Psychological Conditions of Students in the Implementation of Learning during the COVID-19 Pandemic

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ABSTRACT

This research is a research that uses a qualitative approach with a case study research design. In this study using data collection techniques through observation, interviews and documentation. The focus of the problem in this study is (1) how is the psychological condition of students in implementing learning during the Covid-19 pandemic and (2) what are the obstacles and solutions that students experience when participating in the learning process during the Covid-19 pandemic. This study has a purpose, namely (1) to find out how the psychological condition of students when participating in the learning process during the Covid-19 pandemic (2) to find out what obstacles and solutions students experience when participating in the learning process during the Covid-19 pandemic. The data and data source in this study are written narratives in the form of information from students, techers, and guardians. This study uses data analysis from the Miles and Huberman model which is carried out through three steps, namely (1) Data Reduction (2) Data Presentation and (3) Data Verification.The result of this study indicate that the psychological condition of students in implementing learning during is that student stress when participating in learning and are lazy to study due to lack of motivation. Obstacles and solutions experienced by students in implementing learning during the pandemic (1) facilities that are less supportive and (2) difficulties in understanding lessons.

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INTRODUCTION

The emergence of a disease outbreak called Covid-19 originating from Wuhan China is a disease that is contagious and attacks human respiratory organs. As a result of covid-19, the minister of education and culture (mendikbud) issued circular number 4 of 2020 concerning the implementation of education policies during the emergency period of the spread of covid-19 regarding guidelines for organizing learning from home during the emergency period of the spread of covid-19 (Fauziah, Sufianti, Safitri, & A.P, 2020). This causes a shift between traditional education and modern education using existing technology (Apriansyah, Mardeli, Syarnubi, & Soraya, 2022).

As has happened at this time from the pre-school level, elementary level, junior high level, senior high level and universities have also decided that activities in the field of education impose

home study programs or distance learning. Distance learning is learning that is done online. In the distance learning process between educators and students cannot meet face to face, resulting in a less conducive learning process (Sudarsana, Ayu, & Komang WisnuBudi Wijaya, 2020).

According to Gage and Berliner, there are three main functions of teachers in learning, namely as planners, implementation and assessment (A. Arisca, Lestari, & Syarnubi Syarnubi, 2020). This uncertain condition is not a reason to stop the learning process, but teachers still carry out learning to succeed an educational goal (Utami, 2020).

In fact, education that occurs in Indonesia is always developing with changes in new methods of learning (Ali & Syarnubi, 2020). Because of the obstacles caused by covid-19, the teaching and learning process can be carried out with various applications that allow teachers and students to carry out learning. In this case, it has a huge impact on student psychology in learning (Fitriani, Arif, Mardeli, & Syarnubi Syarnubi, 2022). This psychological impact occurs due to the lack of facilities or facilities and infrastructure needed in learning such as: lack of signal, limited internet quota, less effectiveness in learning, and many tasks (Rosdiana & Hastutiningtyas, 2021). As it has been running so far, students' ability to understand learning greatly affects their psychological condition because it is very different from face-to-face learning with online learning (L. Arisca, Karoma, Syarifuddin, & Syarnubi, 2020).

Psychological conditions are psychological conditions or situations (Syarnubi, 2022). Meanwhile, in terms of the educational aspect, psychology is a science that discusses and studies students in their situation and environment (Fitriani et al., 2022).

The problem that occurs today is that many students still have difficulty learning independently (Sukirman Sukirman, Aziza, Abdurahmansyah Abdurahmansyah, & Syarnubi Syarnubi, 2020). Research conducted by Purwanto states that one of the clearly visible impacts is the learning difficulties experienced by students during the learning process at home. Students feel pressured when studying remotely, because they feel forced and because of the lack of adequate facilities and infrastructure at home (Utomo, Soegeng, Purnamasari, & Hidar Amaruddin, 2021).

The above is the same as that faced by students at SMPN 2 Sumenep, the obstacles faced by students when learning online are due to limited internet quota, on the other hand there are still many students who do not have learning devices such as cellphones, not only that, some even live in remote areas so that the internet network is less stable (Syarnubi Syarnubi & Sutarmizi Sutarmizi, 2022). With the Covid-19 pandemic, SMPN 2 Sumenep took the decision to carry out learning with 2 shifts. The first shift is carried out at school and the second shift is carried out at home. From the explanation above, the author is interested in examining the psychological conditions experienced by students in learning activities during the pandemic with the title "Psychological Conditions of Students in the Implementation of Learning during the Covid-19 Pandemic".

METHODS

This research uses descriptive research with a case study research type. This research uses a case study design because it wants to describe the data and provide an overview by analyzing the events or cases that occur (A. P. Utami & Syarnubi Syarnubi et al., 2023). The research data sources used primary data sources and secondary data sources, Research data sources use primary data sources and secondary data sources, primary data are data sources taken by researchers through words and actions or observations related to the problem or focus of research which will be observed directly at SMP Negeri 2 Sumenep, and secondary data are additional data sources or written data sources used in research, namely teachers and parents (Anggito & Setiawan, 2018). Non-participant observation data collection techniques because researchers are not directly involved in the research field, and use unstructured interviews and documentation in the form of photos and school profiles (Alimron, Syarnubi, & Maryamah, 2023). To establish the validity of the data collection techniques, the researcher should use non-participant observation because the researcher is not directly involved in the research field, and uses unstructured interviews and

documentation in the form of photos and school profiles, To establish the validity of the data, a source triangulation technique is needed to check the reliability and validity of the data from the data that has been collected through interviews.

FINDINGS AND DISCUSSION

1. The psychological condition of students in the implementation of learning during the pandemic

    a. Students are stressed during online learning

    When implementing learning at SMPN 2 Sumenep, the teacher only provides assignments and materials but the group is divided into two sessions, namely session A and session B. When session A is face-to-face, session B is online. When session A is face-to-face then session B is online, the implementation is alternating. Not only one learning material is given but a lot of learning material that must be completed when learning online, therefore causing students to feel stressed due to the many tasks given by the teacher (Fauzi, Andriani, Romli, & Syarnubi, 2023).

    Another effect of online learning besides boredom is stress. Stress that occurs in students is better known as academic stress. Academic stress is a condition of mismatch experienced by students in the demands of student achievement based on the environment with the actual conditions of student potential (Nurlaila, Syarnubi, & Halimatussakdiah, 2023). Academic stress comes from several factors including: increased environmental demands related to academic achievement that exceed student potential, increased intensity of assignments for teachers (Romadona, 2021).

    b. Lazy learning due to lack of motivation

    The result of laziness that occurs in class VIII students at SMPN 2 Sumenep is due to lack of motivation and interest in learning, because of the discomfort in learning so that students cause laziness (Kasinyo Harto & Syarnubi Syarnubi, 2018).

    The implementation of learning during this pandemic has resulted in students being less enthusiastic in carrying out learning so that when the teacher explains the material to be taught, the students do not understand because they do not meet the teacher directly, and the teacher can only explain via Whatsaap and Clasroom, there are no varied methods so that what the teacher explains results in students not understanding and results in laziness (Yanti, Hawi, & Syarnubi, 2021).

    Due to the concentration of social and humanities, students are required to understand the material themselves in the form of long readings along with all the information implied in them. This difficulty occurs because there is no direct feedback from the teacher in order to provide complete material that students have not understood (Romadona, 2021).

2. Obstacles and solutions experienced by students in the implementation of learning during the pandemic

    a. Facilities that are less supportive

    The learning process carried out at SMPN 2 Sumenep is currently carried out in two shifts, namely face-to-face and online. Many obstacles that occur to students in class VIII in carrying out online learning include unstable internet networks so that they complain about not being able to follow the learning to the fullest (Wulandari, Misdar, & Syarnubi, 2021). Learning will be carried out well when facilities and infrastructure are met (Syarnubi, Martina, & Khodijah, 2019). The solution used when the network is unstable is to use the neighbor's wifi or spot to the family at home so that learning is still carried out properly.

    In the limitations of implementing online learning, not everything goes well, of course, there are obstacles faced, especially areas located in remote areas. The limited ownership of computers or laptops and internet access are the main problems that have an impact on uneven access to online learning (Gusty, Nurmiati, Muliana, & Sulaiman, 2020)

b. Difficulty in understanding learning

In the implementation of learning during this pandemic in the SMPN 2 Sumenep school, which was originally face-to-face learning, switched to online learning, so students must adapt to the environment, the implementation of learning carried out at SMPN 2 Sumenep school is carried out online. When learning takes place the teacher provides material via Classroom or Whatsaap. When the teacher provides material the teacher only explains it so that class VIII students find it difficult (Mansir & Syarnubi Syarnubi, 2021). The solution provided by the school when learning online, all learning is carried out in Classroom so that all learning goes well. When students do not understand in the implementation of learning, the solution used by these students is to ask directly to the teacher involved, to their smart friends and their families so that they can help them in learning (Syarnubi, 2019).

In the self-study book online learning during the covid-19 pandemic in this book also explains that learning that was originally carried out at school replaced teaching and learning using an online system so that various problems arose such as when the learning material that had not been delivered by the teacher then the teacher replaced it with other tasks (Gusty et al., 2020).

This happens because the lack of learning methods conveyed by educators does not vary so that children feel difficult (Misdar, Idi, Isnaini, Mardeli, & Zulhijrah, 2017). Educators must have a way of learning that allows students to be more enthusiastic in their learning (Sukirman Sukirman et al., 2020).

Currently, students experience a high level of anxiety due to several factors, namely due to difficulty understanding the material (Hartati, Achadi, Syarnubi, & Muhammad Mirza Naufa, 2022), difficulty doing assignments, limited internet network conditions and various technical obstacles (Syamsurijal & Sarwan, 2021).

CONCLUSION

After conducting an in-depth study of the psychological conditions of students in the implementation of learning during the pandemic, the researcher obtained several interesting facts, among others:

1. The emergence of this pandemic period has caused students to experience stress and laziness in learning because teachers can only give assignments without explaining the material, resulting in students feeling pressured in the implementation of this learning.
2. The platform used in online learning at SMPN 2 Sumenep School uses a classroom that can be used in order to increase effectiveness in monitoring the implementation of learning in the network.

The obstacles and solutions faced by students are:

1. Because the network is less stable, so students take the initiative to use the neighbor's wifi or menghotspot to his brother.
2. Difficulties in understanding learning, students do not just stay silent but find out by asking directly to the teacher or friends who understand the lesson best and are also assisted by their families.

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