

Psychological Impacts for Elementary Age Children in Learning PAI During The Covid-19 Pandemic

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ABSTRACT

This study examines the analysis of the psychological impact of the COVID-19 pandemic on Islamic Religious Education (PAI) learning in elementary school-age children. This research uses descriptive research, namely research based on literature review which is described through descriptions using library sources such as books, journals, and laws and regulations related to the research topic. In this study, it was explained that the covid-19 pandemic had a major impact on the learning process that occurred in Indonesia because the learning carried out had to be online or online. Many obstacles faced by teachers and students in the learning process occur such as the difficulty of understanding the material to the increasing level of student stress that affects the mental and psychology of students. Therefore, efforts are needed to be made by teachers and parents to minimize the psychological impact that occurs. Efforts are being made to provide guidance, mentoring, and motivation given by parents to their children to improve students' learning mood so that learning motivation also increases. In addition, teachers as educators must improve skills in utilizing technology so that learning is carried out more interesting and fun.

Keywords: *Psychological Impact; Children; Islamic Education, Elementary School Age*

A. PENDAHULUAN

Indonesia is presently in the time of the Covid-19 pandemic. This situation is certainly a difficult issue looked by Indonesia. The explanation is that it isn't just the wellbeing area that is the principle issue, yet in addition the financial issue. The issue of financial decrease is brought about by a decrease in local area monetary action in the pandemic time. This decrease will surely affect the travel industry, industry and exchange areas, as well as on the business. The explanation is, Coronavirus is a harsh reality that should be confronted even until the year changes (Katrin, K., & Vanel, 2020). This pandemic has changed the line of life in different areas, including the monetary area. In this period, there are numerous guidelines that appear to struggle with financial interests. As to Covid-19 pandemic, Government Regulation Number 21 of 2020 concerning Large-Scale Social Restrictions was given determined to restrict the development of individuals and products which requires the general population assuming there is no critical need to remain at home (Hardilawati, 2020). The stagnation of monetary development, cutbacks, feeling of dread toward going out and the declining buying force of the lower working class have made it challenging for business entertainers to track down purchasers (Pradiani, 2017). Until now, the Covid-19 Pandemic is still a global problem. This virus was first identified by the World Health Organization (WHO) at the end of 2019. From various news in the media and research results, it is known that this virus emerged from the city of Wuhan, China and has plagued various countries (Agustang & Adam, 2021).

At the beginning of 2020 the world was shocked by the Covid-19 pandemic which had an impact on the banking sector in Indonesia. Economic growth in the second quarter experienced a contraction, the current account balance and capital account experienced a deficit, and the rupiah weakened against the US dollar. The crisis this time is different in that the Covid-19 pandemic has never happened before, so a synergy of financial sector stimulus is needed in the form of credit/business restructuring. The impact on the national economy, health and welfare is uncertain. Indonesia's economy is currently supported by public consumption (Sobana et al., 2021). Every effort has been made to suppress the increasing number of cases, such as the implementation of Large-Scale Social Restrictions (PSBB). However, every effort made must have risks, and impacts. Like the PSBB, which turns out to not only have an impact on the health sector, but also all sectors, one of which is the economy (Azhari & Wahyudi, 2020).

At the end of 2019, Indonesia and the world were experiencing a crisis in all aspects of life due to the COVID-19 pandemic. The impact resulting from this pandemic is felt in

all sectors, including the education sector. In an effort by the government to minimize the impact that Indonesia faces in the realm of education, the government has made a policy to close various educational institutions. This is done because the closing of schools as an educational institution is expected to reduce the transmission of Covid-19 massively by reducing direct contact that occurs in the educational environment (Sejati et al., 2021). The closure of these schools makes the education sector experience a new paradigm revolution that occurs as a whole. So that it forces many parties to do their learning and work at home (Work From Home). The process that occurs during home learning is called (online) or online learning. This requires many parties to be able to adapt to technology quickly to implement online learning (Mubin, 2021).

This online learning occurs in all subjects in schools, including Islamic Religious Education (PAI). PAI is one of the subjects that always exist in every institution and educational institution in Indonesia. As is known, Indonesia has approximately 28,000 Islamic boarding schools, 58 State Islamic Universities, and hundreds of universities, both private and state, as well as public and private schools, the majority of which have Muslim students scattered throughout Indonesia. PAI is believed to be an important subject because it becomes the foundation of faith, sharia, and morality or morals possessed by students (Imawan et al., 2021).

Religious education taught in elementary schools is intended for students who are still classified as children, namely the age range of 6-14 years. Viewed from the psychological aspect that children have, they are usually classified as unstable because the world of children is limited to the world of play so they need more intense assistance (Assingkily, 2021). The current COVID-19 pandemic has not only had a huge impact on many people but also on the psychological conditions experienced by children. Most children may be able to avoid stress or trauma, but some children experience serious and permanent mental health effects (Rosdiana & Hastutiningtyas, 2021). One of the psychological impacts that occur in elementary school-aged children who do online learning is anxiety. This anxiety increases the level of stress in children which can interfere with the activities and activities of the child (Palupi, 2020).

Based on this background the author will research the Psychological Impact for Elementary Level Children in Islamic Religious Education (PAI) Lessons during the Covid-19 Pandemic. The aim is to find out what psychological impacts are experienced by elementary school-aged children during this pandemic so that strategic steps can be formulated to reduce and minimize the impacts that occur.

B. TINJAUAN PUSTAKA

1. Elementary Childhood Psychology

Santrok and Yussen (Yuliani Rohmah, 2010), divide it into five phases, namely: the prenatal phase (while in the womb), the baby phase, the early childhood phase, the late childhood phase, and the adolescent phase. Estimated time is determined for each step to determine when a degree starts and ends. Children's concentration power grows in large elementary class classes. They can devote more time to the tasks of their choice, and often they are happy to complete them. This stage also includes the growth of independent action, cooperation with groups, and acting in acceptable ways to their environment (Nurmala, 2013). Child psychology development is the study of the process of change towards maturity in the mental aspects experienced by children. The studied elements of psychological development include aspects of children's cognitive, affective, and psychomotor development (Istati, 2016). Educational institutions must prepare question documents, answer sheets, and other related documents printed and then copied.4 Conventional exams take a rather long time because they have to go through several processes from printing, duplicating, distributing, implementing, and reaching the stage of manual correction of answers, which takes time (Azis et al., 2022).

2. Islamic Religious Education Learning

The learning model is a systematic procedure for organizing learning experiences to achieve learning objectives. The learning model has the same meaning as the approach, strategy, or learning method (Unimed & Sinabariba, 2017). The right learning strategy so students can be more interested and enthusiastic in following the lesson (Teuku & Meulaboh, 2016). Learning in Islamic religious education, with education in general, sometimes has similarities and differences. Equality will arise because they both depart from two directions of education, namely from humans who are naturally in the educational process, and from culture, namely people who want a value heritage business, then all need education (Nurmala, 2013). Islamic religious education is a conscious effort made by teachers to prepare students to believe, understand, and practice Islamic teachings through guidance, teaching, or training activities to achieve the goals set (Elihami, 2018). Islamic education is a conscious effort of the older generation to transferring experience, knowledge, skills, and skills to the younger generation so that they become people who fear Allah. Islamic education is a conscious effort to guide the formation of students'

personalities systematically and pragmatically so that they live by Islamic teachings so that happiness in the world and the hereafter occurs (Ayatullah, 2020).

The aim of Islamic education is to instill piety and morals and uphold the truth in order to form human beings who are personal and virtuous according to Islamic teachings. The aim of Islamic education is essentially the elaboration of the purpose of human life, namely to obtain the pleasure of Allah. Thus, the ultimate goal of Islamic education is the creation of man who is blessed by Allah, namely humans who carry out their ideal role as servants and caliphs of Allah perfectly (Lubis, 2018).

3. Covid-19 Pandemic Period

The Covid-19 virus in Indonesia has implications for people in Indonesia. Based on compass data, March 28, 2020, the impact of the Covid-19 virus includes social, economic, tourism and education. Circular (SE) issued by the government on March 18, 2020, all indoor and outdoor activities in all sectors are temporarily postponed to reduce the spread of the coronavirus, especially in the education sector. On March 24, 2020, the Minister of Education and Culture of the Republic of Indonesia issued Circular Letter Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Covid; in the Circular, it was explained that the learning process was carried out at home through online/distance learning to provide a learning experience. Meaningful to students. Studying at home can be focused on life skills education, including regarding the Covid-19 pandemic (Dewi, 2020).

The current COVID-19 pandemic is no longer just a health problem, but has had an impact on economic, social, tourism, cultural and even security aspects. Thus the prevention and handling of Covid-19 cannot be carried out by the Puskesmas alone, but requires collaboration with all elements in the region. The form of collaboration carried out is through collaborative governance, which is a series of arrangements in which one or more public institutions (puskesmas, kelurahan, and sub-districts) directly involve non-state stakeholders (communities and business actors) in the policy-making process or problem-oriented handling. consensus and deliberative aims to implement the prevention and handling of Covid-19 effectively (Ansell and Gash, 2007: 544), as well as to implement public goals that cannot be achieved by other means (Emerson et al, 2011: 2). Even more broadly, collaborative governance may not be initiated by public institutions, but comes from the community or communities involved in resource management (Emerson et al, 2011: 3). This condition is most important, that the community is able to initiate efforts to prevent and handle Covid-19 in their respective environments.

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The teaching and learning process at during the Covid-19 pandemic, it was not possible to go through face-to-face because the spread of the virus was so fast that the government through the Ministry of Education and Culture implemented an online learning system via Android phones and took advantage of various available platforms (Akmal & Ritonga, 2020).

The Covid-19 pandemic immensely affects all parts of life, including business entertainers. As talked about before, business plays a significant part in keeping up with the country's economy. Not just that, business likewise retains 96.9% of the complete work and contributes 60.34% of Indonesia's (GDP). As per Putri Tanjung, Special Staff of the President and Chief of CXO CT Corp, 48% of organizations can last a limit of 90 days during the pandemic time. They likewise can't proceed with their business due to capital challenges and declining deals (Suswanto, P., & Setiawati, 2020). All areas are feeling the cascading type of influence of this pandemic. In 2020, practically 48% of organizations can endure a limit of 90 days. In the event that the pandemic proceeds, 80% of organizations will have no cash and no investment funds of over 60%. With the huge

number of business entertainers, the effect of this pandemic will be felt. Notwithstanding, mechanical advances, upheld by framework and simplicity of guideline, have empowered the development and improvement of computerized based organizations. This should be visible in the consequences of the 2020 E-Commerce Survey, where consistently there is an expansion in the quantity of new organizations working. It is recorded that 45.93 percent of new organizations began working in the 2017 - 2019 territory. A sum of 38.58 percent of organizations have begun their business in the 2010 - 2016 territory, and just 15.49 percent of organizations have been working for over decade. On the other hand, the Director of Information Empowerment, Directorate General The Informatics Application of the Ministry of Communications and Informatics (Kemenkominfo), Septriana Tangkary stated that the growth in the value of e-commerce in Indonesia in 2018 reached 78 percent. This growth rate is the highest in the world. Indonesia is the 10th largest e-commerce growth country with 78 percent growth and is ranked first. While Mexico is in second place, with a growth rate of 59 percent (Hendarsyah, 2019).

C. METHOD

This study uses a literature review research design, namely research that examines and criticizes scientific knowledge, ideas, and findings that have an academic orientation. In addition, this research will be able to contribute theoretically and methodologically to a chosen topic. The analysis used in this research is descriptive, namely describing and analyzing the problems and solutions that can be given at this time. The approach chosen is qualitative, in other words, this research is a qualitative descriptive study. This study aims to obtain data on the issues that have occurred. This study will describe and explain what and how the psychological impact of elementary school-age children can occur during this Covid-19 pandemic.

D. DISCUSSION RESULT

Islamic Religious Education Learning and Its Problems in the Pandemic Era Learning is a combination consisting of human elements, facilities, equipment, and methods used to achieve learning objectives. In addition, learning is also defined as a process carried out between students and the environment so that there is a change in behavior for the better due to external and internal factors (Budhianto, 2018). Learning that is done online or online not only has a positive impact but also has a negative impact. There are various responses that arise from changes in the learning process that takes place from face-to-face

learning to distance learning. The reality that occurs shows that every learning process it does not always run smoothly, there are several obstacles and obstacles experienced by teachers and students. The problems that occur are things that can hinder and hinder the achievement of learning objectives (Amma et al., 2021).

Online learning conditions have different challenges and characteristics from face-to-face learning. The professionalism of teachers in managing learning is demonstrated during online learning during a pandemic. Even teachers have to work extra to ensure their students an even distribution of knowledge. Research by Kurniasari et al (Rahayu & Bintang Kejora, 2022) shows that online education for elementary school students has an effectiveness of 60%-79%. While the results of Damayanthi's research show that online education that is carried out is indeed sufficient to replace face-to-face learning, when viewed from an effectiveness, online education has not been able to achieve learning objective.

This also occurs in PAI learning which must experience various problems in the process. The problems that occur can be divided into two dimensions, namely problems that occur in the student dimension and the teacher dimension. In the student dimension, the problems that arise are related to the skills possessed by students, interests, learning motivation, learning attitudes, the level of concentration of students in receiving information and knowledge (Mukrandi, 2020). While the problems that arise from the teacher dimension are problems that arise before, during the learning process, and when evaluating learning. The problems that often occur are related to learning resources and teaching materials that will be used.

So that learning activities are by the universal signs and objectives of learning, there are four pillars of wisdom issued by UNESCO. The four pillars of education include learning to know, learning to do, living together, and learning to be. These four learning pillars indicate that learning activities can be viewed from various aspects, not only focusing on one part. The study of learning is becoming more broad and rich in objectives. And the point is that education is not just a process of transferring behavior from learning resources to learning objects (Asmuki & Hasanah, 2020).

Based on the dominant factors in influencing the occurrence of learning problems, it can be divided into two factors, namely internal factors and external factors which are shown in table 1 as follows.

Table 1. Dominant Factors Affecting Student Learning

Factor's Affecting	Explanation
Internal Factor	<p>Intelligence: the basic ability that students have to accept learning.</p> <p>Attention: the activity that students have to focus on something. Good attention to students will greatly affect good learning outcomes.</p> <p>Interests: With the appropriate interest will affect the seriousness of student learning.</p> <p>Talent: potential skills possessed by students.</p> <p>Motivation: The basic drive that gives a person direction to achieve his goals.</p> <p>Readiness: the readiness of students will affect the level of knowledge transfer from teachers to students.</p>
Eksternal Factor	<p>Family: at this level, students will be taught basic things such as beliefs, cultural values, morals, and skills. Families really have a big influence on student learning outcomes. Some things that have a big influence such as the atmosphere of the house and the economic level of the family.</p> <p>Schools: Some things that have an influence related to this school are teaching methods, the relationship between teachers and students, the level of discipline possessed by the school, facilities, and infrastructure to learning media that provide opportunities for students to get more learning experiences.</p> <p>Society: Some of the things that have an influence on student learning related to this community are the form of community life to the influence of friends who hang out in the community.</p>

Source: (Mukrandi, 2020)

According to Slameto, the factors that exist in students (internal factors) include: physical and psychological factors. While the factors outside the students include family, school and community factors. Internal factors are factors that come from within the individual himself in achieving learning goals. Internal factors include physiological factors (physical) and psychological factors (mental). Internal factors include: a) talent; According to Semiawan et al in a book written by Yudrik Jahja, he defines talent as an innate ability which is a potential that still needs to be developed or trained b) Interest, according to Slameto, interest in learning is a sense of preference and a sense of interest in a thing or activity without anyone telling c) motivation, motivation is a series of efforts to

prepare certain conditions, so that someone wants and wants to do something. Motivation is an important thing and thirst is owned by every student so that a student is enthusiastic in learning (d) learning methods, learning methods are individual student behavior that is more specifically related to the efforts that are being or are commonly done by students to acquire knowledge (Marlina & Solehun, 2021).

1. Overview Of The Psychological Impact of Elementary School Age Children in PAI Learning during the Covid-19 Pandemic

Online learning is distance learning that is carried out virtually by utilizing online media such as WhatsApp, Google Classroom, and Zoom. The process of implementing online learning requires communication tools such as smartphones, computers, and laptops that are connected to the internet network so that learning can be carried out between teachers and students. In addition to requiring a communication tool that can connect the two, there needs to be in-depth attention to several aspects that affect the learning process that occurs. Some of the aspects referred to include psychological, dictatorial, and pedagogical aspects simultaneously. Psychology is the study of one's attitudes and thoughts. While psychology is an object of psychology that has a relationship with a person's mentality. The psychological conditions possessed by each person are certainly different so they can have different influences on their daily lives.

The impact of PAI learning during the pandemic has an impact in 3 aspects of student education, including: cognitive, affective and psychomotor

- a. Cognitive is the ability that concerns knowledge, while affective is the ability that concerns attitude, while psychomotor is ability regarding skills (Chalijah, 1994). Cognitive concerns intellectual abilities with the following implications:
 1. The ability to recall,
 2. The ability to absorb understanding,
 3. Application is the ability to apply things which has been studied,
 4. Analysis of the ability to parse or describe something that has been learned into parts so easy to understand
 5. Synthesis is the ability to recombine the parts become conclusions that contain meaning, and
 6. Evaluation or assessment is ability assign a price to something based on internal criteria, group or external criteria (Poerwati & Widodo, 2002).

- b. Affective is a structured emotional ability hierarchically from least to binding to the most binding. The implication is (1) awareness, (2) participation, (3) appreciation of values, (4) Value practice, (5) Self-characteristic abilities (self-control).
- c. Psychomotor Is An Ability That Concerns physical activity with implications in the form of:
 - 1. Reflex action,
 - 2. Basic movements are innate,
 - 3. The ability to translate stimuli,
 - 4. Core physical abilities of trained movements),
 - 5. Trained movements at the level of efficiency certain (Arifin, 2008).

This psychological condition can affect a person based on feelings, functions of consciousness to one's motivation. Elementary school-age children have an age range of 6-12 years with different characteristics from middle school children. Children in the elementary school age range prefer things related to moving, playing, working in groups to liking things that are done directly. This makes a teacher have to pay more attention to the characteristics of his students in designing approaches, methods, and classroom management that are applied in the learning process and providing materials and assignments so that students feel happy in doing them (Rahma et al., 2021).

Psychologically, classroom management is a process that creates a learning climate that emotionally and socially creates a positive relationship between teachers and students. In other words, classroom management is the beginning of the success or failure of the learning process carried out. Class management that involves emotional intelligence in PAI learning can minimize the occurrence of problems in the learning process. In addition, students consciously can more easily grow self-confidence so that they can find out their potential. This good self-management allows students to regulate disturbing emotions and impulses so that they do not damage the learning atmosphere and can more easily adapt to the environment. PAI learning that relates to emotional intelligence must be able to be practiced in everyday life so it doesn't just stop at theory. It is hoped that the repetition of learning habits using an emotional approach can later turn into characters and habits (Maulana et al., 2020).

Abraham H. Maslow (Sy, 2014) with his theory of motivation suggests that there are five levels of human needs in stages: 1) physical: clothing, food, and shelter; 2) sense of security and assurance: no worries about being removed from the workplace at any time; 3) affection and togetherness; 4) rewards and recognition; and 5) self-actualization.

According to Mulyasa, classroom management is a teacher's skill to create a conducive learning climate and control it if there is a disturbance in learning (Salmiah et al., 2021). According to the old paradigm, class management is maintaining class order. Meanwhile, in contemporary studies, classroom management selects and uses appropriate tools for classroom problems and situations.

Currently, the world, not only in Indonesia, is struggling against a pandemic that has had a major impact on all fields, including the world of education. Currently, learning cannot be done face-to-face so online learning must be ready to be carried out. Many consequences must be accepted by students in participating in online learning such as difficulties in understanding lessons to experience stress (Sadikin & Hamidah, 2020). Based on a survey by the Indonesian Child Protection Commission (KPAI) conducted on students and teachers on April 13-21, 2020, it was found that 79.9% percent of students said that online learning had been carried out so far without any interaction. In this context, students continue that the teacher only gives and collects assignments without learning interactions such as explaining learning material or asking questions. This large number triggers some students to experience fatigue. The remaining 20.1 percent of students stated that there was a learning interaction in the classroom.

In addition, a survey conducted by the Covid-19 task force showed that 47% of children experienced boredom doing learning at home, 35% of children had concerns that they would be left behind in the learning process, 20% of children missed their friends at school, 15% of children felt insecure. and 10% of Naka are worried about the decline in their family's economy due to the Covid-19 pandemic. This data shows that online learning carried out as a result of the Covid-19 pandemic has a major impact on the psychology experienced by a child (Rahma et al., 2021). Parents as the first party to be role models for their children at home have a duty and a big role in helping to minimize the impact caused. One way that can be done is to assist their children in the learning process. Democratic parenting is an effort to make a friendly, responsive, and fun approach for children so that they can persuade children to control themselves (Kurnianto & Rahmawati, 2020). Democratic parenting is believed to be a relevant parenting pattern to be applied in educating and caring for children during the Covid-19 pandemic so that children have responsibility for themselves and increase their motivation to learn both at home and school (Barkah, 2020). The role that parents have in the family sphere is very much needed in online learning. This assistance does not necessarily mean that parents only accompany their children in using smartphones, but provide guidance and direction to wisely use the

applications on their smartphones while maintaining and respecting the privacy of the children (Rahmania et al., 2021). In addition, in assisting children, parents need to give attention and motivation so that students' learning mood increases. If children are happy and enthusiastic in learning, of course, the child's psychology will also develop. Besides the importance of the role of parents, teachers must also be able to be creative with technology so that learning is not monotonous and fun (Sun'iyah, 2019).

E. CONCLUSION

Based on the results of the research and discussion, it can be seen that PAI learning carried out during the Covid-19 pandemic has a major impact on the psychology of elementary school-age children. In its development, the role of parents in the family sphere is very influential on the psychological development of children. Parents need to provide guidance, supervision to motivation to improve children's mood in learning because in the elementary school age range children tend to prefer playing activities to studying. In addition, PAI subject teachers at schools also need to innovate and create fun learning by upgrading their ability to use technology. In other words, the optimal role of parents and teachers can minimize the psychological impact of learning during this Covid-19 pandemic.

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