A Survey on Middle School Students Psychological Readiness Back to School During Pandemic

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Abstract: The purpose of this study was to determine the psychological readiness of high school students in starting face-to-face learning on a limited basis. The method used in this research is descriptive quantitative with the number of respondents 25 students. The process of collecting data is done by distributing online questionnaires. The research subjects were junior high school and high school students. The results of this study indicate that students have readiness for face-to-face learning although, some of the students have concerns about contracting the Covid-19 virus. The students also claimed to be able to adapt to the new school environment.

Keywords: face-to-face learning, readiness, psychological

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui kesiapan siswa-siswi sekolah menengah secara psikologis dalam dimulainya pembelajaran tatap muka secara terbatas. Metode yang digunakan dalam penelitian ini adalah deskriptif kuantitatif dengan jumlah responden 25 siswa. Proses pengumpulan data dilakukan dengan menyebarkan kuisioner secara *online*. Subjek penelitian merupakan siswa-siswi Sekolah Menengah Pertama dan Sekolah Menengah Atas. Hasil penelitian ini menunjukkan bahwa siswa-siswi memiliki kesiapan dalam pembelajaran tatap muka walaupun, beberapa dari siswa-siswi memiliki kekhawatiran terhadap akan tertularnya virus Covid-19. Siswa-siswi juga mengaku mampu beradaptasi dengan lingkungan sekolah yang baru.

Kata kunci: pembelajaran tatap muka, kesiapan, psikologis.

INTRODUCTION

The influence of online learning is very disturbing psychologically for students. Online use during a pandemic is indeed very effective because the platform is not only online learning, but for online learning like this, sometimes the schedules that have been arranged from schools or universities are simply changed with the clock colliding with other lessons. For example, lesson A uses the platform via live instagram and at the same time lesson B uses the platform via whatsapp. Not only WhatsApp, there is Google Classroom which has the same function. This is very disturbing focus in learning. Sometimes the study schedule is ahead of the time that has been made.

Students are required to be able to monitor information from mobile phones. And there are many other obstacles in online learning like this.

The psychological impacts of students due to social distancing include decreased immunity, lack of social interaction in the surrounding environment which results in a decrease in learning effectiveness. A weak body will have an impact on a person's focus in learning so that it will have a major impact on the achievement of the student. Therefore, a learning method that focuses on the psychology of students is needed so that the teaching and learning process can take place effectively.

Readiness is a condition in which a person is able to respond to a situation by using a certain way. The response comes from within a person. The ability to respond is related to maturity, because maturity shows readiness to carry out skills (Jamal, 2020:17). Readiness in the learning process is very important to determine the success of learning. Many things must be prepared in learning during this pandemic such as teachers, students, parents, materials to be taught, face-to-face patterns, facilities and infrastructure as well as health protocols.

Preparation for face-to-face learning by setting health protocols according to government regulations and implementing a clean lifestyle and involving parents in making rules for students to prevent the transmission of the Covid-19 virus in the school environment (Shaleh & Anhusadar, 2021: 2165). In accordance with the letter of agreement of the four ministers regarding guidelines for the implementation of education during the Covid-19 pandemic, which allows face-to-face learning to be carried out in stages starting from the high school / vocational level to the kindergarten level. This is done by taking into account the urgency that is happening in education today, namely: 1) Children are threatened with dropping out of school because parents think that education is the full task of educators and the educational process must be carried out face-to-face and also some children are forced to work to help parents meet their needs, so there is no time to study. 2) Children lose the potential to grow and develop optimally during the golden period of growth. 3) Psychosocial pressure that can cause stress to students because of the lack of interaction with the educational environment and the difficulty of participating in distance learning (Nugroho, 2020:532).

The implementation of face-to-face learning considers several things, including the level of risk of the spread of the Covid-19 virus, readiness of health service facilities, school readiness in face-to-face implementation, the availability of safe transportation facilities, the environment where school residents live, access to learning from home, community mobility, educational service needs and geographical conditions of the education unit. Prior to the implementation of face-to-face learning, approval from Covid-19 officers must be obtained, to ensure that all health protocols are properly available such as sanitation and hygiene facilities, health service facilities,

use of masks, the condition of school residents and must also obtain approval from the school committee and parents student.

Based on Sujak's research entitled Implementing a Prokest Implementation to Support the Successful PTM Trial at SDN Lumbang II in the Lumbung District, learning during a pandemic would be very difficult to implement. And the new one has many advantages and disadvantages. Politics you have to react with a cool head. The willingness to conduct face-to-face education at SDN Lumbang II in the Lumbung Subdistrict has been declared 100% ready to implement a limited PTM. The results of the SD N Lumbang II PTM survey showed that parents / parents and students were enthusiastically accepted.

Based on research by Adawiyah, Isnaini, Hasanah and Faridah. MI AtTanwir also determined the curriculum used during learning, a realistic standard of graduates' ability in a pandemic state, and the time and time to return home from school, which was originally changed from 7 am to 8 am. increase. Learning increases from 35 changes to 20 minutes. The maximum study time at school was only 23 hours. This study did not address the psychological aspects of students when dealing with face-to-face learning. The school did not prepare the psychological aspects, including the children's spirit, that needed to be prepared in face-to-face lessons. The school still focuses only on technical implementations, but does not take into account the psychological state of students and teachers.

Meanwhile, a Wigatis study hopes that SDN Kebonsari 01 Jember will provide health protocol training to support and improve the understanding of educators and staff responsible for overseeing the implementation of health protocols in primary school children. It has been. Create a facilitative and secure environment during implementation. Training in the classroom during the current pandemic. Participants also have the skills to make their own hand sanitizers for use in schools and families Surroundings. The visible effects of personal learning at SD N Kebonsari 01 Jember are diminished learning motivation and diminished student spirit.

Other studies by Ariga Bahrodin and Evita Widiyati. Limited in terms of the academic stress faced by Grade VI students in face-to-face learning (PTM). Based on observations, of the 25 students, 2 experienced low-stress students, 20 moderate-stress students, and 3 high-stress students were found. Therefore, it can be concluded that Grade VI students are limited to academic stress during PTM, but are still in the moderate category.

The reason for choosing the title is that the student has been online for a year. At this year's new school, the government requires limited prenatal education. Therefore, students, especially those attending the 7th and 10th Grammar Schools, need to prepare for future face-to-face studies. The purpose of this study is to know advanced learning practices, establishment of learning plans,

establishment of learning practices involving teachers and parents, and readiness for visual learning practices in light of government handouts (educational services).

METHOD

In this study, the researcher used a quantitative descriptive method with a sample of 25 students consisting of junior high and high school students. The data collection method in this study was using a questionnaire with 20 questions. Questionnaires were distributed randomly to students who would carry out face-to-face learning. The instrument in the questionnaire contains inquiries related to the conditions in undergoing distance learning and the psychological readiness of students for the implementation of face-to-face learning. The data analysis technique used descriptive statistical analysis.

RESULTS AND DISCUSSION

In this section, we will present the results of the data that has been obtained. The following are the results of the data collection that we did.

No.	QUESTION	A	D	SD
1.	I did not have any problems with online learnimg	56%	40%	4%
2.	I was anxious when learning online at home	56%	40%	4%
3.	I have a problem with technology while learning online	48%	48%	4%
4.	I have difficulty focusing while studying online	84%	12%	4%
5.	I was not given proper directions by the teacher during online learning	56%	36%	8%
6.	I miss hanging out with other students at school	92%	8%	0%
7.	I feel bored while studying at home	80%	20%	0%
8.	I have more free time when studying at home	76%	24%	0%
9.	I don't have to get up early for school	44%	52%	4%
10.	I love learning online	28%	64%	8%
11.	I can learn better when learning online than face-to-face classes	8%	80%	12%
12.	I'm not excited during online learning	64%	36%	0%
13.	When studying online, I find it difficult to divide my time to do assignments and help my parents	80%	12%	8%
14.	Unstable network during online learning	88%	12%	0%
15.	Many tasks given by the teacher during online learning	84%	16%	0%
16.	I am worried or afraid that I will catch Covid-19 when I go to school face to face	44%	56%	0%
17.	I worry when I have to talk face to face with the teacher at school	32%	64%	4%
18.	I'm worried about building friendships with friends	24%	64%	12%

19.	I have anxiety when there is a notifications about reopening of schools during the pandemic	24%	68%	8%
20.	I can adapt to the school environment if face to face learning is applied	88%	12%	0%

Table 1. Results of the Psychological Readiness Questionnaire of Students Back to School During the Pandemic. Agree (A), Disagree (D), Strongly Disagree (SD)

During the current pandemic, the education system was changed several times to adapt to existing conditions. As of now, the online learning system is still being applied due to conditions, but based on the results of the data processing obtained, it shows that most students have started to feel uncomfortable with the online learning system. This can be seen from the data of students who do not have problems during online learning only reaches 56%, which means that 40% of students experience problems during online learning, then the data of students who have difficulties in understanding learning when learning online is 84%. This means the average student cannot understand the lesson during online learning. Students who feel bored while studying at home are 80%, and data on students who find it difficult to divide their time between doing schoolwork and homework have a percentage of 80%. Based on data analysis, students who like online learning are only 28%. During online learning as well, 64% of students agree that the assignments given are very many. From these data, it can be concluded that when learning online, students get a lot of obstacles.

The longer online learning is applied, the more obstacles that occur. In addition, based on the Guidelines for the Implementation of Learning in the Even Semester of the 2020/2021 Academic Year during the Pandemic Period, several negative impacts will occur to students if schools do not immediately hold schools face-to-face, namely:

1. Threats to Drop Out of School

   Two things can cause this, namely the first is the risk of dropping out of school because children are forced or forced to work to help family finances amid the complexity of the COVID-19 pandemic. Next is because many parents think that schools do not take on the role of the teaching process if the learning process is not carried out face-to-face.

2. Obstacles to Growth

   In this section, 3 things could be behind the obstacles to growth and development, the first is the gap in learning achievement due to differences in access and quality during distance learning, especially for children from low socio-economic backgrounds. The second is the non-optimal growth caused by the decline in participation in PAUD so that children lose optimal growth and development at the golden age. Lastly, there is a risk of "learning loss", namely the prolonged loss of learning towards long-term learning, both cognitive and character development.

3. Psychosocial Pressure and Domestic Violence

    What is meant is the possibility of stress in children. Stress in children can be caused by the lack of interaction with teachers, friends, and the outside environment plus the pressure due to the difficulty of distance learning can cause stress in children. These things are certainly very worrying and need to be reconsidered.

    The good news is that on August 9, 2021, it was announced that the implementation of learning in the PPKM regional education units level 1-3 can be carried out through limited PTM and/or PJJ by the arrangements in the Joint Decree of the Minister of Education and Culture, Minister of Religion, Minister of Health, and Minister of Home Affairs. Number 03/KB/202l, Number 384 of 2021, Number HK.01.08/MENKES/4242/2021, Number 440-717 of 2021 concerning Guidelines for the Implementation of Learning during the Pandemic Coronavirus Disease 2019 (Covid-19), or what is called a Letter Joint Decree (SKB) of the Four Ministers. This means that face-to-face learning will be implemented soon. However, will students be psychologically ready to do face-to-face learning, after approximately 2 years of students doing online learning? After being faced with the fact that schools are conducted online, students have to adapt to the new learning system, cannot meet friends and teachers in person, have to communicate virtually, change learning patterns and so on which maybe now some students are getting used to it. Then now they have to adapt again to the old learning system, are students psychologically able to adapt again and are ready to do face-to-face learning?

    Changes in the learning system affect the order of the education system. Mental readiness in facing change is important for students. The readiness of students in carrying out face-to-face learning is one of the determining factors for success in achieving educational goals. In our research, the data of students who are less focused on online learning is 84%, which means they can focus more on learning when learning is done at school. 92% of students agree that they miss socializing with their school friends. As we know, that socializing is also an important thing in learning, so when children are required to study at home, their level of socialization decreases. The number of students who are afraid of contracting COVID-19 by 44% means that there is still fear or anxiety about contracting COVID-19. This means, when face-to-face schools are held again, schools must really ensure that existing health protocols are properly available. 64% of students are sure to make friends again with their friends when they enter school later. This means, they are ready to re-socialize and build good relationships with their school friends. In addition, 88% agree that they can adapt again if face-to-face schooling is held again.

    From the data above, it can be concluded that students face a lot of obstacles and anxiety when schooling online. Therefore, they prefer to return to school face-to-face. This means that students are psychologically ready to return to school face-to-face. What needs to be considered

now is the readiness of schools in terms of existing health facilities and protocols so that students can take lessons well and comfortably.

Based on previous research, the COVID-19 pandemic has spread throughout Indonesia and has had an impact on various aspects, one of which is the education aspect. The COVID-19 pandemic has had a negative impact on the world of education, one of which is the decline in the quality of education itself (Nita Dwi Ayuningrum, 2021). Basar et al (2021) revealed that Distance Learning (PJJ) during the COVID-19 pandemic caused various responses and changes to the learning system that could affect the learning process and the level of development of students in responding to the material presented.In addition, this existence also has an influence and makes the child's psyche decline (Mastura and Santaria, 2020). This is because students have difficulty understanding the material presented by the teacher during online classes. Fortunately, in the new academic year 2021/2022 or in July 2021, the Minister of Education and Culture Nadiem Karim stated that schools can begin to be conducted face-to-face. According to Nadiem Karim (2021), if students study online for too long, students will lose their learning, which can be permanent. In addition, we can see that as long as students study at home, students rely more on their parents, so that learning becomes inefficient. Therefore, it is better to hold face-to-face schools again (Ibrahim, 2021).

Based on other studies, it is said that the level of readiness for online learning is higher than other learning, but the percentage is still relatively small. This can be an illustration if offline learning can be carried out (Luvy Sylviana Zanthy; Eka Senjayawati; Nadia, 2021). Moh. Shaleh and La Ode Anhusadar (2021) said that if face-to-face schools were to be held again, they must implement the health protocols recommended by the government so as to prevent the spread of COVID-19 to students. Based on the results of research from (Pattanang, Limbong, and Tambunan 2021) it was found that face-to-face learning planning needs to pay attention to several things that schools can do, including: 1) Vaccination of all educators and education personnel in schools; 2) Improving the immunity of students, educators and education staff; 3) Prepare facilities and infrastructure according to health protocols. These things can also help students mentally to be ready to return to face-to-face school. By paying attention to health protocols, and so on, which will make the teaching and learning process at school even more comfortable, this can make students mentally ready to meet face-to-face again. In addition, what is needed for students' mental readiness in facing face-to-face school is encouragement and support from the surrounding environment. With this support, students can be more confident about returning to face-to-face school and can reduce what is experienced by students. Alfansuri, F. N., Aini, R. Q., Nurkapid, M., & Wulandari, A. T. (2021) found that PTM readiness from school greatly influences students' mental health. Therefore, there is a need for careful preparation both internally and externally.

Internal preparation in the form of support from parents and teachers by managing children's stress, coordinating with schools, maintaining children's cleanliness and health, and preparing children's needs when learning at school. External preparation comes from PTM preparation which must comply with government regulations by always complying with Health protocols.

Based on the statements and research results that have been described previously, the results of the research that the author did are appropriate and support the existing statements, such as many as 84% of students experiencing difficulties when learning online. It can mean that students can focus more during face-to-face learning. Then as many as 80% of students agree that they can learn better during face-to-face learning. So that the results of the author's research support the results of previous studies.

CONCLUSION

The COVID-19 pandemic has had a very significant impact in various fields. One of them is in the field of education. The impact of COVID-19 in the education sector can be said to be bad because during this pandemic, the education system has changed a lot. For example, if a school was previously conducted offline, then it became online and will again be held offline. This can affect students' mentality. Students have to adapt several times to the existing system. The implementation of face-to-face schools again needs to pay attention to various aspects, especially regarding the mental readiness of students. This is necessary so that when students return to school, they can study quietly and comfortably. From the results of our research, as many as 83.3% of students have been able to adapt to the school environment again. That is, it can be concluded that overall, students are psychologically ready to return to school face to face.

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