

POST COVID 19 LEARNING PROCESS AMONG ELEMENTARY SCHOOL STUDENTS

Izmi Handayani¹, Lucia Retno Mursitolaksmi²

Faculty of Psychology, Universitas Indonesia
handayaniizmi@gmail.com

Abstract: Offline learning after the COVID-19 pandemic has various challenges, including for elementary school students. It is because they need to readapting to the old habits but in a different context. The aim of this research is to analyze the learning process that took place after the pandemic among elementary school (SD) students. Data collection is carried out using observation and unstructured interview methods. The results show that, in general, the post covid-19 learning process which is carried out using the discussion approach is running well. It is different from previous learning practices that have many obstacles during the discussion process using online platforms. The researcher find that the principles of discussion teaching have been well implemented such as shared responsibility, collaboration, and multiple perspectives. Conclusions, limitations, and suggestions are discussed later.

Keywords: discussion teaching, elementary school students, post covid-19 learning

INTRODUCTION

The COVID-19 pandemic has created disruption to all aspects including education systems and affected billions of learners in more than 190 countries (United Nations, 2020). This pandemic causes temporary closure of educational institutions worldwide and massive effort by educators and education systems around the world to adapt and innovate very quickly as the prevailing circumstances demanded (Heng & Sol, 2021; Zhao & Watterston, 2021). Continuing education for students then should be shifted to an online learning system in which lectures, lessons, and all. Learning activities are conducted remotely (Heng & Sol, 2021). Education is the only sector that is completely transferred to online mode in most countries around the world (Mahyoob, 2020). This online system has been adapted for Indonesian educators as well (Herwiana & Laili, 2022).

However, online learning raises communication challenges for students during the pandemic. Lack of interactivity and collaborative experience has been proved by existing evidence as an online learning delivery challenge during the COVID-19 pandemic (Bączek et al.,

2023; Yates et al., 2020). Communication between teachers and students that is established during online learning did not work effectively or in a non-optimal way (Firmansyah et al., 2021; Valentino et al., 2021). Compared to an offline environment, communicating with students in an online environment requires a little more thought and planning due to the lack of body language that teachers can do to help their students. In fact, the purpose of communication itself is offering knowledge or having information to gain understanding and develop relationships (Alawamleh et al., 2020).

Meanwhile, the transition has occurred again from pandemic to post-pandemic period that also has impacts on the learning process. Post-pandemic learning is carried out face-to-face based on requests from parents who thought that online learning is less effective because most of the tasks are done by parents. Yet, the change from online to offline learning causes new problems such as students having difficulty in focusing because they are used to doing homework in a relaxed manner. Other obstacles are challenges in the adaptation process related to school time that start in the morning, the learning process in schools that is more independent and focused, and direct interaction with teachers and friends (Alimuddin & Pratiwi, 2022). Wang et al. (2021) found that the process of returning to school causes behavioral and emotional problems for elementary school students. Along with those findings, Marsini et al. (2023) conclude that an excessive reliance on the internet; the intellectual and emotional intelligence level; the absence of two-way communication between teachers and students; and the convenience of online learning are the challenges in post covid-19 learning.

However, in contrast to the results of Nadhira et al. (2022) find that the process of interaction between teachers and students has increased compared to during the pandemic, students have also been seen actively conveying ideas during discussions, and are more disciplined during the learning process. Therefore, the research question is how post-pandemic learning is carried out in elementary school students' classes. Based on the differences in findings of studies, the researcher aimed to analyze the learning process that took place post-pandemic in elementary school (SD) students.

METHOD

This research used a qualitative approach with observation and unstructured interview methods. Before the observation was carried out, the researcher asked permission from the school. Research conducted at one of the private elementary schools in Pondok Cina, Depok on 9th November 2022. The ongoing subject during the observation process is Thematic with a sub-theme of clean and healthy living in schools. Learning period lasted 2 x 35 minutes. In addition, researchers conducted unstructured interviews with the teacher in order to confirm the differences between the learning atmosphere during COVID-19 compared to the observations after the COVID-19 pandemic.

RESULT AND DISCUSSION

The results of the observations are explained in Table 1. Based on the table it is known that the learning carried out in grade 2 during the observation process is a discussion approach. It shows the process of giving questions and exchanging ideas to answer questions between students and teacher during class hours. In addition, there is reciprocity that is always carried out, for example when there is a student who still does not understand or ask something, the teacher always responds and asks back the other students' opinions. This is in accordance with the opinion of Brookfield and Preskill (2005) that in the dynamics of discussion teaching in class there is reciprocity and movement, exchange and questioning, cooperation and collaboration, and there are formal and informal degrees. According to Gibson (2009) the teacher as an instructor in the class does not have full control because there is a need for division of responsibilities or what is also known as shared responsibility in discussion teaching. One of the benefits of discussion activity for elementary school students is the improvement of their speaking skill which is correlated to good communication skill that became a problem as mentioned before. By this method, students can express their thoughts and understandings bravely related to the learning material without being shy or feeling bored so it can minimize students' boredom during the learning process (Amiruddin et al., 2022; Pudjiastuti et al., 2020).

Table 1. Observation Result

Time	Activity
07.50 - 08.07	Students sing Indonesia Raya and School Mars anthems, the teacher claps silently to make the class atmosphere conducive. When there are problems that occur to students, the teacher solves the problem by giving advice.
08.07 - 08.11	Ice breaking with video playback and sing along
08.11 - 09.00	Learning begins with the teacher showing some of the questions contained in the e-book and students are asked to discuss together to answer each question. The teacher asks students alternately and randomly to answer each question. If the answer is still not correct, the teacher appoints another student to answer.

By definition, the discussion approach is a pedagogical method that has active learning of students and teachers at its core (Christensen, et al., 1991 in Reigeluth & Carr-Chellman, 2009). The discussion approach is defined as a pedagogical method in which active learning from students and teachers is at the core of the learning process in which there are components of freedom, openness or acceptance in the learning environment that encourage students to share power with teachers and other students in the class, as well as obligations teacher as an instructor to keep coaching the class (Christensen et al., 1991). According to Brookfield & Preskill (2005), the discussion approach contains reciprocity and movement, exchange and questioning, cooperation and collaboration, and there are formal and informal degrees in its dynamics. During the discussion process, the teacher shares the power he has in class as an instructor with students, where in implementing this method, the teacher and all students have equality regarding the opportunity to speak in class (Gibson, 2009).

Merrill's first principles are reflected in discussion pedagogy, and many of them are in direct line with the universal principles of teaching discussion, including shared responsibility; collaboration and multiple perspectives; instructor competencies; life experiences; activities for higher learning; democratic learning community; and physical environment (Reigeluth & Carr-Chellman, 2009). Shared responsibility can be seen from how well the teacher understands her position and duties, and there is a division of roles and responsibilities of the teacher and

students in the class during the discussion process. Collaboration and multiple perspectives appear to create a conducive atmosphere and respect the opinions of others during the discussion. Instructor competencies are known from teachers as instructors who are required not only to master the subject matter being taught but also to be proficient in leading/facilitating group interactions during the discussion process. The life experiences in questions are the life experiences of students which are acknowledged to be able to motivate them about the relationship between material and real life or their prior knowledge. Activities for higher learning are needed to ensure that there is a process of listening, reflecting, and relating or connecting concepts in discussion as a learning method. Democratic learning community, namely ensuring that every student feels comfortable and free in expressing opinions, but still does not offend one another, including in terms of culture and the unique characteristics of each individual. The physical environment is the effectiveness of teaching that can run well if it is supported by good physical classroom settings such as sitting arrangements.

More importantly, the discussion approach is about students' age and experience, so that certain adjustments and differences can be considered, such as how it will be implemented differently in elementary and university level. Resistance during the discussion process might happen as well. Student resistance or rigidity in changing roles in class during discussions may arise due to their previous bad experiences on giving opinions in class, distrust of the teacher, or not having an interest during the learning process. Resistance can be described as a close-minded tendency, refusing to take the role of (co)leader, the absence of student participation in discussions. Therefore, teachers need to prepare handling steps which can be in the form of intervention through scaffolding for example.

The class teacher actually looks competent and experienced, it's just that sometimes she seems overwhelmed by the students, who are all enthusiastic to answer questions. In this discussion process, according to the researcher, the principle of multiple perspectives has also been applied. However, at the same time, the teacher also tends to pay more attention to one student with special needs. Thus, it caused other students who were asked to just listen to their friends' turn, became gloomy or unenthusiastic even sometimes playing/chatting by themselves.

In terms of the digital skills, the teacher has already good capability to operate digital

tools such as LCD screens, projectors, laptops. It is very helpful to guide students how to write the right answers in their own books. Also, the usage of digital devices can attract the attention of students who belong to the digital native generation. In addition, it makes the learning process run efficiently.

The next focus is the arrangement of items in the classroom as a physical environment. The facilities and infrastructure are indeed good and quite complete (gallons of water are also provided for example), but due to the space being less flexible, it looks increasingly cramped with the many items in the class, such as cupboards in the front position. Therefore, the discussion method which suggested the arrangement of benches in a U-shape became impossible to implement. Meanwhile, for life experience, it is also always echoed by teachers, for example, the theme of clean and healthy living at this school is related to the habits they have implemented at school in sorting waste. Some plastic waste is always cleaned first and collected in classes then used for eco bricks and plastic pay so that students feel related to the material being studied.

The data collection process is also carried out by conducting unstructured interviews with class teachers. Researchers get information that during the pandemic, several obstacles to learning like signal disturbances, students turned off their cameras due to reasons of embarrassment, delivery of material is not optimal, and assignments given to students are done by parents. Tan and Chen (2021) state that actually even when students have their cameras turned on, instructors might have difficulties seeing their reaction to the lessons. Emeilia and Muntazah (2023) state that online learning causes communication boredom due to media usage very intensively; discussions are difficult to carry out freely so they are reluctant to speak in online classes; empathy, flexibility, and comfort of interaction are reduced so that online classes feel boring. Meanwhile, face-to-face learning is considered more fun because students can interact directly, build similarity, empathy, care, and attention from friends or their learning environment.

CONCLUSION

The universal principles of the discussion approach, namely shared responsibility, collaboration and multiple perspectives, instructor competencies, life experiences, activities for higher learning, democratic learning community and physical environment, have been applied

well by the class teacher according to elementary school level. The discussion process is conducive, interactive and effective so that students express their opinion. This finding is in line with Gainau et al. (2022) states that conducive conditions in class were needed when the teacher used a discussion method. According to Nadhira et al. (2022) the output of face-to-face learning activities is that students can explore learning by being able to express their ideas, engage in discussions, and show traits such as curiosity, responsibility, and discipline. Meanwhile, Amiruddin et al. (2022) states that application of the discussion method through a communicative approach to elementary school students is effectively used to foster students' speaking skill. It means that the teacher in this research can transfer knowledge appropriately because she uses the correct method that is required by the current condition.

The limitation of this research is that class observation is conducted in one subject and about 70 minutes only while the unstructured interview with the class teacher is conducted in a few days both before and after class observations. Furthermore, a suggestion for the teacher is that she needs to try the small group discussion method by paying attention to the distribution of students' abilities equally in order to create better learning interactions in the future. Another suggestion is that the school needs to provide an assistant or shadow teacher considering that teachers in the lower grades seem a little overwhelmed so that sometimes they cannot facilitate every student especially in dealing with special needs students.

REFERENCES

- Alawamleh, M., Al-Twait, L. M., & Al-Saht, G. R. (2022). The effect of online learning on communication between instructors and students during Covid-19 pandemic. *Asian Education and Development Studies*, 11(2), 380–400. <https://doi.org/10.1108/AEDS-06-2020-0131>
- Alimuddin, J., & Pratiwi, W. (2022). Pembelajaran Pasca Pandemi Covid-19 Di Sekolah Dasar Post Covid-19 Pandemic Learning in Elementary School. *Jurnal Ilmiah KONTEKSTUAL*, 4(01), 1–8.
- Amiruddin, Jannah, M., Fradila, N., Ningrum, P. P., Nasution, W., Madrasah, I., & Education, T. Volume 1, Number 2, July 2023 page 188-197

- (2022). *Application of Speaking Skills with the Discussion Method Through a Communicative Approach to Element*. 255–262.
- Bączek, M., Zagańczyk-Bączek, M., Szpringer, M., Jaroszyński, A., & Wożakowska-Kapłon, B. (2023). Students' Perception of Online Learning During the COVID-19 Pandemic: Polish and Ukrainian Perspectives. *Lecture Notes in Business Information Processing*, 471 LNBIP, 127–147. https://doi.org/10.1007/978-3-031-29570-6_7
- Brookfield, S. D. & Preskill, S. (2005). *Discussion as a way of teaching*. Wiley.
- Christensen, C. R., Garvin, D. & Sweet, A. (1991). *Education for judgment: The artistry of discussion leadership*. Harvard Business School Press
- Emelia, R. I., & Muntazah, A. (2023). Jurnal-Hambatan-Komunikasi_RNE fix point 1. *Akrab Juara: Jurnal Ilmu-Ilmu Sosial*, 6(2), 155–166.
- Firmansyah, R., Putri, D. M., Wicaksono, M. G. S., Putri, S. F., Widiyanto, A. A., & Palil, M. R. (2021). Educational Transformation: An Evaluation of Online Learning Due to COVID-19. *International Journal of Emerging Technologies in Learning*, 16(7), 61–76. <https://doi.org/10.3991/ijet.v16i07.21201>
- Gainau, M. B., Labobar, K., & Yom, A. (2022). The Effectiveness of the Discussion Method in Elementary School: A Case in Jayapura District- Indonesia. *The International Journal of Social Sciences World*, 4(1), 181–185. www.growingscholar.org/journal/index.php/TIJOSSW
- Gibson, J. T. (2009). Discussion approach to instruction. In *Instructional-Design Theories and Models, Volume III*, 111-128. Routledge
- Heng, K., & Sol, K. (2021). Online learning during COVID-19: Key challenges and suggestions to enhance effectiveness. *Cambodian Journal of Educational Research*, 1(1), 3–16.
- Herwiana, S., & Laili, E. N. (2022). Exploring Benefits and Obstacles of Online Learning During the Covid-19 Pandemic in Efl Students' Experiences. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 14(1), 61–72. <https://doi.org/10.37680/qalamuna.v14i1.1259>
- Mahyoob, M. (2020). Challenges of e-Learning during the COVID-19 Pandemic Experienced by EFL Learners. *Arab World English Journal*, 11(4), 351–362.

<https://doi.org/10.24093/awej/vol11no4.23>

- Marsini, Purwaningsih, L., & Ahmad, R. (2023). the Challenging of Elementary School Students Facing Offline Learning in the Post Covid-19. *International Journal of Educational ...*, 634–652. <http://radjapublika.com/index.php/IJERLAS/article/view/765>
- Nadhira, A. S., Hakim, Z. R., & Vivi Yandari, I. A. (2022). Adaptasi Kebiasaan Baru Pasca Pandemi pada Pembelajaran Tatap Muka di SD Islam Al-Husna. *SAP (Susunan Artikel Pendidikan)*, 7(2), 221. <https://doi.org/10.30998/sap.v7i2.13957>
- Pudjiastuti, S. R., Ilis, N., & Ati, H. M. (2020). Penerapan Metode Diskusi dalam Meningkatkan Pemahaman Globalisasi. *Jurnal Pendidikan Dan Pengajaran Guru Sekolah Dasar (JPPGuseda)*, 3(2), 133–138.
- Tan, D. Y., & Chen, J.-M. (2021). Bringing Physical Physics Classroom Online – Challenges of Online Teaching in the New Normal. *The Physics Teacher*, 59(6), 410–413. <https://doi.org/10.1119/5.0028641>
- United Nations. (2020, August). Policy Brief: Education during COVID-19 and beyond. United Nations. Retrieved from https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf
- Valentino, V. H., Satria Setiawan, H., Tri Habibie, M., Ningsih, R., Katrina, D., & Syah Putra, A. (2021). Online And Offline Learning Comparison In The New Normal Era. *International Journal of Educational Research & Social Sciences*, 2(2), 449–455. <https://doi.org/10.51601/ijersc.v2i2.73>
- Wang, J., Wang, Y., Lin, H., Chen, X., Wang, H., Liang, H., Guo, X., & Fu, C. (2021). Mental Health Problems Among School-Aged Children After School Reopening: A Cross-Sectional Study During the COVID-19 Post-pandemic in East China. *Frontiers in Psychology*, 12(November), 1–15. <https://doi.org/10.3389/fpsyg.2021.773134>
- Yates, A., Starkey, L., Egerton, B., & Flueggen, F. (2020). High school students' experience of online learning during Covid-19: the influence of technology and pedagogy. *Technology, Pedagogy and Education*, 30(1), 59–73. <https://doi.org/10.1080/1475939X.2020.1854337>
- Zhao, Y., & Watterston, J. (2021). The changes we need: Education post COVID-19. In *Journal* Volume 1, Number 2, July 2023 page 188-197

of Educational Change (Vol. 22, Issue 1, pp. 3–12).
<https://doi.org/10.1007/s10833-021-09417-3>