

The Behavior of Sixth Graders in Learning During the Pandemic

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Abstract: Learning during the pandemic brought many changes in student behavior, either in a positive or negative direction. The pattern of learning carried out from face-to-face to online raises many problems that cannot be ignored. Especially experienced by sixth graders in elementary school. The method used in this study is qualitative ethnography, namely a description method that describes student behavior during the pandemic. Sampling was taken using a non-probabilistic purposive sampling with the criteria of students having cases in learning behavior during the pandemic. Data collection techniques are observation, interviews, documentation, and triangulation. Data analysis uses data reduction, data presentation, temporary answers, and conclusions. Respondents in this study were sixth graders at the Mangujwan 1 Demak State Elementary School. The results showed that there was a change in student behavior in learning it was influenced by several factors, namely 1) parental attention, parental education, parents' work background and the number of families, 2) the efforts made by providing guidance and assistance to students, establishing good communication with students and parents, visiting students' homes. From the results of the study, it can be concluded that there is a need to improve communication relationships more intensively between students, teachers, and parents in discipline and student learning time.

Keywords: Student behavior, sixth grade, pandemic learning

1. Introduction

Parental care is one of the important factors in supporting the growth and development of children, especially in the world of education. Efforts to educate and guide children are an inseparable part of a series of obligations that must be carried out by parents (Franse, Van Schijndel, & Raijmakers, 2020). The obligation to guide and educate children to meet their mental and spiritual needs of children, as well as the obligation to earn a living, cannot be separated and must be carried out concurrently, in line, harmoniously, and equally so that there is a balance in the growth and development of children. Especially what happens in learning during a pandemic (Grubic, Badovinac, & Johri, 2020).

The emergence of various new experiences for students, teachers, and parents during the pandemic. Learning carried out during the pandemic brought big changes, both positive and negative changes (Reimers et al., 2020). This is also followed by the emergence of problems that occur during learning. Lazy learning behavior, not doing the assigned task, not following the lesson. Face-to-face learning is becoming online (Muslimin & Harintama, 2020).

The learning climate created during online learning also affects student learning behavior, there have been many changes in student learning behavior during the pandemic (Dubey & Pandey, 2020). Efforts made by individuals consciously and planned to realize an effective learning process to educate students in developing their potential is the meaning of education (Wei et al., 2022). Based on the factors above, the researcher is very interested in examining the problems that are the factors for changing student behavior in learning during the pandemic. This research was conducted to determine changes in behavior and factors that affect elementary school students learning during a pandemic. The results of the data collected will be used as a reference for further learning.

2. Literature Review

Currently, technological sophistication is very helpful for humans in all aspects of life, especially in the field of education. The influence of the pandemic that has hit the world has limited human mobility (Pitt et al., 2012). In the field of education, related parties require that all learning continue even though it is through an online system. Ready or not, students, teachers, and parents are forced to be able to master technology and assist and guide students. The change from

face-to-face to online poses a significant problem. Changes in learning patterns, changes in learning media, and even learning behavior. These changes arise because of the influencing factors.

The limited ability of parents in accompanying children in learning, and limited space between teachers and students. This is one factor in learning during a pandemic. Meanwhile, according to Anuradha & Viswanathan (2019), limited knowledge of the use of technology, the availability of supporting facilities, and the misuse of learning technology by students are obstacles in this online learning system.

Lawrence & Tar (2018) grouped several factors that affect the learning process, which are three parts 1) Internal factors (factors from within students), namely the physical and spiritual condition of students, 2) external factors (factors from outside students), namely environmental conditions around students, 3) the factor of learning approach, namely the type of student learning effort which includes the strategies and methods used by students to carry out activities to study the subject matter. From the legal theory, it can be seen that the factors that cause changes in student learning behavior are due to internal factors and external factors.

These internal factors come from within students due to lack of motivation, interest in learning, and their ideals. In addition, family conditions were found to be the cause of changes in student learning behavior. This is reinforced by the opinion of Huang et al. (2022). They argue several factors influence parents in conducting guidance during learning at home, including 1) parents' educational background, 2) people's economic level parents, 3) parents' type of work, 4) available time, and 5) number of family members.

In addition, the main role of parents is very influential in increasing students' learning motivation. Anderson (2016) adds that there are four ways to increase the role of parents in children's education as follows a) controlling children's study time. Children are accustomed to studying regularly, not only studying when they get homework or when facing tests, b) monitoring children's academic development. Parents are always routine to check the grades of assignments, and tests and c) monitor personality development which includes attitudes, morals, and behavior of children. Parents can monitor by communicating with the teacher or homeroom teacher about the child's development during school, and d) monitor the effectiveness of learning hours in schools. Parents can monitor the effectiveness of learning by communicating with children regarding the learning they have done while at school.

3. Methodology

3.1 Research Design

The method used in this research is ethnographic qualitative. Mannik & McGarry (2017) states ethnography is a special method or method in which various forms have certain characteristics, including the participation of the ethnographer, understanding and following the daily life of a person over a long period, and seeing what happens, listening to what is said ask them, and in fact, collect whatever data there is. With a descriptive case study approach that aims to describe the symptoms, events, and events that researchers encounter in the field as they are. Campbell et al. (2020) sampling using a purposive sampling technique-non probabilistic. The respondents in this study were grade 6 students who had cases in learning during the pandemic. The presence of researchers is a measure of success or understanding of several cases. The researcher acts as the main instrument in data collection or the key instrument. Data collection techniques are interviews, notes, and documentation.

3.2 Research Respondent

Respondents in this study were seven (7) out of two select one (21) student at an elementary school located in the city of Demak. In this study, sampling was used purposive sampling technique-non-probabilistic with the criteria of students having cases in learning behavior during the pandemic. With different work backgrounds, and parental education. Primary data sources were obtained from interviews and observations of elementary school students, while secondary data sources were obtained from information from friends, teachers, and parents of students.

4. Findings

The study found Changes in the learning behavior of sixth graders during the pandemic.

Table 1. List of respondents

| | Initials | Gender | Address |
|----|-----------------|---------------|----------------|
| 1. | FA | Male | Mangunjiwan |
| 2. | SY | Female | Mangunjiwan |
| 3. | MG | Male | Mangunjiwan |

4.1 Discussion 1

Changes in behavior experienced by FA in learning during the pandemic did not participate in learning and did not collect assignments given either online or in print. Based on the results of interviews with FA related to activities during learning

during the pandemic. During the pandemic, activities are only at home, often waking up late, sleeping above midnight, and spending all day with cell phones. Meanwhile, based on interviews with parents, FA rarely leaves the house, is often in the room, wakes up late, likes to draw, and often plays on mobile phones.

From several interviews, it was found that the problem of behavior change was caused by playing online games too often, thus causing them to sleep late at night so that learning often did not follow because they fell asleep. Often not do assignments because daily activities during the pandemic are filled with playing online games.

The solution is to carry out intensive communication between teachers, students, and parents regarding changes in student learning behavior. Monitoring from parents regarding activities and tasks that must be done.

4.2 Discussion 2

Changes in SY's behavior in learning during the pandemic did not participate in learning, did not collect assignments given either online or in print, and did not participate in the classroom group because they did not have a cellphone, were quiet, and did not believe in themselves, decreased learning outcomes. Based on the results of interviews with SY regarding activities during learning during the pandemic. During the pandemic, activities are only at home, and sometimes play with friends in the home environment, can't buy quota, quiet. Meanwhile, based on interviews with parents, that SY does not have an android phone, and SY is quiet.

From the results of interviews conducted, it was found that SY had economic difficulties since his father had an accident and his parents divorced, was often moody and insecure, and was often bullied by his friends. The solution is to approach SY by providing positive motivation so that it can increase self-confidence. Communicating with parents, taking printed materials or assignments at school.

4.3 Discussion 3

MG's behavior during learning is that they often do not collect assignments, do not care about the material given by the teacher, often disturb their friends during learning, often leave the house and come home in the middle of the night, and often see motorbike racing at midnight. Based on interviews with MG's parents that their children are active and often go out fishing, parents are often reminded and advised by their parents but never listen.

From the interviews, it was found that MG's parents were busy at work, and not paying attention. Even though he has facilities at home, he prefers to play outside the house, has friends who are older than his age, and likes to watch wild racing until the evening.

The solution is to approach with intense communication with MG. supervise playing hours and change bad habits by maintaining good habits.

Based on the research results, the factors that influence student behavior in learning during a pandemic can be described by the schematic in Figure 1.

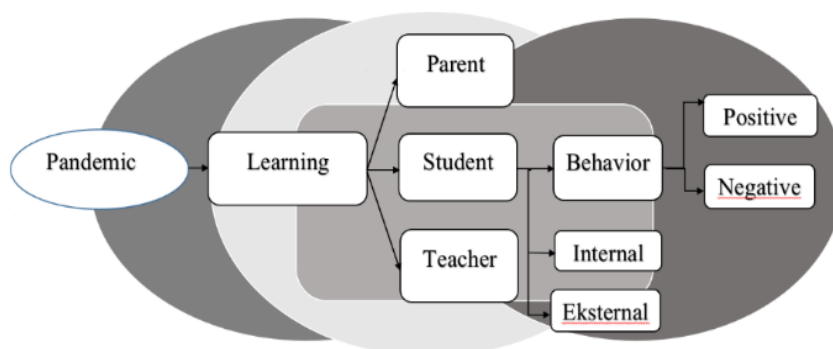


Figure 1. Schematic

According to Aini, Fathurohman, & Ristiyani (2022), learning is an ordered combination covering all human elements, equipment, facilities, and procedures that influence each other in achieving a learning goal. Based on the results of research conducted, on student learning behavior several factors cause changes in student behavior. The factors that influence student behavior in learning are as follows:

- a. Internal factors
 - Based on the results of interviews, most students do not have ideals.
 - Lazy to study
 - Based on interviews, children only learn when they get assignments from the teacher. The rest they use to play cellphones and watch TV.
 - Often do not do assignments

- From the results of the collected assignments, we can analyze whether students do assignments on time or not, and some even do not collect assignments at all
- Student health conditions.

The condition of all sixth graders of elementary school is physically and mentally healthy

- b. From outside students), namely the environmental conditions around students.
 - Social Family. Conditions with a large number of family members are also one of the causes. This can be seen from the lack of attention and supervision of parents towards their children. In addition, the work of parents requires parents to work when their children are not awake and go home when their children are asleep.
 - Social conditions of the community. This condition can be observed from the association of some students with friends above their age or not the same age as the factor that causes students to be lazy to study, tend to often hang out late at night and play games causing students to feel sleepy and not enthusiastic in learning.

5. Conclusions and Recommendations

Based on the results of research on learning during a pandemic conducted on the respondents of sixth-grade elementary school students. Found several factors that cause changes in student behavior during learning. Changes in the rules of discipline in learning that they follow face-to-face. Changed when learning during a pandemic. During the pandemic learning only depends on parents, while almost half of the student's parents work outside. In addition, factors from within internal and external factors contribute to changes in student behavior in learning.

Good communication between teachers, parents, and students is one solution in dealing with changes in student learning behavior during the pandemic. More encouraging changes in student behavior in a positive direction during learning by increasing discipline in learning and providing positive activities. Encouraging the growth of students' love for the ongoing learning process. Improve the ability of teachers to continue to develop teaching skills in any condition. Therefore, the results of the study in this study are very important to improve future learning methods.

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