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STUDENT ADAPTATION AFTER ONLINE LEARNING AFTER THE COVID-19 PANDEMIC**Vika Fransisca**

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ABSTRACT:

The Covid-19 pandemic is a very troubling disaster for the entire human population in the world, because it has greatly disrupted the economic and educational fields. All human life in the world is greatly disturbed by the presence of this very deadly virus, without exception in the field of Education. This research uses the literature review method, literature review is the first and important step in preparing a research plan. Literature review is a search and research literature by reading various books, journals, and other publications related to research topics, to produce one writing related to one particular topic or issue. The causes of COVID-19 have not only impacted health and the global economy. But it also has an impact on all sectors, especially in the education sector. Therefore, it is necessary to take anticipatory steps by each education unit at the regional level considering the many important agendas, such as national examinations, and college entrance selection. Not only were teaching and learning activities disrupted, but the virus that originated in the bamboo curtain country also caused the implementation of activities in schools and schools that were originally scheduled to change according to the planned schedule. Students, teachers, and student organizations are prohibited from carrying out activities that involve many people. However, all the teaching staff and educational staff still have to work in the school as usual. This step was taken to anticipate and prevent the spread of the coronavirus in schools, schools, and surrounding areas.

Keywords: Pandemic, Covid-19, Online Learning, Student.**Article History**

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INTRODUCTION

The virus, which can also be called Covid-19, was first discovered in China, more precisely in Wuhan City. Many countries have reported the transmission of the corona virus (Yunita & Maisarah, 2020). The Covid-19 pandemic is a very troubling disaster for the entire human population in the world, because it has greatly disrupted the economic and educational fields. The whole life of human beings in the world is greatly disturbed by the presence of this very deadly virus, without exception in the field of education. The existence of the Covid-19 Pandemic has closed many countries that have closed schools, colleges and universities to avoid the transmission of the Covid-19 virus, Indonesia is also doing the same with other countries. The causes of the coronavirus initially showed an impact on an economic sphere that was beginning to be sluggish, and then at this time it was felt in the field of education. With the existence of Covid-19, many countries issued policies, namely by closing schools during the Covid-19 pandemic, the State of Indonesia also closed all educational activities to make the government and related institutions make alternatives so that education continues to run as usual. The Existence of the Covid-19 pandemic in Indonesia and the world, has made the face-to-face learning system replaced with online or online system learning, where students continue to carry out learning activities from their respective homes.

The Indonesian government issued several policies related to the COVID-19 pandemic. One of them is the prohibition of people gathering and doing activities outside the home, as well as advocating to stay at home "Stay at home, worship at home, work from home, study from home". This is because this virus can be infected through physical contact, namely touch and droplets through the air so that they must maintain physical distancing (Nasruddin & Haq, 2020). Social distancing policies, even physical distancing, can minimize the spread of COVID-19. Along with the policy, the government encouraged all elements of education to activate classes even if schools were closed. School closures are the most effective mitigation measure to minimize the spread of the virus in children. The solution provided is to implement learning at home by utilizing various supporting facilities that support (Herliandry et al., 2020).

Online learning is a learning process that in its implementation requires supporting facilities, namely the internet. There are several advantages that we can feel when using this online learning where students have flexibility in the time and learning process (because it can be done anytime and anywhere). This learning process uses various supporting applications in the learning process including classroom, video conference, telephone or live chat, zoom or via Whatsapp group. Online learning is a new way of working that can provide a solution to a reference in providing a creative and

different learning process. A learning will reach a point of success depending on the character of the learning rather than the student himself. As mentioned by Nakayama regarding e-learning learning, not all students will experience success in this learning process (Nakayama et al., 2007), as mentioned in the study, students and teachers will obviously experience the challenges and impacts of this online learning process because not all students and teachers will be able to quickly adapt to this online learning process. Therefore, it is necessary to have good cooperation between schools, teachers, students and parents so that they will achieve the expected goals together.

Learning carried out from home due to the pandemic has many impacts, these impacts include students becoming less social, students experiencing verbal violence, lack of discipline in learning at home, inadequate learning facilities and not achieving student learning goals (Sutarna et al., 2021). Online learning is even considered not to make a positive contribution to the affective development of students (Rantung et al., 2022). Although there are more negatives, online learning still has positive aspects, namely teachers and students become learning technology. The character of students during online learning during the pandemic is declining. Of the overall character values, only the creative value increases because it is accompanied by technological improvements in the hands of students (Massie & Nababan, 2021). Referring to the

above exposure, online learning has many negative impacts compared to positive impacts. Because of the many negative impacts, online learning or learning from home is considered ineffective. So many schools and communities want face-to-face learning to be carried out immediately.

RESEARCH METHODS

This research uses the literature review method, literature review is the first and important step in preparing a research plan. Literature review is a search and research literature by reading various books, journals, and other publications related to research topics, to produce one writing related to one particular topic or issue. In a literature review for the benefit of producing a scientific paper, such as a thesis, thesis, and dissertation, the author explores literature related to the topic and problem of his research on learning in the period before, during and after the Covid-19 Pandemic.

RESULTS AND DISCUSSION

Based on the results of searches for articles about learning in Indonesia before, during and after the COVID-19 pandemic, it is as follows. The implementation of Teaching and Learning Activities which are currently carried out using distance learning applications, but have not achieved maximum results. This is evident from one of the articles that states that learning activities through online learning during the learning period at home in the first days of implementing the online learning system,

there are inevitably many obstacles, especially for those who have never done it (Kharisma et al., 2020). The causes of COVID-19 have not only impacted health and the global economy. But it also has an impact on all sectors, especially in the education sector. Therefore, it is necessary to take anticipatory steps by each education unit at the regional level considering the many important agendas, such as national examinations, and college entrance selection. Not only were teaching and learning activities disrupted, but the virus that originated in the bamboo curtain country also caused the implementation of activities in schools and schools that were originally scheduled to change according to the planned schedule. Students, teachers, and student organizations are prohibited from carrying out activities that involve many people. However, all the teaching staff and educational staff still have to work in the school as usual. This step was taken to anticipate and prevent the spread of the coronavirus in schools, schools, and surrounding areas (Rahabav, 2020).

The implementation of online learning is in accordance with the concept of the Ministry of Education and Culture echoed by Nadiem Makarim before the COVID-19 pandemic, which is called independent learning. Students are required to master technology, be creative, have high motivation, be able to carry out innovations whose purpose is to prepare milineal ready to face the challenges of globalization (Fauzi & Khusuma, 2020). Nadiem Makarim's dream is now realized faster with the

presence of students who are almost 65% able to carry out virtual learning. Although the percentage of students who use Online Learning is not too significant, it has at least shown progress, development, and innovation in the education system in Indonesia by using This Online Learning. There are four types of teacher competencies, namely professional competence, personality competence, social competence, and pedagogic competence. Pedagogic competence consists of ten subcompetences in it, namely mastering the characteristics of students from physical, moral, cultural, emotional and intellectual aspects, mastering learning theories and principles of educational learners, developing curricula related to subjects or fields of development, organizing educational learning, utilizing information and communication technology for the benefit of learning, facilitating the development of students' potential to actualize their various potentials, communicate effectively, empathically and politely with students, organize assessments, evaluate learning processes and outcomes, utilize assessment and evaluation results for the benefit of learning, and carry out actions reflection for the improvement of the quality of learning, since today there is a policy of eliminating school exams that were previously school exams. In some areas, there are still many complaints of intervention and uniformity even though the school examination policy for the elementary school level should be adjusted

to the competence of the students of each school (Subhi, 2020).

The second competence is personality competence which includes a mantab and stable personality, mature, wise, wise, authoritative, and noble character. The third is social competence, namely having the subranah of being able to communicate and associate effectively with fellow educators and education staff, and being able to communicate and associate effectively with parents / guardians of students and the community. The fourth competence, namely professional competence which includes scientific substance related to the field of study, mastering scientific structures and methods. Based on these four competencies, it is hoped that teachers can easily adjust to changes in the learning system which was originally offline to online (Subhi, 2020). The teaching and learning process in the classroom not only requires the fulfillment of the material alone, but also the development of the cognitive, affective and psychomotor realms of students as has become the goal of national education. One of the important cognitive domains in the teaching and learning process is the understanding of concepts. Teaching and learning activities are in principle to activate students in forming meaning or understanding. But in reality, this is neglected along with the demands of fulfilling the material that must be mastered by students. The abilities that students should have with an understanding in achieving existing competencies are not

developed. This can happen because many students end up choosing to memorize the material only (Nurrita, 2018). The learning process in schools is the best public policy tool as an effort to increase knowledge and skills. In addition, many students consider this School is a very fun activity, they can interact with each other. Schools can improve social skills and social class awareness. Student. The school as a whole is a medium of interaction between students and teachers to improve the integrity, skills and heart between them. But now the activity called school has suddenly stopped due to the Covid-19 Disruption. The extent to which it affects the learning process in schools, especially for Indonesia, there is a lot of evidence that schools greatly affect productivity and economic growth (Baharin et al., 2020).

The implementation of face-to-face learning which was again carried out after the implementation of online learning during the pandemic which has been running for two years there have been several changes both in the teaching and learning process and other activities in schools, differences in face-to-face learning carried out during the pandemic show changes made by the school such as the implementation of health protocols and the reduction of learning hours in school, Michel Beer in (Sayidah et al., 2012). revealed that change as taking an action different from the previous one, the existence of these differences resulted in a change, where the change was made as a readjustment so that face-to-face learning

could run well. The process of changes or adjustments made is of course in accordance with the rules issued by the government. Among others, as (Minister of Education and Culture et al., 2021) in the Decree of the Minister of Education and Culture, Minister of Trade, Minister of Health, and Minister of Home Affairs of the Republic of Indonesia No. 03 / KB / 2021. No.384 of 2021, No.440-717 of 2021, Concerning Guidelines for Implementing Learning during the Covid-19 Pandemic.

CONCLUSION

Post-pandemic learning cannot be separated from the learning carried out during the pandemic. There is an impact of learning during the pandemic that distinguishes face-to-face learning before the pandemic and face-to-face learning after the pandemic. Students need to adapt to new habits such as wearing masks and washing their hands frequently and adapting to face-to-face learning activities after previously carrying out learning from home due to the pandemic. The post-pandemic face-to-face learning process experienced by teachers at SD Negeri Salebu 03 is that students are less focused on learning in the classroom, students' attitudes are not polite when interacting with teachers and do not obey regulations, as well as the use of whatsapp technology to communicate with parents regarding learning.

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