

Analysis of the Learning Process in High School During the Covid-19 Pandemic: Case Study in Palu City

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ABSTRACT

During the COVID-19 pandemic. The author conducts a case study of Palu City high school students (SMA). The COVID-19 pandemic affects kids' educational process, which students in Palu City are also experiencing. Learning occurs both offline and online during the COVID-19 pandemic. This relates to the government's policy on learning during the COVID-19 pandemic. This study employs a qualitative technique in conjunction with a literature review. The author draws on secondary data sources from 25 national journal articles published between 2019 and 2021 to examine the techniques and patterns of learning during the COVID-19 pandemic. The findings of this study indicate that: 1) High school students in Palu City use the Blended Learning system to suit their learning demands during the pandemic by integrating offline and online platforms. 2) The Blended Learning approach has not been used to the full extent possible in the learning process of Palu City's high school pupils. 3) Students do not fully participate in the blended learning process. 4) Inadequate assistance resources available during the online learning process. 5) The practice of teaching high school pupils online through social media platforms such as WhatsApp (WA).

Keywords: High School; Learning Process; COVID-19 Pandemic

A. INTRODUCTION

The COVID-19 pandemic, which affected various countries, most notably Indonesia, impacting people's daily lives (Ramdani, Agustiyara, and Purnomo 2021). The COVID-19 pandemic has also resulted in changes to numerous government policies to prevent COVID-19. The government has taken numerous measures to prevent the transmission and spread of COVID-19 (Engkus and Suparman 2019). One of the government's initiatives is to develop a policy for integrating online or offline learning to reduce COVID-19 infection rates among pupils (Widodo 2021). Given the critical role, education plays in attempts to improve the nation and state, the education process and teaching and learning activities must continue, notwithstanding the COVID-19 pandemic (Prasetyawati 2016). The Ministry of Education and Culture followed up on the policy in the education sector during the COVID-19 pandemic with Circular No. 4 of 2020, which said that learning should take place at home, remotely or online (on a network). During the COVID-19 pandemic, learning policies will include online learning for locations in the red zone and offline learning for places in the yellow and green zones (Putri, Witriani, and Cahyadi 2021).

The regulation undoubtedly shifts the educational paradigm from one that formerly relied on direct or face-to-face instruction to one that now operates entirely online and makes use of social media as a learning aid (Elfahmi 2020). Article 1 paragraph 15 of Law No. 20 of 2003 on the National Education System states that distance learning is education in which students are separated from educators, and learning is accomplished through a variety of learning resources such as communication technology, information, and other media. Mansyur (2020), stated that one of the most effective modes of learning in a pandemic is online learning.

Learning is a collaborative activity including students, educators, and learning resources in each context (Arkiang 2021). At the same time, online education is a branch of distance education that uses the internet and electronic gadgets. Students and teachers can communicate online via apps such as the classroom, video conferencing, telephone, or live chat, zoom, or the use of WhatsApp groups (Dewi 2020).

Teachers face difficulties with online learning since it involves innovation and teacher proficiency in using technology (Mansyur 2020). Additionally, the ability of students to access applications and the role of parents in sustaining the learning process contribute to the efficacy of the implementation of learning. This is a dilemma parents face in Indonesia, where many families are less accustomed to learning at home (Aji 2020). While online

learning demands parents to devote time to their children's education, not all parents comprehend technology (Fauzi, I., & Khusuma 2020).

The situations in which students today find themselves imply a dearth of possibilities to develop interpersonal and leadership abilities, which cannot be divorced from the students' inability to practice their life skills (Engko and Usmany 2020). High school approaching their adolescent years require additional skills in developing interpersonal and leadership abilities (Aminullah et al. 2021). The Directorate General of Higher Education develops the Teaching Campus Program in response to these conditions through the Directorate of Learning and Student Affairs (Andiarna and Kusumawati 2020). Teaching Campus is a mode of Merdeka Learning implementation. Merdeka Campus (MBKM) is a program that encourages students to learn a variety of sciences to prepare them for the workplace (Purwanto et al. 2020). MBKM offers a variety of programs, one of which is a campus teaching certificate. This campus-based teaching program invites students to assist in academic units of all sizes, including elementary, middle, and high schools (Putri, Witriani, and Cahyadi 2021). This teaching campus program is typically implemented in urban or rural schools.

The MBKM program's purpose is to enhance students' competencies, both soft and hard skills so that they are more prepared and relevant to the current demands of the nation as future leaders with superior personality attributes. On the other hand, the MBKM curriculum offered through this teaching location benefits students who struggle to navigate the online learning process (Rahmawati, Rosida, and Kholidin 2020). Thus, the MBKM program supports the learning process during the COVID-19 pandemic in various ways.

This pandemic time necessitates enough and appropriate access for students and teachers to conduct learning and teaching activities to meet student achievement standards (Lutfiah 2020). This is also expected with the establishment of Teaching Campuses in underserved school districts, where the spirit of learning and teaching methods must be truly adapted and made as attractive as possible to raise students' and their environment's awareness of the critical nature of learning for survival.

The COVID-19 pandemic challenges the school system, necessitating innovation and good environmental improvements (Islami and Sunni 2021). The teaching style, the accuracy of school management, the low motivation of pupils, and the development of student character all need to be changed. It is designed to foster a learning environment conducive to students' learning interests. The Teaching Campus events are being held in response to various educational issues that have arisen because of the COVID-19 pandemic (Simanjuntak and Kismartini 2020). On the other hand, campus teaching activities are directed toward

schools still judged to be of low quality. As a result, schools accredited under B and those in the 3T area (testing, tracing, and treatment) become acceptable targets for implementing adjustments and increasing educational quality.

This research is necessary to assess the learning process of high school pupils in Palu City during the COVID-19 pandemic. During this pandemic, the learning process is facilitated through online learning technologies. However, there are still challenges and several additional barriers to implementation, from students, teaching personnel, and parents to educational institutions. This study used a qualitative research method based on observation to examine the learning process during the COVID-19 pandemic and any difficulties or hurdles experienced during the learning process.

B. METHODS

This study examined the processes and patterns of learning during the COVID-19 pandemic. This study employs a descriptive technique with a qualitative research method. This qualitative research aimed to examine the techniques and patterns of learning during the COVID-19 pandemic. The descriptive qualitative approach is a research method that generates descriptive data from people and observed behavior in written or spoken words. Additionally, this study employs direct observation approaches for data collection. Additionally, this analysis utilizes secondary data from 25 national journal publications published between 2019 and 2021.

The author employs a direct observation technique to observe the learning process of Palu City high school students during the COVID-19 pandemic. Additionally, the author conducted interviews with high school students and teachers in Palu City using a purposive sampling technique to confirm the research findings. Qualitative research is a method of inquiry that relies on interviews, observations, and documentation of the research object to generate data that fully characterize and completes the research object. This study employed a descriptive qualitative technique. The study examined the instructional process at Palu City High School during the COVID-19 pandemic. According to (Sugiyono 2016), descriptive qualitative research is based on the postpositivist philosophy that is typically utilized to evaluate realistic objective situations.

C. RESULT AND DISCUSSION

In the middle of a pandemic, educators cannot meet with kids directly. In pandemic situations, learning takes place through communication technologies such as cellphones to disseminate information (Sanjaya 2020). *Online learning* is a procedure that utilizes social media and is conducted remotely (Lutfiah 2020). Online education is education that takes place remotely via various technologies and internet networks to reach a vast and diverse target group (Purnomo et al. 2020).

The author saw SMA's activities and learning processes directly in Palu City. The analysis's findings illustrate the blended learning technique used by teachers during the COVID-19 pandemic. Teachers believe that implementing blended learning will enable them to address students' learning demands throughout the pandemic, as this model combines online and offline learning. This is consistent with (Pujiasih 2020), who stated that blended learning could help grow and expand the learning process. It is not limited to one type of activity but can be conducted online or offline.

Teachers' online learning makes greater use of the WhatsApp program since it is deemed more accessible to use (Simanjuntak and Kismartini 2020). The teacher sets up a WhatsApp group where all students may participate immediately. Even if pupils do not comprehend the learning content, the teacher will supplement them by sending movies or conducting WhatsApp Video Calls. Naturally, this activity needs a great deal of ingenuity and invention on the part of the teacher (Mustakim 2020). As a result, teachers must demonstrate competency in directing pupils (Sukitman, T., Yazid, A., & Mas'odi, 2020).

The online learning process is widely regarded as ineffective, resulting from a variety of issues affecting the online learning process. Ineffectual, to begin with, the teacher continues to be perplexed by the online learning process. Teachers are perplexed by the online learning process because of the limited instruments available to promote learning without direct face-to-face contact (Hikmat et al. 2020). Second, a dearth of innovation in online education. Teachers who teach online apps such as Zoom Meeting typically only deliver material with one-way interaction; online education also lacks creativity and innovation. Students become bored with online learning since the teacher-led approach is one-way and monotonous. Third, because most teachers are still technologically illiterate, it is not easy to incorporate technology into the learning process (Salsabila et al. 2020). Fourth, technology network infrastructure and information become impediments to online learning, particularly in locations outside Java where network circumstances are less favorable than in Java. Fifth, through online learning, the author saw some high school students in Palu City

having issues with the process; kids could not understand the content well, particularly sophisticated material involving calculations, such as physics, mathematics, and chemistry.

Additional interviews with instructors addressing the deployment of online learning revealed that most teachers gave the nearly identical response that online learning is less successful than offline learning, as was the case prior to the pandemic, for the following reasons: First, there is a dearth of maximum student engagement in learning activities, as seen by students' participation in assignments and the time required to collect assignments via chat WhatsApp. While student involvement in online learning is not as high as it is in direct or face-to-face learning, the fact is that students are more involved in other activities such as playing while online learning. Thus, the study demonstrates that online education tends to convert students/students into passive students/students (Argahani, 2020). Another study discovered that students'/students' passive behavior in online learning activities was driven by the unplanned deployment of learning (Febrilia, BRA, Nissa, IC, Pujilestari, P., & Setyawati, 2020).

Second, a dearth of infrastructure for online education. Smartphones are the primary impediment to implementing learning; nevertheless, observations indicate that not all kids have smartphones and rely on their parents' possessions; the internet network impedes learning. As indicated by (Jamaluddin, D., Ratnasih, T., Gunawan, H., & Paujiah 2020), students who live distant from the provider's reach cannot take advantage of online learning its full potential. Thirdly, teachers' limits in terms of technological utilization. The reality is that some teachers are still unable to operate computers or smartphones, which creates a barrier to implementing online learning. Even if implementing online learning involves expertise in the information technology industry, particularly in developing instructional materials or instructional materials. Indeed, a teacher must be capable of transforming into a facilitator whose job is to facilitate (facilitate) learning for pupils (Sukitman, T., Yazid, A., & Mas'odi, 2020).

Due to the numerous hurdles and flaws inherent in the online learning method, the teacher may also conduct learning offline by breaking pupils into several small groups. This approach is accomplished by altering the time each group arrives at school while adhering to health regulations recommended by the health office and the government (Elfahmi 2020). Using this approach makes it possible to assist students in repeating material that was not understood during the online learning process.

The learning process was also aided during the COVID-19 pandemic by teaching campus activities conducted at Palu City's high schools. Campus Teaching Activities are one

way of putting Merdeka Learning into practice. Merdeka Campus (MBKM) is a program that encourages students to learn a variety of sciences to prepare them for the workplace (Abdillah 2021). The MBKM program's purpose is to enhance students' competencies, both soft and hard skills so that they are more prepared and relevant to the current demands of the nation as future leaders with superior personality attributes (Firman and Trijayanto 2021).

The MBKM curriculum offered through this teaching facility benefits students who have trouble navigating the online learning environment (Mutaqinah and Hidayatullah 2020). Indirectly, campus teaching programs contribute to the process of learning during the COVID-19 pandemic. The benefits of a teaching campus include those students can practice skills and master science before entering the workforce, while elementary, middle, and high school children can assist in comprehending the content during the COVID-19 pandemic learning process. During the COVID-19 pandemic, campus teaching becomes increasingly diverse and inventive. Thus, the blended learning process is enhanced, even more so with the campus teaching program offered by MBKM.

D. CONCLUSION

At Palu City High School, the blended learning strategy facilitated the learning process during the COVID-19 pandemic. The learning process is implemented using a mixed approach that combines offline and online learning techniques. The online learning process can be accelerated by employing social media to connect professors and students. WhatsApp (WA) and other supporting media are the most frequently utilized social media platforms. Constraints encountered include a lack of maximum student engagement in learning activities, a lack of online learning facilities, and instructor limits in using technology. The blended learning program, and even more so the campus teaching program offered by MBKM, facilitates the learning process.

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