet quota."

Answer : "My difficulty is that I do not understand the material from the teacher and there is only one phone at home, so sometimes I am late to do my tasks."

Informant II

Question : Do you feel happy with this online learning activity?

Answer : "I feel happy because I can study with my parents."

Informant III

Question : Do you feel bored while participating in online learning?

Answer : "I feel bored because I can't meet teachers and friends, and I enjoy studying at school."

Informant III

Question : Do you prefer face-to-face learning (offline) or online learning?

Answer : "For me, they are both interested... During online learning, my parents (my mother) can accompany and help me in online learning, and when I take face-to-face learning, I can meet my friends."

Informant II

Question : Do you understand the material given by the teacher through this online learning?

Answer : "This lesson is quite understandable."

Informant II

Question : How do you feel when you face changes in the learning process?

Answer : "I feel disappointed because I used to be able to play with my friends, now I can't."

Informant I

Question : What makes it difficult for you to accept the material given by the teacher?

Answer : "When giving assignments through photos, sometimes it is not clear."

Informant I

Question : What facilities and infrastructure difficulties do you face in participating in online learning?

Informant II

Question : What makes you less enthusiastic about participating in online learning?

Answer : "If there is a difficult learning such as practice and it is difficult to do it, then if I write a lot then I am tired."

Based on the results of the study using a qualitative method with a descriptive approach, the researchers found that SDN Kayuringin Jaya 01 Bekasi had implemented online learning. The educators at SDN Kayuringin Jaya 01 Bekasi have received direction and guidance in carrying out online learning. Through online learning, it is hoped that all students still acquire the correct knowledge as usual so that they are not left behind with the next material.

However, online learning was not fully welcomed by the students, especially students who experienced limited facilities and infrastructure. Some students think that online learning was much more difficult than face-to-face learning. On the other hand, students who were properous in terms of facilities and infrastructure feel safe participating in online learning activities because it was a way to avoid the spread of the COVID-19. The applications used for teaching and learning process in this school were *Whatsapp* and *Zoom*. There were several obstacles in the online learning process, including the limited provision of facilities and infrastructure. For the use of applications in learning process, *Whatsapp* was the only application that could be accessed by teachers and students, due to limited facilities and infrastructure that occurred. For *Zoom* application was still very rarely used by the teacher and grade 4 students at SDN Kayuringin Jaya 01 Bekasi because according to them, it was wasteful of storage on *mobile phones* and need access to quotas. Achievement in learning objectives and the results of the process can be measured by the presence of the students themselves, time collection of assignments, and working on evaluation questions from teachers.

This pandemic resulted changes in the learning process so that it became disrupted, which was usually carried out regularly, face-to-face meetings between teachers and students, but during the

pandemic the learning process turned into online learning. The teacher said that for the students themselves there were those who felt happy and there were those who felt disappointed in following the learning process. This is in line with the statement of Dewi (2020) that in elementary schools, the majority of students' feeling in online learning still has many obstacles.

From the interview results with the teacher at SDN Kayuringin Jaya 01 Bekasi, many teachers also admit that online learning has many obstacles. Not all teachers understand technological advances as well as understanding social media to facilitate access in online learning. There were some teachers who only provide material in the form of photos from textbooks then give assignments to students without any direction or guidance. Some teachers also admit that they have limitations, such as using laptop when they perform teaching and learning process with students via zoom. On the other hand, other teachers feel that online learning is more effective and is the latest breakthrough in the world of education, where the teachers can use variety of media and methods in learning so that students feel happy and not bored following online learning, such as providing interactive videos that develop students' thinking skills.

Furthermore, from the results of researcher interviews with students, researchers can find out that for students who have sufficient facilities and infrastructure they will not have problems in implementing this online learning. According to students, they spend more time with their parents, and they also be more relaxed in carrying out tasks that were given by the teacher during online learning. Students who have complete facilities and infrastructure also rarely have obstacles such as having the ability to have information media, for example sufficient internet access, providing cellphones that can access learning remotely.

On the other hand, students who have inadequate facilities and infrastructure have many obstacles during the online learning process. According to students who have limited facilities and infrastructure, they will have difficulty accessing the internet because of economic limitations to have excess quota. The availability of adequate mobile phones is a supporting factor in this online learning process because if there is no mobile phone, the online learning cannot be carried out (MPOC, 2020).

Based on the results of interview, some students said that the provision of material through online learning was not optimal. Furthermore, they said that sometimes the assignments given were not clear. In this case, parental assistance is also very important during the online learning process, where in the learning process when the teacher gives assignments or materials, the role of parents in assisting students makes students were able to accept the material given by the teacher. Furthermore, some students also said that they also felt bored facing the online learning process because they could not meet their peers, play together and do other things that are usually done in the face-to-face learning process. However, other students feel happy by participating in online learning, where these students do not need to get up early to come to school. Some students also said they had a lot of free time to do activities at home because the online learning process was not as binding as face-to-face learning.

At the stage of students' psychomotor development these students can be practiced in the sports learning where all learning activities tend to use the physical activity of these students. Online learning also includes the process of students' psychomotor development, for example with the sports learning subject, students were required to kick a ball or hit a ball. So that students' abilities in physical activity continue to develop during the online learning process. Sport learning when using distance learning also can develop students' abilities in the psychomotor aspect where the students perform various sport movements then they recorded and reported it to the teacher via WhatsApp application.

Conclusion

Based on the results of this study, it can be concluded that the learning process at SDN Kayuringin Jaya 01 Bekasi has implemented distance learning using applications *Whatsapp* and *Zoom*. In its application there are many advantages and disadvantages. Usually the constraints experienced by the

teachers and students are about facilities and infrastructure, but for its advantages the learning process can be done anytime and anywhere and allows students and teachers to access technology that has no boundaries. For students who have sufficient facilities and infrastructure, they have no problems in implementing this online learning. According to the students, they spend more time with parents, and they can also be more relaxed in carrying out the tasks given by the teacher during online learning. On the other hand, students who have inadequate facilities and infrastructure have many obstacles during the online learning process. In this case, they find it difficult to access the internet due to economic limitations to have excess quota.

The aspects of psychological development in this study consisted of cognitive, affective, and psychomotor. With the implementation of online learning, students can adapt to various new things, namely in accordance with moral development which is marked by the students' ability to understand the rules, norms and ethics that apply in society. Therefore, after adapting to the transition process in learning for more than 1 year, students have been able to accept the changes that occurred in the learning process which was previously done by face-to-face, but now it turns into a distance learning process.

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