

# IMPACT OF THE COVID-19 PANDEMIC ON THE IMPLEMENTATION OF ONLINE LEARNING STUDENTS OF SMP NEGERI 3 RAMBIPUJI JEMBER

Endri Setyoningrum<sup>1\*</sup>

Mohamad Na'im<sup>2</sup>

Sukidin<sup>3</sup>

<sup>1,2,3</sup>Faculty of Education and Teacher Training, University of Jember, Indonesia

e-mail: endrisetyoningrum78@gmail.com

\*Correspondence: endrisetyoningrum78@gmail.com

*Submitted:* 27 July 2022,

*Revised:* 04 August 2022,

*Accepted:* 25 August 2022

**Abstract.** The temporary closure of educational institutions in an effort to prevent the spread of COVID 19 has an impact on millions of students, including in Indonesia. The purpose of the study was to determine the impact of the COVID 19 pandemic on the online learning process for students of SMP Negeri 3 Rambipuji. In this study, the author uses qualitative research methods with the type of case study research. Data collection techniques using observation, interviews and documentation. The results show that online learning is a solution in teaching and learning activities during the COVID-19 pandemic. Online learning is learning that uses the internet network with accessibility, connectivity, flexibility and the ability to bring up various types of learning interactions. In the implementation of online learning, educators use the WhatsApp and Google Classroom applications. The results of the research and discussion found that the impact of COVID 19 on the implementation of online learning at SMP Negeri 3 Rambipuji was not effective.

**Keywords:** COVID-19 pandemic; online learning; Google Classroom.

---

## INTRODUCTION

The COVID 19 virus was first reported to WHO in late December 2019 in Wuhan China and then quickly spread to various countries in just a few months. Anticipating the spread of epidemics in many countries, both of which have found sufferers or have not taken various policies to prepare for possible outbreaks by expanding prevention campaigns, preparing various health facilities, implementing procedures and handling protocols, and preparing reliable public information channels since 2020.

Steps by the Indonesian government in response the earliest was social distancing then this definition was changed by WHO as physical distancing. President Joko Widodo's directive on March 16, 2020 is to reduce the mobility of people from one place to another, maintain distance, and reduce crowds carrying the risk of the spread of COVID 19. This is emphasized by the call for wider physical distancing. Efforts to prevent this spread were further clarified policies for studying from home, working from home and worshipping from home to reduce the rate of the spread of COVID 19 ([Wajdi et al., 2020](#)).

There are two impacts on the sustainability of education caused by the COVID 19 pandemic. The first is the short-term impact, which is felt by many families in Indonesia, both in cities and in villages. In Indonesia, many families are not familiar with studying or schooling at home. Homeschooling for families in Indonesia is a big surprise, especially for the productivity of parents who are usually busy with work outside the home. Likewise

with the psychological problems of students who are used to learning face to face with their educators. All elements of education in social life are exposed to illness due to COVID 19. The implementation of teaching takes place online. This process runs on a scale that has never been measured and tested because it has never happened before. Inevitably in remote villages with very dense population of school age, there is confusion because the information technology infrastructure is very limited. Student assessments are online and there is a lot of trial and error with a system that has no certainty, in fact many assessments have been canceled. Second, in the long term, many community groups in Indonesia are increasingly exposed in the long term to Covid 19. This is the long-term impact of the aspect of justice and increasing inequality between community groups and between regions in Indonesia.

Based on a report by UNESCO (United Nation Educational Scientific and Cultural Organization) it shows that around 91% of the total student activities globally have been disrupted. In March and April, both the central and state governments conduct board examinations for High School students (grades 10 and 12) as well as in the same period elite institutions across the country conduct entrance examinations for the next academic year. Students other than grades 10 and 12 must take the qualifying exam for the next grade and also in Higher Education and University take the semester qualifying exam within the stipulated time.

The COVID-19 pandemic has affected learners in all age groups ([Akat & Karatas,](#)

2020). If the COVID-19 outbreak continues, travel restrictions and the closure of educational institutions will have an the COVID-19 pandemic has affected learners in all age groups. If the COVID-19 outbreak continues impact on the education, social life and mental health of students. Students from underprivileged backgrounds have experienced a greater negative impact due to the COVID 19 outbreak. In addition, changes in daily routines including lack of outdoor Lack of family income, limited access to digital resources and high internet connectivity have disrupted the academic life of students. In addition 1.5 billion learners worldwide are now deprived of basic education causing serious psychological impacts on their health activities, disturbed sleep patterns, and social distance have affected the mental well-being of students.

Law Number 20 of 2003 concerning the National Education System, Article 1 number 1 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state.

Process Standards are criteria regarding the implementation of learning in educational units to achieve Graduate Competency Standards. Process Standards are developed referring to Graduate Competency Standards and Content Standards that have been set in accordance with the provisions in Government Regulation Number 19 of 2005 concerning

National Education Standards as amended by Government Regulation Number 32 of 2013 concerning Amendments to Government Regulation Number 19 of 2005 concerning National Standards Education.

The learning process in educational units is held interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students. For this reason, each educational unit carries out learning planning, implementation of the learning process and assessment of the learning process to improve the efficiency and effectiveness of the achievement of graduate competencies.

In an article written by R. Dhanalaksmi to overcome and find the most possible solution is to separate the problem into several segments to analyze each problem systematically. Looking at the problems faced by educational institutions during the COVID-19 pandemic and the impact of the economic crisis on literacy levels, these problems can be overcome with today's technology such as online classes and online tests but the main challenges faced in this regard are implementation and collaboration. In this case the class turns into something new, students and educators must work together to succeed in online learning. This requires help from parents. Based on his research there are students who are financially able and some are not, there are only 16% of students from rural India who have access to the

---

---

internet. Educators can take corrective steps in helping their students achieve online learning.

At the government level, internet facilities can be subsidized to facilitate the learning process or provide internet grants to educational institutions which will later be used for the benefit of students and provide encouragement to students to learn and prevent students from leaving school due to lack of family finances. With internet grants from the government, it is certain that student education in rural and urban areas is going well, which previously faced obstacles, namely the inability of students to pay internet quota conditions.

With the school closure, the government took strategic steps so that the learning process was not left behind and students remained to receive the right to knowledge. Therefore, the next government decision is that the learning process will continue but not face to face but learning online.

The implementation of online learning, many students feel bored in following the lesson, not least causing children to be lazy to learn and do assignments because they are more fun with playing online games than taking lessons so that when learning takes place there are some students who do not take lessons for various reasons such as not knowing the information, sleeping, not having a package and having trouble signaling. Educators assume that students cannot be disciplined because they cannot collect the assignment given in the allotted time.

## METHODS

The author in compiling this scientific work uses qualitative research methods. Qualitative research is a scientific activity to obtain correct knowledge about a problem. This knowledge is obtained from facts, concepts, propositions or generalizations, and theories that allow humans to understand phenomena to solve problems at hand (Ngulube et al., 2015). In this study, data collection techniques were obtained from observation, interviews and documentation. The researcher conducted an article search using the keywords "*Impact of Covid 19*", "*Online Learning*", "*Google Classroom*".

Based on the search for the keywords "*Impact of Covid 19*", "*Online Learning*" and "*Google Classroom*" researchers obtained data on the implementation of online learning at SMP Negeri 3 Ramban Puji during the covid 19 pandemic. Data analysis techniques used were data component according to Miles and Huberman, namely: (1) data reduction, (2) data presentation, (3) conclusion and verification.

In the validity test the researchers used 4 stages, namely: (1) extension of observation, (2) increasing persistence in observation, (3) triangulation which consists of triangulation of source to test the credibility of the data by checking the data obtained through various source, triangulation techniques to test the credibility of the data, test credibility by checking data from the same source with different techniques.

## RESULTS AND DISCUSSION

---

Coronaviruses are a large family of viruses that cause illness ranging from mild to severe symptoms. There are at least two types of coronavirus that are known to cause diseases that can cause severe symptoms such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). Coronavirus Diseases 2019 (COVID-19) is a new type of disease that has never been previously identified in humans. Common signs and symptoms of COVID-19 infection include symptoms of acute respiratory distress such as fever, cough and shortness of breath. The average incubation period is 5-6 days with the longest incubation period being 14 days ([Yurianto & Bambang Wibowo](#), 2020).

The spread of the corona virus initially had a major impact on the world's economy, which began to sluggish, but now the impact is also being felt by the world of education ([Khan et al.](#), 2020). The policies taken by many countries including Indonesia by closing all educational activities, make the government and related institutions have to present alternative educational processes for students and students who cannot carry out the educational process at educational institutions.

Activities that involve groups of people are now limited to such things as going to school, working, worshipping and so on. The government has urged people to work, study and worship from home to reduce the number of patients exposed to COVID-19 ([Amirudin et al.](#), 2021). Minister Nadiem Anwar Makarim issued Circular No. 3 of 2020 on the Education unit and No. 36962/MPK.A/HK/2020 concerning the

Implementation of Education in the Coronavirus Disease (COVID-19 ) Emergency Period, so learning activities are carried out online (online) in the context of prevention coronavirus disease (COVID-19 ) ([Bahasoan et al.](#), 2020).

With the emergence of the COVID-19 pandemic, teaching and learning activities at SMP Negeri 3 Rambipuji which were originally carried out at schools have now become online learning at home. Online learning is carried out according to the abilities of each school. Learning online (online) can use digital technology such as google classroom, whatsapp. But what must be done is to give assignments through mentor monitoring by educators through whatsapp groups so that children really learn. Then educators also work from home in coordination with parents, either through video calls or photos of children's activities at home to ensure interaction between educators and parents.

SMP Negeri 3 Rambipuji organizes learning activities by developing the creativity of educators to use alternative learning media while students study at home. They can use existing learning resources, namely student books according to the themes taught according to the schedule that has been made previously.

Online learning is learning that uses the internet network with accessibility, connectivity, flexibility and the ability to bring up various types of learning interactions ([Dwikurnaningsih & Waruwu](#), 2021). Research conducted by ([Nadeak](#), 2020) shows that the use of the internet and multimedia technology can change the way knowledge is delivered and can be an

---

---

alternative to learning carried out in traditional classrooms.

According to Vicky and Putri ([Rachmadyanti & Wicaksono](#), 2016) the implementation of google classroom in elementary schools without neglecting the conventional learning carried out. This is an advantage of blended learning, where combining two conventional and online learning methods makes students feel comfortable and active in constructing knowledge. The survey conducted by ([DAN](#), 2015), Deputy Minister of PPPA in the field of child development, also shows children's expectations about home learning programs. Children who took part in the survey from 29 provinces hoped that schools would not give too many assignments and that two-way communication between educators and students would be more effective.

According to Heru Purnomo, in the minds of the medical people, distance learning networks with the application of the online assignment method for students via whatsapp groups are considered effective in emergency conditions due to the current coronavirus. Many educators implement various ways of learning from home, from learning differences it is still online learning. Some use the concept of online lectures, some continue to teach in class as usual but are videotaped and then sent to the student's whatsapp application, some are taking advantage of free content from various sources. ([Hasibuan & Ashari](#), 2020).

According to Putra Wijaya in learning from home is not a problem because learning can be done anytime and anywhere, especially since there is already

an online system support. So the learning process can occur at home, at school or in the community. Therefore, everything can run well, with the support of facilities such as the internet.

Sri Utami as the principal of SMP Negeri 3 Ramban Pujitama, Jember, East Java, said that learning at home can still be carried out. Educators open classes from 07.00 to 12.00. In terms of implementing learning at home, the educator asks for the help of parents and siblings of students as resource persons whose steps have been given through the whatsapp group. Reports on the implementation of learning can be in the form of photos or videos that must be posted through groups or sent directly to subject educators. In contrast to Sugiarto, he delivered several online learning methods that had been implemented through material learning through word files that were shared via WhatsApp social media.

Online learning is currently used as a solution during the COVID-19 pandemic ([Mukhtar et al.](#), 2020). But online learning is not as easy as one might think. Asfiah, one of the educators at one junior high school, said that in learning using zoom for face-to-face meetings, it should be in class. But not all children can access it because there are parents who are still working, there are also parents who are stuttering. In addition, asfiah is also looking for alternative online learning media with google doc, providing links that contain subject matter as well as assignments and the deadline for processing is considered more able to accommodate the needs of parents and children, this can help daily assessments, direct scores can be entered in the google

---

form file. As with Sis Andoni, a social studies educator, the educator provides subject matter with assignments via the parent's electronic mail address. This method is considered by Sis Andoni not to work effectively. Sending material documents in the form of power points, then the child works on a laptop, printed or handwritten and then sent via whatsapp is considered more effective according to Sis Andoni ([Liyana Gunawardena & Williams, 2021](#)).

According to Agus et al in Wahyu Aji Fatma Dewi in their research entitled "*The Impact of COVID-19 on the Implementation of Online Learning in Elementary Schools*", the impact of COVID-19 on online learning in elementary schools has an impact on students, parents and educators themselves. Some of the impacts felt by students are that students do not have a distance learning culture because so far the learning system has been carried out face-to-face, students are accustomed to being at school to interact with their friends, play and joke with their friends and meet face-to-face with their educators. With distance learning, students need time to adapt and they face new changes that will not directly affect their learning absorption ([Saadé & Bahli, 2005](#)).

The impact on parents is that the obstacles faced by parents are the additional cost of buying internet quotas, online technology requires a network connection to the internet, therefore the level of internet quota usage will increase and increase the burden of parents' expenses.

The impact felt by educators is that not all of them are proficient in using internet

technology or social media as a means of learning, some senior educators are not yet fully able to use devices or facilities to support online learning activities and need assistance and training first. So, the support and cooperation of parents for the success of learning is very much needed. Communication between educators and schools with parents must be established smoothly.

## CONCLUSION

Based on the results of the research and discussion above, the impact of COVID 19 on the implementation of online learning at SMP Negeri 3 Rambipuji was not effective. Covid -19 has had such a big impact on education to break the chain of transmission of the COVID-19 pandemic, learning that is usually at school is now learning at home using various applications such as Google classroom, whatsapp group. Activities do not go well and are not effective in accordance with the learning objectives.

For junior high school students, especially those who are still in class VII, who are not yet able to operate devices, collaboration between educators and parents is needed. For parents who work so they cannot accompany their children to study, they can check the special study schedule so they can study with other students. So, there is cooperation and reciprocity between educators, students and parents that makes online learning effective.

---

## REFERENCES

- Akat, M., & Karataş, K. (2020). Psychological effects of COVID-19 pandemic on society and its reflections on education. *Electronic Turkish Studies*, 15(4).
- Amirudin, A., Urbański, M., Saputra, J., Johansyah, M. D., Latip, L., Tarmizi, A., & Afrizal, T. (2021). The impact of the COVID-19 self-isolation policy on the occupations of vulnerable groups. *International Journal of Environmental Research and Public Health*, 18(12), 6452.
- Bahasoan, A. N., Ayuandiani, W., Mukhram, M., & Rahmat, A. (2020). Effectiveness of online learning in pandemic COVID-19. *International Journal of Science, Technology & Management*, 1(2), 100–106.  
<https://doi.org/https://doi.org/10.46729/ijstm.v1i2.30>
- DAN, K. P. P. (2015). *Panduan Sekolah Ramah Anak*.
- Dwikurnaningsih, Y., & Waruwu, M. (2021). The Effectiveness of Online Based Learning in Universities During the COVID-19 Pandemic. *Journal of Education Technology*, 5(4), 670–677.  
<https://doi.org/https://doi.org/10.23887/jet.v5i4.35337>
- Hasibuan, R. P. P. M., & Ashari, A. (2020). Optimasi Peran Negara Menghadapi Pandemi Corona Virus Disease 2019 dalam Perspektif Hukum Tata Negara Darurat. *SALAM: Jurnal Sosial Dan Budaya Syar-I*, 7(7), 581–594.
- Khan, N., Fahad, S., Faisal, S., & Naushad, M. (2020). Quarantine role in the control of corona virus in the world and its impact on the world economy. Available at [SSRN 3556940](https://www.ssrn.com/abstract=3556940).
- Liyanagunawardena, T., & Williams, S. A. (2021). Emergency remote education: experience from Sri Lanka during COVID-19. *Asian Journal of Distance Education*, 16(1), 207–229.
- Mukhtar, K., Javed, K., Arooj, M., & Sethi, A. (2020). Advantages, Limitations and Recommendations for online learning during COVID-19 pandemic era. *Pakistan Journal of Medical Sciences*, 36(COVID19-S4), S27.
- Nadeak, B. (2020). The effectiveness of distance learning using social media during the pandemic period of COVID-19 : A case in universitas kristen indonesia. *International Journal of Advanced Science and Technology*, 29(7), 1764–1772.
- Ngulube, P., Mathipa, E. R., & Gumbo, M. T. (2015). Theoretical and conceptual frameworks in the social and management sciences. *Addressing Research Challenges: Making Headway in Developing Researchers*, 43–66.
- Rachmadyanti, P., & Wicaksono, V. D. (2016). Pendidikan Kewirausahaan bagi Anak Usia Sekolah Dasar. *Prosiding Seminar Nasional Inovasi Pendidikan*.
- Saadé, R., & Bahli, B. (2005). The impact of cognitive absorption on perceived usefulness and perceived ease of use in on-line learning: an extension of the technology acceptance model. *Information & Management*, 42(2), 317–327.  
<https://doi.org/https://doi.org/10.1016/j.im.2003.12.013>
- Wajdi, M. B. N., Kuswandi, I., Al Faruq, U., Zulhijra, Z., Khairudin, K., & Khoiriyah, K.



(2020). Education policy overcome coronavirus, a study of Indonesians. *EDUTECH: Journal of Education And Technology*, 3(2), 96–106.

Yurianto, A., & Bambang Wibowo, K. P. (2020). Guidelines for the Prevention and Control of Coronavirus Disease (COVID-19 ). *MI Listiana Azizah, Adistikah Aqmarina (Ed.)*.



© 2022 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).

---