



Environmental Impact Analysis on The Covid 19 Pandemic to primary Education Learning Process in Madiun Jawa Timur Indonesia

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Abstract. This study aims to analyze the Covid-19 pandemic impact and influencing factors on primary education in Madiun City, Indonesia. The qualitative approach uses in-depth interviews, observation, and documentation as data resources and analyzed by using interactive techniques. The validity is source triangulation and observative perseverance. The results show a serious impact, classified into negative and positive. The negatives are; face-to-face is unreplaced by online learning, due to online system constraints, internet access, and teachers' digital competence. The assessment cannot be objective and are severely constrained. The positives are to encourage parents' concern for the children learning and digital literacy.

Keywords: Covid-19 pandemic, learning process, primary education

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INTRODUCTION

The Covid-19 pandemic has had a very serious impact on all aspects of life; social, economic and educational. Indonesian education certainly experiences an impact that needs to get a quick and comprehensive solution. Indonesian Minister of Education Nadiem Makarim has issued several important policies related to national education in dealing with covid 19. The national policy in dealing with covid 19 is contained in Circular of Minister of Education and Culture No. 4 of 2020, including the following: (1) negating national exams, (2) the process learning is done from home by paying attention to meaningful learning experiences, can be focused on life skills, learning activities and tasks can vary according to their interests and conditions including considering access / learning facilities at home.

In education, the learning process is the core of the education system itself, so it is crucial for the success of learning. One of the facts about education in Indonesia is the high level of disparity in educational facilities. UNESCO reports that at least 300 million students in the world are affected by the corona virus. Schools in almost all affected countries including Indonesia temporarily closed schools and required learning from home. According to Rajab (2020) strategic steps are needed in anticipating the impact of Covid 19 on education and the learning process.

In Madiun City, a home-based learning policy has been implemented since March 16, 2020. So that more than 5,000 students must automatically study at home. The condition of each student certainly varies given the different socioeconomic conditions, different family background conditions, and different environmental conditions. In Madiun City itself there are 86 elementary schools and 22 junior high schools both public and private schools. Home study policies need to be evaluated because they determine the next primary education improvement and development programs. According to Nuryana (2020) the government's decision to dismiss / move learning from home has made many parties confused. The unpreparedness of school / madrasah stakeholders to carry out online learning is a major factor.

Based on Tanoto Foundation data as conveyed by Makinudin Samin (2020), only 32% of principals have implemented leadership in learning. The low headmaster's leadership has an impact on the implementation of active learning. It was seen that only 22 percent of teachers applied active learning. A very

sad data is associated with the readiness of schools and teachers in dealing with abnormal situations in the covid pandemic 19.

Data from the Indonesian Child Protection Commission (KPAI) revealed that it had received 246 complaints related to online learning during the Covid-19 pandemic. Complaints made by students and parents. The highest complaint is in the high school level, which is 125 complaints. Followed by SMK (48 complaints), Madrasah aliyah (24 complaints), SMP (33 complaints), Tsanawiyah madrasah (3 complaints), Elementary school (11 complaints), even TK (3 complaints) (Jawa Pos, 1-5-2020).

Departing from the above problems, research on the analysis of the impact of the 19th pandemic on the learning process of Madiun City's primary education is very urgent and relevant to do. This study aims to describe and analyze the impact of co-19 on the learning process while analyzing the factors that influence the ongoing learning process. This research, of course, is also useful to provide evaluation and recommendations to the Madiun City Education Office on educational policies and programs in the current and future covid-19 pandemic

Problem of Research

The main problem in the study there are two, namely :(1) how is the impact of the covid_19 pandemic on the learning process in basic education in Madiun. The impact is seen from two sides, both positive and negative impacts. Whereas the second (2) factors influenced the implementation of online / online learning during the covid_19 pandemic. Factors are also viewed from two sides, both supporting factors and inhibiting factors.

Research Focus

The focus of the study was two fold, namely: (1) the impact of the co-pandemic 19 on the learning process analyzed from aspects of learning strategies and methods, media and learning resources, as well as the assessment of learning outcomes, and (2) the supporting and inhibiting factors of the learning process during covid pandemic 19.

METHODOLOGY OF RESEARCH

General Background of Research

This research uses a qualitative descriptive approach, as explained by Moleong (2012, 8-13) has the following characteristics: (1) the nature is natural; (2) humans as research instruments; (3) qualitative methods; (4) inductive data analysis; (5) grounded theory; (6) descriptive; (7) prioritizes process over outcome; (8) there are limits set by focus; (9) there are special criteria for the validity of the data; (10) designs that are temporary; and (11) the results of the study are negotiated and agreed upon together.

Sample of Research

This research uses a descriptive qualitative strategy, as the sample is purposive (selected) sample. As Sugiono (2012, 301) stated in qualitative research, the sampling techniques that are often used are purposive sampling and snowball sampling. In this research, the technique used is purposive sampling, which the data sources are with certain considerations. The sample / informants in this study were the Principals of elementary and junior high schools, elementary and junior high school teachers, and elementary and junior high school students. They are 16 principals and teachers from 12 primary school and 4 junior high school, and 10 students from 3 schools in Madiun. The data is completed from internet access meeting from february to March 2020.

Instrument and Procedures

Data collection techniques are done through in-depth interviews, observation, and documentation. Key informants in the study were teachers, students, and Principals of primary education. Data analysis techniques using interactive analysis from Miles and Huberman, where the stages include data reduction, data display, conclusion drawing / verification. While the validity of the data is done through extended observation and increasing perseverance

Data Analysis

The questionnaire derived from the indicator of learning effectiveness, was validated by the expert using the Content Validity Raters or CVR method (Lawshe, 1975) and processed the results of the answers using the

percentage of positive statement responses (Sugiyono, 2012), while expert opinions and local journals were analyzed using Constant Comparative Method (Straus, 1990)..

RESULTS OF RESEARCH

The Impact in Learning Process

Since March 15, 2020 all face-to-face learning process in the City of Madiun school was abolished and required to learn from home. This sudden policy due to the covid pandemic 19 certainly had a very serious impact on the learning process in the primary education of Madiun City. From the available data, almost all primary education schools in Madiun City do not yet have a good online learning system.

Research has analyzed data and reports from 12 elementary schools and 4 junior high schools in Madiun City. From the results of data analysis, the impact of the covid pandemic 19 on the learning process in primary education in Madiun City can be identified into two, namely the negative impacts and positive impacts as follows:

Negative impact:

- a) Limited access to information technology / internet so that many students have learning difficulties. In addition, because they have a poor online learning system, teachers also experience many obstacles in managing the learning system. It can be ascertained that the learning process also tends to be modest, as long as the road.
This is in line with what was conveyed by KPAI Commissioner Retno Lisarty (2020), that one of the crucial problems in the distance education process is the limited equipment or gadgets that teachers have. There are also complaints about the cost of buying an internet quota. Even issues arising from distance education that cannot be done in the frontier, outermost, left behind regions.
- b) Students, especially Elementary Schools, are constrained or experience confusion when there are learning difficulties / subject matter especially not all parents have the time, opportunity and competence in accompanying their children.
Suharsi, a teacher at SDN 01 Manisrejo said: "I teach using the WA group group. The level of student compliance in doing the assignment cannot be measured or assessed because the question of the purity of the results is still doubtful (the results of the work itself or the work of parents). The teacher cannot directly monitor the obstacles encountered. I prefer direct learning at school rather than online learning because it is more efficient, learning objectives can be achieved, and do not feel bored ". (W, 30-4-2020).
- c) From the existing data, the completion of the tasks given by the teacher to students can be completed 75% while 25% are not successfully completed properly.
As Marlita said, the 4 Madiun Middle School teacher follows: "During online learning I used WA and the internet, and other social media. My evaluation of students lacked discipline in collecting assignments, many were delayed and did not collect. I prefer direct learning at school rather than online because it can teach directly when there are students who have difficulties ". (W, 4-28-2020).
This opinion is reinforced by M. Rifky Ezra Priyatna, SDN 01 Manisrejo student, follows: "I don't study according to the schedule given by the teacher every day and the tasks requested by the teacher are also not collected on time. That is because a lot of distractions watching TV, and playing cellphones. I prefer to study at home because I can study while playing and resting when I'm tired "(W, 30-4-2020).
- d) The assessment process is difficult to carry out objectively because the online learning system has not been running well even almost all primary education schools in Madiun City do not yet have an online learning system.
- e) The learning process cannot run optimally because the learning strategies, methods and techniques cannot be applied properly. Especially if it is associated with a scientific approach that is characteristic of curriculum 13 it certainly cannot be implemented properly. As a result, many children experience pressure or stress. As Umar (2020) stated in the emergency situation of the Covid-19 pandemic, an emergency curriculum is needed. According to Umar, complaints or complaints related to distance learning now arise because students feel pressured. In an emergency situation, teachers do not need to impose learning strategies like in school.

Positive impact:

- a) Parents can monitor the child's learning process while creating psychological closeness between parents and children.
As stated by Danar Wenang Brahmantio Saputra, a student at SMPN 10 Madiun follows: "During my study at home, I was accompanied by ladies and gentlemen. The lesson schedule is given once a week by the teacher and learning is not according to schedule. The tasks I often collect are not on time because I am often tempted to play mobile. If I have difficulty learning I usually ask a friend or teacher (W, 1-5-2020).
- b) The creation of independence and creativity of learning given the limited access, infrastructure and learning media.
- c) Learning can be more flexible and not too bound by class hours\
- d) Can increase and foster children's confidence
- e) Learning resources can be more flexible from parents, relatives, and the internet
- f) Can train and increase children's sense of responsibility
- g) Encourage better mastery of information technology. Or in other words the Covid-19 pandemic has encouraged massive digital literacy. Teachers and students inevitably have to learn and master aspects of online learning. As stated by Rita Pranawati (2020) that the Covid-19 pandemic has encouraged teachers and students how to utilize social media and other applications to support the distance learning they live. A process of digital literacy that is extraordinarily positive for teachers and students.

The inhibiting and supporting factors of the online learning process in primary education in Madiun City

The inhibiting factors of the online learning process in primary education in Madiun City:

- a) Digital disparity is quite high which is a barrier to digital learning, considering that not all parents and children have the ability to provide good information technology access (B. Delipetrev, 2016). This was also confirmed by the Masrub Supervisor of Madiun City Middle School, in all the Madiun City Middle Schools all do not yet have an online learning system, so yes they still rely on applications available in the existing public service platform.
- b) The ability of information technology from teachers is also a barrier in digital learning. The fact is in the field, not all teachers have good competence in information technology. In such conditions the learning process tends to be as long as the road, usually using the watchap application.
As stated Yohana, a teacher at SMPN 1 Madiun, follows:
"I teach through the WA group of each class, where the school schedule and assignments are given through the group. The obstacle often faced in online learning is a lot of internet disruption and students object to buying quotas. I prefer to teach at school rather than online, because there is a direct interaction of the teacher and students besides being able to quickly find out and teach if there are students who experience difficulties "(W, 27-4-2020).
- c) Student digital literacy is also an obstacle in online learning. The ability of students in communication, especially elementary school children of low grade. As stated by the Indonesian Minister of National Education Nadiem Makarim (2020) that online learning is still undergoing adaptation to technology.
- d) Teacher commitment, digital learning requires strong teacher commitment. Commitment to creating independence, creativity and innovation is key in online learning.
- e) The atmosphere of student learning environment is also influential. Not all parents live in a comfortable home atmosphere.
- f) Student assessment methods are indeed a particular difficulty in online learning. Here, it is understood that teachers cannot directly monitor children's activities in learning, in succeeding this program at least six month is needed (Hubalovska, 2015).

Supporting factors of online learning in primary education in Madiun City:

- a) The digitalization program in Smart City in the City of Madiun has encouraged various educational standards to improve the digital-based education system.
- b) Laptop assistance program for elementary and junior high school students realized in 2020 is certainly a program that greatly helps the online learning process.

- c) The condition of the learning environment in the City of Madiun is quite conducive both in terms of availability of infrastructure and facilities

DISCUSSIONS OF RESEARCH

Learning Strategy In The 4.0 Industrial Revolution Era

The 4.0 industrial revolution is a formidable challenge for the world of education. In this era, there are three literacies that need to be strengthened, namely data literacy, technology literacy, and humanities literacy. The learning process must also be changed from the old paradigm which is Teacher Center Learning (TCL) to the new paradigm which is Student Center Learning (SCL). The role and function of the teacher also shifts from the only source of learning to become a motivator, inspirator, and facilitator.

Deni Darmawan (2012, 2-3) explains the development of education and learning is actually not free from technology. Whereas education and learning technology will relate to ideas, processes, procedures and results and are converted into educational innovations. Included in this area is the birth of electronic and virtual learning models both personally and institutionally.

According to E. Mulyasa (2019) there are several educational reform agendas in the face of the industrial revolution era 4.0, namely: (1) the organization of education is the process of civilizing and empowering lifelong learners, therefore educators must be able to be role models while encouraging willingness and creativity; (2) the paradigm shift from humans as resources to the subject of development as a whole; (3) students who are integrated with their sociocultural environment, and (4) primary references are needed in the administration of education..

Whereas in the 2013 curriculum, the learning process must emphasize the following: (1) learning orientation must be emphasized in practice both in the laboratory, the community and the world of work; (2) effective school and community relations; (3) an open, democratic and participatory learning environment; (4) learning emphasizes problem based learning; and (5) need to map class based on interests, talents, and academic competencies.

Ahmad Santoso (2014) emphasizes the importance of integrated learning for elementary school children. Integrated learning is needed so that primary school education pays attention to intellectual development and avoids fragmentative ways of thinking. Integrated learning is based on an inquiry approach, which involves students starting from planning, exploring, and brain storming from students. With an integrated approach students are encouraged to dare to work in groups and learn from the results of their own experiences.

Departing from the opinion of the experts above, the learning strategy in primary education must consider several important things; namely: (1) learning objectives and competencies; (2) the level of student development; (3) must be contextual; (4) avoid verbalism and fragmentation; and (5) strengthen personality and character.

Digital-Based Learning Model

In facing the covid 19 pandemic situation, it is clear that online learning is the first choice in the learning process. The problem is schools have not the readiness to carry out online learning. Difficult situations facing the covid outbreak must be utilized to deliver educational and learning innovations. Education and learning innovation requires the support of all parties, not only schools but also other educational stakeholders.

When face-to-face learning activities are difficult to implement, the only answer is online learning or online learning which of course requires adequate information technology support. As stated by Deni Darmawan (2012, 2) that the ideas, processes and results of educational innovation are actually inseparable from the meaning of technology. Technology can be seen as ideas, processes and products. From these three various products, approaches, strategies and models in the world of education and learning will be born.

Furthermore Deni Darmawan (2012, 4) explained that learning technology was formulated in five fields of work for learning technology, namely design, development, utilization, management, and assessment. These five things are areas of learning technology. In this context, Munir (2017) emphasizes the importance of digital learning.

A similar opinion was conveyed by Crys (1997), Purdy and Wright (1992), and Munir (2017) there was a shift in the learning process from classroom learning that did not involve technology to digital learning that involved information technology (Maher, 2014). Digital learning model is a future learning model because

it is in accordance with the demands of the development of science and technology. To be able to implement it certainly needs infrastructure support such as computers, internet access, servers, television, interactive video, CD / DVD ROM and so on.

In this situation, digital learning increasingly finds momentum and relevance. Like it or not, like it or not all schools must strive to carry out online learning or online learning which is certainly digital based. As asserted Munir (2017) digital learning requires learners and instructors to communicate interactively by utilizing information and communication technology such as computer media with the internet, cellphones with various applications, video, telephone or fax..

According to Kenji Kitao (in Munir 2017) there are at least 3 digital learning potentials or functions that can be utilized in everyday life, namely as a communication tool, a tool to access information, and an educational or learning tool. In the current situation of facing the covid pandemic 19 it is clear that digital learning no longer functions as a supplement or complementary course but has risen to become the main and very important learning model.

However, it should be remembered that digital learning can take place effectively and efficiently when teachers and learners both have readiness and competence in digital learning. Therefore clearly digital literacy is really needed, especially for teachers. Facts on the ground show that there are still many teachers who are still technologically illiterate. Pisapa (1994) and Munir (2017) explain that digital learning will be effective if the teacher is able to be a facilitator and learning partner. Besides that learners must also have information and communication technology competencies.

Departing from these opinions, in a situation facing the covid pandemic 19 digital learning is no longer an alternative but a necessity. Because without digital learning, the learning process stops. Therefore the development of digital learning in schools is a major need. However, digital learning requires commitment from all parties, including the education office, school principals, teachers and students.

CONCLUSION

From the results of the research and discussion above the following conclusions can be drawn:

1. The impact of the Covid-19 pandemic on the learning process in primary education in Madiun City, can be classified into two, namely negative impacts and positive impacts. There are several negative impacts, including the direct learning process that cannot be implemented and replaced with online learning from home. Online learning has not been carried out properly due to disparities in internet access capabilities, digital competencies of teachers and students who are still lame. Other negative impacts of the learning and assessment process cannot be carried out effectively because of its many constraints. While the positive impact, with the Covid-19 outbreak can massively encourage the digital literacy process of teachers and students. Learning at home also has a positive impact on developing self-confidence, responsibility, and student discipline. Besides that it can also strengthen the relationship between parents and students, of course it can also increase parents' awareness of the importance of school.
2. The factors that influence the effectiveness of online learning in primary education in Madiun City can be identified into two, namely the factors that support and inhibit. Factors that support, including the smart city program, a laptop assistance program for 5000 students, and good education infrastructure. While the factors that can inhibit, including digital literacy competence of teachers and students, disparity in the learning environment, the difficulty of implementing learning strategies and methods, and learning assessment processes that are difficult to implement objectively.

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