

The Impact of Covid 19 Pandemic on Student's Learning Abilities

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Abstract

This paper discusses the impact of the covid 19 pandemic on students' learning abilities. The Indonesian government created an online learning program in the education sector to break the chain of transmission of the coronavirus (covid-19). However, online learning necessitates additional resources such as internet connectivity and a smartphone/notebook, which are not always available in infected locations. The researchers wish to know the influence of the online learning system in infected areas during the covid-19 pandemic on high school students' knowledge. The study included 23 participants from Universitas Teknokrat Indonesia in Bandar Lampung. The researcher asked the participants various questions, and the questionnaire was delivered online via the whatsapp application. According to the findings of this study, the majority of them frequently experience difficulties while learning online. Aside from that, the institution has assisted teachers with online learning. On the other hand, internet connectivity, instructional innovation, and students' online learning facilities become barriers in rural locations.

Key words: Covid-19, Learning Process, High School Student.

INTRODUCTION

The COVID-19 pandemic is wreaking havoc on the operation and outcomes of education systems, some of which were already overburdened in many ways (Dharma et al., 2020),(V. A. D. Safitri & Anggara, 2019),(V. A. Safitri et al., 2020). This is true all across the world and impacts all children to varying degrees based on a variety of circumstances such as the country/region in which they live, as well as their ages, family backgrounds, and level of access to various "substitute" educational alternatives during the pandemic (Hendrastuty, 2021),(Styawati et al., 2021). As the epidemic reached its climax in early spring, the virus forced virtually all of the country's 55 million school-age children under the age of 18 to stay at home, with 1.4 billion out of school or child care worldwide (Supriadi & Oswari, 2020),(Putri et al., 2021),(Rossi et al., 2021). These children not only did not have daily access to school and the essential services that schools provide for many pupils, but they also missed out on group activities, team sports, and leisure opportunities such as pools and playgrounds (Susanto et al., 2021),(Pramita et al., n.d.).

The closure of schools, combined with the attendant public health and economic difficulties, offers significant challenges to our pupils and teachers (Sanjaya et al., 2014),(Songati, 2018),(Hasan, 2018). Our public education system was not designed or equipped to deal with a scenario like this (Bertarina & Arianto, 2021),(Agustina & Bertarina, 2022). We lack the mechanisms to continue good teaching and learning during the shutdown, as well as to maintain the safety net supports that many children receive at school (Damayanti et al., 2021), (An'ars, 2022),(Anars et al., 2018). While we do not know the exact consequences, we do know that children's academic performance, as well as their progress on other developmental skills, is declining throughout the pandemic (Kurniawan, 2020),(Mathar et al., 2021). We also know that educational inequities are increasing, owing to the different ways in which the crisis has extended existing socioeconomic

disparities and how these disparities affect learning and educational outcomes (Saputra, 2020a),(AS & Baihaqi, 2020). As a result, many of the children who struggle the most to learn successfully and succeed in school under normal circumstances are suddenly finding it difficult, if not impossible, to get good instruction, and they are suffering pauses in their learning that must be compensated for (Saputra, 2020b),(Suwarni et al., 2022),(Handayani et al., 2022).

LITERATURE REVIEW

Many families in Indonesia are not used to doing online schooling (Budiman & Sidiq, n.d.),(PUSPITASARI, n.d.),(PRASETYAWAN, n.d.). Online learning is a pleasant surprise for Indonesian families, particularly for the productivity of parents who are normally preoccupied with work outside the home (Akbar, 2019),(Bonar Siregar, 2021). Similarly, psychological issues arise in the offspring of students who are accustomed to face-to-face studying with their teachers (Kustinah & Indriawati, 2017),(Sukawirasa et al., 2008),(Hafidz, 2021). Because of Covid-19, all aspects of schooling in social life are "exposed" to sickness (an Environmenta, n.d.),(Yuninda, 2020). The instruction is delivered via the internet. This process is taking place on a scale that has never been quantified or examined before since it has never occurred before (CS, 2019),(Aditomo Mahardika Putra, 2021),(Savestra et al., 2021). Similarly, in distant areas with dense school-age populations, they are entirely befuddled due to poor information technology infrastructure (Celarier, n.d.),(Cindiyasari, 2017). Student assessments are being moved online, and there is a lot of trial and error with an unpredictability in the system (BRONDONG, n.d.),(NASIONAL, n.d.),(Amin, 2020).

Typically, many students appear to struggle with keeping motivation in online learning contexts, particularly when relationships between students and teachers are not well built and success necessitates good self-regulated learning (SETIYANTO, 2016),(Marlyna, 2017). We have every reason to anticipate that during a pandemic, many students, particularly our most vulnerable kids, will struggle with online learning (Pinem, 2018),(Endang Woro Kasih, 2018),(Mata, 2022). All of the students we would expect to be most badly impacted by the recession and epidemic are the same students we would expect to be underserved by online learning even under the best of circumstances. The goal of this study is for researchers to learn about the impact of the online learning system in remote places during the COVID-19 (Heaverly & EWK, 2020),(Isnain et al., 2021),(V. A. Safitri et al., 2019).

METHOD

Typically, many students appear to struggle with keeping motivation in online learning contexts, particularly when relationships between students and teachers are not well built and success necessitates good self-regulated learning. We have every reason to anticipate that during a pandemic, many students, particularly our most vulnerable kids, will struggle with online learning. All of the students we would expect to be most badly impacted by the recession and epidemic are the same students we would expect to be underserved by online learning even under the best of circumstances. This may be common for some high school students or youngsters in the city, but it is extremely challenging for all high school students who live in distant places. There are various variables that contribute to students' challenges, including the fact that children in rural locations tend to assist their parents more frequently when they are at home, as well as a lack of internet connection and supporting tools for online learning.

Researchers used qualitative data to learn about the thoughts of some pupils. To obtain data, the researchers employed a questionnaire containing seven closed questions. This report will conduct research on how students' perceptions, particularly those in the academic writing class English Education study program in Universitas Teknokrat Indonesia. Why did the authors conduct this study? The effect of covid-19 on high school kids will be investigated by the author. What is the impact of online learning on students? We can conclude what influence online learning systems have on student learning capacities through analysis. The questionnaire method was examined by the author. We can use the questioner to determine how much affect Covid-19 has on pupils' ability. The participants in this study are 23 students from student of Academic Writing at Universitas Teknokrat Indonesia.

RESULTS AND DISCUSSION

The participants in this research are 23 students from student of Academic Writing at Universitas Teknokrat Indonesia, researchers obtained results showing that students during the covid-19 pandemic tend to have problems with facilities and infrastructure in online learning, such as the lack of internet quota provided by the government so that they have to buy themselves additional quota to study online. They also get problems from the surrounding environment, they find it difficult to focus if they have to study online at home or in public places, this makes them often ignore people around when they are studying online. The next problem comes from the difficulty of understanding the material if the teacher only conveys it through videos from YouTube or from other sources, so the teacher must be more varied in how to convey the material, such as through power points or explain it directly through a zoom meeting or Gmeet, from 23 participants, the results are similar. not much different, only about 1 percent adrift. However, the results of several previous questions still show that students prefer to study online rather than offline or hybrid.

CONCLUSION

Covid-19 impacted the learning process in education around the world. The learning activities which is usually done in the classroom, now shift to online learning due to covid-19 pandemic. This thing, aims to prevent the infection of covid-19 virus. Although online learning is the best way to do the learning process during this pandemic, however, it is not as effective as conventional learning. Online learning can not produce effectively especially for those who live in a village that lack of access to the internet. Beside of that, most of students also get difficult to understand the material when do the online learning, so they should find another resources related to the material untill they understand. For the interaction between lecturer and students, they usually use zoom Application or google meet and they make WhatsApp group so they can interaction well.

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