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The Impact of the Covid-19 Pandemic on the Learning Process at Madrasah Tsanawiyah Negeri 1 Malang City

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ABSTRACT

The article aims to: 1) identify the implementation of online learning at MTs Negeri 1 Malang City during the Covid-19 pandemic, 2) identify the impacts that occur in online learning on teachers, students, and parents at MTs Negeri 1 Malang City during the Covid-19 pandemic, and 3) identify the reasons these impacts can occur in online learning on teachers, students, and parents at MTs Negeri 1 Malang City during the Covid-19 pandemic. This research is a qualitative research with a case study method approach. Respondents in this study were teachers, students, class VIII MTs Negeri 1 Malang City. Data collection used open-ended questionnaires, interviews, and documents. Data analysis in this study used qualitative descriptive analysis with the stages of data reduction, data display, and conclusion drawing/verification. The results of the study found that, 1) the implementation of online learning at MTs Negeri 1 Malang City during the Covid-19 pandemic has been implemented. 2) the implementation of online learning, each class makes a WA group, teachers, 3) the positive impact in online learning is getting new experiences from online learning, increased ability to technology, and more flexible time, 4) While the negative impacts related to the obstacles experienced include, among others, additional internet quota costs, internet network disruptions, limited mastery of technology, the completeness of the subject matter does not match the curriculum achievements.

Keywords: *Critical Thinking Skills, Pandemic, Online learning*

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INTRODUCTION

Education is an effort made by individuals in a conscious and planned manner to realize an effective learning process with the aim of educating students in developing their potential (Milwright, 2023). But today, there are still many problems in the world of education that can hinder the achievement of the expected goals (Cesar Da Silva dkk., 2021). In the right problems in education is a top priority that must be resolved, one of which concerns the quality of education (Shengyao dkk., 2024). The quality of education is currently experiencing challenges as a result of the Covid-19 virus outbreak. Covid-19

is a global pandemic whose spread is so worrying. As a result, the government must work together to reduce the rate of spread of the Covid-19 virus by issuing a policy for all citizens to carry out social distancing (Mukhtar & Todd, 2023). So that with this policy, all community activities that were previously carried out outside the home by gathering and grouping, must now be stopped for a moment and replaced with activities in their respective homes.

The Covid-19 pandemic has caused governments in various parts of the world to implement a number of new policies related to breaking the chain of transmission of the virus, including the government of the Republic of Indonesia. As an effort to accelerate the handling of Covid-19 (Iqbal dkk., 2024), the government through PP No. 21 of 2020 issued a large-scale social restriction policy (social distancing) related to work activities, the business world, offices, education, religion, economy or other social activities.

The Covid-19 pandemic has forced the learning system in Madrasahs to change drastically from face-to-face (conventional) learning to online learning (Ascarya dkk., 2022). Many Madrasahs do not yet have online learning infrastructure, but are still forced to implement online learning (Siminoff dkk., 2024). Many parties feel unprepared for the implementation of online learning, both from teachers, students, and parents.

MTs Negeri 1 Malang City is a Madrasah located in Klojen District, Malang City. Although it is located near the city center, MTs Negeri 1 Malang City is already classified as an advanced Madrasah. The characteristics of some students and parents who are not technology illiterate. In addition, most all teachers at MTs N are technology and internet literate.

During the Covid-19 pandemic, many studies have been conducted related to online learning during the pandemic (Ganzar dkk., 2024). Of the several studies that have been conducted, none has examined the case study of the impact of the Covid-19 pandemic on the online learning process.

Based on some of these backgrounds, the author is interested in conducting research with the title "The Impact of the Covid-19 Pandemic on the Learning Process."

Coronaviruses are a large family of viruses that can cause disease in animals or humans. In humans, some coronaviruses are known to cause respiratory infections ranging from the common cold to more severe diseases such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS) (De Diego-Cordero dkk., 2024). The most recently discovered coronavirus causes the coronavirus disease COVID-19.

COVID-19 is an infectious disease caused by the most recently discovered coronavirus. This new virus and disease were unknown before the outbreak began in Wuhan, China, in December 2019.

People can catch COVID-19 from another person infected with the virus (Marcos-Vílchez dkk., 2024). The disease can spread from person to person through tiny droplets from the nose or mouth that spread when someone with COVID-19 coughs or exhales. These droplets land on objects and surfaces around the person (C. Wang dkk., 2024). Other people then catch COVID-19 by touching these objects or surfaces, then touching

their eyes, nose or mouth (Ajgaonkar dkk., 2024). People can also catch COVID-19 if they breathe in droplets from someone with COVID-19 who is coughing or expelling droplets. This is why it is important to stay more than 1 meter (3 feet) away from a sick person.

Hamalik (2011) defines learning activities, which are various activities given to learners in teaching and learning situations (Miquel dkk., 2024). These learning activities are designed to enable students to obtain the specified content, so that the various objectives set, especially the aims and objectives of the curriculum can be achieved.

There are factors that influence learning. Referring to Slameto (2010), these factors consist of internal factors and external factors (Kirca dkk., 2024). The following will describe these two factors.

- 1) Internal Factors. Internal factors are factors that exist within the individual who is learning. These internal factors include physical factors, psychological factors, and fatigue factors,
- 2) Apart from internal factors, other factors that influence learning are external factors. External factors are factors that come from outside the student. These external factors include family factors, Madrasah factors, and community factors.

Basically, learning is an educator's effort to help students carry out learning activities with the aim of realizing the efficiency and effectiveness of learning activities carried out by students (Li dkk., 2024). Gagne, Brings, and Wager stated, "Instruction is a set of effects that effect learners in such a way that learning is facilitated." This means that learning is a series of activities designed to enable the learning process to occur in students.

Meanwhile, according to Riyana (2019), online learning is a system that can facilitate students to learn more widely, more, and varied. Through the facilities provided by the system, students can learn anytime and anywhere without being limited by distance, space, and time (Engelina Siregar, 2024). The learning materials studied are also more varied, not only in verbal form, but more varied such as visual, audio, and motion.

According to Munir (2009: 169) e-learning can be defined as learning by utilizing the help of electronic devices, especially computer devices (Al-Sharmani, 2023). The most important focus in e-learning is the learning process itself and not the electronic (e). Because electronics is just a tool, the implementation of e-learning uses audio, video, and computer devices or a combination of the three (Faizi dkk., 2024). In e-learning, the teacher/educational institution functions as one of the sources of knowledge.

Online learning is clearly different from regular learning. Online learning prioritizes students' ability to receive and process information (Kerkez & Şanlı, 2024). Riyana (2019) states that the characteristics of online learning are persona, structural, active, and connective.

According to Rusman, Kurniawan, and Riyana (2011: 292), there are advantages in online learning (e-learning) which are as follows (Martins dkk., 2024): 1) the availability of e-moderating facilities where teachers and students can communicate easily through internet facilities.

Teachers and students can use structured and scheduled teaching materials or learning instructions via the internet (Abdul Shukor & Kattiyapornpong, 2024). 3) Students can learn or review learning materials at any time and place if needed, considering that the teaching materials are stored on the computer. 4) If students need additional information related to the material they are learning, they can access the internet more easily (King dkk., 2024). 5) Both teachers and students can conduct discussions via the internet which can be followed by a large number of participants, 6) Changing the role of students from usually passive to active and more independent (Ashraf, 2023). 7) Relatively more efficient.

Various criticisms about e-learning according to Rusman, Kurniawan, and Riyana (2011: 293) include: 1) Lack of interaction between teachers and students or 2) Tendency to ignore psychomotor aspects or social aspects and vice versa 3) The learning process tends towards training rather than education. 4) The changing role of the teacher knows ICT-based learning techniques (Vera Cruz dkk., 2024). 5) Students who do not have high motivation to learn tend to fail. 6) Not all places have internet or network facilities, 7) Lack of personnel who know and have the skills to operate the internet. 8) Lack of personnel in mastering computer programming languages.

Kusuma and Hamidah (2020) conducted research with the title "Comparison of Mathematics Learning Results with the Use of the Whatsapp Group Platform and Zoom Webinars in Distance Learning during the Covid-19 Pandemic". The similarity with this study is that both of them examine online learning during the Covid-19 pandemic. The difference is that the research examines mathematics learning outcomes with the research subjects being students (M. Wang dkk., 2024). While in this study examining at the elementary Madrasah level.

Gunawan (Guo dkk., 2024), Suranti, and Fathoroni (2020) conducted a study entitled "Variations of Models and Learning Platforms for Prospective Teachers During the Covid-19 Pandemic Period". The research has similarities with this study, namely both examining learning during the Covid-19 pandemic. The difference is that in this study the students studied were prospective teachers. Meanwhile, this study examines learning at the elementary Madrasah level.

This research uses an exploratory case study method with a qualitative case study method approach (Olivas Castellanos & De Gunther Delgado, 2024). This approach is intended to find out and describe what it is clearly and in detail the impact of online learning during the Covid-19 pandemic at MTs N 1 Malang City.

Through the data that has been explored, it is hoped that data can be obtained that can help the high level of confidence in the data so that it is easier to analyze. The time in this study was conducted from June to August 2020 (Olivas Castellanos & De Gunther Delgado, 2024). The data sources in this study were teachers, students, and parents of students in classes with classes and VIII MTs N 1 Malang City. For teacher respondents, teachers from class I to class V were taken. For student respondents and parents of students, randomly taken in each class of class VIII totaling 380 (Imran & Mardhiah, 2023). Data collection techniques in this study used questionnaires, interviews, and

documents (Büssing, 2024). The data analysis technique that researchers use in this study is descriptive qualitative to answer the questions that have been formulated above, where the analysis process is carried out simultaneously.

RESEARCH METHODOLOGY

Recommended research methods for investigating the impact of the COVID-19 pandemic on the learning process at Madrasah Tsanawiyah Negeri 1 Malang City could include mixed qualitative and quantitative approaches. Qualitative approaches such as in-depth interviews with teachers, students and parents can provide deep insights into their experiences and perceptions of learning during the pandemic (Panah dkk., 2024). In addition, direct observation of the learning process, both virtual and hybrid, can also provide a richer understanding of the challenges faced and strategies used. Meanwhile, the quantitative approach through surveys can provide broader data on certain aspects such as the level of student engagement, academic achievement, and level of satisfaction with distance learning (Cullinan dkk., 2024). The integration of these two approaches is expected to provide a comprehensive understanding of the impact of the COVID-19 pandemic on the learning process at Madrasah Tsanawiyah Negeri 1 Malang City.

RESULT AND DISCUSSION

1. Implementation of Online Learning

a. Learning preparation

Online learning planning, even though it seems sudden, online learning is still implemented (Prakash dkk., 2024). The preparation done by the teacher is by providing information to the parents of students in advance before online learning is implemented. Then create a WA group in each class (Ascarya & Tanjung, 2021). Teachers also prepare a special schedule for online learning that is shared with students in the WA group.

b. Learning Process

All teachers implement online learning through whatsapp group application. While regarding the tools and facilities used by teachers in online learning. all teachers use tools in the form of laptops, cellphones, and internet quotas as the main tools in online learning. In addition, teachers also prepare teaching materials by using existing textbooks (Haustein, 2023). There are teachers who only distribute assignments, especially for lower grades. And for higher grades, the process of delivering material is more varied to attract students to be more active in participating in online learning.

c. Learning Evaluation

For assessment, there are 3 aspects, the three aspects are For attitude, usually based on student activeness. seen from the presence of students in the WA group when study hours begin and the timeliness of submitting assignments. For knowledge assessment, I take it from the reasoning according to the subject matter. For skills, it is taken from practical tasks, for example drawing.

2. Impact of Online Learning

a. Positive Impact for Teachers

- 1) gaining new experience and becoming technology literate.
- 2) New experience by learning using cellphone. Laptop
- 3) Teachers' skills in mastering technology also increase.
- 4) Online learning, can be done anywhere and at any time, and is more energy efficient.
- 5) For Students
 - a. Students can organize their own study hours, especially in doing assignments given by the teacher
 - b. Students are more independent
 - c. Students' parents become more attentive to their children

For Teachers

- 1) limited quota, disrupted internet network.
- 2) less interaction between teachers and students
- 3) teachers' ability to use technology is still low
- 4) lack of technology-based teaching materials,
- 5) and lack of student attention in online learning.

For students

- 1) students feel bored and saturated because they are too long at home
- 2) students lack understanding of the subject matter
- 3) 4% of parents do not have cellphones as a tool to support their children's online learning.
- 4) parents must be able to divide their time in addition to work, household chores, they must also take the time to accompany their children's learning.

1. Analysis of the Impact of the Covid-19 Pandemic on Online Learning at MTs N 1 Malang CityDemak

a. Analysis of Online Learning Implementation

In the Circular Letter of the Minister of Education and Culture Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period of the Spread of Corona Virus Disease (Covid-19), one of them states that Madrasahs throughout Indonesia are closed and replace learning activities at home for some time until further notice. The Circular states that students continue to study at home with online learning mode assistance from teachers.

Based on the research results, it can be concluded that the implementation of online learning at MTs Negeri 1 Malang City is in accordance with the theory above. Teachers have carried out planning in advance before online learning begins. The planning stages carried out include: 1) The Head of Madrasah provides a circular to teachers about the implementation of online learning during the co-19 pandemic. 2) Each class teacher creates a WA group as a place to carry out online learning. 3) Classroom teachers provide information to parents regarding the implementation of online learning during the Covid-

19 pandemic. 4) Each teacher prepares a special schedule for online learning which is conveyed to students and parents through the WA group that has been created.

According to Riyana (2019), the characteristics of online learning are personal (individual learning), structural (structured and systematic), active (prioritizing student activeness), and connective (connectedness). Based on the theory above, online learning implemented at MTs Negeri 1 Malang City is in accordance with the theory. It can be seen from the findings that: 1) Students in the online learning process will learn independently. Students can create their own comfortable learning atmosphere and according to their wishes in their respective homes, 2) Online learning is carried out in a structured manner according to the schedule given by the teacher. 3) Teachers design online learning that can activate students, such as through games through WA groups. 4) Although not face to face, there is still interaction between students and teachers, as well as between students with each other.

Hamalik (2001) explains that students are the determining element in the learning process. It is the student who needs teaching, not the teacher, the teacher only tries to meet the needs of the students. It is the student who learns, therefore it is the student who needs guidance. So that students are the most important component in the teaching and learning process relationship.

The second factor in the learning process is the teacher. The teacher is the initial initiative maker and director and guide, while the student is the one who experiences and is actively involved in obtaining self-change in learning. Teachers must have professional (subject mastery), pedagogical, personality and social competencies.

Teachers at MTs N 1 Malang City as a whole at least can operate cell phones. However, there are still some who are not proficient in utilizing cellphone facilities related to the internet, for example downloading videos from YouTube and sharing them as learning resources. To overcome these obstacles, teachers who are not proficient in operating laptops or cellphones are given assistance by fellow teachers who are proficient in IT.

In addition to student and teacher factors, facilities and infrastructure are one of the most important factors in the implementation of online learning. The facilities and infrastructure needed in online learning include laptops, cellphones, and internet quotas. Based on the research results, there are still some students who do not have cellphones. Meanwhile, internet quota is complained by almost all online learning implementers, both teachers and students.

According to Arikunto & Jabar (2004), evaluation is an activity to collect information about the operation of something, which then the information is used to determine the right alternative in making a decision. Evaluation includes two activities that have been stated earlier, namely measurement and assessment.

Based on the theory above, MTs Negeri 1 Malang City in online learning has carried out evaluation activities. The results of the research found evaluation activities carried out by teachers at MTs Negeri 1 Malang City, among others: 1) Attitude Assessment: carried out by looking at student activeness in the implementation of online learning. In addition,

it is also seen from the timeliness of collecting assignments. 2) Knowledge assessment: carried out by assessing the results of the assignments given. Grades are not always given with numbers. 3) Skills assessment: done by assessing practical tasks related to life skills, for example the task of helping parents cook.

b. Online Learning Impact Analysis

Based on the results of the research, several impacts experienced by teachers were found, both positive and negative impacts. The positive impact experienced by teachers is that teachers inevitably have to carry out online learning during the covid-19 pandemic. By implementing online learning, it provides new experiences for teachers and requires teachers to learn again about technology that has not been mastered to the fullest, so that indirectly it can improve teacher skills.

Meanwhile, the negative impacts are related to the obstacles experienced by teachers during the process of implementing online learning. These constraints include the problem of operating internet technology. There are still some teachers who are not proficient in operating the internet. This is also found in research conducted by Purwanto, et al (2020) which states that the impact experienced by teachers in online learning is that some senior teachers are not fully able to use devices or facilities to support online learning activities.

In addition, another obstacle is the problem of limited internet quota. Whereas in online learning, the existence of an internet quota is among the most important things in supporting the smooth running of learning. To overcome this, Madrasah provides wifi that can be utilized by teachers in the implementation of online learning. In research conducted by Jamaluddin, et al (2020), the most effective way to reduce quotas is to prepare and provide low quota applications.

Another obstacle faced by teachers is the lack of student attention in online learning. To overcome this, teachers try to design interesting learning so that students are more enthusiastic in participating in online learning, for example with games or guessing funny pictures.

This is in accordance with the opinion of Radovan & Makovec (2015) that the learning environment is an important part in helping students have a high enthusiasm for learning, therefore the learning environment must be able to create calm and motivate in teaching and learning activities.

This is also one of the causes of the lack of good interaction between teachers and students as well as students with other students. From the research results, it was found that in the learning process, the teacher only shared the assignments sent through the WA group. So that there is no good interaction between teachers and students or students with other students. This is not in accordance with what Lin & Lin (2015) mentioned that student-to-student and student-to-teacher interactions should always be built to improve communication and discussion about each activity in the teaching and learning process. Another impact experienced by teachers is about curriculum achievement. A lot of material is missed that does not match the curriculum outcomes. Learning becomes less effective.

Online learning implemented during this pandemic is a new thing for students. This certainly has both positive and negative impacts on students. The positive impact experienced by students during the implementation of online learning during the covid-19 pandemic is that students who previously did not master internet technology began to be able to use technology, even though only through the whatsapp application. This is also in accordance with the results of research conducted by Zuriati & Briando (2020), namely students have a tendency to be able to manage their time and activities better and more useful through online learning.

In addition to positive impacts, there are also negative impacts. Based on the results of the research, there are several obstacles experienced by students during online learning. The factor of ownership of online learning support tools in this case is mobile phones. There are still students who do not have mobile phones. To overcome this, the teacher asks students to study with their friends whose houses are close together, while still implementing the health protocols recommended by the government.

The next impact experienced by students is that they do not have a personal mobile phone so they have to take turns with their parents. In addition, the limited internet quota is also still an obstacle experienced by most students. To overcome this, teachers apply for assistance from Madrasahs to provide free quota for students taken from BOS funds. This is in accordance with Permendikbud Number 19 of 2020 concerning Amendments to Regulation of the Minister of Education and Culture Number 8 of 2020 concerning Technical Guidelines for Regular Madrasah Operational Assistance.

Article 9 states that the financing of power and service subscriptions can be used to purchase credit, data packages, and/or paid online education services for educators and/or students in the context of implementing learning from home. The next impact experienced by students is that there are still many students who are not proficient in operating mobile phones, especially low-grade students. So that the help of both teachers and parents is needed.

Another impact experienced by students is that students have felt bored for too long at home and learning from home. Students want to immediately return to Madrasah, meet with teachers and other students. This is in accordance with the results of research conducted by Purwanto, et al (2020) which states that Madrasah is closed for too long to make children bored, children start to get bored at home and want to go to Madrasah to play with their friends, students are used to being in Madrasah to interact with their friends, play and joke with their friends and meet face to face with their teachers.

Another impact experienced by students is the lack of interaction between students and teachers and students with other students. Online learning implemented during this pandemic is a new thing for parents. This certainly has both positive and negative impacts on parents. The positive impacts experienced by parents during the implementation of online learning during the covid-19 pandemic include parents who previously did not master internet technology starting to learn to use technology, even if only through the whatsapp application in order to help their children learn online. This is in accordance

with Slameto's (2020) opinion that during learning at home, the ability to use computers / mobile phones and the internet is needed, which has not been mastered by many students, including senior teachers. So parents also need to increase their knowledge about using internet-based technology.

In addition, another positive impact is that parents feel their children become more independent and can manage their learning time better. This is also in accordance with the results of research conducted by Zuriati & Briando (2020), namely students have a tendency to be able to manage their time and activities better and more useful through online learning.

In addition to positive impacts, there are also negative impacts. Based on the results of the study, several obstacles experienced by parents during online learning took place. The factor of ownership of supporting tools for online learning in this case is mobile phones. There are still parents who do not have mobile phones. So that parents feel inconvenienced by the tasks given by the teacher for their children. Because they don't have a mobile phone, their children's assignments pile up. This is in accordance with the opinion of Puspitasari (2020) that by using this online learning system, sometimes various problems arise faced by students and teachers, such as subject matter that has not been completed by the teacher then the teacher replaces it with other assignments, this is a complaint for students because the tasks given by the teacher are more.

The next impact experienced by parents is that parents must be able to divide their time between their work routines and take the time to accompany their children to study at home. This is in accordance with the opinion of Kholil (2020) that accompanying children to learn from home, while parents do work that must be completed from the office or from home is indeed a challenge in itself, what needs to be remembered is that parents at home are not to replace all the roles of teachers in Madrasah.

CONCLUSION

- a. The implementation of online learning at MTs Negeri 1 Malang City Kec.Klojen Malang city during the Covid-19 pandemic has been carried out with the stages of planning, process, and evaluation of learning. With online learning through the WA group.
 - b. The positive impact is gaining new experiences from online learning, increased ability to technology, and more flexible time. While the negative impacts related to the obstacles experienced include additional internet quota costs, internet network disruptions, limited mastery of technology, the completion of the subject matter is not in accordance with curriculum achievements, parents must spend more time accompanying their children's learning, reduced interaction and communication between teachers, students, and parents.
 - c. The reason for the impact on teachers, students, and parents is because online learning is a new thing that finally forces them, inevitably, to implement the online learning.
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