

# Student Learning Behaviour and Social Interaction in The Time of The Covid-19 Pandemic in Geographic Education Department and S1 IPS Education Study Program

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**Abstract.** The implementation of online learning is one of the learning models carried out during the pandemic, because the principle of educational policy during the Covid-19 pandemic is to prioritize the health and safety of students, educators, education staff, families, and society in general, in order to fulfil educational services during the pandemic. Based on the results of the study, it can be concluded several things as follows: (a) There are several problems in online learning where students begin to adjust and get used to new habits such as using masks, washing hands and keeping a distance between meeting with lecturers and heads of departments/study programs. (b) The positive impact of academic activities by working from home which encourages lecturers and students who carry out their activities to be more independent in maximizing the use of technology and information. (c) In addition there are also some negative impacts where students in lectures still experience difficulties in learning because the internet network connection is very weak, even at certain times there is no data network at all. (d) Changes in learning activities and social interactions due to the Covid-19 pandemic due to restrictions on activities in the teaching and learning process.

**Keywords:** Learning, Geography, Social Studies, Online, Covid-19

## 1 Introduction

Teaching and learning activities are very important activities and really need to be carried out in the education process, both at the elementary, secondary and tertiary levels. The process in this teaching and learning activity will give birth to a process of transferring knowledge from teachers/educators to students/students.

It is known that in the world of formal education there are three elements in teaching and learning activities. First are students, students and students with all the attributes and behaviors and characteristics who always try to develop themselves through learning activities. The second is teaching staff, teachers and lecturers who are required to always create a conducive atmosphere in the teaching and learning process so that the knowledge transfer process can be achieved. The third is the goal, which is everything that is expected to happen or appear after the learning process is carried out. If these three elements can run in harmony, then the objectives of the learning process will be achieved properly.

Manado State University as one of the universities and as an LPTK institution is expected to be able to organize the teaching and learning process and of course

must be able to harmonize the three elements mentioned above. Moreover, every university, including Unima, is required to be able to produce graduates who have quality according to user needs. This is a challenge for every university, so that the academic community is directed to be able to actualize themselves professionally based on their respective duties.

The real results of the successful implementation of the teaching and learning process can be seen from the student's learning achievement. It is hoped that these students will obtain the highest learning achievement. This can be seen from the final results of the teaching and learning process, namely the final grades of students in each course taken. If the student's final score is good, it indicates that his learning achievement is good and the process of transferring knowledge from teacher to student can be said to be successful. So it can be said that student learning achievement shown by the final grades in the courses they take is feedback from various things such as abilities, fatigue, shortcomings, and their potential (Siagian, 2003:223).

In the learning process, there are several factors that can affect student learning outcomes in the classroom. Adjani and Adam (2013:8) conducted research using factors such as learning experience, motivation, family environment, and teaching quality as factors that

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influence student achievement. The results of his research revealed that students' learning experience and motivation had a positive influence on their learning achievement, while the family environment and teaching quality had no significant effect on learning achievement. Adjani and Adam also revealed that if the student is interested in a particular subject or subject, he or she usually tends to listen and understand the lecture material given and has a positive impact on learning achievement. So is motivation. Students who have strong and high motivation will enlarge their efforts and activities to achieve high learning achievement.

Iskandarsyah and Imam Ghozali (2012:10) in their research conclude that the factors that can affect student learning achievement include the teaching style of lecturers, assistance to students, lecture structure, and teaching learning facilities. Students prefer lecturers' teaching styles that are interesting and not stressful, so that students' understanding and achievement in studying subjects will increase. Apparently, students don't really like lecturers who can't make the class atmosphere comfortable for the learning process. In addition, regular and systematic assistance will make students better understand the courses being taken and will be able to improve their learning achievements, in the sense that they have good final/exam scores for the courses in question. The use of a lecture structure that is in accordance with the course is also felt to be able to improve student learning achievement.

In relation to learning, at this time, we are faced with a new problem, namely the Covid 19 pandemic. All corners of the world are still hit by the Covid-19 virus outbreak and almost all parts of Indonesia are affected by this outbreak. This condition then has a big impact on education in Indonesia. The implementation of online learning is one of the learning models carried out during the pandemic, because the principle of educational policy during the Covid-19 pandemic is to prioritize the health and safety of students, educators, education staff, families, and society in general, in order to fulfill educational services during the pandemic.

Based on data compiled from the Ministry of Education and Culture (2020) that education in Indonesia affected by Covid-19 includes nearly 646.2 thousand education units, 68.8 million students and students study from home and 4.2 million teachers and lecturers also participate in the process. learn to teach from home. The application of online learning certainly requires the readiness of various parties, both from the school, office holders, and the students themselves. Online learning can be implemented using an internet-based interactive model and a Learning Management System.

In the midst of this Pandemic, using online learning certainly has an impact on those of us who run it. One of the positive impacts is that teachers and students become more capable of using learning applications, the implementation of learning becomes more flexible because it can be carried out at home and can be carried out anywhere. In addition, this learning certainly has a negative impact on those who run it. Such as the occurrence of misunderstandings, because communication is done without face to face, the internet

network is often not smooth, especially in remote areas that are difficult to reach, and require good technology.

This online learning then raises its own dilemma for the people who run it, for students, teachers/lecturers, and also for parents who have to accompany their children to study, especially those who fall into the category of basic education. Not infrequently many parents complain and feel overwhelmed by online learning. Children certainly need assistance in learning, they must carry out various kinds of tasks that must be collected within the allotted time. Teachers/lecturers in online learning also have their own dilemma, namely the difficulty of measuring learning achievement because of one material with another. Sometimes there are students who do not complete the tasks given by the teacher or lecturer, and even if they do, it is certainly difficult to ascertain whether it is the work of the students/students themselves or the work of others.

During the Covid-19 pandemic, all of our activities were limited, whether it was office activities, lectures or schools or other activities. Manado State University is currently also conducting online lectures. Almost all activities are carried out from home, except for those related to the student final exam proposal process which is carried out offline.

Most of the students at the Manado State University and especially in the Department of Education and the Social Studies Education Study Program S1, most of them are students from outside Minahasa, even from other districts or provinces, who also need attention. These students experience direct or indirect impacts, including in terms of finances. There are those who cannot attend online lectures because they do not have the money to buy internet quota, because their pocket money is reduced or non-existent. Some have difficulty working because certain business activities have not been operating optimally.

Social interaction between students and lecturers in these two study programs also encountered obstacles. Therefore, this study was conducted to analyze changes in learning activities, and social interactions due to the COVID-19 pandemic.

## 2 Research Method

The approach and type of this research uses a qualitative approach with a descriptive type of research. In this study, researchers will describe how changes in behavior and interactions of students majoring in Geography education and the Social Sciences Education Study Program S1 during online learning during the Covid-19 pandemic. The data analysis technique in this study uses the stages of interactive data analysis by Miles and Huberman. The steps based on the Miles and Huberman model are data reduction, data display, and conclusion drawing/verification (Sugiyono, 2017: 246).

### 3 Results and Discussion

#### 3.1 Description of the Department of Geography Education and Social Studies Study Program S1

The Department of Geography Education has the following vision: "Making Geography Study Program as a Geography Education Center that Prepares Geography Education Bachelors who Master Theoretical and Practical Knowledge, Cultured, Future Oriented, Democratic and Beneficial for Regional and National Development". To realize this vision, the mission of the Department of Geography Education, Faculty of Social Sciences, Manado State University is formulated as follows. (1) Mission in Education Sector: (a) Improving the quality and graduates of Bachelor of Geography Education to be ready to teach geography at the secondary school level; (b) Supporting the fulfillment of the needs of the government and society in various sectors; (c) Develop basic potential as educators and professionals who are reliable in the field of geography education; (d) Curriculum and teaching development in an effort to improve the academic atmosphere and improve institutional capabilities; (e) Improvement of supporting resources for geography teacher education programs to be able to understand and use communication and information technology for learning and self-development activities; (f) To produce graduates who have skills in cooperation, leadership and entrepreneurship; (g) Give birth to prospective educators who have noble character, strong faith and piety; have a high concern and responsiveness to the problems faced by the community; and able to compete in the global era; (h) have the ability in digital literacy and humanity; (2) Mission in the Research Sector: to produce research products for geography, population, and regional development in accordance with development priority needs, including: basic research, applied research, and policy research with continuously improved quality so that they excel at regional and national levels ; (3) Missions in the Field of Community Service: (a) improve the integration of roles and functions of community service in the operational movement of nation and state development in an institutional, scientific and professional manner; (b) empowering the community to be able to identify, formulate and solve problems related to geographical conditions, the environment independently and sustainably; (c) Enhanced partnerships with government, business and industrial communities.

The objectives to be realized by the Geography Education Department are: "Producing Geography Education Bachelors who are competent in the field of Geography and are able to apply the Basic Principles of Geography to Improve the Performance of Teacher and Non-Teacher Professional Organizations". The main profile of a graduate of the Department of Geography Education is as a geography teacher/educator. As educators, creative, innovative learning facilitators who educate with good mastery of Geography material, have the ability to use information technology to keep up with

the development of Geography and its learning. Able to analyze the characteristics of the material (content knowledge), the characteristics of students and choose approaches, strategies, models, methods, and assessments based on theories and principles of active, innovative, creative, effective and fun education in each geography lesson.

Learning outcomes at the Department of Geography Education consist of: (a) Attitudes, namely: (1) Fear of God Almighty and able to demonstrate religious attitudes; (2) Upholding human values in carrying out duties based on religion, morals and ethics; (3) contribute to improving the quality of life in society, nation, state, and civilization based on Pancasila; (4) act as citizens who are proud and love their homeland, have nationalism and a sense of responsibility to the state and nation; (5) respecting the diversity of cultures, views, religions and beliefs, as well as the opinions or original findings of others; (6) cooperate and have social sensitivity and concern for society and the environment; (7) obey the law and discipline in the life of society and the state; (8) internalize academic values, norms, and ethics; (9) demonstrate a responsible attitude towards work in the field of expertise independently; and (10) internalize the spirit of independence, struggle, and entrepreneurship. (b) Knowledge, is as follows: Able to analyze the characteristics of the material (content knowledge), characteristics of students and choose approaches, strategies, models, methods, and assessments based on theories and principles of active, innovative, creative, effective and fun education in every learning geographical. Able to analyze the relationship between physical aspects in the geosphere for geography learning and research; Able to analyze the relationship between human aspects in the geosphere for geography learning and research. Able to analyze the earth as a system with various interactions, interconnections and their implications for decision making in the context of geographic literacy; Able to explain the concepts and methods of acquiring geosphere data and information using geospatial technology in school learning and geography research. Able to analyze the characteristics of the region and zoning (regionalization) based on the principles and approach of Geography; Able to analyze environmental resources effectively and efficiently to support sustainable development and find solutions to environmental and disaster problems. (c) General skills are: (1) able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with their field of expertise; (2) able to demonstrate independent, quality, and measurable performance; (3) able to examine the implications of the development or implementation of science, technology that pays attention to and applies humanities values according to their expertise based on scientific principles, procedures and ethics in order to produce solutions, ideas, designs or art criticisms; (4) able to compile a scientific description of the results of the studies mentioned above in the form of a thesis or final project report and upload it on the university's website; (5) able to make

appropriate decisions in the context of solving problems in their area of expertise, based on the results of information and data analysis; (6) able to manage learning independently; (7) able to maintain and develop a network with supervisors, colleagues, peers both inside and outside the institution; (8) able to be responsible for the achievement of group work results and to supervise and evaluate the completion of work assigned to workers under their responsibility; (9) able to carry out the process of self-evaluation of the work group under their responsibility, and able to manage learning independently; and capable of documenting, storing, securing, and retrieving data to ensure validity and prevent plagiarism. (d) Specific skills, including: Being able to plan, implement and evaluate/assess learning Geography by utilizing various science and technology-based learning resources; Able to formulate geosphere data and information, both physical and human aspects for geography learning and research; Able to determine solutions to problems of the earth as a system by using theories, approaches, principles of geography for wise decision making and improving geographic literacy; Able to process, analyze, present geosphere data and information by using geospatial technology for geography learning and research; Able to apply regional theory for sustainable regional planning and development.

Furthermore, the vision of the Social Sciences Education Study Program is "by 2020 it will become a study program that produces graduates with character, meets competency standards, has a competitive advantage in the field of Social Science Education". The mission of the Social Studies Education Study Program is (1) To create quality social studies education based on ethics and morals and to organize a systematic learning process to produce graduates who have character and meet competency standards, (2) To create research that is useful for deepening and developing social sciences in particular. in the field of Social Studies education, (3) Realizing community service to develop sensitivity and social responsibility based on the field of Social Sciences science and (4) Establishing cooperation with various parties in scientific and professional development of graduates.

The objectives of the Social Sciences Education Study Program are (1) Produce social studies education graduates who have character and meet competency standards, (2) Have the ability to apply and develop the results of Social Science Education research to achieve excellence in the field of education in accordance with the demands and needs of development at the local level , nationally, regionally and internationally, (3) Able to master, apply and develop Social Science Education in the field of community service to achieve excellence in the field of social studies education in accordance with the demands and needs of development and in accordance with their professional competence and (4) Have the ability to utilize the results of collaboration to develop the field of Social Science Education in solving actual critical social issues in social life and providing benefits for social life..

## 3.2 Some Problems in Online Learning

Since the spread of the Covid-19 virus at the end of 2019 which later turned into a pandemic, forcing everyone in the world to have to adapt to a life that is very different from before. The impact of this pandemic also affects all aspects of human life, including the impact on teaching and learning activities both from the elementary school level to the tertiary level.

This study specifically describes how the dynamics of learning as part of the education segment during the Covid-19 pandemic. Teaching and learning conditions at Manado State University, especially in the Geography Education Study Program and Social Studies Education are also affected by the COVID-19 pandemic. The implementation of learning has transformed from offline to online which then raises various new problems in this online learning. So that then the learning system has changed its operational form which is generalized through learning policies and following social policies, namely social distancing instructions, leading to an appeal for lockdown. Some of the problems faced during online learning in the two study programs are as follows:

### 3.2.1 New Adjustments/Adaptations

Based on the data obtained, it is known that with the emergence of covid-19, everyone, including students in the Geography Education and Social Sciences Education Study Program, S1 adjusts and starts new habits that jump over what was usually done before. For example, students continue to wear masks, wash their hands and keep their distance when they meet with lecturers and heads of departments/ study programs. When doing the tasks assigned by the lecturer, students look for assignments or visit friends to just make assignments while carrying out the practice of wearing masks, washing hands and keeping a distance. When students visit shopping places, hospitals or campuses, they still practice the same thing.

Thus, it is inevitable that we are forced to adapt to new habits that may become the new norm in our lives. At least until the corona virus vaccine is found. Activities in work, study, and worship are entirely done at home. We are starting to get used to washing our hands when we enter the office or shop, most of which have provided the equipment along with checking body temperature. Distance restrictions when interacting with others. The use of masks is a must when we go out of the house. This virus has pushed us to be more concerned with hygiene and forced us to adhere to health protocols to prevent its spread. This is where we are required to be able to adapt to a new life. We start thinking about starting a new life in new ways. We must start to make changes with creativity and persistence to make the ways that are carried out relevant to the changes that occur.

Therefore, as stated in the "21 Century Partnership Learning Framework" that the relevant competencies for us to implement so that we can survive and get through this pandemic episode, among others:

1. Critical Thinking and Problem Solving.

In this pandemic period, we are required to be able to understand the problems that are currently being experienced and bring up new perspectives with the ability to connect one information with other information and find the right solution to start something new. We are required to sort out existing information, especially in today's digital era. Next understand and make options, analyze and solve the problems we are currently facing.

2. Creativity and Innovation.

In this context, we are required to be able to develop new ideas, be responsive and openly accept new and different perspectives because of this pandemic. The old ways are no longer relevant for us to maintain; therefore, we are required to realize new ideas and new innovations. Fundamental changes have been experienced by everyone and in today's digital era, innovations related to technology will play a very important role in meeting the needs of everyone's life. Therefore, this outbreak can be a driving force for the emergence of new ideas or technologies.

3. Collaboration.

In the context of collaboration, we are required to synergize, work together productively with other parties, adapt in various responsibilities and roles, respect different perspectives and place empathy when going through these difficult and challenging times. This collaboration will bring up more advantages that can be capitalized to give rise to a competitive advantage. It's not the time for us to beat or conquer each other, but it's time for us to work together, collaborate and synergize to achieve a common goal.

4. Communication

Meanwhile, in the aspect of communication, we are also required to be able to communicate existing information so that our messages can be received and understood by other parties. During this pandemic, much of our communication is done virtually and without direct communication. We certainly are not able to clearly understand the body language of each party. We of course also have to show empathy in communicating. Therefore, communication at this time must be clear, transparent and detailed so that it can be conveyed properly and there are no misperceptions.

The existence of the COVID-19 pandemic is history for mankind who was chosen to face this challenge. The whole world is experiencing the same thing, so every human being is required to adapt to a new life.

### 3.2.2 Positive Impact

Learning "online" as the sole choice in the context of preventing the spread of covid 19 has given a special color to the struggle against this virus. The positive impact can be interpreted from the condition of education practitioners carrying out academic activities by working from home (work from home) which ultimately encourages lecturers and students who carry

out their activities to be more independent in maximizing the use of technology and information. Previously, not all individuals had the habit of working based on IT, but this condition made them more accustomed and skilled in completing work with IT. Why not, education practitioners are bumped into conditions that force and require them to become proficient instantly. Based on the data obtained, it is known that this moment resulted in an increase in creativity and competence in carrying out their respective tasks. Students are increasingly active with their skills in completing IT-based learning activities and assignments. This wisdom is an unplanned and unexpected step as an effort to develop the skills and knowledge of every element of education practitioners relevant to the times.

Students of the Undergraduate Geography and Social Studies Education Study Program FIS Unima as part of the learning community are more independent in expressing their opinions, attitudes and behavior more productively. They carry out academic activities by showing a variety of adaptations according to several factors that affect the learning space and the learning they are undergoing. The series of lectures are mediated through various digital-based applications such as Zoom, Google classroom, Whatsapp, LMS and others which then encourage the increase of student competence in more established IT competencies due to the demands of a series of activities that are dominated by digital media. Even skills in producing and transferring knowledge in the form of digital-based scientific works. As stated by a Geography Education student (Gabriela, Age 20) who stated that:

"For almost 2 years following this online lecture, we are still trying to do the assignments given by the lecturer. The lecturer gave a kind of way of making assignments, then my friends and I carried out the task according to the instructions from the lecturer. My friends and I always consult online to ask things that we don't understand.

In fact, network-based learning (e-learning) has been widely used in universities today since its publication as stipulated in Article 31 of Law no. 20 of 2003 concerning the National Education System, namely regarding distance learning, implementation of online learning to anticipate if lecturers cannot face to face with students. Another advantage of using online learning as stated by I Made (Age 22) from the Social Studies Education study program is:

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Online learning is learning that is carried out using an internet connection as a liaison for communication between educators and students without any physical contact. Current technological advances, allowing for the implementation of online learning, also seeing the

culture of the people who are already technologically literate, it is not impossible that this policy will continue and become a stipulation made by the government to be implemented. Taking into account the development of global society at a time that cannot be separated from technology/internet, then we are required to like it or not, we must accept and follow the existing developments. Therefore, the government has an obligation to pay attention to supporting devices so that the community can follow this policy properly without negative excesses and creating new problems, because of the diversity of economic, social, geographical and other capabilities that exist in Indonesia. Every change in civilization will certainly have positive and negative consequences, but everyone must be able to follow these changes which are of course limited by the norms that apply in society itself.

### 3.2.3 Negative Impact

In addition to the positive impacts mentioned above, there are also some negative impacts on the limitations of educational practitioners in responding to conditions, personal readiness requires assistance and even special guidelines to understand IT as a preferred path of work. Unfortunately, the basic abilities are very diverse, resulting in non-uniform responses and the potential to create gaps in the achievement of learning goals or targets. The pro-cons response to the "online" form of learning is found in the comment variants of several elements, namely; students, parents and teachers in chat rooms on various social media (facebook Whatsapp and Instagram). The comments of each of these elements have a strong message that represents their opinion in responding to online learning system-based learning activities during the pandemic. Students (pre-school level to middle level) express their expression on the technical arrangement of implementing learning activities and completing learning assignments, turning all of them into homework (PR) because all learning and learning activities last longer and can even interact more intensely with small communities (families). ) in a more meaningful learning situation. In addition, expressions of feelings of boredom and boredom were also revealed which were indicated by the desire to interact with the learning community at school, which were expressed in the form of songs, poems and short videos to convey their feelings of longing to meet at school again.

As stated above, students of the Geography and Social Studies Education Study Program at FIS Unima as part of the learning community are more independent in expressing their opinions, attitudes and behavior more productively. They carry out academic activities by showing a variety of adaptations according to several factors that affect the learning space and the learning they are undergoing. However, there are still some negative impacts that arise.

Based on information from one of the Geography Education students, namely Oktaviane (Age 19 Years) who stated that:

"At the beginning of the lecture we always had difficulties in learning because the internet network connection was very weak, even at certain times

there was no data network at all. Moreover, we still live in the village, so at certain times we have to go to the city to take part in the learning process, because in the city the internet network is quite smooth. In addition, some of my friends and I also experienced obstacles because of the limited cost to buy internet quota or data".

Thus, the problem of cost, internet connection really has a big influence in the learning process. This causes online learning for each region is not the same. Moreover, for Geography Education and Social Studies students at FIS Unima, on average, most of the students come from outside North Sulawesi and most of them still carry out lectures from their respective places of residence. Therefore, the role of the government and the campus in this case Unima is very important in determining policies related to this online education system.

The responses and responses of some of these elements indicate that change is a necessity, each individual must be able to prepare himself to face change. The change in the learning system during this pandemic is a form of unexpected transformation and will further color the development of learning dynamics at all levels in the future when the Covid 19 storm has passed. In the end, every individual will get used to this condition and even make the momentum of this pandemic as a starting point to cultivate new habits and positive values in the world of education, especially in learning and learning activities. The form of education in the family environment is more meaningful than the previous meaningful condition because each member of the family nucleus can mediate learning needs and personal, intrapersonal and interpersonal interactions are more manifest in a family education atmosphere.

### 3.2.4 Changes in Learning Activities and Social Interaction Due to the Covid-19 Pandemic

The current Covid-19 pandemic has prompted the emergence of the term social distancing which limits space and time to activities from routine human activities, including the learning system, both at the elementary and secondary school levels to higher education. This restriction then raises a new situation in the context of social interaction which then causes a person to experience extraordinary difficulties in interacting. This then gives rise to emotional feelings in the form of frustration, depression, and fear of something new.

The results of this study also found symptoms that forced a student to experience changes in thinking patterns, learning patterns, scientific interaction patterns that were more meaningful so that rigidity in responding to the Covid 19 period could be maximized with productivity that characterizes meaningfulness. As stated by Kevin, a student from the Social Studies Education Study Program, S1 (Age, 19 Years) who said that:

"My friends and I when we started college in 2018-2019 were conducted face-to-face and always met on campus, but now we don't see each other anymore. We only met via zoom and google meet. There is a

feeling of longing to meet classmates, but in this condition, what can I say”.

What Kevin complained about, shows that the existence of social restrictions has encouraged communication and social relations to be carried out more through virtual spaces. This is where the role of communication technology in maintaining the social interaction of individuals and groups of students. In addition, there is also an interesting thing that was conveyed by Shendy, a student of the Geography Education Study Program (Age 20) who stated that:

“Due to the COVID-19 pandemic, we have to learn from home. The problem is that when I'm still at the boarding house in Tataaran II, usually I get pocket money for food/drink, money for a car ride to campus and credit money from my parents, but since returning home I only get credit money for the cost of buying internet quota”.

Changes in social relations in the Covid-19 pandemic, which also affect engagement activities between students. As stated by Juwita (age, 21 years), a student of the Geography Education study program, who said that:

“Before Copvid-19 we always held worship between students, but after the emergence of covid-19 worship between students was abolished, and only done virtually. But personally, this condition also encourages us to be more obedient in worship, pray more privately so that we don't get Covid”.

### 3.3 Discussion

Based on the results of the study above, it can be stated that on the impact of the COVID-19 pandemic, there are several problems in online learning. Based on the data obtained, it is known that with the emergence of covid-19, everyone, including students in the Geography Education and Social Sciences Education Study Program, S1 adjusts and starts new habits that jump over what was usually done before. For example, students continue to wear masks, wash their hands and keep their distance when they meet with lecturers and heads of departments/ study programs. When doing the tasks assigned by the lecturer, students look for assignments or visit friends to just make assignments while carrying out the practice of wearing masks, washing hands and keeping a distance. When students visit shopping places, hospitals or campuses, they still practice the same thing. Thus, it is inevitable that we are forced to adapt to new habits that may become the new norm in our lives. This virus has pushed us to be more concerned with hygiene and forced us to adhere to health protocols to prevent its spread. This is where we are required to be able to adapt to a new life. We start thinking about starting a new life in new ways. We must start to make changes with creativity and persistence to make the ways that are carried out relevant to the changes that occur. The existence of the COVID-19 pandemic is history for mankind who was chosen to face this challenge. The whole world is experiencing the same thing, so every human being is required to adapt to a new life.

Learning "online" as the sole choice in the context of preventing the spread of covid 19 has given a special color to the struggle against this virus. The positive impact can be interpreted from the condition of education practitioners carrying out academic activities by working from home (work from home) which ultimately encourages lecturers and students who carry out their activities to be more independent in maximizing the use of technology and information. Previously, not all individuals had the habit of working based on IT, but this condition made them more accustomed and skilled in completing work with IT. Why not, education practitioners are bumped into conditions that force and require them to become proficient instantly. Based on the data obtained, it is known that this moment resulted in an increase in creativity and competence in carrying out their respective tasks. Students are increasingly active with their skills in completing IT-based learning activities and assignments. This wisdom is an unplanned and unexpected step as an effort to develop the skills and knowledge of every element of educational practitioners relevant to the times.

Students of the Undergraduate Geography and Social Studies Education Study Program FIS Unima as part of the learning community are more independent in expressing their opinions, attitudes and behavior more productively. They carry out academic activities by showing a variety of adaptations according to several factors that affect the learning space and the learning they are undergoing. The series of lectures are mediated through various digital-based applications such as Zoom, Google classroom, Whatsapp, LMS and others which then encourage the increase of student competence in more established IT competencies due to the demands of a series of activities that are dominated by digital media.

In fact, network-based learning (e-learning) has been widely used in universities today since its publication as stipulated in Article 31 of Law no. 20 of 2003 concerning the National Education System, namely regarding distance learning, implementation of online learning to anticipate if lecturers cannot face to face with students. Another advantage of using online learning is that students are getting used to learning independently, students are required to look for more sources of information so as to provide additional learning experiences. In addition, students are also required to be able to use several applications in learning such as zoom, googlemeet, google classroom and others.

In addition to the positive impacts mentioned above, there are also some negative impacts on the limitations of educational practitioners in responding to conditions, personal readiness requires assistance and even special guidelines to understand IT as a preferred path of work. As stated above, students of the Geography and Social Studies Education Study Program at FIS Unima as part of the learning community are more independent in expressing their opinions, attitudes and behavior more productively.. Mereka menjalani aktivitas akademik dengan menunjukkan keragaman adaptasi sesuai beberapa faktor yang mempengaruhi ruang belajar dan pembelajaran yang dijalani. However, there are still

some negative impacts that arise, where students in lectures still experience difficulties in learning because the internet network connection is very weak, even at certain times there is no data network at all. Especially students who live in rural areas. Thus, the problem of cost, internet connection really has a big influence in the learning process. This causes online learning for each region is not the same. Moreover, for Geography Education and Social Studies students at FIS Unima, on average, most of the students come from outside North Sulawesi and most of them still carry out lectures from their respective places of residence. Therefore, the role of the government and the campus in this case Unima is very important in determining policies related to this online education system.

The responses and responses of some of these elements indicate that change is a necessity, each individual must be able to prepare himself to face change. The change in the learning system during this pandemic is a form of unexpected transformation and will further color the development of learning dynamics at all levels in the future when the Covid 19 storm has passed. In the end, every individual will get used to this condition and even make the momentum of this pandemic as a starting point to cultivate new habits and positive values in the world of education, especially in learning and learning activities. The form of education in the family environment is more meaningful than the previous meaningful condition because each member of the family nucleus can mediate learning needs and personal, intrapersonal and interpersonal interactions are more manifest in a family education atmosphere.

Lecturers are expected to be able to achieve competency targets through online learning, but in fact to achieve these targets there are still many obstacles, such as the lack of students in providing feedback quickly, students lacking in understanding the material provided, the lack of communication tools makes students unable to collect assignments in a timely manner, soaring costs for internet quotas, lecturer explanations are not clear when the signal is bad so that the material presented is not well received. This negative impact is due to the lack of preparation for the implementation of online learning. Facilities and infrastructure must be prepared carefully and need to be done evenly. Many students complain that they do not have smartphones and laptops. The lack of availability of adequate supporting facilities and limited understanding in accessing technology and internet networks are the main obstacles felt by lecturers and students.

The sudden change in learning, of course, raises various kinds of obstacles in the world of education, including the S1 Social Studies Education Geography Education study program. This is in line with the research of Rigianti (2020), Windhiyana (2020) and Wahyono, et al (2020) who stated that "a number of teachers experience problems when carrying out online learning, such as internet networks, learning applications, learning management and assessment, and supervision". The obstacle in the implementation of the online learning process is the problem of an internet connection that is less supportive. Teachers must also

take into account the learning load of students, both in terms of material and time. Teachers should not only give assignments, but also take into account carefully.

Changes in learning activities and social interactions due to the Covid-19 pandemic due to restrictions on activities in the teaching and learning process. The current Covid-19 pandemic has prompted the emergence of the term social distancing which limits space and time to activities from routine human activities, including the learning system, both at the elementary and secondary school levels to higher education. This restriction then raises a new situation in the context of social interaction which then causes a person to experience extraordinary difficulties in interacting. This then gives rise to emotional feelings in the form of frustration, depression, and fear of something new. The results of this study also found symptoms that forced a student to experience changes in thinking patterns, learning patterns, scientific interaction patterns that were more meaningful so that rigidity in responding to the Covid 19 period could be maximized with productivity that characterizes meaningfulness.

Based on the results of the study, it was known that prior to Covid-19 students always carried out activities on campus and met each other face to face both with fellow students and with lecturers. However, since the Covid-19 outbreak, the students did not see each other. Psychologically, every student has a longing to meet classmates. This shows that the existence of social restrictions has encouraged more communication and social relations to be carried out through virtual spaces. This is where the role of communication technology in maintaining the social interaction of individuals and groups of students. Changes in social relations in the Covid-19 pandemic, which also affect engagement activities between students. Where according to students, before Covid-19 they always held worship between students, but after the emergence of Covid-19, worship between students was abolished. However, this condition has also forced some students to pray more privately, begging them not to get Covid.

## 4 Conclusion

Based on the results of the research and discussion above, it can be concluded several things as follows:

There are several problems in online learning where students begin to adjust and get used to new habits such as using masks, washing hands and keeping a distance between meeting with lecturers and heads of departments/ study programs. The existence of Covid-19 encourages students to be more concerned with cleanliness and adhere to health protocols to prevent its spread. This is where students are required to be able to adapt to a new life.

The positive impact of academic activities by working from home which encourages lecturers and students who carry out their activities to be more independent in maximizing the use of technology and information. Students and lecturers are increasingly active with their skills in completing IT-based learning

activities and assignments. Students of the Undergraduate Geography and Social Studies Education Study Program FIS Unima as part of the learning community are more independent in expressing their opinions, attitudes and behavior more productively. They carry out academic activities by showing a variety of adaptations according to several factors that affect the learning space and the learning they are undergoing. The series of lectures are mediated through various digital-based applications such as Zoom, Google classroom, Whatsapp, LMS and others which then encourage the increase of student competence in more established IT competencies due to the demands of a series of activities that are dominated by digital media.

In addition to positive impacts, there are also some negative impacts on the limitations of educational practitioners in responding to conditions, personal readiness requires assistance and even special guidelines to understand IT as a preferred path to work. Students in lectures still have difficulty in learning because the internet network connection is very weak, even at certain times there is no data network at all. Lecturers are expected to be able to achieve competency targets through online learning, but in fact to achieve these targets there are still many obstacles, such as the lack of students in providing feedback quickly, students lacking in understanding the material provided, the lack of communication tools makes students unable to collect assignments in a timely manner, soaring costs for internet quotas, lecturer explanations are not clear when the signal is bad so that the material presented is not well received. Many students complain that they do not have smartphones and laptops. The lack of availability of adequate supporting facilities and limited understanding in accessing technology and internet networks are the main obstacles felt by lecturers and students.

Changes in learning activities and social interactions due to the Covid-19 pandemic due to restrictions on activities in the teaching and learning process. This restriction then gave rise to a new situation in the context of social interaction where before the Covid-19 outbreak students always carried out activities on campus and met each other face to face, both with fellow students and with lecturers. However, since the Covid-19 outbreak, the students did not see each other. Psychologically, every student has a longing to meet classmates. This shows that the existence of social restrictions has encouraged more communication and social relations to be carried out through virtual spaces.

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