

## DYNAMICS OF LURING LEARNING IN THE PANDEMIC TIME COVID-19 IN MTs "EL-JASMEEN" SINGOSARI DISTRICT, MALANG

Veneshia Auralia Medida<sup>1</sup>, Agus Purnomo<sup>2</sup>

<sup>1,2</sup> Social Studies Education Study Program, Faculty of Social Science  
State University of Malang

Email: [1veneshia.am.1807416@students.um.ac.id](mailto:1veneshia.am.1807416@students.um.ac.id), [2agus.purnomo.fis@um.ac.id](mailto:2agus.purnomo.fis@um.ac.id)

**Abstract:** This article aims to obtain information regarding the impact of the Covid-19 pandemic, which affects the implementation process of learning at junior high schools, especially at MTs El-Jasmeen. This research uses a case study method with topics such as the learning process carried out at MTs El-Jasmeen during the Covid-19 pandemic, prevention of covid-19 transmission in each student, and students' interest in learning in the classroom. The Covid-19 pandemic has impacted many things, including in education, shaken teaching, and learning activities. The learning activities at MTs El-Jasmeen still uses offline learning, which has been coordinated with the parents and the local school principal by following government directions and recommended health protocols. In this case,

**Keywords:** *Prevention of Covid-19; Offline Learning;; Interest in Learning*

### A. INTRODUCTION

At present, the Covid-19 virus outbreak has occurred in various regions of the world which interfere with breathing, ranging from mild to severe symptoms (Fathiyah Isbaniah, 2020). The more severe symptoms of the Covid-19 virus are respiratory pressure syndrome and pneumonia, which until now there is still no vaccine or antibiotic to treat it. However, the medical team and some experts are still working on this. The spread of the Covid-19 virus can be transmitted through direct physical contact. The Covid-19 virus outbreak is a disaster for all levels of society in any way that can change many things in such a short period. The government issued a policy to overcome this by implementing social distancing in the school environment, especially during teaching and learning activities that were initially carried out in each class, which was still being carried out until an undetermined time until conditions were said be conducive.

As long as the Covid-19 virus is still ongoing, teaching and learning activities are designed with an online learning model. At present, the online learning process is carried out by all education levels that are adaptive to the current conditions in distance learning between teachers and students. This online learning system is an alternative learning model that teachers can use to explain school materials to students during the emergency period of the Covid-19 virus (Rahman, 2020). This aims to serve as a reference in learning activities during the Covid-19 pandemic, which impacts changing learning activities at this time, it can be seen that in various regions and levels of education.

However, it is different from the phenomenon that occurred at MTs El-Jasmeen, Singosari District, Malang Regency. The school, which is also a boarding school, uses an online learning process and offline as usual while adhering to the government's health protocol. For students who participate in school and cottage activities, the learning process is carried out face-to-face. Meanwhile, students who only participate in school activities are encouraged to go online as in other schools. This is done

in order to prevent or minimize the spread of the Covid-19 virus. Even so, efforts to prevent the transmission of covid-19 are significant in MTs El-Jasmeen environment by giving masks to each student,

This paper aims to find out what are the things behind the activities of the offline learning process that are still being carried out at MTs El-Jasmeen during the Covid-19 pandemic when the majority of schools at all levels carry out online distance learning (online). In addition to this, it is also to find out how the learning methods that need to be done when offline learning are carried out in pandemic conditions can be seen that conditions like this are improbable to do face-to-face learning directly (offline).

## **B. METHODS**

This research uses the descriptive qualitative method; this research produces descriptive data obtained through interview transcripts and research observations. This method is used because this study aims to determine the phenomena that occur in these conditions naturally, not metabolically or experimentally (Prof. Dr. H. Mudjia Rahardjo, 2017). Data collection was carried out through interview techniques with informants related to the learning process during the Covid-19 pandemic. The informants in question are students in grades VII, VIII, and class IX of MTs El-Jasmeen. The data and information that have been obtained will then be collected, analyzed so that they can be used as recommendations for further writing.

## **C. RESULTS AND DISCUSSION**

Based on the above analysis that has been analyzed, a result that has been obtained and following the focus of the objectives to be achieved by the author can be presented. The following findings include: (1) Learning at MTs El-Jasmeen during the Covid-19 Pandemic, (2) Prevention of Covid-19 Transmission in Every El-Jasmeen MTs Student, and (3) Learning Interest of MTs El-Students Jasmeen while in class.

### **1. Learning at MTs El-Jasmeen during the Covid-19 Pandemic**

At this time, the educational aspect is experiencing difficulty in the learning process activities carried out in the school environment. At the school level, the majority conduct distance learning via video conferencing to minimize the spread of the covid-19 virus that is currently rife. There are many problems and challenges that both affect students and teachers. The challenges related to this learning process related to the communication between students and teachers in the classroom. Apart from these challenges, it can also be seen that currently, students need special education by requiring a material filtering process that is longer than usual (Setyorini, 2020; Purnomo & Purwasih, 2019). In a situation like this, the teacher can identify various things related to constraints during the learning process, including the methods that must be done because currently there are several limitations in selecting learning methods obtained in the classroom.

In contrast to most existing schools, at MTs El-Jasmeen the learning process still uses the offline method or the face-to-face and online learning process for some students only. The offline learning process is still being carried out because MTs El-Jasmeen also provides a boarding school that does not allow them to return to their respective homes to prevent the transmission of the covid-19 virus. Thus, offline learning is carried out for *pondok santri*, who are also students at MTs El-Jasmeen. Direct offline learning is carried out while adhering to recommended health protocols. At the same time, online learning process activities are used for students who only go to school at MTs El-Jasmeen without participating in the activities of becoming students at the Islamic boarding school.

Teachers' role in maintaining the classroom environment so that it is conducive is very important and does not forget to prioritize health protocols recommended by the government. The learning process has a meaning that has educational value; it is educative in coloring the interactions between students and teachers in the classroom, with students, and students with their learning resources (Winasih, 2009). Joint group work activities, joint discussions, presenting the results

achieved have been temporarily eliminated. The learning process activities that can be carried out in minimal circumstances use the snowball method led by the teaching teacher in the classroom. This can also minimize the covid-19 virus, which is easily transmitted quickly. Changes also have an impact on the delivery of material provided by the teacher. There is a change in the meeting in each subject, making students less able to receive material that is delivered quickly. For example, before the Covid-19 pandemic, social studies subjects at MTs El-Jasmeen at each grade level were 2x meetings.

Field findings indicate that teachers need to understand the patterns of each student's learning experience and the possible learning outcomes that each student can achieve. Not only in the cognitive aspects of students but also in terms of skills to support the learning process activities expected in the current Covid-19 pandemic.

This new learning pattern is also rarely accompanied by messages to the parents of students. Some regions assume that when children are at home, their job is to help with household operations, whether it is working with parents or helping with household chores. The result is, when parents find their child in front of their electronic device all day long, they will submit a complaint or objection to that attitude. The complaint was accompanied by the accumulation of additional operational costs in the form of internet access. Additional operational costs make some parents have an apathetic attitude towards learning activities carried out by their children. The impact is that there are many slices of learning time with household activities so that students find it challenging to focus when doing distance learning.

The institution considers that its students have reached the preparation stage for maturity development, thus placing it in the context of adult learning (Andragogy). This learning concept seeks students to become independent learners through interactions with educators (Liz Burge, 1998) (Picture 1). This view sees them as subjects who have a proactive and responsible character. However, in Covid-19, most of them (73%) were not ready to fully become independent learners.

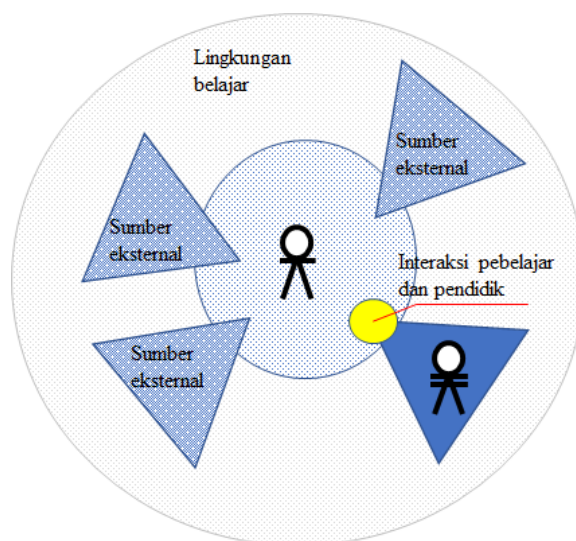


Figure 1. Patterns of interaction between learners and educators on distance learning in andragogy learning

The third aspect of evaluating the learning environment is how to reinforce distance learning. Systematically, distance learning design, both online and offline, can be accommodated by the institution's academic, technical services. However, several teacher characteristics are a factor in the quality of services that can be provided. Follow-up interviews with subjects who are willing to describe junior teachers' characteristics who still have young families, with children at the age of primary education who are affected by studying at home having many obstacles if the learning schedule remains like regular lectures. However, in contrast to senior teachers with adult families,

there are no obstacles if learning is carried out according to regular lecture schedules. In this case the system only relies on the flexibility of space and time in distance learning.

Distance learning during the Covid-19 pandemic in the past two months has focused more on delivering teaching materials. The development of attitudes and skills becomes an obstacle in technical implementation. For example, in sports majors, measuring practice in using tools can still be done by independently demonstrating their skills and sending videos as evidence of performance. However, it is different from students majoring in chemistry whose practicum tools and materials tend to be expensive or require a unique work environment such as a laboratory.

Meanwhile, rewards for learning outcomes during distance learning have become more limited. The comment column on work results tends to be used to record performance improvements, even though a simple form of appreciation can strengthen confidence in work results (Deci et al., 2001), thus increasing retention and student motivation (Bell et al., 2014; Ogbuehi & Fraser, 2007; Telli et al., 2010). Even so, in distance learning, the relationship between increased retention and learning motivation is still an assumption (Simpson, 2013).

## **2. Prevention of Covid-19 Transmission in Every El-Jasmeen MTs Student**

The offline learning process activity that was carried out during the Covid-19 pandemic currently gives concern to anyone. It can be seen that a school is a gathering place for students, teachers, and other educators. In this case, schools are places that make it easier for the Covid-19 virus to spread because of the many interactions that take place in it. Thus, prevention is carried out as much as possible and as thoroughly as possible to break the chain of transmission of the Covid-19 virus. All residents of MTs El-Jasmeen carried out prevention by providing a place to wash their hands complete with liquid soap. The use of liquid soap was chosen to minimize transmission because soap is not being touched alternately with other people's hands.

Meanwhile, when learning in class, prevention is also carried out by giving distance to each student. Originally a bench containing two students is now only occupied by 1 student. The learning process activity originally started at 07.00 WIB-14.30 WIB was changed to starting at 07.00 WIB-11.10 WIB. This is done to maintain the students' bodies' stability amid the Covid-19 pandemic with school activities and cottage activities that are quite draining and mindful. With quite a distance. In the classroom, students are required to wear the recommended mask and must maintain cleanliness. Teachers are also required to wear a mask and face shield that has been provided by the school. When the learning process is taking place, students are not allowed to lend items to friends. This is also carried out to prevent the transmission of the covid-19 virus. Between students and teachers, students and students, teachers, and teachers are also not encouraged to shake hands or shake hands.

## **3. Learning Interests of MTs El-Jasmeen Students while in the Classroom**

Interest in learning is very influential on the results obtained by a person who is doing something he is interested. For example, students will be interested in their ability to speak skills; then these students will try to be better able to make speeches (Aritonang, 2008). Conversely, without interest in learning students, will not be able to achieve their desires maximally.

The Covid-19 pandemic has dramatically affected students' interest in learning in the classroom. The class feels like it is boring, and the students have difficulty understanding the material given (Bayu Kurniawan, 2020). The limitations of the movements carried out by teachers and students also affect students' interest in learning in class. Problems that often occur in learning activities, especially those related to students' interest in learning at MTs El-Jasmeen. The students' lack of interest in learning in specific subjects can be seen from the daily values . Some teachers also argue that when in class, students are not enthusiastic and tend to be passive in accepting the teachers' explanations. In doing assignments given by the teacher, students only do it carelessly and are not on time. The fact that also happens in the classroom, the teacher only provides lesson material. This condition is due to the large amount of material that must be delivered with the

limited time given so that the teacher can only provide subject matter. In this case, the teacher should also motivate students in matters related to the Covid-19 pandemic or other things.

#### D. CONCLUSION

The Covid-19 pandemic has spread to all countries in the world, including Indonesia. For this reason, the government in Indonesia has established online learning for all levels of education to reduce the spread of the virus. However, a different thing happened to the learning that occurred at MTs El-Jasmeen, Singosari District, Malang Regency; this school conducted offline learning. This offline learning is carried out for both boarding and schooling students at Mts El-Jasmeen by paying attention to applicable health protocols. The application of health protocols resulted in changing the learning method even though it was carried out offline, one of the methods used was the snowball method. This method is done because it minimizes students crowding. In addition to the use of methods that change the hours of learning activities are also reduced. Schools also strive to suppress this virus by providing a place to wash hands, wearing a mask and using a face shield during learning activities. Changes in learning methods and strict treatment of health protocols affect students interest in learning because students quickly feel bored and the delivery of material that they feel is lacking.

#### RERERENCES

- Aritonang, K. (2008). Minat dan Motivasi dalam Meningkatkan Hasil Belajar Siswa. *Jurnal Pendidikan Penabur*, 11-21.
- Bayu Kurniawan, A. P. (2020). Penggunaan Aplikasi Google Classroom Sebagai Upaya Peningkatan Pembelajaran Online Bagi Guru Matapelajaran IPS. *International Journal of Community Service Learning*, 1-9.
- Bell, L. M., Aldridge, J. M., Bell, L. M., & Aldridge, J. M. (2014). Students' Voices. In *Student Voice, Teacher Action Research and Classroom Improvement* (pp. 47-72). Sensepublishers. [https://doi.org/10.1007/978-94-6209-776-6\\_2](https://doi.org/10.1007/978-94-6209-776-6_2)
- Deci, E. L., Koestner, R., & Ryan, R. M. (2001). Extrinsic Rewards and Intrinsic Motivation in Education: Reconsidered Once Again. *Review of Educational Research*, 71(1), 1-27. <https://doi.org/10.3102/00346543071001001>
- Fathiyah Isbaniah, D. D. (2020). *Pedoman pencegahan dan pengendalian Corona Virus Disease (COVID-19)*. Jakarta Selatan: Kementrian Kesehatan RI Direktorat Jenderal Pencegahan dan Pengendalian Penyakit.
- Liz Burge. (1998). View of Beyond Andragogy : Some Explorations for Distance Learning Design. *International Journal of E-Learning & Distance Education*, 3(1), 5-23. <http://www.ijede.ca/index.php/jde/article/view/326/220>
- Ogbuehi, P. I., & Fraser, B. J. (2007). Learning environment, attitudes and conceptual development associated with innovative strategies in middle-school mathematics. *Learning Environments Research*, 10(2), 101-114. <https://doi.org/10.1007/s10984-007-9026-z>
- Prof. Dr. H. Mudjia Rahardjo, M. (2017). *Studi Kasus dalam Penelitian Kualitatif: Konsep dan Prosedurnya*. Malang: Universitas Islam Negeri Maulana Malik Ibrahim.
- Purnomo, A., & Purwasih, J. H. (2019). Build Student Knowledge about Natural Resources and Hazard Potential Through Field Social Studies Laboratory Product. *1st International Conference on Social Knowledge Sciences and Education (ISCKSE 2018)*. Malang: Atlantis Press.
- Rahman, S. F. (2020). *Problematika pembelajaran pendidikan agama islam pada masa pandemi covid-19 di SMP Islam Nurussalam Al-Khoir Mojolaban Sukoharjo*. Surakarta: Program Studi Pendidikan Agama Islam Universitas Agama Islam Surakarta.

- Setyorini. (2020). Pandemi Covid-19 dan Online Learning: Apakah Berpengaruh terhadap Proses Pembelajaran pada Kurikulum 13. *Journal of Industrial Engineering & Management Research (JIEMAR)*, Volume: 01 No: 01 .
- Simpson, O. (2013). Student retention in distance education: are we failing our students? *Open Learning*, 28(2), 105–119. <https://doi.org/10.1080/02680513.2013.847363>
- Telli, S., den Brok, P., & Cakiroglu, J. (2010). The importance of teacher-student interpersonal relationships for Turkish students' attitudes towards science. *Research in Science and Technological Education*, 28(3), 261–276. <https://doi.org/10.1080/02635143.2010.501750>
- Winasih, Y. (2009). *Peningkatan Respon Siswa pada Pembelajaran IPS Melalui Pendekatan Keterampilan Proses*. Surakarta: Universitas Muhammadiyah Surakarta.