The impact of Distance Learning on Students' Interaction Changes of Junior High School 2 Kaliwiro

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Article Info	Abstract
	The research objective was to analyze the impact of changes in distance learning interactions. The approach method was qualitative. The data collection techniques are observation, interviews, and documentation. The source and method triangulation were used as data validity techniques. The data analysis technique was done by collecting data, reducing data, presenting data, and verifying conclusions. The learning interactions of students before the pandemic period were: (1) Student learning interactions include the planning stage, the teaching stage, and the learning evaluation stage. (2) Forms of student interaction include learning cooperation, accommodation, competition. During the distance learning process, changes in interaction appear (1) Students who spend activities doing assignments, relaxing, helping parents, playing games, and hanging out with friends. (2) The teacher carries out the lesson planning; the learning application shares assignments to students and provides advice for students who are not disciplined. The impact of changes in distance learning interactions: (1) for students, experiencing shock, passive students, students looking for signals in various places, losses in the assessment. (2) for teachers, experiencing unprepared use of learning media, find it difficult to apply learning methods. (3) for parents, parents find it difficult to replace teachers' roles, forcing parents to be technology literate.

INTRODUCTION

In 2020 Indonesia was hit by the COVID-19 pandemic. Data on September 28 showed 275,000 people were confirmed positive. Circular Number 4 of 2020, a distance learning policy for students, is implemented to minimize transmission of COVID-19. Before implementing the distance learning system, interactions at SMP Negeri 2 Kaliwiro had rules such as the existence of spaces such as classrooms, teacher rooms, laboratory rooms, UKS rooms, library rooms, counseling guidance rooms, times such as 07.00-14.00 WIB, and gestures such as reprimanding each other, talking, greeting, shaking hands are formed between individuals at school. It is different from the current situation for distance learning. Warsita (2011) explains a separation between teachers and students in distance learning due to differences in space and distance. In distance learning, each student lives in a different house with quite a distance from the house.

Sitorus (2001) explained that interaction used primary social contact in the past, such as face-to-face, strengthening, direct communication. However, in distance learning applications, direct contact is now eliminated. Soekanto (2017), in the interaction rules, there is direct body contact between individuals. However, even though it does not go through a direct contact process, it is still considered as an interaction because social contact can still be done through media intermediaries.

Another opinion emerges that technological advances have led humans to create new forms of interaction through media. The media's rapid development has impacted communication sites, video calls, sending document messages and pictures through social media, using WhatsApp (Manampiring, 2015).The use of online media used in distance learning at SMP Negeri 2 Kaliwiro is WhatsApp. In learning through WhatsApp social media, the teacher communicates with students; the teacher saves material files in the form of soft files, students download the material, and then study. Students who do not understand the material are allowed to ask the teacher about things that are not understood. Usually, students write emoticons (pictorial signs) to ask questions and have opinions on WhatsApp social media. The teacher also gives assignments that students need to do by providing feedback in the form of comments on the assignments that have been done. Through the use of online media, it enables the interaction between teachers and students interactively, such as students dare to express their ideas to teachers and other students, and students listen well to teacher explanations and classmates' opinions even though they are blocked by space and time.

WhatsApp, as a new social media, changes communication in cyberspace. Communication, which was initially only carried out in the real world, developed with the virtual world. It made communication possible without meeting and could be done quickly and felt as if it was real (Amna, 2018). Due to distance learning, face-to-face learning interactions that usually occur, and active communication between teachers and students and students and students in the class are now experiencing changes. Changes in the learning system and impact changes in student behavior are no longer interactive or tend to be passive. So, from the explanation above, this study focuses on analyzing the impact of student interaction changes due to distance learning.

METHOD

This research uses a qualitative approach. SMP Negeri 2 Kaliwiro is the research location. The technique of selecting informants in this study was purposive sampling. Moleong (2006) explained that samples were taken to detail the specificities in a unique context, while the purpose of the sampling was to explore information that would be the basis for stimulating emerging theories. Based on the selection technique, the informants selected in this study came from 16 informants; 8 students (class VII, VIII, IX), 5 homeroom teachers, and 3 parents for almost 2 months (September-

October 2020). The data collection process was carried out by interviewing informants, observing learning activities and documentation activities. The data triangulation process was carried out in two ways: First, triangulation of sources, comparing sources of information from one source to another. Second, the triangulation method is used to compare the research process; comparing the data obtained from observations and interviews The data analysis used in this study is with a spiral technique. Cresswell (2014) explains spiral data analysis includes data collection, making notes on interview results, and making conclusions. In this study, the spiral technique in question aims to identify and analyze distance learning's impact on student interaction changes. For the data analysis unit, Bandura chose Bandura's theory with social cognitive theory to analyze and answer problems related to distance learning's impact on student interaction changes.

RESULT AND DISCUSSION

General Description

SMP Negeri 2 Kaliwiro is administratively located in Lamuk Village, Kaliwiro District, Wonosobo Regency, Central Java Province. In general, students' skills in operating computer and mobile phone technology are low. The student residence is located in a rural area, it makes the signal network challenging to reach. If you quote from the previous, this learning requires a good network and internet quota to hinder the learning challenges (Kurniawati, 2020). It means that students' difficulty in getting signals is a problem faced by students in participating in distance learning.

To students Interaction in Learning Before the COVID-19 Pandemic.
Student Activities in the Learning System Before the COVID-19 Pandemic.

Students Go To School and Attend Ceremonies. At 6:45 am on Monday, students routinely flag ceremony before entering class. Flag ceremony to shape the spirit of student

nationalism. Zuchdi (2010) explains that in increasing the spirit of nationalism, schools are a character transmission institution, which instills the state philosophy and internalizes the values of Pancasila.

Learning System Using Discovery Learning Method Face-to-Face in Class. Teacher controlled learning in class according to scheduled subjects. Start learning, the teacher says greetings, shakes hands with students, prays, and asks about the news. The habit is that the students first observe the teacher. Then, activities such as answering greetings, shaking hands, praying before the lesson was remembered by students in memory to be imitated in their behavior. As explained in Alberth Bandura's thought, all student behavior is formed by what is seen, remembered, and then practiced (Laila, 2015).

Most teachers at SMP Negeri 2 Kaliwiro teach using the discovery learning method. The use of discovery learning methods emphasizes students as objects and subjects in learning. Through this method, students are expected to think by analyzing and solving problems faced, which will later be implemented in real life (Afandi, 2013). In the application of discovery learning, the teacher carries out several activities, including:

Learning Planning

(1) choosing a model, (2) determining the material, (3) determining the number of meetings, (4) preparing a lesson plan, (5) developing a learning scenario.

Teaching Stage

(1) the teacher teaches the subject matter to be used. The first, starting the core learning, the teacher asks students if there are any difficulties with the previous meeting's material. The second stage is motivation. At this stage, the teacher directs students to focus on the material. The third stage, namely building initial knowledge.

Learning Evaluation Stage

Evaluation is focused on indicators of student activity, including; The courage of students to account for their opinions, the ability to participate in discussions and interact and

work together in a harmonious division of labor with groups, students' creative learning efforts to identify problems from phenomena reflectively and draw conclusions on these problems.

Extracurricular Activities To Accommodate Students' Talents And Interests. Besides learning in class, schools can carry out extracurricular activities to accommodate students' talents and interests. Students take part in extracurricular activities. Based on previous research, extracurricular is a vehicle for character development in students, namely independent character, cooperation, and leadership (Wahono, 2018). After the extracurricular was finished, the students went home at 14.00 WIB to their respective homes.

Forms of Interaction in Learning Before the COVID-19 Pandemic

Every human activity has an interaction that occurs due to social relationships between one individual and another (Soekanto, 2017). Likewise, what happened to student interaction activities at SMP Negeri 2 Kaliwiro. There was a social relationship between students and students, students and teachers in the following forms:

Student Group Learning Cooperation in Classroom Learning. Teachers of SMP Negeri 2 Kaliwiro often use the group discussion method. Group discussions create collaboration. Soekanto (2006) states how important cooperation is, and cooperation arises when there is an awareness that these people have the same interests and at the same time. Collaboration is carried out to help students discuss between students so that there is a solid relationship and help each other if they have difficulty understanding the teacher's material. Through group collaboration, students who have difficulty understanding the material can be explained more easily by other friends who already understand the material. The teacher often assigns assignments to students to work on assignments in groups, such as making maps drawn in large sizes with wooden frames. In completing the task of making maps, students will work together, such as paying money to buy the equipment needed, drawing and color, and putting up frames and glass to make the map look attractive. After completing this work, students in groups are required to present a map image in rotation.

It shows an effort to provide a stimulus from the teacher to students by giving students assignments done in groups. Students in groups will help each other complete the task and get the expected value.

Teacher Accommodation Efforts In Minimizing Student Conflicts In Schools. The conflict between students mediated by the teacher is an example of the school's mediation accommodation to solve student problems. The deviant behavior carried out by students at SMP Negeri 2 Kaliwiro was caused by negative interactions inviting friends to commit school violations. Students who have problems are sure to receive warnings from the counseling teacher, punishment in the form of warnings, and sanctions given to students that make violating students feel deterred. All junior high school students of Kaliwiro already know that the punishments given to the students who violate are quite severe. Such as being called by parents to school and expelling students from the school. It makes students afraid of the threats given. This threat eventually made the students remind each other. When one friend is not doing the task, the other friend shows accommodation to direct and reminds the friend who is not working together.

Achievement Competition Forms of Student Interaction in Learning. Competition either individually or in groups can improve student achievement. Another example of competition in learning is when students scramble to answer questions from the teacher. There is an interaction between the teacher and students. Reciprocity stimulates and responds through a question that the teacher asks for the students to answer. Not only between teachers and students, between students also often answer questions from friends when the teaching and learning process is taking place. There is active communication between students in answering questions whose context is related to the material. Transfer of knowledge about the

material concepts can be done by presenting between individuals to communicate. When students dare to convey the final results of the material in front of all their friends or give their friends suggestions to complete the group assignments, is a form of interaction through healthy competition.

Changing Interactions in Distance Learning During the COVID-19 Pandemic.
Student Learning Interaction Activities From Waking Up to Sleeping While At Home During the COVID-19 Pandemic.

The series of student activities during the pandemic period between students is different. There is no specific rule that can control students while at home for discipline. Fida as a student, said: "... I wake up at 05.30 WIB praying at dawn, continue to take a shower, have breakfast, at 07.00 WIB absent from the class group. 08.00 am to 12.00 noon work on assignments. (Fida, Class IX, 2020).

The interview above shows that students in learning activities at home remain focused on doing the teacher's assignments. Unlike Fida, Dheya Apriliyanti as a student, said: "... I wake up at 07.00 WIB, take a bath, eat, wash clothes, dry in the sun, continue to relax while watching TV, at 12.00 WIB I eat and continue to pray, then usually take a nap until 16.00 WIB, at 16.00 WIB later. take a shower, at 18.00 WIB evening prayer continue to eat again. After Isha usually sleeps again (Dheya, Class VII, 2020).

The interview above shows that students in learning activities at home spend their time relaxing and sleeping at home. In contrast to Dheya, Nur Linda as a student, said: "... when I wake up, I usually pray, eat, do my assignments, then after that help my parents dry wooden plywood and help with wood glue too. (Nur Linda, Class VIII, 2020).

The interview above shows that students spend most of their learning activities at home to help their parents work. Yoga as a student said: "... I rarely wake up in the morning now, because at night I have stayed up late to accompany you sometimes sounding until

midnight and then come home. Finally, he slept tired and woke up late, which made him not focus on the group, especially if he was told to do assignments, there was no time. (Yoga, Class VII, 2020).

Unlike Yoga, Riski as a student, said: "... I often play games, work on assignments, sometimes I borrow them from friends, the important thing is that they have finished (Riski, Class VIII, 2020).

The interview above shows that students spend most of their learning activities at home playing games. Unlike Riski, Shandy Syria as a student, said: "... if I continue to play, hang out with friends, instead of doing nothing, it is also quiet at home, I want to work on my cellphone and bring my parents too (Shandi, Class VII, 2020).

The interview above shows that students spend most of their learning activities at home to hang out with friends. In the form of interaction, there are associative and disassociative processes. An associative process is a form of interaction in which positive behavior appears. The disassociative form of interaction is a negative form of behavior (Harfiyanto, 2015). Students whose daily activities are almost the same as the schedule when school is face-to-face, means experiencing an associative interaction process such as discipline doing assignments, and students whose interactions are not disciplined such as relaxing, playing cellphones, hanging out, playing games and not doing assignments experience a disassociative interaction process. This difference is because each student experiences the influence of the environment and students' perceptive power in interpreting role models such as different teachers and parents.

Distance Learning Systems In Pandemic Times

Teachers Do Simple Learning Planning. The teacher does simple planning to determine what material the students should learn. Students are also given instructions to access various links to other people's websites to support the learning material.

The Process Of Learning Activities Without The Application Of Learning Methods.

The use of online media at SMP Negeri 2 Kaliwiro is in the form of WhatsApps Group. This system is the same as face-to-face in class but done in a different location. The teacher's body movements in delivering material are also limited because online media is not as large as the classroom. The teacher's reinforcement to students regarding material that had not been mastered are different from the past. The material is included in students' worksheets, at each meeting, the handbook is discussed thoroughly by chapter. The teacher allows students to ask questions about their lack of understanding, and many students actively ask questions. However, in distance learning, the teacher delivers learning material on WhatsApp online media and saves material files in softcopy form.

In distance learning, students' independence in learning is still problematic, and some studies showthat independence in learning is the most important variable for students' successful distance learning (Purwantiningsih, 2017). In fact, students are only directed to study material through the WhatsApp group. The teacher gives assignments that students must do, students in the process of completing assignments are encouraged to find their own information on google or other reading sources. After the assignment is sent, the teacher provides feedback in the form of comments on the assignments that have been done. Distance learning is a teaching and learning activity characterized by a division of tasks whose content utilizes technology. Teachers at SMP Negeri 2 Kaliwiro provide learning limited to assigning students to do assignments. The teacher only shares a youtube link and encourages students to watch it as part of the explanation without being directly explained by the teacher. For teachers, difficulty meeting students results in limited teachers explaining each material, as a result, there is no meaningful feedback because the desire to provide interactive learning is difficult. This ultimately makes students inactive, which makes the knowledge that students get is also small.

Learning Evaluation "Giving Advice for Students". During the distance learning process, learning evaluation is carried out at the end of learning by calling students who do not do assignments from the teacher. The school's warning was carried out by gathering students to be advised to stay focused on learning. Evaluation is carried out focused on the undisciplined. However, the reality is that many students still violate because there is no form of punishment that is too frightening for them. Many students in the learning evaluation did not leave because they were late in reading the notification to gather at school.

Even when distributing the report cards online, the teacher detained report cards for some students who had not yet submitted their assignments. However, many students still did not collect the assignments and let the teacher detain their report cards. Teachers conducting report cards also did not provide information to the parents of students.

The impact of changing student interactions in the COVID-19 pandemic distance learning. Impact of Distance Learning on Students.

Students Experience Surprise With Distance Learning. Distance learning surprised students, who initially used to learn face-to-face now have to study at home with unplanned learning systematics. Students are not ready to adapt to the new learning system. Student motivation is also reduced in participating in online learning. Students are less enthusiastic because in distance learning, the teacher does not require students to do the task optimally. The teacher does not give value to active and non-active students, this makes students less motivated to compete in completing assignments on time. Especially for students whose activities at home have been helping with their parents' work, students do second-hand work on assignments. Remembering that students feel that helping their parents at home is more important because they can do their work at another time. Students' enthusiasm for learning has disappeared and they are more concerned with helping their parents work. Students also

experience burnout, one of which is due to signals that are difficult to connect. Weak signals sometimes make students lazy to do assignments, and they often miss the group's information. The low signal conditions in the area of the students' homes hamper the ongoing learning. On the one hand, the teacher cannot physically monitor the students optimally, making them subordinate to work on assignments.

Student Behavior Is Passive And Does Not Care About The Responsibility Of Doing Assignments. Distance learning only emphasizes doing assignments. It is inversely proportional to face-to-face learning habits where there are many interactive learning models. It causes students to be slow in absorbing learning, especially when viewed from the students' perceptive power. Some students are quick to pick up on learning, but some are slow to absorb learning to be left behind in the learning. Student difficulties in understanding the material lead to passive behavior. Some students do not care about doing the assignment, this is due to the absence of rewards given by the teacher for active students, and the punishment given for students who do not do the assignment.

Dimyati (2015) explains that rewards are more effective than just modeling without any awards. In fact, there is no reward in the form of grades and punishments for students who do not do assignments, resulting in other students being less motivated in learning. Many students prefer to use their study time at home to help their parents, sleeping, watching TV, playing games, and hanging out.

Students Prefer Playing Than Learning. Face-to-face school holidays that are too long and replaced with home learning make students bored. Apart from playing and hanging out, many students actually use cellphones to play games until late at night.

Want Asih as the student's parent said: "... my child likes playing games more than doing assignments, I am confused every time I am asked if an assignment has not been answered (Wanti, Parents of Students, 2020).

Students Are Looking For Signals In Various Places. Even though distance learning utilizes information and communication technology, students face obstacles, including limited facilities, such as limited telephones, or limited signal. This obstacle causes students to have to move places looking for strong signals, such as leaving the house at the neighbor's door, entering the kitchen room, to the village office.

Student Losses In Assessment. Many tests and assignments should be done by students in normal conditions. because distance learning is carried out online, which results in many students cheating on each other's work, resulting in the same value between smart students and ordinary students.

Cheating behavior is imitated by other students because of the lack of teacher supervision. The imitation process is a process with the aim of changing behavior through observing others (Muali, 2019). Students imitate other friends who are cheating. Context-cheating eventually became commonplace, considering that many students had difficulty doing assignments from the teacher. The endpoint of learning during the pandemic is a task to be done, regardless of whether the student has gained an understanding of the material knowledge or not.

Teacher Impact Due to Distance Learning

Teachers are Unprepared in Using Learning Media for Creative Content. Teachers in distance learning are faced with the use of technology, in fact, not all teachers are adept at creating their own creative media content for students. Not all teachers are good at applying creative content. The teacher is only concerned with giving assignments by giving commands to study the material and completing assignments, which are then collected according to the agreement determined by the teacher.

Teachers Difficult to Apply Learning Methods. Teachers at SMP Negeri 2 Kaliwiro, provide learning limited to assigning students to do assignments, in LKS. For discussion, students learn on their own, because the teacher does not yet have a platform to create interactive media on their own. The teacher only shares a

youtube link and encourages students to watch it as part of the explanation without being explained again by the teacher directly.

The method is not applied considering that due to the difficulty of the teacher's limited skills in creating creative content, the lack of technological facilities such as signal difficulties, memory of students' cellphones that are minimal in storing applications, so that more sophisticated applications cannot be accessed in learning, which results in learning that must be willing to be done with the simple way with the written chatt assignment system only.

Impact on Parents

Additional Internet Quota Fee. The cost of internet quota is a burden in itself for parents, considering that even though the internet quota from the government is available, the signal in the student's home area is minimal. This requires parents to buy a signal amplifier such as a modem with their own internet quota so that students can follow the lesson well.

Difficulty Replacing the Teacher's Role. Parents' role in learning services should be good communication with teachers regarding student conditions, ensure students are ready to take part in learning, and support the distance learning process (Aji, 2020). However, in reality, the ability to understand material that is usually played by teachers today must be transferred to parents. Parents find it difficult to assist children in answering assignments given by the teacher, considering that many parents of students only graduate from elementary school education. Parents do not communicate with teachers asking for help regarding difficulties they are facing. Another opinion says that strengthening social values is internalized to students through intervention, modeling, habituation, mentoring, strengthening, and various parties' involvement (Sudiami et al., 2019). So if it is related to the role of parents, parents should be involved and collaborate with teachers and the school on an ongoing basis.

Forcing Parents To Be Technology Literate. Distance learning requires parents to learn technology to help their children completing tasks. Moreover, children must open applications that are unfamiliar or previously unknown. It also makes students' parents have to ask neighbors or relatives who are smarter in technology so that their learning activities do not hamper their children.

CONCLUSION

Forms of student interaction before the application period of distance learning include learning collaboration, accommodation, competition for achievement. In the past, students were taught by the teacher directly and face-to-face, but now they have to experience these changes. In that case, students are now required to learn independently in the WhatsApp group by doing assignments from the teacher without any further explanation. The impact of changes in distance learning interactions: (1) for students experiencing shock, passive students, students prefer to play games, students find it difficult to find signals and losses in the assessment. (2) for teachers, the unprepared use of creative content learning media, teachers find it difficult to apply learning methods. (3) for parents, the cost of the internet quota increases. Parents find it difficult to replace teachers' roles, forcing parents to be technology literate. Suggestion: Schools are expected to facilitate teachers in technology skills to create creative content media. Students are expected to be responsible for doing assignments from the teacher, be disciplined, and actively respond to ongoing learning. Teachers are expected to take approaches such as visiting students 'homes and communicating with students' parents. Parents are expected to play a role as family figures and teachers for students.

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