

OPTIMIZING LEARNING PROCESS IN THE ERA OF COVID-19 THROUGH ADVANCE LEARNING CONSULTATION SERVICES AT SMP UNGGULAN AISYIYAH BANTUL

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ABSTRACT

The era of covid-19 educational institutions must provide more learning services to students because not all students understand the learning that is abstract and scientific. The purpose of this study was to determine the effectiveness of consulting services learning conducted face to face to optimize the process learning and benefits perceived by the students after getting a service learning face to face. This study uses a qualitative method with a participatory approach, the analysis technique used is an interactive analysis model of miles and huberman, the research subjects were the principal, the LKP teachers and the students. Results of research learning face to face is considered effective in optimizing learning during a pandemic because it motivates to learn and helps the mental and psychological health of learners in online learning the pandemic.

Keywords : covid-19, learning consulting services, learning

INTRODUCTION

Communication in the educational process becomes a bridge to achieve educational goals. During the Covid-19 pandemic, teachers experienced obstacles both in terms of teaching and learning which could not be as intense as in normal times. It is hoped that changes in world conditions not only in Indonesia will not hinder the education process. The stopping of the education process has a huge impact and can damage human resources, namely the nation's future generations (Indiani, 2020).

In the era of 4.0 technology has become a very important need and humans are very familiar with systems that use technology. The educational process in educational institutions is a service that must be provided by educators to students and the service system is not only a direct contact process but through the internet can also be used as a medium to communicate and use human resources not only in a certain scope, communication via the

internet can be covered worldwide. (Ma'shumah & Muhsin, 2019). But in reality, technology education has not been able to equate learning directly guided by teachers. This is a new problem in education how teachers, parents and students themselves have to evaluate and find a way out to keep the maximum educational process especially in the process of learning to teach. In the covid-19 era, educational institutions must provide more learning services to student understand learning that is abstinent and scientific such as IPA and Mathematics. Students will find it difficult to learn this material and require optimal guidance from the teacher because they see students abilities in understanding different learning. Seventh graders who have just advanced one level from SD will still be in an operational development phase. According to Jean Piaget, children in the operational phase will make a decision based on what is seen, however something abstract and verbal statements cannot be

mastered by the child, so supporting tools are needed (Jarmita, 2012). Based on the reality that the researchers have described, many studies have discussed the strategies of educational institutions as solutions to problems faced by students in facing online learning, including:

Research conducted by Damayanti & Masitoh (2020) which is about "Student Coping Strategies in Facing Academic Stress in the Covid-19 Pandemic Era" The results of this study are academic stress is one of the psychological problems faced by students due to learning change patterns, difficulty understanding explanation through written language and boredom due to the limited student and teacher interactions, educational institutions choose coping stress strategies to help students' psychological health.

Fitria & Saputra (2018) in their research "The Impact of Online Learning on the Mental Health of Early Semester Student" describes the results of their research that 58 students in the early semester felt a negative impact (52.7%) and 52 students felt a positive impact (47, 3%) and of the 110 respondents 94 students experienced stress (85.5%) with various levels of stress from mild to severe.

The descriptions that have been presented by previous research are the impact of the lessons learned from the pandemic. Service has been designed by the institution to assist students in maintaining the learning process. It turns out that it has not been able to answer the reality that occurs in the educational process that has used various technology based learning media. The difference between previous research and this research is the educational service efforts carried out by educational institutions as a solution to the problems faced by students because they do not understand the material presented online. The Objective of this study was to determine the effectiveness of consulting services

learning conducted face to face and the benefits perceived by students after getting services face-to-face education.

RESEARCH METHOD

This research is a qualitative research that aims to obtain an overview of the effectiveness of face-to-face educational consulting services. This research approach uses a participatory approach. Participants this requires engagement between researchers and subjects studied. So that they can assist openly and more freely (Wangari et al., 2020).

The information generated is the result of analyzing the facts that occur in the field. The subjects in this study were the principal, subject teachers and students of Aisyiyah Bantul, a superior junior high school who attended educational consulting services. They are subjects who are fully involved in changing the learning curriculum in this pandemic. The data in the study were collected through semi structured interviews. The analysis technique used is the interactive analysis model from Miles, Huberman, & Saldaña (2013) three components are used as references in generating data, namely data reduction, data presentation and concluding. In data analysis techniques using an interactive model, the analysis begins when the researcher collects data and is carried out continuously so that the researcher can draw conclusions.

FINDING(S) AND DISCUSSION

The results of interviews that researchers have conducted both to school principals, teachers and students. Some become a factor in the implementation of face to face LKP at Aisyiyah Bantul Superior Junior High School as conveyed by the principal and teaching teachers that the evaluation of online learning during one semester encountered many obstacles such as some students did not take virtual

learning using zoom or google meet many students are not disciplined for example late entering the forum, some students often experience problems with blackouts and difficulty signals. This becomes an obstacle in the teaching and learning process so that the material presented cannot be conveyed properly because not all students get the material that has been explained by the subject teacher while the indicators of success in learning are student activeness during the teaching and learning process and the learning outcomes obtained by students in the end of learning. Indicators of activity include students' enthusiasm for learning, including being present in learning and answering questions raised by the teacher (Mardiyan, 2012).

This situation is a dilemma that must be resolved by SMP Unggulan Aisyiyah Bantul because schools cannot force their will when it comes to internet signals/networks. Online education is inseparable from the internet network (Kahfi, 2020). An internet network connection is one of the obstacles experienced by Aisyiyah's Junior High School students whose homes have difficulty with networks, among others, students who live in rural areas and geographically are still far from cellular signal coverage so that education from the application of this is not optimal.

With various obstacles that include student discipline, it turns out that the learning process using an apps like zoom or meet cannot be a solution for distance learning, the UA Bantul Junior High School has innovated in other learning media such as delivering material using video recordings, editing videos etc. but in reality there are still some students who do not understand this learning, evaluating the result of the assesment carried out. Aziz (2015) states that the benchmark for seeing student success in learning is knowing the learning outcomes so that teachers and institutions can evaluate learning and the objectives of the learning process. SMP

Unggulan Aisyiyah Bantul continues to evaluate the teaching and learning learning process during the pandemic. With the various problems faced by students and teachers, it was decided to apply Face-to-Face LKP as an effort to provide opportunities for students to learn and ask questions directly to the teacher.

Panjaitan (2016) states that direct instruction is an approach that is effort Teacher Center, because learning a distance directly teachers can demonstrate the knowledge and skills that are directed to students. The facts in the field do show that direct learning increases motivation in learning so that students can solve contextual knowledge. This was revealed by UA Bantul junior high school students when researchers interviewed them.

Face-to-face LKP activities carried out by Aisyiyah Bantul Superior Junior High School received a positive response from the guardians of the students. The LKP activities carried out were indeed limited to certain lessons, such as mathematics and science, the teachers and school principals gave several reasons for this limitation of consultation.

Mathematics and Science materials are deemed to be materials that require descriptive explanations and require various kinds of practice, especially science. The face-to-face LKP conducted by SMP UA Bantul is the first LKP so that it is an experiment, this restriction is done so that students don't go to school often. LKP is done in junior UA Bantul conducted with two shift for each meeting, the first shift ranges from 8:30 to 9:30 pm and the second shift range between at 09:30 to 10:30. Not only that, to prevent the occurrence of covid-19 transmission in classrooms, only 10-13 children are limited. Before the implementation of LKP UA Bantul Middle School formed a disaster preparedness team consisting of UA Junior High School teachers

themselves, this was done so that the face-to-face LKP process ran smoothly and the place could be very sterile.

As with interviews conducted with several students who took face-to-face LKP, they were greatly helped because the material they could not understand during online learning could be understood during LKP. The teacher does not repeat the material that has been given many times, but when the student worksheet is allowed to ask questions from the initial material they do not understand. Face to face LKP is very effective to do during a pandemic to help students stay motivated to learn so that they get good learning outcomes. The benefits of face-to-face LKP are felt by students, especially class VII class 2020, they feel happy because with the face-to-face LKP they have the opportunity to see and meet their peers and teachers, because when they become new students they have never met face to face with their classmates and teachers. teachers and classmates. According to Ma'shumah & Muhsin (2019) interaction with peers can affect student learning motivation, learning time spent with peers will affect student learning readiness so that it will affect learning outcomes, because the peer environment can provide a high learning motivation such as It was experienced by SMP UA Bantul that meeting peers makes the learning process more fun than studying alone at home.

Face-to-face learning consulting services conducted by SMP Unggulan Aisyiyah Bantul provide great color and benefits to students' learning motivation in understanding material during this pandemic.

LKP is a solution that can be carried out by schools with very strict health restrictions and protocols from students entering the school gate to exiting the school gate if the disaster preparedness team, teachers and students do not comply or neglect the rules for implementing face

to face LKP, then this LKP will not be effective. The policies carried out by schools will never run smoothly without strong support from student guardians, during this pandemic, schools, teachers, students and parents must support each other to reduce the occurrence of differences in perceptions. Parents' attention and support for their children's activities has a very important meaning so that children get motivation from various sides. (Arifayani, 2015).

HEADINGS AND SUB HEADINGS FOR CONCEPTUALLY-BASED PAPER

The Corona virus or what we usually call Covid-19 is a virus that is very worrying for humans in this hemisphere. Because the process of spreading is very fast and can spread to anyone without any age difference. Covid-19 is considered a virus that spreads very quickly, WHO states that Covid-19 is a pandemic that first originated in Wuhan and China (Spinelli & Pellino, 2020). Covid-19 is a dangerous disease that can kill healthy adults and elderly people who have health problems. Covid-19 is a virus that transmits quite efficiently, the average person infected with the virus spreads the same disease to several other people, this virus can threaten people who are only mildly ill and can even be deadly (Gates, 2020).

Fehr & Perlman (2015) described that Covid-19 is a disease caused by Severe Acute Respiratory Syndrome Coronavirus-2 (SARS-CoV-2). This disease first appeared in Wuhan, Hubei Province, China where it was alleged that this virus originated in the food market in the Huanan sea. WHO first learned of the existence of this disease when it received reports of cases of pneumonia with no known cause. The author concludes from several theories described by experts that Covid-19 is a disease caused by a virus, the corona virus

spreads very quickly and threatens humans, especially people who have health problems.

SaRS-CoV-2, which is the first cause of Covid-19, has been shown to infect the digestive tract based on the results of the biopsy on gastric epithelial cells, duodenum and rectum. As many as 23% of patients reported the virus was detected in the feces even though it was not detected in respiratory tract samples, there were several experiments conducted by experts on the spread of SARS-CoV-2, experiment conducted by Doremalen, Bushmaker, & Holbrook (2020) showed that SARS-CoV more stable on materials that are plastic and stainless steel (>72 hours), copper (4 hours) and on cardboard for 24 hours. Another study conducted by Singaporean scientists found extensive environmental pollution in the rooms and toilets of Covid-19 patients with mild symptoms. Viruses can also be detected on toilet seats, windows, cupboards, fans and door handles. So this is a lesson for all of us to prevent Corona Virus transmission, always be careful with the objects we hold and try to always wash our hands after handling these objects.

Face to Face Learning

Era 4.0 can all be done with technological sophistication as well the learning process. Learning models can now be carried out with various models, namely traditional models (face to face), modern models (online) and with blended learning (Wardani, Toenlio, & Wedi, 2018).

Covid-19 schools have met with a situation where the policy of every institution is very important to be decisive good of all citizens of the school one of which is the learner. Several factors must be considered by institutions in determining learning models, namely the achievement (success) factor of learning outcomes. in addition to the ad al ah factor learning environment and financing.

Every learning model that must be applied during the Covid-19 period will indeed have a positive or negative impact, but these are the consequences that exist in every decision choice.

Learning faces classroom, any learning process will rely on the presence of teachers and learners. In the face-to-face learning process, students will be involved in spontaneous verbal communication in a permanent visual environment (Astuti, Sari, & Azizah, 2019).

According to Norman (2016) the face-to-face learning process requires greater costs, but the beneficial things in face-to-face learning are that students are more focused on taking part in learning and face-to-face learning has an impact on psychological, emotional and can absorb learning material greater than online learning.

The development of technology makes all lines of life change and more creative so that educational institutions both teachers and schools must be able to keep up with the times and knowledge of learning that uses technology and is done remotely must be owned by all teachers. So that schools still maintain the quality of education through the skills possessed by teachers as educators. This knowledge also serves to be used in unexpected circumstances, for example the current Covid-19.

CONCLUSION

Face to face learning consultation services are considered effective in optimizing learning during a pandemic because the motivation to learn and help the mental and psychological health of students in carrying out online learning during the pandemic. Face to face LKP is an alternative for students who have difficulty understanding online learning. Several things must be considered in conducting a face to face LKP, namely:

1. Implementation must be with health protocols
2. there is consent from the parents of students
3. and not in school for a long time

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