

LEARNING IN A PANDEMI ATMOSPHERE
(A Study of the Learning Experiences of Island-Based Students
at STIKES Hang Tuah Tanjungpinang)

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Abstract

The purpose of this study was to obtain descriptive information about student learning experiences in a pandemic atmosphere due to the impact of Covid-19. The approach uses qualitative methods with in-depth interview techniques to research subjects. In this research the selection of respondents was done deliberately; primary, secondary and tertiary for students from islands who are studying nursing. The results of this study show that online learning during a pandemic or distance is unpleasant and unsatisfactory. In other words, online learning is ineffective due to the atmosphere, besides being supported by unsupportive infrastructure and an unfamiliar distance learning culture.

Keywords: *Pandemic Covid-19, Online Learning, Island Students*

A. INTRODUCION

The era of globalization is at least marked by very, very fast progress in the field of communication and informatics. Technology in all fields, but especially in the field of informatics continues to increase. Factually, an example of this progress is the development of long-distance communication; smartphones. Mobile phones or cell phones as the most sophisticated communication tools are continuously used by citizens of the world community and continue to increase in their use, so that they become a real necessity in communication; exchange information.

The impact of the rampant use of smartphones is then considered to "disturb" the learning process in schools. But then, it becomes an obligation in the learning process to use remote communication tools; changed drastically from offline to online. So that previously there were frequent smartphone raids in classes when studying, now learning cannot be done without a smartphone.

Especially since the wave of the rapid spread of the corona virus in early 2020. Since then the government has implemented a distance or online (in-network) learning process. This then becomes the focus of research on how the learning atmosphere is during a pandemic; distance learning. Communication networks become an alternative medium for how the learning process occurs. The purpose of this research is how the learning experience during the pandemic was experienced by students from the island at Stikes Hang Tuah Tanjungpinang.

Starting from the Wuhan area, a province in Hubei China, then it spread quickly to various countries, including; China with 81048 cases, South Korea 8162 cases, Iran 12729 cases, Japan 780 cases, France 4469 cases, Germany 3795 cases, Spain 5753 cases, England 1144 cases, Italy 21157 cases with the highest mortality rate, namely 6.8%. Thailand, Brunei Darussalam, Malaysia, Singapore, including Indonesia, have also been affected by the Covid-19 outbreak (Rahman, Shaila and Bahar, Tamanna; 2019).

Based on Presidential Decree Number 7 of 2020 concerning the Task Force for the Acceleration of Handling Corona Virus Disease (Covid-19), Presidential Instruction Number 4 of 2020 concerning Increasing Capabilities to Prevent, Detect and Respond to Disease Outbreaks, Global Pandemics and Nuclear, Biological and Chemical Emergencies. Decree of the Minister of Health Number HK.01.07/Menkes/104/2020 of 2020 concerning Determination of Novel Corona Virus Infection (2019-Nov infection) as a disease that can cause an Outbreak and its Control. Circular of the Directorate General of Disease Prevention and Control of the Ministry of Health Number SR.02.02/II/270/2020 concerning Preparedness Guidelines for Novel Corona Virus Infection (2019-nCov).

Based on the explanation above, since the beginning of 2020 the world has been hit by the corona virus. The spread of this virus is so fast that it is evenly distributed in almost all parts of the world. The corona virus 19 hasn't ended until now, a new variant was even found later. Indonesia is a country that is no exception to the spread of this corona virus, so it has become an area affected by a pandemic. Because of this pandemic, activities that allow crowds are limited to a minimum, and even staying at home is a must. Of course the impact of this pandemic seems to have "turned off" power, especially for service activities, including learning services.

If one looks at it from an economic point of view, because of this pandemic, there are not a few types of companies and jobs that have fallen to the point of falling to the threshold of financial loss. Viewed socially, the presence of the pandemic has separated the community to the limit of closeness and cohesiveness, the struggles and groupings of citizens; Social interactions are very limited. This creates an alternative that has no other choice, namely from offline (outside the network) to online (inside the network). What was originally face-to-face (offline) soon moved to face-to-face (online).

The process of digitizing all that may be inevitable; anything and however must be digitized and online. So it is natural for the mushrooming of network-based transactions. Everything is done remotely; administrative digital. The fact that everything and everything becomes practical and instantaneous is no longer a new invention as an alternative, but a real necessity in all fields especially those related to administration. Therefore, the learning process is not carried out face-to-face but is carried out remotely.

SE Number 15 of 2020 concerning Guidelines for Organizing Learning from Home in the Emergency Period of the Spread of Covid-19. In fact, Circular Letter Number 15 reinforces the previous one, namely Circular Letter of the Minister of Education and Culture Number 4 of 2020 concerning Implementation of Education in the Emergency Period of Coronavirus Disease (Covid-19). This means that learning should not stop due to a pandemic, so that the only possible way to continue learning is through a network or in an online network. With the enactment of the distance learning process, of course not all of them will be effective for some types of activities, but less or even impossible to be effective for other types of activities. For the study of the humanities type, for example, it will be much more effective when compared to the type of study that requires practice in the field or practicum in the laboratory; remotely not possible. This is a challenge for studies that do a lot of practicum.

Nursing studies are one of the many studies that bear the brunt of the pandemic, it's not without reason. When a pandemic is rampant, students who are practicing can be withdrawn from the hospital and re-enter when conditions subside. So that the approach or way of learning has changed drastically from face-to-face to long-distance. From meeting in person to meeting indirectly. This is what happened at STIKES Hang Tuah Tanjungpinang. The learning atmosphere is different from before, where students from the island were so used to being in person, now the learning process is carried out remotely, which is very burdensome for most students from the island. The signal factor especially greatly hampers the learning process supported by the unfamiliarity of learning through electronic channels, namely online media.

B. METHOD

This study uses a qualitative design, which aims to reveal learning experiences in a pandemic atmosphere, based on in-depth interviews with the research subject, namely the Hang Tuah Tanjungpinang STIKES nursing student from the island. In analyzing the data collected from the field in this study, the researcher uses a narrative strategy (Creswell, 2010), namely data and information from individuals or groups of people are then re-narrated by the researcher in a narrative style about the lives of the participants using the steps of the Miles & Huberman, namely data analysis techniques with stages; data reduction, data display and conclusion.

C. RESULTS AND DISCUSSION

Distance education or known as distance learning was originally limited, namely only carried out at various tertiary institutions in Indonesia, but now it has touched the world of education starting from the level of education in elementary school to senior high school. The existence of a distance learning policy in society is actually part of an evolutionary form in the learning process that is carried out conventionally and has been regulated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System. As the progress of information and communication technology continues to develop, this educational method mediated by computers and the internet is no longer considered an experimental technology because education needs to consider the growth of students in the all-digital and knowledge-based era in facing the industrial revolution era or better known as revolution 4.0.

Banyak perubahan di masa depan yang akan terjadi terutama pada 7-9 tahun ke depan dan hubungannya dengan sistem pembelajaran jarak jauh. Kecenderungan perubahan tersebut di antaranya adalah; 1) perubahan besar dalam tata kelas; 2) virtual dan augmented reality akan mengubah lanskap pendidikan; 3) tugas yang fleksibel akan mengakomodasi gaya atau preferensi belajar peserta didik dan 4) MOOC serta pembelajaran online lainnya akan terus berdampak pada pendidikan (Dunwill, 2016).

Based on this, since 2012 learning through the e-learning system has begun to be applied not only in tertiary institutions, but also in the school environment through blended learning methods. Some of the government's efforts to achieve the target in 2045 in the current generation Z, include increasing the competence and abilities of teachers in the 4.0 revolution era to be friendly with technology, calling for collaboration between teachers with one another, emphasizing creativity in class, as well as carrying out learning as a whole (holistic) (Delipiter Lase, 2019).

Currently, Indonesia is experiencing a COVID-19 virus pandemic which has greatly affected various sectors in society, including one of which is the world of education. With limited social interaction to suppress the spread of the virus, many schools and tertiary institutions are calling on students and educators to carry out the learning process remotely (distance learning). As of April 1 2020 alone, UNESCO has recorded that there are at least 1.5 billion school-age children affected by Covid-19 in 188 countries (Audrey Azoulay, 2020). This has changed the pattern of learning that should be done face to face to be more massive. In this regard, the Indonesian government issued a distance learning policy that was implemented from the pre-school, elementary, junior high, high school to tertiary levels.

The implementation of distance learning departs from several principles. In general, the Ministry of Research, Technology and Higher Education (2016) explains several principles of distance learning as follows: (1) there is a separation between educators and students across space and time so that more

emphasis is placed on independent learning, (2) ICT-based learning interactions using various ICT learning resources and other media, (3) Organized systematically in one organization according to applicable regulations, (4) Limited face-to-face meetings are possible.

In early June 2020, the Ministry of Education and Culture issued Guidelines for Implementing Learning From Home (BDR) which consists of two approaches, namely online and offline learning. These guidelines are used as a reference by the Ministry of Education and Culture and Regional Governments in managing and coordinating the implementation of the Learning from Home policy, as well as by Education Units, Teachers, Students and Parents in implementing BDR. These guidelines apply during the COVID-19 emergency period. This guideline aims to protect children's rights in obtaining educational services; preventing the spread and transmission of Covid-19 in education units and ensuring the fulfillment of psychosocial support for educators, students and parents/guardians (Kemendikbud, 2020).

E-learning is an education system that uses electronic applications to support teaching and learning with other computer network media (Wulandari & Rahayu, 2010: 74). Now there are many e-learning platforms that can be used for distance learning (online-online) ranging from simple ones like WhatsApp (although not an e-learning platform) to more complex platforms such as Google Classroom, Qupier, Learning Houses, Teacher Rooms and Moodle (Ika Handarini, 2020: 497). The choice of an e-learning platform is very important because in the online process the teacher's arena is in e-learning, selecting the right e-learning and supported by maximum brainware will make e-learning a fun learning arena for students. The inevitability of online and online learning no longer belongs to those who concentrate on Information Technology, but all fields have used it, including the health sector.

Teaching and learning activities continue and do not change the existing schedule. However, all theory-based teaching that was originally carried out face-to-face has switched to non-face-to-face or done online (in a network) using available information technology facilities; zoom and google meet.

In the Learn from Home (LFH) activity, the chairman of STIKES Hang Tuah Tanjungpinang makes the following provisions;

1. Changing the lecture model from offline (face to face) to online lectures (not face to face), using the e-learning system through existing online media facilities; google classroom, zoom meeting, google meet and other technologies that make it possible.
 2. All practicum activities in the field that invite students to gather and it is certain that they will gather until they are crowded, so they are postponed or rescheduled to await further developments.
 3. Thesis trials for undergraduate program students and scientific writing exams (KTI) for diploma program students are still being held through an online system through zoom meeting facilities.
 4. All ceremonial activities that are guaranteed to gather masses will be carried out through an online online system; seminars, workshops and graduation.
 5. Activities in the dormitory (for students who don't go home) including in places of worship (mosques) are still being carried out by following the health protocol; maintain a distance.
- In addition to the provisions mentioned above, in implementing Learn From Home (LFH),

STIKES Hang Tuah Tanjungpinang continues to monitor students and also continues to provide education on how efforts to prevent Covid-19 are carried out, namely by teaching students to get used to PHBS (Life Behavior). Clean and healthy). Likewise with teaching students to perform techniques to increase the body's immunity to fight viruses; get used to drying yourself in the hot sun from 08.00 in the morning until 09.00 or in the afternoon for about 10-15 minutes, get used to consuming vitamin C and

consuming fruit and vegetables, drink lots of water and keep your distance, diligently wash your hands with soap and Still not to panic in the face of Covid-19.

D. CONCLUSION

Learning technique is a way of learning. This is certainly no stranger to students. Likewise with the technology used. All students are familiar with several techniques using machines. But unfortunately, the habit of using electronic media for most students is not to seriously study, but just for entertainment or looking for casual information. In the light of this understanding, most students are not rigid when they have to use cell phones as learning media, but the atmosphere changes automatically. Learning that is usually carried out in a classroom atmosphere turns into a tense position with various obstacles.

Signal interference is a major factor in the online learning process or learning remotely. But the focus of learning is no less important during the learning process. Even though there are some materials that are not possible to do online, basically materials that can be made remotely also do not make students comfortable and satisfied in going through learning materials. So that the difficulties in practicing remote learning are felt for most students from the island at STIKES Hang Tuah Tanjungpinang. The obstacle that must exist for students from islands is network interference due to the long distance separated by the ocean.

However, the process of distance or online learning must still be practiced so that it always becomes a habit. That way, the atmosphere will be built by itself in the habituation process of learning without face to face. In addition, it needs continuous improvement, especially technology and networks. Given the importance of online learning if students can focus as face-to-face learning. Even though the learning process occurs in the same atmosphere at the same time, the focus is still different due to different conditions. It's different with face-to-face learning which means the conditions are the same; measurable, directed and maintained.

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