

# The Social Impact of Online Learning for Students During A Pandemic

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## Abstract

The pandemic is very influential for all Indonesian citizens, especially in the field of education. Almost all schools in Indonesia teaching and learning activities are carried out online from SD-KULIAH, not a few complain about online lectures, many students complain about limited technological knowledge, and have difficulty getting internet signals, especially those who live in small villages that are difficult to accessed. Not only students, parents also felt it, many parents complained when their children's teaching and learning activities were carried out online.

**Key words:** Pandemic, Online Learning, Students, Social Impact

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## INTRODUCTION

The COVID-19 pandemic hits various sectors in Indonesia (Dharma et al., 2020),(V. A. D. Safitri & Anggara, 2019),(V. A. Safitri et al., 2020). The education sector is undergoing major changes (Hendrastuty, 2021),(Styawati et al., 2021). In the Ministry of Education and Culture Circular Letter Number 40 of 2020 concerning "Implementation of Education Policies in an Emergency Period for the Spread of Corona Virus Disease (COVID-19)", adopted a number of policies to deal with the pandemic, one of which is that students are required to carry out school activities at home or online learning (Rossi et al., 2021),(Susanto et al., 2021),(Pramita et al., n.d.). More people feel uneasiness or complaints when doing online learning (Supriadi & Oswari, 2020),(Putri et al., 2021). Not only students, parents also complained about this because they were overwhelmed by teaching their children when given assignments by the teacher, especially for kindergarten-elementary students, many of them did not understand how online learning was (Sanjaya et al., 2014),(Songati, 2018),(Hasan, 2018). The great challenge of managing this pandemic is therefore to find the right balance between health, social, and economic dimensions; no easy task when any improvement in one generally worsens the others (Bertarina & Arianto, 2021),(Agustina & Bertarina, 2022). Continuous learning and responsible behavior are the only ways to ensure that these measures are as effective as possible in the three abovementioned aspects, and so that the negative impacts in various social dimensions are minimized, such as in university teaching, which is the focus of this article (Damayanti et al., 2021), (An'ars, 2022),(Anars et al., 2018).

These changes to the way people are expected to interact have also significantly affected many other areas of great social relevance, such as education, culture, and research (Kurniawan, 2020),(Mathar et al., 2021). The effects on education become especially relevant, as education equips new generations with the necessary knowledge to contribute to social development and welfare (Handayani et al., 2022),(Saputra, 2020a),(AS & Baihaqi, 2020). The need to adapt Face-to-Face (F2F) teaching to online teaching is still a great challenge for both teachers and students, due to the stark contrast between both teaching methods: while in F2F teaching, the pace of work is moderated whenever the student calls on the teacher to facilitate an understanding of the concepts, in online

teaching, students must self-regulate their activity and understand a greater number of concepts alone (Saputra, 2020b),(Suwarni et al., 2022). Online teaching requires a very detailed and careful preparation by the teacher, because it is the only way to guarantee proper student learning (Budiman & Sidiq, n.d.),(PUSPITASARI, n.d.),(PRASETYAWAN, n.d.). In addition, to achieve successful learning, students must progressively develop their capacity for self-regulation, defining their own study schedules, which have to be perceived as an obligation to become a habit (Akbar, 2019),(Bonar Siregar, 2021).

## LITERATURE REVIEW

Both teachers and students have faced this sort of teaching situation and its negative impacts, which appear to be most alarming in university education (Kustinah & Indriawati, 2017),(Sukawirasa et al., 2008),(Hafidz, 2021). Final-year university students soon to complete their education and to embark upon a career may not have acquired certain knowledge, due to the interruption of classes and the switch to online teaching, which will never be formally taught to them (an Environmenta, n.d.),(Yuninda, 2020). Moreover, in some fields, such as public health and psychiatry, the effects of COVID-19 have ratcheted up both productivity and pressure at work, with no standard process of adaptation and learning at work for recent graduates (CS, 2019),(Aditomo Mahardika Putra, 2021),(Savestra et al., 2021). Nevertheless, teaching staff have to use this situation for improving the quality of teaching and learning, as lockdown has taught us valuable lessons (Celarier, n.d.),(Cindiyasari, 2017). Firstly, the great importance of study sites for social education, which cannot be performed online, has been asserted (Amin, 2020),(SETIYANTO, 2016),(Marlyna, 2017). The habits and behaviors that are acquired at all stages of learning, from elementary to university education, will define people's social behavior (BRONDONG, n.d.),(NASIONAL, n.d.). Secondly, lockdown has demonstrated the need to manage student emotions to improve learning (Pinem, 2018),(Endang Woro Kasih, 2018),(Mata, 2022). The teacher has not only to transmit the concepts, but has also to foster a learning environment in which the concepts explained are also easily learned. Finally, many teachers have first-hand experience of new technologies and are aware of their utility for approaching certain aspects that are often overlooked in traditional teaching, such as creativity and a critical spirit, so they will be very likely, in the future, to incorporate these tools more often in their classes (Heaverly & EWK, 2020),(Isnain et al., 2021),(V. A. Safitri et al., 2019). In short, these experiences can be used in all fields to improve the quality of their teaching.

## METHOD

This study used qualitative descriptive, data collecting technique (questionnaire) approach. This research is more concerned with what rather than how or why something has happened. Therefore, survey tools are often used to gather data.

**Table 1. Questionnaire of Research**

NO	QUESTIONS	Yes	No	Sometimes
1	Are you a student?	90,9%	9,1%	-
2	Does your school / campus apply online learning?	100%	0%	-
3	Do you like online	18,2%	27,3%	54,5%

	learning?			
4	Do you find it difficult to do assignments online?	36,4%	9,1%	54,5%
5	The material provided by the teacher / lecturer is difficult to understand?	54,5%	9,1%	36,4%
6	Do you have trouble communicating with teachers / lecturers, as well as friends online?	54,5%	27,3%	18,2%
7	When working on group assignments, did you find it difficult?	45,5%	18,2%	36,4%

## RESULTS AND DISCUSSION

After observing the social impacts for students during this pandemic, many students found it difficult to understand the material, the lecturer or teacher even if they provide material that is difficult to accept, and the way they convey the material is sometimes unclear, difficult to understand. When the teacher gives assignments in groups, many have problems, there are teachers / lecturers who give assignments that are sometimes unclear, difficult for students to understand, and assignments that are difficult.

But apart from that it all turns out that online learning has a positive impact, namely ;

The positive impacts of Distance Learning are :

1. Children have a lot of time at home with family.
2. Various learning methods.

Rather than just being in the classroom, now they are more flexible in learning from home.

3. Children are sensitive and adapt to change.
4. Like it or not, children must explore technology.
5. Some children feel comfortable learning from home because no one is bullying.

## CONCLUSION

After discussing the social impact of online learning for students, it can be concluded that not everyone enjoys online learning, and there are still many who complained about it. This online learning process actually can be carried out well as long as the facilities and infrastructure are met and evenly distributed. With the many obstacles faced, it becomes a challenge for students. Students here are very influential in the online learning process.

Students can overcome various obstacles faced in online learning by maximizing available resources, learning with enthusiasm and trying to understand the material provided by the teacher, asking the teacher about material that does not understand, or discussing with friends.

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