

ACADEMIC DISRUPTION OF PRIMARY SCHOOL CHILDREN DURING COVID-19 PANDEMIC

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Abstract

This article will explain about the effect of Covid-19 in children academic development. COVID-19 is a disease caused by the severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). COVID-19 can cause respiratory system disorders, ranging from mild symptoms such as flu, to lung infections, such as pneumonia. There are many bad effects caused by this virus, one of which is the development of elementary school children. With this virus, all activities are carried out from home such as school, this is where disruptions to children's academic development begin to occur. Children will easily feel bored and lazy to learn at home compared to school, that is because the school as a whole is a medium of interaction between students and teachers to increase the ability of integrity, skills and affection between them. This article uses qualitative research methods to collect any data.

Key words: Children development, Elementary School students, Covid-19 pandemic

INTRODUCTION

Do you know what viruses are trending right now? the virus is COVID-19, covid-19 itself is a disease caused by the severe acute respiratory syndrome coronavirus 2 (SARS-CoV2) virus (Ahluwalia, 2020; Guru et al., 2021; Isnain et al., 2021; Panganiban1 & Madrigal, 2020). COVID-19 can cause respiratory system disorders, ranging from mild symptoms such as flu, to lung infections, such as pneumonia (Novitasari et al., 2021; Rahman Isnain et al., 2021; Syaifulloh & Aguss, 2021). The latest news on November 21,2020 has recorded 4,998 new cases, bringing the total cases of the corona virus in Indonesia to 493,308 people (Mastan et al., 2022; Nani et al., 2021; Susanto & Puspaningrum, 2019). The initial series of the emergence of Covid-19 is familiar to the world community. China is listed as the country that first reported cases of Covid-19 in the world (Adhinata et al., 2021; Maskar et al., 2021; Oktaviani, 2021). Starting from a local case, Covid-19 spreads throughout the world one after another by means of transmission known as imported cases from outside the area of origin or local transmission between residents (Fatimah et al., 2021; Nuraziza et al., 2021; Sulistiani et al., 2020). For the first time, China reported the presence of this new disease on December 31, 2019. At the end of 2019, the office of the World Health Organization (WHO) in China received notification of a type of pneumonia whose cause was unknown (Pratomo & Gumantan, 2021; Risten & Pustika, 2021; Tuhuteru, 2020). The acute respiratory infection that attacks the lungs was detected in the

city of Wuhan, Hubei Province, China. According to the authorities, some of the patients were traders operating at the Huanan Fish Market (Arpiansah et al., 2021; Fahrizqi et al., n.d.; Sengkey et al., 2020).

The COVID-19 pandemic is a devastating disaster for all inhabitants of the earth (Choirunnisa & Mandasari, 2021; Melyza & Aguss, 2021; Rachman & Pramana, 2020). All segments of human life on earth are disturbed, without exception of education (Ahdan et al., 2021; Ayu et al., 2021). Many countries have decided to close schools, colleges and universities, including Indonesia (Puspita et al., 2021; Putri & Sari, 2021; Tindakan et al., 2021). The crisis really came suddenly, governments in any part of the world including Indonesia must take the bitter decision to close schools in order to massively reduce people's contact and to save everyone's life (Ariesta, W., Aina, M., Uslan, S. K., & Aminatun, 2021; Pradani, 2021; Thornton & Houser, 2005).

There are some facts from the research team from a 2019 study released by the American Psychological Association (APA) about emotional intelligence (Athaya et al., 2021; Oktaviani et al., 2021; Qodriani & Wijana, 2021). They analyzed data from 160 studies from 1998 to 2019 involving more than 42,000 students in 27 countries (76 percent speak English) (Ayu & Pratiwi, 2021; Sari & Oktaviani, 2021; Yulianti & Sulistyawati, 2021). The students studied ranged from elementary to college age (Mandasari & Agusty, n.d.; Utami et al., 2020; Wahyudin & Sari, 2018). The study found that students with better emotional intelligence tended to score higher on tests and better performance than students with lower emotional intelligence (Aminatun et al., 2021; Sari, 2020; Wahyudin & Kuswoyo, n.d.).

LITERATURE REVIEW

Is it true that Covid-19 can affect children academic development in elementary school level? Based on the facts that I found in my research method, namely by asking a number of questions to 26 people related to whether this has a big effect on children's academic development, especially for elementary school level (Rahmania & Mandasari, 2021; Sulistiani, 2016; Very & Pasha, 2021). Most of them chose the "agree/yes" option that Covid-19 could have an impact on the academic development of primary school children. The home study policy of educational institutions clearly causes major disruptions, such as

student learning, disruption in assessments, and cancellation of assessments (Wahyudin, 2015; Yudha & Mandasari, 2021).

Students' knowledge has decreased as a result of this pandemic, they will also feel bored when the online learning process takes place. In the current situation, it is required to carry out school activities through a distance learning system or online, but educators and students cannot carry out learning effectively and optimally because they are hampered by limited access to technology. This kind of thing can result in a low level of student achievement, and they will forget and be lazy to do face-to-face classes later.

METHOD

The Researchers are interested in conducting research on whether the COVID-19 pandemic can disrupt the academic development of students or elementary school children. Because according to researchers, she has experienced how ineffective the lessons are during a pandemic like this. This is very difficult to do because there are several disturbances such as internet connection, unclear explanation, and lack of access to ask questions directly to lecturers. Researchers think the current situation is very difficult to develop students' academic knowledge in conditions of learning that is carried out online, especially for elementary school students where they do not know how to do online learning. For some elementary school students or children who are in the city center, maybe this will be normal, but for all elementary school students who are in remote areas this is very difficult to do.

To find out the opinions of some people, researchers conducted research using qualitative data. The researcher use questionnaire to collect the data with the type Close ended question. This paper will conduct a research on how the public perception (Academic writing class students) in the University. Especially English Education students class of 2018 regarding the disruption or decline in the academic development of elementary school students / children during the COVID-19 pandemic.

Questionnaire of public's perception about disruption of child academic development in elementary school during COVID-19

Please place a check mark in the column to mark your answer

NO	QUESTION	YES	NO
1	Do you have younger siblings aged 6-13 years old?(Brother/sister, step Brother/sister, Cousin)		
2	Can staying at home effectively develop their knowledge? (your brother/sister, step sister/brother, cousin)		
3	Do you agree if Covid-19 has a negative impact on their academic development? (your brother/sister, step brother/sister, cousin)		
4	When you (yourself) were in elementary school, did you just stay at home when you came home from school?		
5	Do you feel happy when studying in school?		
6	After school, did you explore something that is fun for you? (when you were in elementary school)		
7	Is studying in school more effective at supporting our academic abilities than at home?		

RESULTS AND DISCUSSION

1. Result

NO	QUESTION	Percentage
1	Do you have younger siblings aged 6-13 years old?(Brother/sister, step Brother/sister, Cousin)	73,1 %
2	Can staying at home effectively develop their knowledge? (your brother/sister, step sister/brother, cousin)	34,6%
3	Do you agree if Covid-19 has a negative impact on their academic development? (your brother/sister, step brother/sister, cousin)	88,5%
4	When you (yourself) were in elementary school, did you just stay at home when you came home from school?	46,2%
5	Do you feel happy when studying in school?	100%
6	After school, did you explore something that is fun for you? (when	96,2%

	you were in elementary school)	
7	Is studying in school more effective at supporting our academic abilities than at home?	100%

2. Discussion

This paper aims to prove that COVID-19 can have a negative impact on children's academic development, especially elementary school students. The population in this study were students majoring in English Education class 2018 who were involved in academic writing classes. The research sample of this paper was 26 people from the academic writing class. Based on the data that the writers have obtained, it can be said that all students in the population agree that COVID-19 can have a negative impact on the academic development of elementary school students.

Schools as educational providers must be prepared to facilitate any changes regarding the education of their students. Educational programs carried out by schools must really be conveyed to students, especially with online media, but the school must really pay attention to ethics as an educational institution. Emphasis on learning at home to students must be properly controlled so that teachers who teach through crisp media remain smooth and smart in delivering lessons that must be understood by students.

Most of the elementary school children will feel happy when learning face-to-face compared to online learning because it reduces their interaction with their friends. they will easily get bored to do lessons at home alone, they cannot ask questions directly with teachers or friends. They need many things that make them feel good like exploring things that are new to them will help improve their academic development. Then the lack of access to technology in all remote areas will make it difficult for the online learning system to be implemented effectively.

CONCLUSION

Based on the research, the writer got the data. The writer tries to find out whether it is true that COVID-19 can have a negative impact on the academic development of elementary school students / children through seeking public perceptions. The conclusion is that COVID-19 can have a negative impact on children's academic development because all schools and face-to-face teaching and learning activities must be transferred to internet-based learning. This can reduce the level of children academic development because

children will easily feel bored at home by studying alone via a computer or smartphone. Then in the end the children will get used to smartphones and use them not to look for learning materials but for other things such as games and others. The technology system in Indonesia must also be improved to support learning that will be carried out online, especially in remote areas.

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