

The Impact of the Large-Scale Social Restriction on Student Behavior

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Abstract

The coronavirus that hits Indonesia at this time has greatly affected people's activities especially the field of education. The stipulation of the Large-Scale Social Restriction (LSSR) to address this condition has generated a new learning policy and behavioral changes. This study aims at analyzing the form of policy and the impact of the LSSR and the phenomenon of changes in student behavior during the implementation of the PSBB policy in the RA Kartini Cluster. In this study, researchers used qualitative methods with descriptive analysis and case study approaches. Subjects of this study were teachers and students of Grades I-VI of Gugus RA Kartini. Results indicated that the LSSR implemented at Gugus RA Kartini affected the learning policy regarding offline learning. Besides, the LSSR also caused several bad effects, such as making students less diligent and less interested, changes in discipline, honesty, social care, communication, and religious behaviors. With the findings of this study, it is advisable that the policy of implementing LSSR needs to be considered immediately. But, this research can be said to be limited only to the impact caused by the implementation of LSSR, so that this research can be developed based on other aspects that support the effectiveness of learning and changes in student behavior.

Keywords: *behavior change; impact; large-scale social restriction; policy*

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Introduction

The coronavirus outbreak (the COVID-19 pandemic) that occurs throughout the world, including Indonesia, is currently having a huge impact on the activities of the global community in various fields of life, such as the economic, social, and educational fields. In addition, it has changed the social fabric of mankind. These changes can be seen in the pattern of human behavior. Activities that were not normally done in the past become common things in the present, which then turn into a new habit. Almost all governments in every country in the world affected by the COVID-19 pandemic are taking various steps and actions to prevent the spread of the virus. They do it because data from WHO (2020) as of April 18, 2020, indicated that 2,160,207 people globally have been infected with this disease with a total death of 146,088 people (Sukesih et al., 2020). Indonesia is one of the many countries where the spread of the virus is increasing every day. Currently, people who have been confirmed to be infected with the coronavirus in Indonesia have reached 149 thousand people with total deaths of 6 thousand people and total recoveries of 103 thousand people. It is believed that this number

will continue to increase. The first confirmed case in Indonesia occurred on March 2, 2020, in which there were only two sufferers. However, the number currently has reached thousands and puts Indonesia in the first rank of the country affected by COVID-19 in the Southeast Asian region. Data on cases of patients suffering from coronavirus infection as of April 18, 2020, in Indonesia totaled 5,923,000 people with a total death of 520 people (Sukesih et al., 2020). Based on this data, in the world of education, it is necessary to plan strategies that must be carried out so that teaching and learning activities can be carried out and the impact of the presence of COVID-19 can be anticipated. Because of that, For this reason, the Indonesian government took quick and responsive policies to handle the outbreak. Based on WHO guidelines, one of the policies that can be taken is to close access to social mobility. In Indonesia, the policy is named the Large-Scale Social Restriction (Indonesian: Pembatasan Sosial Berskala Besar (PSBB)). One of the conditions for the implementation of this restriction policy is that the area becomes the epicenter of COVID-19 transmission. The implementation of this policy has been carried out in several areas in Cirebon, including in Bojong Village, Jamblang. Local government officials have implemented certain derivative policies, such as curfew restrictions, prohibition of gatherings, and eliminating face-to-face learning activities. The stipulation and implementation of the Large-Scale Social Restriction have a major influence on social activities and interactions. As a result, the mobility of people outdoor is reduced. In other words, activities are carried out from home as much as possible, including activities in the field of education. The teaching and learning activities are not allowed face-to-face at school. They must be done from home. This is done to minimize the risk of spreading the virus which continues to increase. This study of large-scale social restrictions is also in accordance with research conducted by Hermawan and Nadila (2020) which states that the impact of large-scale social restrictions (PSBB) can overcome and control the spread of COVID-19 in Indonesia.

The pattern of education carried out during the COVID-19 pandemic requires the world of education to carry out online learning at home (Dewi, 2020). Home learning requires collaboration (Lilawati, 2020) and the role of parents in teaching and learning activities as quality control in online education. (Cahyati dan Kusumah, 2020). It is based on Circular Letter No. 4/2020 concerning the Implementation of Education Policies in the Emergency Period for Reducing the Spread of COVID-19 issued by Indonesia's Ministry of Education and Culture, the learning process must be carried out at home through distance learning (Suzana et al., 2020). However, the distance learning policy causes many new problems, especially for students, teachers, and parents. Everything happens suddenly. They must adapt to many things, such as behavior, learning activities, new curriculum, methods, and learning media. According to Skinner (1993, in Notoatmodjo, 2014; Karim, 2016), behavior is a person's response to objects or environmental conditions around him/her.

The behavior of students in learning is formed based on the characters that arise from the habits they do. Good habits such as honesty, discipline and responsibility will form a good and strong character (Rudiyanto dan Kasanova, 2021). This is also reflected in the behavior of students. During face-to-face learning, the disciplined behaviors that are sought to be instilled in students are being on time, submitting assignments on time, and being present on time. In addition, for honest behaviors, students are taught to work on test questions without the help of their parents and supervised directly by their teacher. Face-to-face learning also improves student social care, in which face-to-face learning fosters care among students through assignments given by the teacher. The communicative behaviors of students are also good during face-to-face learning, in which they are more appreciative and communicate by using polite words. Furthermore, face-to-face learning makes students diligent in getting up early to perform the dawn prayer (Fajr prayer) and not to be late for school.

The policy of implementing large-scale social restrictions (PSBB) has forced educational institutions to adjust learning patterns in accordance with government policies, namely online learning. This is not easy because there is a need for adaptation between teachers and students. Based on the results of preliminary research through an interview with

a sibling of one of the students of Gugus RA Kartini, the researchers found changes in student behaviors, such as decreased interest in learning and lack of understanding of the material given by the teachers. Furthermore, the researchers identified changes in discipline, honesty, social care, communication, and religious behaviors in students. In the past, the learning process was carried out normally and face-to-face. Currently, it can only be carried out by distance learning.

Based on the problem and the results of the field observations aforementioned, it is important to conduct in-depth research on changes in student behavior during the implementation of the Large-Scale Social Restriction. The results of observations show that the implementation of large-scale social restrictions (PSBB) policies requires new adaptations that have an impact in the world of education, namely behavioral adaptation, learning adaptation, curriculum adaptation, methods, learning media. Therefore, the researchers expect to identify the impact of the implementation of the Large-Scale Social Restriction on the phenomenon of student behavior changes in Gugus RA Kartini. Because behavior changes in students have been highly worrying, the role of teachers is urgently needed to always supervise the activities carried out by students during the COVID-19 pandemic.

Methodology

In this study, the researchers applied a qualitative approach with a descriptive method and a case study design. A case study is a method for collecting and analyzing data based on a case (Ahyyar et al., 2020). In this study, the method was applied to reveal the self-concept and the impact behind changes in student behavior due to the implementation of the Large-Scale Social Restriction policy by understanding and interpreting the views and events experienced by the research subjects. In addition, it was to explore changes in student behavior at Gugus RA Kartini, Jamblang, Cirebon. This research was carried out from January to July 2021, this research is still needed to reveal data on student behavior when the policy of implementing large-scale social restrictions (PSBB) is implemented. Apart from that, the subjects of this study were teachers and students of grades I-VI of Gugus RA Kartini. They were selected using purposive sampling. Furthermore, data to be analyzed in this study were collected from observations, interviews, and documentation. The data analysis used is descriptive qualitative with the stages of processing the data, analyzing it and verifying the data obtained to draw conclusions from a study. In this study, the implementation of the research was carried out through the following roadmap:

Results and Discussion

The implementation of the Large-Scale Social Restriction has changed various aspects of life, including in the education sector. The restriction policy is carried out to minimize the spread of COVID-19, thereby encouraging all elements of education to activate classes even though schools are closed. This condition forces the government to issue a policy, such as Indonesia's Minister of Education and Culture Circular Letter No. 4/2020 concerning the Implementation of Education Policies in the Emergency Period for Reducing the Spread of COVID-19 followed by the Secretary-General of the Ministry of Education and Culture Circular Letter No. 15/2020 concerning Guidelines for the Implementation of Learning from Home in the Emergency Period for Reducing the Spread of COVID-19. Based on data from the Ministry of Education and Culture, many students in 2020 have to study at home due to the spread of COVID-19.

The research findings show that several policies have been implemented in Gugus RA Kartini during the Large-Scale Social Restriction, such as offline learning (Indonesian: *Pembelajaran Luar Jaringan* (LURING)), online learning (Indonesian: *Pembelajaran Dalam Jaringan* (DARING)), group learning (Indonesian: *Pembelajaran Rombongan Belajar* (ROMBEL)), and face-to-face learning but complying with health protocols. The learning system that is currently being used is offline learning. It is the teaching and learning activities that are carried

out without using internet access. One example of an offline activity is when students are doing an assignment using a book as a learning resource. This activity is categorized as an offline learning activity because it is not connected to internet access (Karim & Hartati, 2020). Meanwhile, online learning is a distance learning system that involves elements of information technology in its implementation. Online learning is one of the best educational innovations during this pandemic and can provide benefits in helping provide access to teaching and learning activities for teachers and students. This online learning helps reduce barriers to face-to-face learning systems that require being physically present in the classroom (Riaz, 2018). Furthermore, home visits are also one type of learning service support activity carried out by teachers for collecting and completing data or information from students. Visiting students' homes is to solve problems related to the effectiveness of learning during the COVID-19 pandemic. Syibromilisi (2020) stated that home visit activities provide opportunities for teachers to know the character of students. However, this can only be successfully realized if the cooperation between parents and teachers is well established. This effort is carried out by the teachers to create a pleasant atmosphere with both parents and students. Apart from that, the government also requires education units (schools) to provide limited face-to-face learning (Indonesian: *Pembelajaran Tatap Muka Terbatas* (PTMT)) while still implementing strict health protocols and distance learning services. The government has allowed face-to-face learning activities to continue in schools located in the green and yellow zones. Indonesia's Minister of Education and Culture (Nadiem Makarim) stated that if schools want to conduct face-to-face learning, they have to limit the number of students in one study group (Ministry of Education, 2003).

This study shows that the implementation of large-scale social restrictions (PSBB) has an impact on student behavior in learning and this is in accordance with some previous studies have also investigated this policy. The results of a study conducted by Lase et al. (2020) showed that distance learning or learning from home in the context of their research was carried out in the form of online and offline learning. For parents, the learning approach adopted during the COVID-19 pandemic emergency is something that must be undergone and supported because there are no other options. Although parents do not have negative perceptions, distance learning has contributed to increasing the burden on parents or families economically, psychologically, and socially.

Meanwhile, in this study, the policy applied at Gugus RA Kartini was offline learning, in which students went to school only to take assignments from their teachers and did them at home. The next day, they went to school again to collect the assignments. In this case, students went to school by implementing strict health protocol. Gugus RA Kartini is a school that also applied online learning but only used WhatsApp application to provide information when students had to take and submit assignments to school. Online learning was not fully implemented in Gugus RA Kartini because of the condition of parents and students, in which not all of them had smartphones to support the online learning system during the COVID-19 pandemic.

The Large-Scale Social Restriction implemented at Gugus RA Kartini has both positive and negative impacts on student learning and behavior during the COVID-19 pandemic. According to Agus et al. in their study entitled "*An Explorative Study of the Impact of the COVID-19 Pandemic on the Online Learning Process in Elementary Schools*," the COVID-19 pandemic has affected students, parents, and teachers during the implementation of the online learning process in elementary schools (Purwanto et al., 2020).



Figure 1. Students coming to school to take assignments
Source: authors, 2021

The impact felt directly by students is that the learning absorption of students, who were accustomed to being in school to interact with their friends, will be indirectly affected due to the implementation of the distance learning method. Moreover, the impact felt by parents is the increasing costs that must be borne in supporting the sustainability of their children's education. Furthermore, the impact felt by teachers is that not all of them are proficient in using internet technology or social media as a means for administering the learning process. In addition to the negative impact of the Large-Scale Social Restriction, it turns out that the implementation of the policy has a positive impact. For example, COVID-19 confirmed cases in Indonesia are decreasing, students and teachers can better master technology, and parents can more easily monitor children's learning progress directly.

Several previous studies show the same indication. A study conducted by Mastura & Santaria (2020) revealed that the impact of COVID-19 for all parties (teachers, students, and parents) is great. In addition, the lack of knowledge about the use of technology and large expenditures are obstacles for the learning process to take place.

In line with that, the findings of this study showed that the Large-Scale Social Restriction greatly requires the use of technology, which affects many students, parents, and teachers because not all students in Gugus RA Kartini possess smartphones, thereby becoming an obstacle for the learning process. In addition to impacting the supporting facilities for the learning process, it also has an impact on students' habits. Almost all parents and teachers are concerned about this negative impact of the Large-Scale Social Restriction. It is considered to give a bad effect on students. For example, students become less diligent and less interested in learning, thereby making the implementation of the learning process during the COVID-19 pandemic less effective. Therefore, the targets regarding the acquisition of knowledge, skills (competencies), and students' academic achievements are significantly difficult to be realized.

The impact of the restriction policy is not good for the student's learning process because the implementation of learning at home is not supported and accompanied by parents and families. Consequently, it does not have a good effect on student learning, such as making students not diligent and reducing their interest in learning. The existence of physical limitations that make it difficult to communicate teaching materials to students is also an obstacle to the learning process. Due to the different psychological and cognitive conditions of students, even though the learning process has adopted the WhatsApp application to facilitate

teachers-and-students interaction, not all students enjoy learning at home (Afnan et al., 2020; Suzana et al., 2021).

Reduced interest in learning in students is presumed due to the impact of the Large-Scale Social Restriction that hinders the learning process and limits students' space to be creative (Casta et al., 2021; Karim & Afnan, 2020). According to Riamin (2020), interest in learning is one of the most important factors for the success of students' learning because the interest arises from within. Apart from that, factors from outside the interest in learning are how the teacher teaches. The teacher's role is very important to foster student interest in learning. One of them is by teaching in a fun way and providing constructive motivation.

The reduced interest in student learning during this COVID-19 pandemic makes students not diligent in learning at home because a lack of effective learning causes students to be bored in the learning process. The ineffectiveness of learning at home is due to the lack of teaching and learning facilities at home. In addition, the presence of an online form of assignment conversely is considered a burden for some students and parents. For students and parents who have never been familiar with gadgets, they will be confused and end up not completing the assignments given by the teachers. Things like this usually happen to students at the elementary school level. It means that the learning policy issued as a solution by the government becomes something unfamiliar due to the unavailability of facilities (Syarifudin, 2020).

The impact of learning due to the Large-Scale Social Restriction that occurred at Gugus RA Kartini is the change in student behavior in learning. For example, students become less diligent and less interested in learning at home. Although many obstacles are faced during the COVID-19 pandemic regarding learning at home, education and learning must continue for the sake of creating the nation's ideals, namely the intellectual life of the nation.



Figure 2. Giving directions and assignments to students and parents

Source: authors, 2019

The Large-Scale Social Restriction policy causes social changes. In the educational aspect, it does not only have a positive impact on the student learning process but also has a negative one. For teachers, knowledge about social and educational change as well as various dynamics of social change is highly needed as an anticipatory and responsive effort to these changes which are expected to bring a positive impact on the learning process (Idi, 2011).

The impact felt during the implementation of the restriction policy does not only affect social change but also has an impact on changes in student behavior. According to Notoatmodjo (2014), behavior is a person's response to objects or environmental conditions around him/her. The main factor that influences changes in student behavior is compulsion or constraint. It means that behavior changes because of coercion both internally and externally, such as urgency in a situation, changes in the environment, or new rules. These changes due to coercion arise as a form of stimulus-response to survive following the existing environment, circumstances, and rules. It is similar to what happens in the current pandemic situation. Behavior changes are initially caused by coercion. Because it is different from the previous circumstances, people have to adjust their behavior to meet this new situation. In addition, these changes also arise as a result of new habits. Changes in behavior found in students affected by the restriction policy on learning are in the terms of discipline, honesty, social care, communication, and religious behaviors.

Based on the findings of this study, that the policy of implementing large-scale social restrictions (PSBB) on educational institutions has a significant impact on changes so that it is necessary to adapt and adjust the pattern of education management which includes teaching and learning activities, determining learning methods, utilizing learning media, and adjusting behavior between teachers and students so that Students in learning also experience changes in behavior that result in boredom or boredom in learning. The phenomenon of behavior change in students is caused by various factors. Two of them are the tendency of students who are getting bored with learning at home and full teacher control at school which is now given to parents. To make the learning process run effectively and efficiently, there must be good coordination from teachers and parents. During the Large-Scale Social Restriction, parents have a greater responsibility because learning is currently being carried out at home. In this case, it triggers behavior changes towards students.

The phenomenon of the behavior changes mostly encountered during the implementation of the Large-Scale Social Restriction is the change in discipline. Indonesia's Ministry of Education (2003) describes discipline as an action that shows orderly behavior and obeys various rules and regulations. In this study, learning at home causes changes in student discipline behavior. This occurs because students in completing the assignments given by the teacher are not on time, which indicates that students are not disciplined in time. In addition, the learning process makes learning activities less conducive at home. Learning that is not conducive then causes students less interested in doing assignments or learning. Moreover, students are forced to be very disciplined in following health protocols for preventing the spread of the coronavirus by washing hands and wearing medical masks.

Changes in honest behavior during the Large-Scale Social Restriction also occurred. Honest behavior is behavior based on efforts carried out by someone to make himself/herself a person who can always be trusted in words, actions, and work (Febrianshari et al., 2018). Students are expected to have an honest nature in doing the assignments given by the teacher. However, during the implementation of the restriction policy, some students are indicated to be dishonest. For example, when doing assignments, they do not do it themselves but are helped by parents or search the answers on Google. They take these actions because they want to get good grades.

In addition to the change in honest behavior, the researchers also found changes in social care behavior due to this Large-Scale Social Restriction. However, the change is not much. It is because students can continue to interact and care about their peers. Even, the pandemic and the Large-Scale Social Restriction make students' concern for their friends and surroundings increase. Getting used to living clean is also an increase in the care that students experience during the COVID-19 pandemic. According to Febrianshari et al. (2018), social care is an attitude and action that always wants to give help to other people and those in need.

However, the increase in student social care behavior is not accompanied by student communicative behavior in the learning process during the COVID-19 pandemic because they

rarely meet face to face with their teachers and friends due to the implementation of the Large-Scale Social Restriction (Syabibi et al., 2021). Even at school, students only come to take assignments and then go home after that. In other words, changes in communicative behavior in students are caused by the condition in which students rarely chat with teachers and friends due to the Large-Scale Social Restriction in the school environment (Karim et al., 2020; Kultsum et al., 2022). According to Febrianshari et al. (2018), communicative behavior is an action that shows a sense of pleasure in talking, associating, and collaborating with other people.

Apart from that, the Large-Scale Social Restriction also affects changes in students' religious behavior in their daily life and the learning environment. In this case, religious behavior in students during the COVID-19 pandemic is increasing. Many students realize that maintaining health is not enough during the COVID-19 pandemic and the implementation of the Large-Scale Social Restriction. Therefore, they improve their religious behavior. There was no change in students' religious behavior to the bad side. It is caused by good parental control during the learning process at home. Parents who have good time management have a big effect on changing children's religious behavior in a more positive direction. According to Febrianshari et al. (2018), religious behavior is an obedient attitude and behavior in carrying out the teachings of the religion they adhere to (Karim et al., 2022). The purpose of instilling religious values is to develop students' personalities and characters, reflected in personal and social piety with all elements of schools (Maesyaroh et al., 2020; Parhan et al., 2020). Changes in students' religious behavior are caused by the home learning system which is different from the face-to-face system. The face-to-face learning system begins with prayer, which is different from what happens in the home learning system. In face-to-face learning, most teachers directly give students assignments, which indirectly reduces students' religious behavior.

Conclusion

Based on the results of the study, it can be concluded that the implementation of the LSSR that occurred at Gugus RA Kartini is to fulfill educational rights and priorities that result in various learning policies, such as offline learning, online learning, group learning, and face-to-face learning but still complying with strict health protocols. In its practice, offline learning is considered effective for now because it covers all learning policies implemented in Gugus RA Kartini. The new learning policy implemented in Gugus RA Kartini as a result of the LSSR impacts the student learning behavior, in which some are positive but some also are negative. The new habits and phenomena faced by students of Gugus RA Kartini during the Large-Scale Social Restriction change their behaviors in terms of discipline, honesty, social care, communication, and religious behaviors. Therefore, the researchers concluded that the Large-Scale Social Restriction that occurred in Gugus RA Kartini was considered to have a great impact on learning and changing student behavior.

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