



Classroom Action Research Journal 5(3) (2023) 18-26

# Classroom Action Research Journal



## The Impact of COVID-19 on the Implementation of Online Learning in Economic Subject

Djibril Dhiawara<sup>1</sup>, Ni`matul Istiqomah<sup>1</sup>, Triesninda Pahlevi<sup>2</sup>

DOI: 10.17977/um013v5i32023p018-26

<sup>1</sup>Faculty of Economics and Business, Universitas Negeri Malang, Indonesia

<sup>2</sup>Faculty of Economics and Business, Universitas Negeri Surabaya, Indonesia

---

### History Article

Received 18 May 2023

Accepted 24 August 2023

Published 26 Desember 2023

---

### Keywords

*Covid-19, Online learning,  
face to face learning*

---

---

### Abstract

The study aims to identify the implementation of online learning at Senior High School 1 Singosari due to the existence of the COVID-19 pandemic. The study uses library research in collecting information with documentation techniques that are looking for data about relevant things from documents, books, news, and so on. The selected article criteria are discussed: "COVID-19" and "Online Learning." The result of the study showed that the impact of COVID-19 on the implementation of online learning at Senior High School 1 Singosari could be implemented well. However, there are also problems with online learning, such as connection disruption.

---

### How to Cite

Dhiawara, Djibril et al. (2023). The Impact of COVID-19 on the Implementation of Online Learning in Economic Subject *Classroom Action Research Journal*, 5(3), 18-26

---

Correspondent Email:

[Nimatul.istiqomah.fe@um.ac.id](mailto:Nimatul.istiqomah.fe@um.ac.id)

e-ISSN 2598-4195

## INTRODUCTION

At this time, it is busy with the coronavirus or what is often referred to as Covid-19. Coronavirus is a new type of disease that has never been identified before in humans. Coronavirus is a virus that causes illness ranging from mild symptoms to severe symptoms. The initial symptoms experienced by people infected with this virus include symptoms of acute respiratory disorders such as fever, shortness of breath, and cough with an average incubation period of 6 days and the longest incubation period is 14 days. On March 2, 2020, Indonesia reported 2 cases of Covid-19; until March 16, 2020, there were 10 people who tested positive for Covid-19 (Yurianto, Ahmad, Bambang Wibowo, 2020).

The existence of the COVID-19 virus in Indonesia has had an impact on all Indonesian people. The impact of COVID-19 occurs in various fields such as social, economic, tourism, education, and others. The Circular (SE) issued by the government on March 18, 2020, stated that all indoor and outdoor activities were temporarily postponed in order to reduce the spread of the COVID-19 virus. The Minister of Education and Culture also issued Circular No. 4 of 2020 regarding the implementation of education policies in the emergency period of the spread of COVID-19; in the Circular, it was explained that the learning process was carried out in each other's homes or through online learning or distance learning.

Learning at SMAN 1 Singosari also uses online or distance learning. Online learning is learning that utilizes the internet; with online learning, students have the flexibility to be able to study anywhere. Students can interact with teachers by taking advantage of various existing features and applications, such as Google Classroom, Google Meet, zoom, quizizz, WhatsApp, and so on. This learning is one of the innovations in the field of education regarding varied learning resources in today's modern era. The success of a media or learning model depends on the characteristics of the students. Not all students will be successful online, this is due to the factors of the learning environment and the characteristics of students.

The COVID-19 pandemic has accelerated a major transformation in global education, with a rapid shift from face-to-face to online learning. This sudden transition brings significant challenges and opportunities for educators, learners, and educational institutions around the world. Several international studies have shown that online learning provides flexibility, but also widens the gap in access to technology and the quality of learning.

According to Dhawan (2020), online learning during the pandemic is an urgent and inevitable solution, but many institutions are not ready in terms of infrastructure and pedagogy. He highlighted that online learning is not just about moving content to a digital platform, but also requires the right methodological approach so that learning outcomes remain optimal. This is in line with the findings at SMAN 1 Singosari, where teachers use various platforms such as Google Meet, WhatsApp, and Google Classroom, but still encounter obstacles such as delays in student participation and internet connection disruptions.

Another study by Bao (2020) stated that the effectiveness of online learning is greatly influenced by five main factors, namely: 1) clarity of learning objectives; 2) active student participation; 3) interaction between students and teachers; 4) adequate technical support; and 5) ongoing evaluation. In this context, the online implementation at SMAN 1 Singosari shows that there are efforts by teachers in

delivering materials and assignments, but direct supervision of students is still an obstacle.

Furthermore, Adedoyin and Soykan (2020) explained that the main challenges in online learning during COVID-19 are the lack of teacher training in educational technology and the digital divide that exacerbates social inequality. Students from low-income families tend to have difficulty accessing the internet or do not have adequate devices, which has an impact on the quality of their learning. This is also reflected in the results of a study at SMAN 1 Singosari which noted the additional burden of internet quota costs for parents of students.

Meanwhile, Hodges et al. (2020) distinguish between planned online learning and technology-based emergency learning (emergency remote teaching). What happened during the pandemic tended to be more emergency learning, because the systems and strategies had not been fully prepared in advance. Therefore, many teachers were confused in designing appropriate online materials and evaluation systems.

On the other hand, research by Rasheed et al. (2020) showed that online learning can be effective if supported by student engagement strategies, constructive feedback, and adaptive curriculum design. The blended learning approach or a combination of face-to-face and online is considered an effective long-term strategy for post-pandemic education. This is in line with the expectations of students at SMAN 1 Singosari who like online flexibility but also feel they miss the nuances of direct learning.

Several other studies have also highlighted the psychological implications of online learning. For example, Sintema (2020) found that social isolation and piling up workloads can reduce students' learning motivation. This is exacerbated by the lack of social interaction and direct supervision from teachers, which can affect students' absorption of the material.

Overall, international studies show that the implementation of online learning during the COVID-19 pandemic is highly dependent on technological readiness, teachers' digital competence, and support from institutions and parents. These findings are in line with the experience at SMAN 1 Singosari as described in the main study.

The purpose of this study was to obtain information about the impact of COVID-19 on the implementation of distance learning or online learning at SMAN 1 Singosari. Whether online learning can run well and effectively.

## **METHOD**

This research uses library research. According to experts, library research is a theoretical study, references, and other scientific literature related to culture, values, and norms that develop in the social situation under study (Sugiyono, 2012). Library research can also be interpreted as research that collects data and information from books, documents, magazines, historical stories, news, and so on. Data collection in this study was obtained from news and articles online. Researchers conducted a search for articles using the keywords "Impact of Covid-19" and "Online Learning".

Researchers obtained several kinds of articles and news from searches with the keywords "Impact of Covid-19" and "Online Learning". The criteria for the

selected news or article are discussions about the impact of Covid-19 and online learning. The research technique is carried out with documentation, which is looking for data about things or variables in the form of notes, books, papers or articles, journals and news (Arikunto, 2010). Researchers used triangulation of data sources in the validation test. The analysis was carried out in 4 stages, including 1) data collection; 2) data reduction; 3) data display; and 4) conclusion.

## **RESULT AND DISCUSSION**

Coronavirus is a virus that causes illness ranging from mild to severe symptoms. There are two types of coronavirus that are known to cause illness that can cause severe symptoms, such as Middle East Respiratory (MERS) and Severe Acute Respiratory (SARS). Coronavirus Diseases 2019 (Covid-19) is a new type of disease that has never been previously identified in humans. Common symptoms of Covid-19 infection include symptoms of acute respiratory distress such as fever, cough, and shortness of breath. The average incubation period is 5- 6 days with the longest incubation period being 14 days (Yurianto, Ahmad, 2020).

At first the spread of the coronavirus had an impact on the declining economic sector, but now the corona virus is also having an impact on the education sector. The policy taken by the Indonesian government regarding the corona virus outbreak is to eliminate all activities outside the home. Outdoor and indoor activities that involve crowds of people are starting to be limited, such as going to school, working, worshiping in public places, and so on. This allows educational institutions and related institutions to present new innovations in the process of teaching and learning activities for students who cannot carry out the learning process properly.

Minister Nadiem Anwar Makarim issued Circular Letter Number 3 of 2020 on Education Units and Number 36962/MPK.A/HK/2020 concerning Implementation of Education in the Coronavirus Disease (Covid-19), learning activities are carried out online (online) in order to prevent the spread of Covid- 19 (Minister of Education, 2020). Teaching and learning activities that were originally carried out in schools through face-to-face learning activities, are now learning at home through online learning or online learning. Learning can be done with several applications, such as Google Meet, Google Classroom, Zoom, and so on. In addition to carrying out learning activities, do not forget that the teacher gives assignments to students, assignments can be done during online meetings or can be given via whatsapp groups.

This online learning shows a positive interest, this is shown after participating in online learning at school. Students are increasingly enthusiastic about learning and students do not feel bored following lessons, because they can access or follow lessons anywhere. This is an advantage of blended learning, which combines two learning methods, namely conventional learning and online learning to make students feel comfortable during teaching and learning activities. Students hope that with this online learning the tasks given by the teacher are not too many.

According to Heru Purnomo, in the minds of the people, network with the application of the online assignment method for students through whatsapp groups is considered effective considering the current pandemic. Many teachers implement it in different ways, some use the concept of online, some make videos when they are teaching material in class as usual and then send them via whatsapp groups, and

some use free content from various sources (Ashari , 2020). According to Putra Wijaya in (Suryawan, 2020) studying at home is not a problem because learning can be done anytime and anywhere, especially since it is supported by an online system. So the learning process can occur at home, in the community, or anywhere. Therefore, everything can run well, with the support of facilities such as the internet.

Setianam Qomariyati as an economics teacher at SMAN 1 Singosari, said that learning at home can still be carried out well and smoothly. He started to open classes from 07.00 until 12.00 WIB. In terms of implementing teacher learning using google meet, initially before 07.00 WIB the teacher has provided a link to be able to join google classroom via whatsapp group, not forgetting the teacher also provides material to be taught via whatsapp group. After all students have joined Google Classroom, the teacher can start the lesson. The obstacle that is often faced when teachers carry out online learning activities is the problem of internet connection. This causes the material delivered by the teacher to be often not conveyed in its entirety.

Online learning is used as a solution during the current pandemic. However, in practice online learning is not as easy as imagined. Setianam Qomariyati, one of the teachers who uses the platform google meet said that students are often late to join the google meet which he has created for learning activities. Besides that, Setianam is also looking for other alternative learning media with whatsapp groups, namely by providing learning materials and assignments with a predetermined time limit, this can help provide additional value to students.

The impact of Covid-19 on the online impact on students, parents, and teachers. Some of the impacts felt by students include students not being used to distance learning because students are accustomed to face-to-face learning activities, besides that students also seem to underestimate the learning provided by the teacher because they feel they are not fully supervised by the teacher during distance learning, indirectly. This directly can cause a decrease in student absorption. The impact felt by parents is that there is an additional expenditure for purchasing internet quota, because to carry out online learning students need a large internet quota, of course this makes parents' expenses slightly increase. The impact felt by teachers is that not all teachers understand and are proficient with technology as a learning tool, and teachers cannot directly supervise their students during teaching and learning activities.

### **1. Level of School Readiness in Implementing Online Learning**

The results of the study show that SMAN 1 Singosari has adapted relatively quickly in switching from face-to-face to online learning. The school utilizes platforms such as Google Meet, Google Classroom, Zoom, and WhatsApp Group to support teaching and learning activities. However, this readiness still faces obstacles in terms of infrastructure, especially internet access and technological devices for students and teachers.

This finding is consistent with a study by Rasheed et al. (2020), which states that the readiness of educational institutions in switching to online mode greatly determines the effectiveness of learning. Institutions that already have infrastructure and experience with previous learning technology tend to adapt faster.

### **2. Technical Constraints: Internet Access and Devices**

One of the main obstacles experienced by students and teachers at SMAN 1 Singosari is an unstable internet connection. Some students also do not have personal devices such as laptops or smartphones so they have to share with other family members. As a result, delays in attending online classes and absenteeism are common phenomena.

This finding is reinforced by data from Onyema et al. (2020), which states that in developing countries, limited technological infrastructure is the biggest obstacle in implementing online learning. In fact, on a global scale, the United Nations (2020) noted that around 826 million students do not have access to computers at home.

### **3. Student Response and Participation**

Despite various technical constraints, some students showed enthusiasm in participating in online learning. They felt they had the flexibility to learn from anywhere and at a more flexible time. However, not all students were able to adapt well to this learning model. Some of them showed a decrease in learning motivation and difficulty in understanding the material without direct interaction with the teacher.

According to Khalil et al. (2020), the effectiveness of online learning is highly dependent on the level of student motivation and their ability to learn independently. Therefore, teachers need to design interactive learning strategies that are able to maintain students' attention online.

### **4. The Role of Teachers and Adaptation of Learning Strategies**

Teachers at SMAN 1 Singosari play an important role in maintaining the continuity of the learning process during the pandemic. They use various methods such as video recordings, text-based materials, and online discussions. However, not all teachers have adequate digital skills, so they face challenges in designing and delivering materials effectively.

A study by Cutri et al. (2020) emphasized that teachers' digital competence is a key factor in the success of online learning. Training and mentoring for teachers are very important to improve teaching effectiveness during the crisis.

### **5. Impact on Parents and the Home Learning Environment**

The impact of online learning is also felt by parents of students. They have to accompany their children to study at home and provide additional internet quota, which of course has an impact on the economic burden of the household. In addition, many parents find it difficult to help their children understand the learning material, especially at the high school level which has high complexity.

According to Donnelly and Patrinos (2021), parental involvement in online learning is very important, but challenges arise when parents do not have sufficient educational background or free time to accompany their children optimally.

### **6. Decreased Social Interaction and Mental Health**

Full online learning causes a decrease in social interaction between students. They no longer have the opportunity to interact directly in a school environment that supports social development. This condition can have an impact on students' mental health, such as feelings of isolation, stress, and anxiety.

Research by Aristovnik et al. (2020) states that students and students around the world experience higher levels of stress and anxiety during online learning. Factors such as increased workload, social isolation, and uncertainty about the future of education also exacerbate this condition.

### **7. Adaptive Strategies and Solutions**

Although the challenges faced are quite complex, several adaptive strategies have been implemented at SMAN 1 Singosari. For example, teachers provide flexibility in completing assignments, use a variety of learning media, and establish more intensive communication through WhatsApp groups. These local innovations are key to ensuring that learning continues even in emergency conditions.

This is in line with the findings of Bao (2020) who emphasized the importance of online learning designed with digital pedagogical principles, such as problem-based learning, utilization of interactive multimedia, and flexible scheduling to increase retention and learning satisfaction.

### **8. Long-Term Implications**

The experience during this pandemic has provided insight that online learning, although full of challenges, also opens up opportunities for a more digital and flexible educational transformation. If the infrastructure and competence of teachers can continue to be improved, online or hybrid learning can become a permanent part of the Indonesian education system. According to Huang et al. (2020), this pandemic period is a momentum to reform education by integrating digital technology more deeply and systemically.

## **CONCLUSION**

Based on the results of the research and discussion above, the impact of Covid-19 on the implementation of online learning at SMAN 1 Singosari can be carried out well. Efforts are being made to stop the transmission of Covid-19 by conducting distance learning activities, which are usually carried out with face-to-face learning activities. This distance learning can be accessed or done through various applications, such as google meet, google classroom, zoom, whatsapp group, and so on. Teaching and learning activities can run well and effectively in accordance with the creativity of the teacher in providing materials and assignments, the tasks given by the teacher can become the daily value of students. The problem faced by teachers when conducting online learning is internet connectivity and teachers cannot directly supervise students in the learning process.

## **REFERENCES**

- Adedoyin, O. B., & Soykan, E. (2020). COVID-19 pandemic and online learning: the challenges and opportunities. *Interactive Learning Environments*, 1–13. <https://doi.org/10.1080/10494820.2020.1813180>
- Arikunto, S. (2010). *Research Procedure A Practical Approach*. Rineka Cipta.
- Aristovnik, A., Keržič, D., Ravšelj, D., Tomaževič, N., & Umek, L. (2020). Impacts of the COVID-19 pandemic on life of higher education students: A global perspective. *Sustainability*, 12(20), 8438. <https://doi.org/10.3390/su12208438>
- Ashari, M. (2020). The Online Learning Process in Anticipation of the Spread of the Corona Virus is Not Maximum. MindRakyatcom. <https://www.tangan-rakyat.com/education/pr-01353818/process-pembelajaran-daring-di-tengah-antisipasi-pebaran-virus-corona-dinilai-belum-maximum>
- Bao, W. (2020). COVID-19 and online teaching in higher education: A case study of Peking University. *Human Behavior and Emerging Technologies*, 2(2), 113–115. <https://doi.org/10.1002/hbe2.191>
- Cutri, R. M., Mena, J., & Whiting, E. F. (2020). Faculty readiness for online crisis teaching: Transitioning to online teaching during the COVID-19 pandemic. *European Journal of Teacher Education*, 43(4), 523–541. <https://doi.org/10.1080/02619768.2020.1815702>
- Dhawan, S. (2020). Online Learning: A Panacea in the Time of COVID-19 Crisis. *Journal of Educational Technology Systems*, 49(1), 5–22. <https://doi.org/10.1177/0047239520934018>
- Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). The Difference Between Emergency Remote Teaching and Online Learning. *Educause Review*. <https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning>
- Huang, R. H., Liu, D. J., Tlili, A., Yang, J. F., & Wang, H. H. (2020). Handbook on facilitating flexible learning during educational disruption. *UNESCO*.
- Khalil, R., Mansour, A. E., Fadda, W. A., et al. (2020). The sudden transition to synchronized online learning during the COVID-19 pandemic in Saudi Arabia: A qualitative study exploring medical students' perspectives. *BMC Medical Education*, 20(1), 1–10. <https://doi.org/10.1186/s12909-020-02208-z>
- Minister of Education. (2020). Circular Letter Number 3 of 2020 concerning the Implementation of Education in the Coronavirus (COVID-19) Emergency Period,
- Rasheed, R. A., Kamsin, A., & Abdullah, N. A. (2020). Challenges in the online component of blended learning: A systematic review. *Computers & Education*, 144, 103701. <https://doi.org/10.1016/j.compedu.2019.103701>
- Sintema, E. J. (2020). Effect of COVID-19 on the Performance of Grade 12 Students: Implications for STEM Education. *Eurasia Journal of Mathematics, Science and Technology Education*, 16(7), em1851. <https://doi.org/10.29333/ejmste/7893>
- Sugiyono. (2012). *Qualitative Quantitative Research Methods and R&D*. Alfabet.
- Suryawan, O. (2020). Teachers Are Asked To Actively Supervise Online Learning To Keep Students Focused. BBALIPUSPANEWS.COM.

Onyema, E. M., Eucheria, N. C., Obafemi, F. A., et al. (2020). Impact of coronavirus pandemic on education. *Journal of Education and Practice*, 11(13), 108–121.

United Nations. (2020). Policy Brief: Education during COVID-19 and beyond.

[https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg\\_policy\\_brief\\_covid-19\\_and\\_education\\_august\\_2020.pdf](https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf)

Yurianto, Ahmad, Bambang Wibowo, KP (2020) CORONAVIRUS DISEASE (COVID-19) PREVENTION AND CONTROL GUIDELINES *Environments*, 1–13. <https://doi.org/10.1080/10494820.2020.1813180>