

The Effect of Online Learning System Policy on Children's Mindset During the Covid-19 Pandemic

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ABSTRACT

This study aims to analyze the effect of implementing online school policies on children's mindsets during the pandemic. This study focused on SD Negeri Godean 1 and SD Muhammadiyah Sangonan 1. The results of this study were as follows: 1) The results obtained from the implementation of online learning method due to the implementation of online school policies in SD Negeri Godean 1 were an increase in students' academic abilities as indicated by an increase in student scores caused by regular practice questions that enable students to feel accustomed to learning independently. Changes in the mindset that arose from the implementation of this online school were the emergence of independence and perseverance of students during the implementation of online schools because there was awareness for them to maintain and increase academic knowledge. 2) Online school policy in SD Muhammadiyah Sangonan 1 was implemented utilizing the method of meeting regularly through virtual in the pandemic period using Zoom Meeting or Google Classroom applications. It can be seen that by using these methods, students' mindset on the implementation of online learning indicates that they were active and had a sense of enthusiasm. Although SD Muhammadiyah Sangonan 1 had implemented and produced students who were active and enthusiastic in implementing online schools, learning outcomes related to students' abilities, especially in practice questions, had decreased. This happened because the school was not focused on practice questions, but student persistence and discipline instead.

Keywords: Policy Implementation, Mindset, Online School.

1. INTRODUCTION

Covid-19 or Coronavirus Disease-19 is a new type of disease that attacks the world and has never been identified before [1]. This virus was first discovered in Wuhan, China in 2019 [2]. Covid-19 is a type of disease caused by the acute respiratory syndrome Coronavirus 2 (SARS-CoV-2) [3], which is easily spread and transmitted through the air, droplets from people who cough or sneeze, and through surfaces that have been contaminated with the virus [4]. When the virus enters the human body, it might cause symptoms of diseases such as flu, Middle East Respiratory Syndrome (MERS), and also Severe Acute Respiratory Syndrome (SARS) [5]. Looking at the influence and impact caused by Covid-19, WHO then announced that Covid-19 was a

world public health emergency [6].

The spread of Covid-19 also reached Indonesia, with the first case being found in March 2020 [7]. Covid-19 has a significant mortality rate because to its rapid development and transmission [8], with 470,000 positive confirmed cases in November 2020 and about 1 million positive cases at the start of 2021, with a fatality rate of around 29,000 people [9]. As a result of the large number of cases, the Indonesian government reacted quickly, enacting and releasing a variety of policies to deal with and prevent the spread of Covid-19, as well as to mitigate the disease's impact [10]. The first policy issued was Presidential Decree No. 12 of 2020 which declared the Covid-19 pandemic to be a National Disaster [11]. After that, the government also issued a policy of Large-Scale Social Restriction

through Government Regulation No. 21 of 2020 to break the chain of virus transmission [12].

The implementation of Large-Scale Social Restriction then has an influence on community activities in various sectors of life, ranging from social, economic, government, transportation, to tourism [12]. Many restrictions must be carried out by the community, ranging from restrictions on activities or gatherings that invite crowds, wearing masks when doing outdoor activities, keeping a distance from each other, and implementing strict health protocols such as washing hands, using hands sanitizer, to keep oneself healthy.

Restrictions also occur in the education sector, where teaching and learning activities must be postponed and replaced with other learning methods [13]. Ministry of Education and Culture then issued a policy through Circular No. 3 of 2020 concerning the Implementation of Education in the Emergency Period for the Spread of Covid-19, which states that teaching and learning activities are carried out at home (School from Home) through online or remote methods [14]. Online schools through online learning are an alternative to face-to-face learning systems, as well as opening online education platforms that can be used by schools and teachers to teach students remotely and reduce obstacles in carrying out education during the Covid-19 pandemic [15]

In Sleman Regency, both private and public schools at that time (until the time the research was conducted) have also begun to implement online learning system policies, including SD Negeri Godean 1 and SD Muhammadiyah Sangonan 1. SD Negeri Godean 1 is one of the elementary schools established by the government, Sleman Regional Government as a superior elementary school and became the best elementary school in Godean Subdistrict. This school has increased achievements annually in both academic and non-academic fields, namely in badminton, swimming, taekwondo, et cetera at the sub-district and regional levels. SD Negeri Godean 1 became one of the schools affected by Covid-19. The learning system that was previously implemented with a face-to-face system was changed to an online learning system. the learning system commonly carried out in the classroom can now only be carried out online using Google Classroom, Zoom, and WhatsApp groups applications.

Online distance learning has made a lot of changes, both in terms of learning methods and in terms of assessment. This learning, accordingly, raises many obstacles experienced by teachers and students. During the distance learning process, many students experience difficulties when doing online learning, including inadequate internet access, less than an optimal

understanding of the material, and having to fight increasing laziness. Moreover, students also find it difficult to concentrate on learning because they feel bored and dizzy due to too many tasks assigned, and they use more time to play gadgets such as playing online games, accessing Instagram, Twitter, YouTube, and other social media compared to study.

Due to various issues described above, this study aims to analyze “the influence of online learning system policies on changes in children’s mindset during the Covid-19 pandemic period at SD Negeri Godean 1 and SD Muhammadiyah Sangonan 1” using qualitative method. The researchers chose SD Negeri Godean 1 and SD Muhammadiyah Sangonan 1 in this study because the researchers intended to investigate how the decisions of the two schools in implementing distance school policies with the online method. Furthermore, researchers also want to find out how the influence of online school policies on the quality and ability of students causes changes to students’ mindsets in implementing online school policies considering that these two schools have different decisions and policies in implementing schools during the Covid-19 pandemic.

2. METHOD

This study employed a descriptive qualitative research method. This method is a procedure in research that produces descriptive data in the form of words or images in written, oral, or action form from a policy [16]. The research subjects for this study were 6th grade students, homeroom teachers, and parents from SD Negeri Godean 1 and SD Muhammadiyah 1 Sangonan. The purposive sampling strategy was used to determine the research sample. Purposive sampling is a data-sampling strategy that takes specific factors into account. Observations of research settings and in-depth interviews with informants provided the basis for the research. Observation is an activity of observing the object of research [17]. Meanwhile, in-depth interviews are a process of obtaining research data by conducting direct questions and answers between the interviewer and the resource person [18].

3. DISCUSSION

An online school implementation policy during the Covid-19 pandemic as stated in the DIY Governor’s Circular No. 421/8194 and the DIY Governor’s Decree No. 121/KEP/2020 on the implementation of online schools aimed at preventing the growth and spread of the Covid-19 epidemic. The results obtained from the implementation of policies related to online schools at SD Negeri Godean 1 and SD Muhammadiyah Sangonan 1 are as follows:

Table 1 Results of Implementation of Online Learning at SD Negeri 1 Godean and SD Muhammadiyah 1 Sangonan

Name of School	Results of Implementation of Online Learning during the Covid-19 Pandemic		
	Ability in the Implementation of Practice Questions	Independence in the Work of Practice on Achievement Questions	Student Value above the Subjects Minimum Mastery Criteria
SD Negeri 1 Godean	100% (40 Students)	95 % (38 Students)	100 % (40 Students)
SD Muhammadiyah 1 Sangonan	71 % (25 Students)	71 % (25 Students)	100% (35 Students)

Source: Results of Data Processed by Researchers

Based on the table above, the results of online learning of SD Negeri 1 Godean and SD Muhammadiyah 1 Sangonan, during the Covid-19 pandemic, students can be divided based on their abilities in carrying out practice questions, their independence in working on practice questions, and their achievement above the Minimum Mastery Criteria in each subject. The following is an explanation for each school:

1) SD Negeri 1 Godean

At SD Negeri 1 Godean, the results were in the form of a percentage of about 100% or 40 students who could carry out practice questions. This ability could produce student scores at SD Negeri 1 Godean above the Minimum Mastery Criteria for subjects up to 100% or all students. The success of the two indicators in the implementation of online learning cannot be separated from the support for the independence of SD Negeri 1 Godean students in working on practice questions, 95%. In other words, 38 out of 40 students of SD Negeri 1 Godean have independence in doing practice questions individually, while 2 out of 40 other students still need guidance from the homeroom teacher and other subject teachers.

These results are inseparable from the policies taken by schools in the implementation of online schools. It is known that SD Negeri 1 Godean implements online school policies by implementing virtual meetings using Zoom Meetings or Google Classroom and WhatsApp groups only 2-3 times a week, focusing on numeracy subjects. Another method used by this school was to apply compaction of practice questions and assignments for students to improve the quality of students academically to continue learning and having the ability even though they are carrying out assignments at home. The results obtained from the application of this online learning method were the increasing ability of students

academically indicated by an increase in student scores caused by regular practice questions. Thus, students feel accustomed to working on the questions given and are accustomed to learning independently from home.

2) SD Muhammadiyah 1 Sangonan

In contrast to the learning outcomes of SD Negeri 1 Godean students, students at SD Muhammadiyah 1 Sangonan had a level of ability in the implementation of practice questions and independence in working on practice questions of 71% or 25 students out of a total of 35 students. Nevertheless, all students at the school managed to achieve a score percentage above the Minimum Mastery Criteria of 100%, 35 students. This difference in results was influenced by differences in policies and learning methods applied by SD Muhammadiyah 1 Sangonan. This school implemented an online school policy by implementing a virtual meeting method using the Zoom Meeting application or Google Classroom every day. The method was applied to help students have a mindset towards the implementation of online learning activities and have a sense of enthusiasm in every learning implementation. SD Muhammadiyah 1 Sangonan focused more on learning on students' perseverance and discipline.

From the comparison results of the two elementary schools, SD Negeri 1 Godean and SD Muhammadiyah 1 Sangonan, it was found that there were quite significant differences in the results of online learning during the Covid-19 pandemic. The difference is in the percentage of students' abilities in practice questions, with a percentage difference of 29%, where the results of SD Negeri 1 Godean are superior compared to SD Muhammadiyah 1 Sangonan. Another difference in results was found in the results of students' independence in doing practice questions. This is evidenced by the difference in the percentage of about 24% which proves that SD Negeri 1 Godean is superior. Meanwhile, the results of the achievement of the Minimum Mastery Criteria in both schools, SD Negeri 1 Godean and SD Muhammadiyah 1 Sangonan, have the same achievement results of 100%. From the three benchmarks for the results of online learning at SD Negeri 1 Godean and SD Muhammadiyah 1 Sangonan, it can be seen that the one who is superior in online learning outcomes during the pandemic is SD Negeri 1 Godean which has a higher percentage result compared to SD Muhammadiyah 1 Sangonan.

From the implementation of online school, several new mindsets were found that were created by students of SD Negeri 1 Godean and SD Muhammadiyah 1 Sangonan. This can be found from the results of interviews and primary data obtained by researchers, as follows:

SD Negeri 1 Godean:

“After we saw and surveyed the development of SD Negeri 1 Godean students on the implementation of online schools during the pandemic, the changes that emerged were that children were more active in learning and the results were maximum compared to face-to-face meetings at school. We see that the children are also enthusiastic because they may have an awareness that for now, they will at least meet the teacher and their friends. Therefore, they continue to improve their learning patterns and practice questions. Thus, their grades and achievements do not decrease, proven by their increasing performance.”

SD Muhammadiyah 1 Sangonan:

“During the Covid-19 pandemic, the influence of introducing online school policies had a significant impact on students’ attitudes. They were able to grow and converse together back then, but now they must complete independent learning exercises. We, as educators who foster and direct the students of SD Muhammadiyah 1 Sangonan, feel that there is a change in students' mindset even though they have implemented independence. The mindset that was original with friends and socializing directly now has to be virtual or even non-existent. However, we implement and grow a new mindset that is to always be active in online learning activities to enable communication and socialization well. Previously, the change was that the children had a bit of difficulty in implementing the online school pattern because they were used to meeting each other with disgust at school. In forming and implementing online school policies by implementing student activity to enable students to follow lessons even at this crucial time. Changes that occur, if I am honest, the students' abilities have decreased. Well, even though they are independent and active, but still, elementary school students also need to be guided directly by the teacher. Therefore, the results or grades have decreased somewhat. If the change in mindset from what used to be a bit relaxed at school, not it is enough for them to be disciplined.”

Based on the results of the interviews above, it can be seen that the changes in the mindset of the students of SD Negeri 1 Godean and SD Muhammadiyah 1 Sangonan have differences between the two. It was explained at SD Negeri 1 Godean that the change in mindset resulting from the implementation of online school policies during the Covid-19 pandemic was the persistence and independence of students in doing practice questions. Students of SD Negeri 1 Godean have the assumption that during the Covid-19 pandemic,

they need independence in improving their learning patterns to maintain their achievements in their education.

During the implementation of online school policies during the COVID-19 pandemic, a transition period occurred in SD Muhammadiyah 1 Sangonan such as difficulties in communicating and socializing when carrying out schools online. The change found in the mindset of the students of SD Muhammadiyah 1 Sangonan is an increase in a sense of discipline for students. This is indicated by the activeness of students in learning activities at school compared to the transition period at the beginning of the use of online methods.

These two findings are following the results of interviews between researchers and resource persons, namely the homeroom teacher of SD Negeri 1 Godean and SD Muhammadiyah 1 Sangonan. Therefore, changes in mindset before the implementation of online schools were found with the implementation of online schools during the Covid-19 pandemic, as follows:

Table 2 Changes in Mindset in SD Negeri 1 Godean Students in Online School Implementation

School Name	Mindset Change	Before Online Learning	During Online Learning
SD Negeri 1 Godean	Ability to analyze practice questions independently	71 %	100%
	Positive thinking in the implementation of online learning	85%	90%
	Alternative thinking on the implementation of online learning	80%	95%
SD Muhammadiyah 1 Sangonan	Ability to analyze practice questions independently	85%	71%
	Positive thinking in the implementation of online learning	75%	90%
	Alternative thinking on the implementation of online learning	80%	95%

Source: Data Processed by Researchers

Based on the data presented in the table above, it is known that there is an increase from the two schools in the implementation of online schools. This can be seen from an increase from SD Negeri 1 Godean by 30% in the mindset of students' abilities in doing practice questions. The next increase was in the positive thinking of students during the implementation of online schools of 5% and the increase of students' alternative thinking in implementing online schools during the Covid-19 pandemic of 15%. If SD Negeri 1 Godean had an increase in students' abilities in problem-solving or practice questions, SD Muhammadiyah 1 Sangonan is the opposite. It is known that the school experienced a decrease in students' ability in practice and problem-solving by 29%. The increase that occurred in the school lies in

the positive mindset of students and alternative mindsets that have changed 25% and 15%.

4. CONCLUSION

From the results of the analysis and discussion regarding the effect of implementing school policies online during the Covid-19 pandemic, it can be seen if the implementation of online school policies affects the policies implemented by schools, which in turn affects the quality of learning and the mindset of students in each school. SD Negeri 1 Godean applies online learning methods through virtual meetings using Zoom Meetings or Google Classroom and WhatsApp Groups only 2-3 times a week, focusing on arithmetic subjects and condensing practice questions and assignments for students. This method affects increasing students' academic abilities as indicated by an increase in student scores and the percentage of ability in the implementation of practice questions and the achievement of student scores above the Minimum Mastery Criteria of 100%. The methods and results achieved during the online school resulted in students' mindsets that were more diligent and independent in doing the exercises given.

Meanwhile, SD Muhammadiyah 1 Sangonan applies a different method from SD Negeri 1 Godean, where the method applied is virtual meetings using the Zoom Meeting or Google Classroom application every day. This method gives different results, where the percentage of students' ability in the implementation of practice questions and independence in working on practice questions only reaches 71% or only 25 students out of a total of 35 students. This happens because SD Muhammadiyah 1 Sangonan focuses more on learning on student persistence and discipline. Therefore, it affects the mindset of students in terms of discipline, indicated by the activeness of students during online learning or school activities.

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