



The Urgency of Changing Student Behavior in Classroom Learning After the Covid-19 Pandemic

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ABSTRACT

In this study, we wanted to know the urgency of changing student behavior in learning after the Covid-19 pandemic, which has been lived for almost 2 years studying at home or hybrid, and now almost all levels of education have opened face-to-face/offline classes again. There are indications of changes in student behavior when returning to face-to-face learning at school. The purpose of this study was to describe changes in student behavior in face-to-face learning in post-pandemic classes, both in terms of knowledge, attitudes and skills. To answer this, this study used a qualitative descriptive design with interviews conducted with teachers. The result is that there are positive and negative changes in student behavior at the Madrasah Tsanawiyah level. Changes in post-pandemic student behavior must be understood by teachers, parents, and the students themselves so that learning can be carried out better. Technology can indeed facilitate human work, but at least until now technology has not been able to completely replace the teacher's task as face-to-face educators.

INTRODUCTION

In an effort to suppress the spread of COVID-19 which is increasingly worrying the wider community, the Indonesian government has made a policy in the world of education to freeze classrooms without stopping learning, so that schools carry out distance learning. This policy is through a circular letter dated March 17 2020 concerning online learning and learning from home in the context of preventing the spread of COVID-19. Distance learning in the smallest sense is the absence of face-to-face contact in the classroom between teachers and students (Heider, 2021). The difference between distance learning and face-to-face learning is that students of all levels of education can receive education without even having to go to class. Thus, distance learning is a unique solution for continuing learning in critical times, such as the case of the recent global Covid-19 pandemic (Santos, 2021).

Anticipation and reduction of the number of corona virus sufferers in Indonesia have been carried out in all regions. Almost all activities were disbanded, and this policy was called Large-Scale Social Restrictions. Large-Scale Social Restrictions can help prevent the spread of the corona virus to an area, so it is hoped that people in the area can avoid an outbreak that spreads quickly. In this policy, teachers teach from home during this pandemic by optimizing the use of information and communication technology (ICT) to ensure students can still

observe the learning process from home. School closures based on evidence and observations from previous outbreaks by minimizing social interaction among students are deemed acceptable (Xie et al., 2022). The problem that arises from the policy of closing schools and requiring students to continue learning online is that not all countries have an effective system to ensure students continue to study as they should (Shafiyeva, 2021). The school closure policy, however, still needs to be implemented. As a result, teachers' remote learning capabilities have become an important point to ensure the smooth running of the learning process when COVID-19 spreads around the world.

During the pandemic, students carried out online learning as an alternative to continuing the educational process. Online teaching is an educational experience that involves the separation of time and space between teachers and students to achieve academic goals where students and teachers meet via live streaming video and/or audio for synchronous and asynchronous interactions (Rizvi & Nabi, 2021). This was identified as a promising mechanism that offers educational opportunities to students who are unable to attend in-person learning. With the pandemic, crisis management has become an important function of educational actors. A crisis can be defined as an event, often sudden or unexpected, that disrupts the normal operation of an institution or its educational mission and threatens the well-being of personnel, property, financial resources and/or the reputation of the institution (Lumina, 2020). Crisis is synonymous with disaster and is believed to be an ambiguous situation, poses a fundamental threat to organizational survival and affects various stakeholders which presents dilemmas in decision making. Such events mostly demand immediate action, suspension of usual procedures, use of uncertain information and the need for coordinated action and hence organizations react differently if the trigger for the phenomenon they are facing is perceived as a crisis.

In education, during times of crisis, students show emotional and behavioral difficulties because they face social isolation; consequently, educators and administrators find themselves trying to support students' continued learning. Social isolation comes from students' inability to interact with their peers and their failure to accept the reality around them; It is also recognized that academic behavior and performance are affected during times of crisis.

Several countries face many obstacles and gaps in the distance learning process (Illarionova et al., 2021; Salman & Shahadab, 2022; Svobodova et al., 2021). However, to ensure students can still study even in the midst of the Covid-19 pandemic, distance learning still needs to be done. Hence, governments in many countries aim to establish structured home-based learning and tutoring through their ministries of education. In Indonesia itself, the Ministry of Education and Culture has developed a distance learning application called 'Rumah Belajar' which can be accessed via Android and computers. Online programs and courses are essentially a mix of distance and face-to-face. Online learning consists of virtual courses and virtual classrooms (Nugroho & Kusumaningrum, 2021). After almost 2 years of studying at home or hybrid, now almost all levels of education have opened offline classes. Schools are starting to reopen face-to-face learning because the pandemic is under control. The government is starting to loosen up and allow face-to-face learning to start with a record

of remaining alert to the spread of the Covid-19 virus. Students can begin to return to face-to-face learning in class. Students must adjust the rhythm again to take part in offline learning in class. After getting used to about 2 years with online/hybrid learning, students are required to go to class and study back at school. When studying online, students use smartphones or laptops without optimal supervision. Currently, students must return to class to attend lessons according to the schedule given and the teacher can supervise directly.

There was a change in behavior after students returned to face-to-face learning in post-pandemic classes. These changes are often not realized by teachers, parents, and even the students themselves. This change can be seen at least from low to medium observations made by Kasali (2022). At the kindergarten level, positive changes in students' behavior were seen, namely children's curiosity was higher, they were more familiar with technology, and they were more creative in finding learning materials. However, negative changes were also found. For example, lack of confidence in children, children tend to have difficulty working with friends, have difficulty focusing on learning, and have difficulty managing time. Changes in student behavior in post-pandemic face-to-face learning are interesting to study because not many studies have examined this. Kasali (2022) has indeed observed this change but has not yet included it in a research study. The results of research regarding changes in student behavior in post-pandemic face-to-face learning can be used for alternative solutions to educational problems in the future. Therefore, research on changes in student behavior in post-pandemic face-to-face learning is necessary and important to do. The purpose of this study was to describe changes in students' knowledge in post-pandemic face-to-face learning, to describe changes in student skills in post-pandemic face-to-face learning, and to describe changes in students' attitudes in post-pandemic face-to-face learning.

METHOD

This form of research is a type of qualitative research, and is carried out directly to the field. The qualitative approach is natural, contextual, prioritizing direct and purposive data, with inductive analysis that takes place during the research process. Guided by subjective judgments, using value/quality categorization. The nature of the research is subjective and transferability (Ibrahim, 2015). This research uses descriptive qualitative method. The focus of this research is to describe changes in students' attitudes, knowledge, and skills in learning in post-pandemic classes using the method of collecting data through interviews with teachers and students. Interview data for this research were conducted with 27 Madrasah Tsanawiyah teachers according to the research objectives, the questions were focused on exploring data on changes in student behavior in terms of knowledge, skills, and attitudes.

The question-making grid in the interview guide is based on changes in students' knowledge, skills, and attitudes. For each criterion, 5 questions were developed so that a total of 15 questions in the questionnaire had to be answered by the informant. Additional data sources are in all forms of documents, both in written form and the results of interview recordings. The data taken is in the form of books in question including scientific magazines, scientific journals, dissertations, theses and thesis/research guides. As well as being able to provide initial information for a research conducted (Ibrahim, 2015).

RESULTS AND DISCUSSION

The results and discussion in this article are presented into 3 subsections, namely changes in students' knowledge in face-to-face learning in post-pandemic classes, changes in students' skills in face-to-face learning in post-pandemic classes, and changes in student attitudes in face-to-face learning in post-pandemic classes.

1) Changes in Student Knowledge in Face-to-Face Learning in Post-Pandemic Classes.

Based on the data in the bar table above, it can be seen that some changes in students' knowledge in face-to-face learning in the post-pandemic class, both positive and negative changes. The positive changes found included that it was easier for students to understand face-to-face lessons than online learning and it was easier for teachers to do assignments during face-to-face learning. Negative changes were found, among others, students had difficulty finding learning resources on the internet and students felt they were not more creative in making media presentations in class.

Positive behavioral changes in the knowledge category are that students more easily understand face-to-face lessons than online learning. This is evidenced by obtaining information from the results of interviews that students more easily understand face-to-face lessons than online learning. In online learning, students often ask for help from their parents or people around them in doing assignments (Khurriyati et al., 2021). Another positive change found was that students felt the assignments from the teacher were easier to do when face-to-face learning, so it can be said that, students felt the assignments from the teacher were easier to do when face-to-face learning.

2) Changes in Student Attitudes in Face-to-Face Learning in Post-pandemic Classes

Based on the data obtained, it can be seen that there have been some changes in student attitudes in face-to-face learning in post-pandemic classes;

First; The positive changes found included that students preferred face-to-face learning to online learning and students were more motivated to face-to-face learning than online learning. The pandemic has not only left a negative impact, but has also had a positive impact (Putikadyanto, Efendi, et al., 2021; Putikadyanto, Zamahsari, et al., 2021).

Second; The negative changes found included dependence on games, social media, and YouTube, students had difficulty dividing their time, there were problems of self-confidence at the Madrasah Tsanawiyah level, and there was a decline in morals/politeness. It can be said that the positive changes in student behavior in the attitude category found were that students preferred, more motivated to face-to-face learning compared to online. The encouragement of learning motivation during a pandemic is really needed (Uruk, 2021).

3) Changes in Student Skills in Face-to-Face Learning in Post-pandemic Classrooms

Based on the data that has been obtained, it can be seen that some changes in students' skills in face-to-face learning in post-pandemic classes, both positive and negative changes;

First; The positive changes found included students feeling fitter/healthier in face-to-face learning and students feeling ready to take part in face-to-face learning in class. Another positive change in the behavior of students in the skills category is that students are more skilled at using IT, and it can be said that students tend to be more skilled at mastering IT so that they can hone their learning skills independently (Cahyani et al., 2020).

Second; The negative changes found included, among other things, getting tired more easily in face-to-face learning, students leaving class more often, and students being more skilled at using IT. Another negative change found is that students leave class more often during post-pandemic face-to-face learning. The reasons students leave are various, for example going to the toilet or just leaving class to relieve fatigue.

CONCLUSION

After 2 years of learning online or hybrid, students are now starting to carry out face-to-face learning in class. The results of this study indicate that there are changes in positive and negative behavior in the aspects of knowledge, skills, and attitudes.

Positive behavioral changes in the knowledge category are that students more easily understand face-to-face lessons than online learning and students feel that assignments from teachers are easier to do when face-to-face learning. Negative changes were found, among others, students had difficulty finding learning resources on the internet and students felt they were not more creative in making media presentations in class.

Positive changes in the attitude category were found, among others, that students preferred face-to-face learning to online learning and students were more motivated to face-to-face learning than online learning. Negative changes in the attitude category found included dependency on games, social media, and YouTube, students had difficulty dividing their time, there were problems of self-confidence, and a decrease in morals/manners.

Positive changes in the skill categories found included students feeling more fit/healthier in face-to-face learning and students feeling ready to take part in face-to-face learning in class. The negative changes in the skills category found included, among other things, getting tired more easily in face-to-face learning, students leaving class more often, and students being more skilled at using IT.

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