



CHANGES IN STUDENTS' LEARNING BEHAVIOR IN THE COVID-19 PANDEMIC ERA SMA KRISTEN KAPAN

Absalom Oematan¹ and Wering Martha Kamau²
 SMA Kristen Kapan¹, SMA Negeri 1 Kalabahi², Indonesia
 e-mail: absalomoematan@gmail.com¹, weringmarta@gmail.com²

ABSTRACT: This qualitative research aims to determine changes in students' learning behaviour during the COVID-19 pandemic, and the impact of changes on students' learning behaviour at SMA Kristen Kapan. The research subjects were students, teachers, and the headmaster. The data were collected through observation, interviews, and documentation. The data were analysed through data reduction, data display, and drawing conclusions. The study shows that there are changes in students' learning behaviour, namely: the students were less active to ask questions, the students were less enthusiastic about learning, and the students were not active (silent) in joining the learning process. Besides, the impact is that the students begin to forget the school culture, students were more interested in playing online games and social media, lack discipline in learning, the students feel bored, and lack motivation.

Keywords: Learning behaviour, COVID-19 pandemic

ABSTRAK: Penelitian ini bertujuan untuk mengetahui perubahan perilaku belajar siswa di masa pandemi COVID-19 di SMA Kristen Kapan, dan dampak yang ditimbulkan dari perubahan perilaku belajar siswa di SMA Kristen Kapan. Penelitian ini merupakan penelitian kualitatif yang dimaksud untuk memahami secara mendalam terkait perubahan perilaku belajar siswa di masa pandemi COVID-19 di SMA Kristen Kapan. Subjek penelitian adalah siswa, guru, dan kepala sekolah. Adapun teknik pengumpulan data yaitu, menggunakan observasi, wawancara, dan dokumentasi. Teknik analisis interaktif diantara reduksi data, display data, dan penarikan kesimpulan. Berdasarkan hasil penelitian yang telah dilaksanakan di SMA Kristen Kapan, diperoleh perubahan perilaku belajar siswa yakni siswa menjadi kurang aktif untuk bertanya, siswa menjadi kurang semangat dalam belajar, dan siswa lebih banyak berdiam dalam mengikuti proses pembelajaran. Sedangkan dampak yang timbulkan yaitu siswa mulai melupakan budaya sekolah, siswa lebih tertarik bermain game online dan media sosial, kedisiplinan siswa dalam belajar mulai berkurang, siswa merasa bosan, jenuh dan menurunnya motivasi siswa.

Kata Kunci: Perilaku belajar, Pandemi COVID-19

INTRODUCTION

The learning phenomena before and after COVID-19 were very different. This difference can be seen in the learning implementation process applied in schools. Implementation of learning that is done online is considered less effective than face-to-face learning as usual (Chiu, 2021; Chiu, Lin, & Lonka, 2021). Apart from being considered ineffective, online learning is also considered to be burdensome for teachers and students. Especially for students whose parents' economy is insufficient to buy internet packages, of course, this is very troublesome (Djehalut, Kiko, Nurdin, & Syahrul, 2022; Julyyanti, Yusuf, Saldika, Syahrul, & Ramlah, 2022; Syahrul, Arifin, & Datuk, 2021).

Students' perceptions of online learning are considered less effective due to constraints that often occur, thus making students have less understanding of

the learning material (Neam, 2022; Zahrawati & Nurhayati, 2021). The obstacles faced during online learning are the signal that is not strong enough to access material during online learning, spending a lot of internet packages, and student's understanding of the material delivered by the teacher not optimally accepted (Adedoyin & Soykan, 2020; Dhawan, 2020a; Maqableh & Alia, 2021). Internet package limitations are only 21.5%, network instability is 23.4% and cumulative tasks are 30.6% (Li, Ghosh, & Nachmias, 2020). The strategy for overcoming this limited quota is to provide e-learning applications as learning media that can be accessed without requiring too large a quota. An unstable network can also be an obstacle in the learning process, so it will be a little difficult for students who are far from the city centre to participate in online learning (Maswi, Syahrul, Arifin, & Datuk, 2022; Syahrul; Zahrawati

& Nursaptini, 2023; Syahrul, Zahrawati, & Nursaptini, 2022).

Based on the students' perceptions of online learning, we can find out their learning behaviour. Where there are students who say that learning online is easy, but there are also students who say that learning online is complicated. The results of the research show that 80% answered that they were not interested in learning online, students gave reasons, including not having an android cellphone, the network was not smooth, and they could not afford to buy an internet package (Dhawan, 2020b; Lemay, Bazelais, & Doleck, 2021). As well as for reasons of difficulty in understanding lessons and boredom in carrying out learning activities at home. Assessments like this will affect student learning behaviour which will make these students not interested in learning. So it's not wrong, today's students are more interested in the world of entertainment, for example playing games and TikTok (Mulyono, Suryoputro, & Jamil, 2021). Especially during a pandemic like this, all schools issued a distance learning policy. This certainly increasingly gives free time to students studying independently at home. However, are the children at home studying hard or spending more time playing games and TikTok?

METHOD

This study used a qualitative method that was used to obtain data on events that occur, especially changes in student learning behaviour during the COVID-19 pandemic. This research was conducted at SMA Christian Kapan, South Central Timor, East Nusa Tenggara. The reason the researcher chose this location was since the presence of COVID-19 many students were less concerned with online learning, and there were students who complain that online learning was difficult and difficult to understand and expensive, so they prefer to entertain themselves by playing games. The research subjects were people who were used as resource persons including the principal, 2 teachers, and 7 students. Data collection techniques are as follows: observation, interviews, and documentation. Data analysis was carried out using Miles and Huberman's interactive model including data collection, data reduction, data presentation, and drawing conclusions or verification.

RESULT AND DISCUSSION

Changes in Student Learning Behavior During the COVID-19 Pandemic

Learning behaviour is related to students' responses or reactions to the learning process in the classroom. Student reactions or responses have changed due to the implementation of online learning

during the COVID-19 pandemic. This change is similar to what happened at Kapan Christian High School. Changes in student behaviour that appear based on the observations of researchers are that students become less active to ask questions, lack enthusiasm for learning, and students are more silent in participating in the learning process. The lack of students' sensitivity to the learning process is influenced by the following factors, namely the influence of the social environment, online games, and the influence of social media.

The factors that have been described are strengthened by the results of the researcher's interview with the Principal of Christian Kapan High School, who said that we can see changes in student learning behaviour from the habits of students who participate in teaching and learning activities in the classroom as usual. The sap culture or habits that are often seen in schools are now being forgotten. Students respect and care for the school have begun to decline. This is because the teacher pays less attention to the completeness of the material than the behaviour of students in learning. Students who usually often greet the teacher, are now starting to rarely do it. Students pass by the teacher without greeting. A lack of student behaviour that the teacher must pay attention to in teaching.

Politeness is the most important thing formed in education. This is because it is directly related to the behaviour or characteristics of dignified students. However, based on the statement above, this culture is starting to be forgotten by students during this pandemic. This is because the teacher pays more attention to the mastery of the material than the behaviour of students towards learning. With the limited interaction between teachers and students has an impact on student behaviour in education. Students who are used to order and discipline are now starting to turn less orderly and less disciplined and forget the school culture. This is because there are still many teachers who do not know how to respond to the behaviour displayed by students in learning. The 5-S culture, namely smiles, greetings, greetings, politeness and courtesy, is starting to be forgotten by students in their daily lives at school, even now limited face-to-face learning has been implemented directly (Oktifa, 2022).

The next interview the researcher had with the sociology teacher said that in teaching he paid attention to the readiness of students in learning to experience a slight change. Students who used to be diligent and disciplined are now starting to come late to school and even the assignments given are not collected. I see that today's students are more interested in playing online games, TikTok and Instagram than studying. This habit makes them less concerned with learning. The researcher saw several students who

came late to school every day. In addition to arriving late to school, they also often do not collect assignments. This indicates that students' interest in learning is greatly reduced. In addition, researchers also saw students who during recess always play online games even before starting lessons in class.

Online games and social media such as TikTok and Instagram are the things that teenagers are most interested in. We can know this from everyday life, both at home and at school, it is more fun to play games. This indirectly has an impact on their behaviour in learning. The negative impact of online games on students is that students will be lazy to learn and often use their spare time to play online games. Students will steal time from their study schedules to play online games. Time to study and help parents after school hours will be lost due to playing online games, TikTok Instagram and other social media (Zakiyah, 2022). The existence of COVID-19 is very threatening to human life, they feel afraid to go to school and mingle with their friends. This is their reason for not going to school and preferring to help their parents at home.

Keeping distance really needs to be done because it is one of the solutions to breaking the chain of spreading the Coronavirus. But students use that as an excuse not to go to school. Students who don't go to school for fear of contracting the Coronavirus actually have ways that have been taken by the government and schools, such as preparing water for hand washing, providing hand sanitizers, as well as calls for wearing masks, maintaining distance and washing hands. Students who live in villages that are very close to agricultural activities certainly spend more time working. The work that is often done is to help parents in the garden. With a lot of helping people, they feel tired to learn and even forget. In addition, parents are less sensitive in controlling and ordering their children to study. This ineffectiveness is what makes children spend more time working and playing so they forget to study. Especially during a pandemic like this, of course, students are more likely to be free to do what they think.

Lestari (2021) stated that the spread of COVID-19 in Indonesia continues to experience spikes due to the government's lack of readiness to prevent the spread of COVID-19. With the surge that continues to occur, the government issued a policy of large-scale social restrictions (PSBB), one of which is in the field of education. Teaching and learning activities must be carried out online from home to prevent the spread of the virus. Implementing online learning, causes students to care less about learning and do more other work such as helping parents, playing and keeping away from crowds.

The Impact of Changes in Student Study Behaviour during the COVID-19 Pandemic

The impact of changes in student learning behaviour is that there are responses or student reactions that are different from before learning. This difference can be seen in students' study habits, such as those who used to be diligent in submitting assignments on time, but now are slow to collect assignments and much more. Based on interviews with teachers, it was stated that the COVID-19 pandemic had a significant impact on student behaviour in learning. It is known that the impact is that students feel bored, students' motivation towards learning decreases, and students are more silent in learning due to the limitations of interaction space. When students are present in the classroom to take part in learning, they usually often seem bored and bored, or more specifically, they are lazy to listen to the teacher's explanation. This feeling of boredom or laziness makes students less active in responding to learning so it is seen that students just sit quietly in the classroom instead of building discussions with the teacher.

Boredom while studying can cause students to experience learning difficulties because students who are bored, their intellectual systems cannot work as expected in processing new information or experiences. This can be related to the level of motivation in learning where students who are bored in learning can lose their motivation to learn. Then students who are more silent are influenced by changing environmental activities. Environmental activity is related to the interaction between students and teachers in the classroom and outside the classroom. However, the presence of COVID-19 forces learning to be learned from home. This is what causes students to not be able to interact properly due to limited interaction space.

In addition, the impact of the COVID-19 pandemic on changes in student learning behaviour is that there are students who rarely or don't attend morning assembly as usual, but they often attend after morning assembly. In addition, he is also often absent to participate in class learning and even based on reports he often skips school. There are striking differences in student behaviour in learning before and after COVID-19. Based on the student's explanation, it can be seen that before the arrival of COVID-19, the student was very active in daily learning activities at school such as morning assembly, entering on time, and participating in guard learning activities as usual. However, after the arrival of COVID-19, these students began to rarely be active at school as usual. The student started late for school, didn't attend the morning assembly, or didn't show up at school. The COVID-19 pandemic period had a considerable impact on student learning. Online learning is of course very different from direct learning at school starting from student activi-

ties, student learning regularity, learning environment, student interaction, student habits, and student enthusiasm for learning.

Moreover, as for other impacts, as the researchers know from the results of interviews with students, they said that the presence of COVID-19 made them lazy to study. The reason for this is that learning online is less fun. They also have to fill out an internet learning package, and a bad internet connection means they don't understand the teacher's explanation. Students are often less consistent with their study habits. This is evident in his habit of being sometimes lazy and sometimes diligent in attending lessons. In fact, they were only present to fill in the attendance list while their concentration on studying was reduced.

Based on the results of the interviews and observations of this study, it can be seen that online learning causes students to be lazy to learn. They are lazy to learn because it costs a lot to buy a study package and is very dependent on an internet connection. If there is an internet learning package, students can take part in learning and vice versa. Students must have a cell phone or laptop, even though not all students can afford to buy one. For students, studying online is very boring because they cannot communicate directly with their teachers and friends as they usually do at school. Online learning is very limited by time, network, and internet packages.

Based on the student's explanation, it can be seen that online learning is boring. The student's boredom arises because students feel the learning process is not as interesting as in the classroom. Online learning that can only be accessed through social media such as Zoom and Google Meet can cause students to be lazy to study. While studying online, internet packages, smartphones, and a good internet connection. If they don't have that, then they don't follow the lesson. This is what distinguishes students' feelings in dealing with online learning. The space for movement is limited and you can only meet face to face via a cellphone or laptop screen, and if you take a long time it will cause the cellphone to feel hot and run out of internet packages. Students also cannot ask more about learning material. It was factors like these that resulted in students' negative behaviour during the COVID-19 pandemic because students experienced a different learning situation from face-to-face learning or learning before the pandemic. Therefore, students need to adapt or adjust to online learning because online learning is a new learning system for students.

CONCLUSION

Based on the results of research related to changes in student learning behaviour at SMA Christian Ka-

pan, it can be concluded that changes in student behaviour that occur are students becoming less active in asking questions, lacking enthusiasm in learning, and students being more silent in participating in the learning process. This is due to the implementation of learning that is carried out online. Therefore, the impact is that students begin to forget school culture, students are more interested in playing online games, and social media, student learning discipline begins to decrease, students feel bored, and their learning motivation decreases.

REFERENCES

- Adedoyin, O. B., & Soykan, E. (2020). Covid-19 pandemic and online learning: the challenges and opportunities. *Interactive Learning Environments*.
<https://doi.org/10.1080/10494820.2020.1813180>
- Chiu, T. K. F. (2021). Applying the self-determination theory (SDT) to explain student engagement in online learning during the COVID-19 pandemic. *Journal of Research on Technology in Education*, 54(S1), S14–S30.
<https://doi.org/10.1080/15391523.2021.1891998>
- Chiu, T. K. F., Lin, T. J., & Lonka, K. (2021). Motivating Online Learning: The Challenges of COVID-19 and Beyond. *The Asia-Pacific Education Researcher* 2021 30:3, 30(3), 187–190. <https://doi.org/10.1007/S40299-021-00566-W>
- Dhawan, S. (2020a). Online Learning: A Panacea in the Time of COVID-19 Crisis: *Journal of Educational Technology Systems*, 49(1), 5–22.
<https://doi.org/10.1177/0047239520934018>
- Dhawan, S. (2020b). Online Learning: A Panacea in the Time of COVID-19 Crisis: *Journal of Educational Technology Systems*, 49(1), 5–22.
<https://doi.org/10.1177/0047239520934018>
- Djehalut, N. S., Kiko, B., Nurdin, N., & Syahrul, S. (2022). Peran Ibu Rumah Tangga sebagai Pendamping Belajar Anak di Masa Pandemi Covid 19 di Kota Kupang. *Ideas: Jurnal Pendidikan, Sosial, Dan Budaya*, 8(3), 1013–1020.
<https://doi.org/10.32884/IDEAS.V8I3.936>
- Julyyanti, Y., Yusuf, N. W., Saldika, S. D., Syahrul, S., & Ramlah, S. (2022). Dilema Usaha Rasional Orangtua dalam Menumbuhkan Kesadaran Pendidikan pada Anak di Nusa Tenggara Timur. *Journal on Teacher Education*, 4(1), 555–563. Retrieved from <http://journal.universitaspahlawan.ac.id/index.php/jote/article/view/5842>
- Lemay, D. J., Bazelais, P., & Doleck, T. (2021).

- Transition to online learning during the COVID-19 pandemic. *Computers in Human Behavior Reports*, 4, 100130. <https://doi.org/10.1016/J.CHBR.2021.100130>
- Li, J., Ghosh, R., & Nachmias, S. (2020). In a time of COVID-19 pandemic, stay healthy, connected, productive, and learning: words from the editorial team of HRDI. *Human Resource Development International*, 23(3), 199–207. <https://doi.org/10.1080/13678868.2020.1752493>
- Maqableh, M., & Alia, M. (2021). Evaluation online learning of undergraduate students under lockdown amidst COVID-19 Pandemic: The online learning experience and students' satisfaction. *Children and Youth Services Review*, 128, 106160. <https://doi.org/10.1016/J.CHILDYOUTH.2021.106160>
- Maswi, R., Syahrul, Arifin, & Datuk, A. (2022). Teori Konstruktivisme dalam Pembelajaran Sosiologi di Madrasah Aliyah Al-Hikmah Bahri Ternate Kabupaten Alor. *EDUKATIF: Jurnal Ilmu Pendidikan*, 4(2), 2395–2402. <https://doi.org/10.31004/EDUKATIF.V4I2.2459>
- Mulyono, H., Suryoputro, G., & Jamil, S. R. (2021). The application of WhatsApp to support online learning during the COVID-19 pandemic in Indonesia. *Heliyon*, 7(8), e07853. <https://doi.org/10.1016/J.HELIYON.2021.E07853>
- Neam, H. (2022). The impact of COVID-19 pandemic on sociology learning at SMA Negeri 2 Kupang. *Sociological Education*, 3(2), 7–12. Retrieved from <https://e-journal.unmuhkupang.ac.id/index.php/se/article/view/708>
- Syahrul; Zahrawati, F., & Nursaptini. (2023). Division of Labour in Coastal Community: The Equity of Role-Play Between Bugis Women and Men in Kupang. *PALASTREN: Jurnal Studi Gender*, 15(2). <https://doi.org/10.21043/PALASTREN.V15I2.11837>
- Syahrul, Arifin, & Datuk, A. (2021). The dilemma of Timorese education in the COVID-19 pandemic. *Educational Innovation in Society 5.0 Era: Challenges and Opportunities*, 151–156. <https://doi.org/10.1201/9781003206019-28>
- Syahrul, Zahrawati, F., & Nursaptini. (2022). *Kritik Ideologi Pendidikan*. Retrieved from <http://repository.iainpare.ac.id/4044/>
- Zahrawati, F., & Nurhayati, N. (2021). The Challenge of Online Learning in Curriculum-2013 During COVID-19 Pandemic: Study of Social Science Teachers at MAN 2 Parepare. *Sociological Education*, 2(1), 9–14. Retrieved from <https://e-journal.unmuhkupang.ac.id/index.php/se/article/view/380>