How Does the Covid-19 Pandemic Affect the Learning Process of IPS Subjects at the Primary School Level in Indonesia?

Lula Najwa Kamila[1✉], Andi Annisa Anggraeni[2], Arum Nurjanah[3], Dwi Diah Fadilah[4], Wahyunengsih[5]

Universitas Islam Negeri Syarif Hidayatullah Jakarta, Indonesia[1,2,3,4,5]

E-mail: najwalula37@gmail.com[1], andiiiannisaaa147@gmail.com[2], arumnurjanah2004@gmail.com[3], dila090720@gmail.com[4], wahyu.nengsih@uinjkt.ac.id[5]

Abstrak

Sejak Presiden Joko Widodo mengumumkan kasus COVID-19 pertama di Indonesia pada Maret 2020, negara ini menghadapi pandemi yang berkepanjangan, yang secara resmi berakhir pada Juni 2023. Periode ini menyaksikan transformasi signifikan di berbagai sektor, khususnya di bidang pendidikan. Pandemi COVID-19 mengharuskan adanya peralihan ke pembelajaran daring, yang menghadirkan berbagai tantangan seperti pemahaman siswa yang terbatas, fasilitas yang tidak memadai, kecakapan guru dalam teknologi, dan masalah akses. Tantangan-tantangan ini menyoroti kesenjangan dalam sistem pendidikan nasional sebagaimana diuraikan dalam Undang-Undang Republik Indonesia Nomor 20 Tahun 2003. Penelitian ini menggunakan pendekatan kualitatif, deskriptif melalui tinjauan pustaka untuk mengeksplorasi dampak pandemi terhadap pendidikan IPS dasar di Indonesia. Pengumpulan data melibatkan tinjauan ekstensif dari sumber-sumber sekunder, termasuk buku, artikel ilmiah, dan laporan penelitian. Analisis difokuskan pada pengaruh pandemi COVID-19 terhadap proses pembelajaran, mengungkap tantangan yang signifikan dan mengusulkan solusi seperti mengoptimalkan media pembelajaran, mendorong kolaborasi antara guru dan orang tua, dan membuat modul pembelajaran kontekstual. Studi ini menggarisbawahi perlunya peningkatan infrastruktur digital, peningkatan kemampuan digital, dan dukungan pemerintah untuk memastikan pendidikan daring yang efektif dan efisien. Temuan ini berkontribusi untuk memahami implikasi pandemi yang lebih luas terhadap pendidikan dan mengusulkan strategi untuk masa depan.

Kata Kunci: Pandemi COVID-19, Proses pembelajaran IPS, Teknologi digital, Aksesibilitas sarana dan prasarana, Kebijakan pemerintah

Abstract

Since President Joko Widodo announced the first COVID-19 case in Indonesia in March 2020, the country has faced a prolonged pandemic, officially ending in June 2023. This period saw significant transformations across various sectors, particularly in education. The COVID-19 pandemic necessitated a shift to online learning, presenting numerous challenges such as limited student understanding, inadequate facilities, teacher proficiency in technology, and access issues. These challenges highlighted gaps in the national education system as outlined in the Law of the Republic of Indonesia Number 20 of 2003. This study employs a qualitative, descriptive approach through a literature review to explore the impact of the pandemic on elementary social studies education in Indonesia. Data collection involved an extensive review of secondary sources, including books, scientific articles, and research reports. The analysis focused on the COVID-19 pandemic's influence on the learning process, revealing significant challenges and proposing solutions such as optimizing learning media, fostering collaboration between teachers and parents, and creating contextual learning modules. The study underscores the necessity for improved digital infrastructure, enhanced digital capabilities, and government support to ensure effective and efficient online education. The findings contribute to understanding the broader implications of the pandemic on education and propose strategies for the future.

Keywords: COVID-19 pandemic, social studies learning process, digital technology, accessibility of facilities and infrastructure, government policy

INTRODUCTION

Since President Joko Widodo announced the coronavirus case in December 2019 (COVID-19) in March 2020, Indonesia has faced a pandemic lasting more than three years. In June 2023, President Joko Widodo officially announced the end of the COVID-19 pandemic status in Indonesia after more than three years of persistent efforts to confront the virus (Harapan et al., 2023). Currently, countries in various corners of the world are facing a difficult situation due to the outbreak of the COVID-19 pandemic. Based on the explanation from the World Health Organization (WHO) (Aristovnik et al., 2023), Coronaviruses is a virus that infects the respiratory system. This viral infection is known as Coronavirus Disease 2019 (COVID-19). The COVID-19 pandemic has spread to almost all countries, including Indonesia. This pandemic has had a massive impact and transformation on people's lives and has affected various fields such as health, the economy, education, social culture (Cahaya et al., 2022). Education is one area that is experiencing many changes. Many sectors of life are paralyzed, including education. Education in Indonesia is experiencing significant changes, with online learning as the main alternative for students. However, teachers experience obstacles in implementing online learning, such as lack of student understanding, lack of student facilities, teacher ability to use technology, limited access and support for technology, student welfare, discipline at home, skills in technology, internet costs, teacher skills, teacher-student-parent communication, privacy, health, teacher welfare, and quality of education (Xia et al., 2022). Law of the Republic of Indonesia Number 20 of 2003 concerning the national education system (Bakopoulou, 2024). Education is a conscious and planned effort to create a learning atmosphere and learning process so that students can actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, noble morals, as well as themselves needed by themselves and society. Indonesia's education sector has recently experienced significant changes due to the COVID-19 pandemic (Pokhrel & Chhetri, 2021) The implementation of the physical distancing policy is the basis for the implementation of learning from home (Yanti et al., 2020), which places educators and students who, like it or not, have to carry out distance learning using an online system as an alternative, so that the learning process can continue during the COVID-19 pandemic.

The state must find solutions to ensure the continuity of education so that the learning process does not stop. Starting Monday, March 16, 2020, teaching and learning activities will no longer take place face-to-face at school but with Distance Learning (PJJ) (Mukti, 2022). Teachers carry out distance learning via online media such as WhatsApp, Google Meet, and Google Forms. The novelty of this research is the presence of various views and solutions to obtain accurate results in the Covid-19 pandemic. Grystin's research explains the impact of technology use on learning during Covid with IT usage habits in geography learning (Sumilat, 2022). Adaptation to the use of technology during Covid is not only for students, but teachers are also required to understand technology. Research conducted by pamungkas found that teachers encountered obstacles in using technology while teaching during the pandemic (Pamungkas et al., 2021) The use of the Google Classroom application as a medium for social studies learning at junior high schools in Jepara Regency has experienced many obstacles because students are not yet familiar with the use of technology (Febiani et al., 2021) According to Syahrudin's research results, face-to-face learning is more accurate than online learning (Syaharuddin et al., 2022) Referring to previous research, it is necessary to have innovations and solutions for learning during the. This study was conducted to analyze the application of technology in the implementation of sectors during COVID-19, which in previous studies has not been discussed regarding the implementation of technology in many sectors.

METHOD

The type of research used is library research or literature study, where researchers use various literature to obtain. The method used in this study is a qualitative approach with the type of library study or literature study. This study limits research activities to materials found in the library without conducting field research. Literature studies are conducted by reviewing and collecting various books and journals that are relevant to this study, with 20 journals or sources in the last 5 years. Search for data sources on sciendirect, google scholar, and wiley. Selection of sources based on keywords: Pandemic, Impact, Technology. The goal is to obtain in-depth material and discussion regarding the use of technology during a pandemic, so that it can be used as a reference and add insight into studying technology during a pandemic.namely data reduction, data display, and conclusion drawing verification. The data reduction process is carried out through document searches, then summarized to look for essential themes while creating data units, which are used to determine the authenticity of the data in research construction. The following process of displaying the data is categorizing the analysis units based on the research focus or problem that has been determined, formulated in the form of main ideas regarding How the COVID-19 Pandemic Affects the Learning. This study uses various sources with indicators of English or language journals, the suitability of learning themes during the pandemic, and research gaps in the last 5 years. This study refers to 10 journal citations used.

RESULT AND DISCUSSION

The implications of the Covid-19 pandemic learning process in fields other than education have also been greatly impacted. The application of online technology has become very important during the Covid-19 pandemic, not only in the education sector but also in various other fields. The following are several examples of the application of online technology during the Covid-19 pandemic: Public Services: The Indonesian government has issued a policy so that public services can be carried out online or by implementing strict health protocols, such as measuring temperature, providing hand washing stations/hand sanitizers, and maintaining distance. Likewise with the education sector, with the National Examination being abolished and studying at home through certain applications. Business: Implementing business strategies during the Covid-19 pandemic is very important. The provincial government and regional government have produced policies in the business world, namely temporary elimination which is implemented in a system called electronic university (e-University). The development of e-University aims to support business operations, so that business people can provide better information services to their communities, both inside and outside business via the internet. Health: Utilizing technology in the era of the Covid-19 pandemic is very important. The use of information and communication technology has been utilized to support health services, such as telemedicine and others.

The Covid-19 pandemic forces people to adapt to technology in various aspects of life. In this case, information and communication technology has helped people to communicate online, so that the work carried out can help reduce the spread of Covid-19 and maintain service quality. The application of digital and online technology in various fields can have several challenges and obstacles (Senbekov et al., 2020), such as: Infrastructure: The availability of adequate infrastructure, such as an unstable internet network, can be an obstacle in implementing digital technology. Digital Capabilities: Lack of digital skills, both among teachers, students and the community, who use technology during Covid-19, this is an obstacle in implementing digital technology. Lack of Facilities: Lack of facilities, such as computers, internet and other devices, can be an obstacle in implementing digital technology (Okoye et al., 2023). Lack of Teamwork Ability: Lack of teamwork abilities can be an obstacle in implementing digital technology. Because, to achieve success in carrying out online projects (non-educational) requires a team that works well together. Lack of Financial Capability: Lack of financial capacity, in this case, often occurs among the community. Many people who previously worked face-to-face have switched to online. This requires them to have adequate equipment, and this requires quite a

lot of money to keep up with current developments in the field of technology. With further efforts to improve digital capabilities, infrastructure and adaptability, as well as support from the government, the application of digital technology can become more effective and efficient (Gong et al., 2020).

However, there are also many applications that can be easily accepted by society. For people in fields other than education who feel capable of dealing with these challenges, they actually feel more helped by online activities (Bilal et al., 2022). For example, employees who work from home (WFH). For the employees themselves, wfh is more effective than face-to-face use, because with wfh workers can do their work anywhere, and it can also be done practically. Several steps taken by the government in dealing with the Covid-19 pandemic include implementing social and physical distance advisories, as well as self-discipline in maintaining a distance of 1.5 M and fines for violators. They also formed a scientific council consisting of experts in their fields to help handle Covid-19 and increase testing capacity and expand the team (Geerts et al., 2021). Apart from that, the government is also implementing several main steps, such as limiting community mobility, implementing PSBB, and providing financial assistance to the community (Mercader & Gairín, 2020). The government has also issued other policies, such as encouraging retired medical personnel and medical students to work directly in dealing with Covid-19. In several phases, people are allowed to return to their activities and schools are opened through several phases (Bakopoulou, 2024).

The following stages and rules are applied: transition stage, health protocols, green zone, yellow and orange zone, supervision, number of students per class, and activities outside the classroom.The Ministry of Education and Culture has made adjustments to education policies, as well as providing initiatives and solutions during the Covid-19 pandemic. In March, solutions were implemented by the government and schools in Indonesia to deal with limitations in the provision of education. These policies include the elimination of the National Examination, changes to the School Examination system, changes to the regulations for Admission of New Students, and implementation of learning from home (online learning), as well as Coordination with the Ministry of Health. The teaching and learning process did not fully run according to the plan that had been made. Every learning activity definitely has a goal, but this goal cannot always be achieved optimally. This is caused by several factors that influence the cognitive aspects of students, the psychomotor aspects of students, and the affective aspects of students who walk slowly. Currently, the world is being shocked by the widespread outbreak of the Covid-19 virus pandemic in all corners of the world, including Indonesia.

The following is the impact of Covid 19 on social studies education at elementary school level:

1. Distance learning in elementary social studies classes during the Covid-19 pandemic includes providing teaching materials via WhatsApp, explanations of teaching materials via YouTube, and via Zoom. Includes explanation and discussion of the materials used, and assessment of learning using these materials. Quiz Application, Learning Assessment Using Google Form (Alsubaie, 2022)
2. Challenges faced by elementary school teachers in distance social studies learning during the COVID-19 pandemic. Lack of facilities and infrastructure, lack of teacher IT skills, lack of social interaction, difficulty in conveying concrete images to students, excessive burden on students, shortened lesson time, lack of parental support and supervision.
3. Solutions for elementary school school problems. Number of teachers taking social studies remotely during the COVID-19 pandemic (Grammes, 2020). Including: Optimizing learning media, contextual learning, collaboration between teachers and parents, dismantling student assignments in the form of tests, creating learning modules, and visiting students at home.

CONCLUSION

The COVID-19 pandemic has forced people to adopt online technology in various sectors such as public services, business, and health. Although it provides great benefits, the implementation of this technology also

faces challenges such as limited infrastructure, lack of digital skills, and financial constraints. Efforts to improve digital capabilities and infrastructure, as well as government support, are crucial to increasing the effectiveness of digital technology. For many individuals outside of education, such as employees working from home, technology has proven its effectiveness. The government has also taken steps such as social restrictions, the formation of scientific councils, and financial support to overcome the impact of the pandemic. In the education sector, challenges such as distance learning in social studies subjects in elementary schools require solutions such as optimizing learning media and collaboration between teachers and parents. The COVID-19 pandemic as a whole has shown the important role of technology in everyday life despite significant challenges.

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