

STUDENT ENGAGEMENT IN LEARNING IN THE POST-PANDEMIC PERIOD (A CASE STUDY ON STUDENTS OF SMP)

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Abstract

This case study examined the types of student engagement in learning in the post-pandemic period. Involving fifty-four students of SMP, this study explored the types and the levels of students' engagement in the teaching-learning process. Questionnaires and interviews were held to describe the student's perceptions of the level of engagement. The results show that there were fifteen indicators describing the levels of students' engagement in the teaching-learning process in the post-pandemic period. The engagements primarily were seen from the materials, assignments, and the teaching-learning activities themselves.

Keywords: case study, student engagement, post-pandemic period, and teaching-learning activities.

INTRODUCTION

The Covid 19 pandemic has inspired us a lot with various policy changes, including policies in the education sector. One of them is an online learning policy, or a network (online) for all students due to social restrictions. Related to the post-pandemic learning model Covid-19 is interesting to study and at the same time become a material evaluation of learning in schools. Community social activities begin to normal, including the world of education. Educational institutions began to organize and return the curriculum to conditions as before the pandemic. As it is reported by (Nur, 2021) Implementation of learning carried out nor face-to-facey face-to-face adapted to the curriculum that has been used so far is the curriculum 2013. Learning materials provided based on the subject matter in the book specified print. Students continue to use online media, learning portals, and google apps classroom to support learning. Teaching materials are given to students usually certain themes within learning. This teaching material is customized with the learning syllabus that has been previously made by the teacher. In giving assignments to participants students, usually, the teacher still uses online media such as Whatsapp.

In addition, Online learning has become a demand in the world of education since the Covid-19 pandemic and continues in the New Normal until it continues post-pandemic, however, teachers or lecturers must develop appropriate learning strategies (Hikmah, & Chudzaifah, (2020)). Therefore teachers/lecturers are required to be literate in technology and always up to date in learning models. During the pandemic, School from Home (SFH) policy for students, various learning systems have been prepared both by the government and by schools. Schools implement distance learning or PJJ through various applications such as WA, Google Classroom, Google Meet, Zoom, and so on. However, the implementation of Learning after the Covid-19 pandemic required teachers/lecturers to be literate in technology and always up to date in learning is not as smooth as imagined and planned. Several challenges were faced by both teachers and students. This includes instructional issues directly related to the learning process and students' active participation issues. As it is reported by Damşa et al. 2021 in Rapanta et al, (2021) that the Covid-19 pandemic and subsequent lockdown phases are driving the need for focusing outside the routine and understanding the teacher's role as active and creative agents, negotiators, and integrators of digital and pedagogical resources into meaningful teaching-learning practices. Based on the statement above, taking into account the conditions mentioned above, studies on student engagement in schools in post-pandemic learning really need to be studied.

METHOD

The research design used is a descriptive case study. In this study, a researcher focused intensively on one particular object, namely student involvement in learning during a post-pandemic era. The case study method allows the researcher to remain holistic and significant. According to Alsa (2007), "Case studies are also carried out to gain an in-depth understanding of the situation and meaning of something or the subject being studied. The subjects of this study were students of SMP Kota Magelang who were taken randomly from grades 7, 8, and 9. The researcher provided a request for the willingness of the respondents, namely students of SMP Kota Magelang to answer a questionnaire that was developed from Dimiyati dan Mujiono's theory (1994). This was done via Google form. The total number of respondents who were willing to fill out the Google form was 54 students. The data collection technique used by the researcher is in the form of a questionnaire with the following questionnaire grids. Retrieval of case study data, this research has been carried out online via google forms in July-August 2022. Data were analyzed with the descriptive analysis

presented textually. The facts are made in the text and are narrative in nature with the help of tables and graphs. Besides that, the percentage of data presented is based on answers from respondents.

FINDING AND DISCUSSION

Based on data supported by theory, the participants in this study demonstrated various models of student involvement in post-pandemic learning. From the fourteen items of questionnaires, it can be seen that the students at SMP show different levels of participation. The following table indicates the variability of the student's engagement levels.

Table 1. The variability of the student's engagement levels

No	Indicator	always	often	sometimes	Never
1	I pay attention to the explanation of the material from the teacher given both online and offline	77.8%	16.7%	5.5%	
2	I read the material (LKS) provided by the teacher before class learning	33.3 %	40.7%	22.2%	3.8%
3	I read the material (LKS) given by the teacher after learning in class	37%	33.3%	29.6%	0,1%
4	I individually work on assignments both online and offline given by the teacher	64.8%	29.6%	5,6%	
5	I always discuss with friends to complete assignments both online and offline given by the teacher	13%	16.7%	57.4%	13%
6	I always make notes from the teacher's explanations given online or offline	33.3%	35.2%	27.8%	3,7%

7	Together with group members, we discuss completing group assignments given by the teacher in online and offline learning	40.7%	13%	27.8%	18.5%
8	I am able to work with all my friends as a group member in online and offline learning	46.3%	29.6%	14.8%	9.3%
9	I provide ideas during group discussions both in online and offline learning	20.4%	37%	33.3%	9.3%
10	I give friends the opportunity to give their opinions on online and offline learning	61.1%	20.4%	11.1%	7.4%
11	I ask questions to teachers in online and offline learning for problems that I don't know about	16.7%	31.5%	48.1%	3.7%
12	I record the results of learning discussions both online and offline	24.1%	20,4%	52.3%	3.0%
13	I am able to present my opinion on online and offline learning	24.1%	22.2%	50%	3.7%
14	I pay attention to other groups (other people) who are presenting opinions in online and offline learning	59.3%	20.4%	18.7%	1.6%
15	I always do online and offline assignments from the teacher	83.3%	16.7%	0	0

The above data shows the variability of the student engagement levels of SMP students

in the post-pandemic period. Referring to the above data, it can be inferred that there are fifteen indicators of students' engagement in teaching-learning activities in the post-pandemic period. The engagements primarily were seen from the materials, assignments, and the teaching-learning activities themselves.

MATERIALS

Discussing the materials in online or offline learning in the post-pandemic period, there are some items of questionnaires were used. Dealing with paying attention to the explanation of the material from the teacher given both online and offline, 77.8% stated always paid attention to the materials both in online or offline learning, 16.7% often and 5.5% of the students sometimes paid attention to the explanation both in online and offline learning. In addition to that, 33.3 % of the students read the material (LKS) provided by the teacher before class learning, 40.7% often, 22.2% sometimes, and 3.8% of the students never read the materials before the class learning. On the other hand, 37% of the students read the material (LKS) given by the teacher after learning in class. 33.3% often, 29.6% sometimes, and 0,1% of the students never read the materials (LKS) after the class learning.

From the previous data, it can be inferred that students' engagement in post-pandemic learning is in the form of paying attention and reading the materials before and after the class meeting. These activities are done both in online and offline learning.

ASSIGNMENT

The second type of student engagement is concerned with assignments. There are three aspects of the assignment that emerge as the assignment indicators. They are working on assignments individually, discussing with friends to complete assignments, and always doing online and offline assignments in a post-pandemic learning context. Discussion on working on assignments individually in online and offline learning of the post-pandemic period. 64.8% of the students stated always, 29.6% often, and 5,6% of the students work the assignment individually. The further aspect of the assignment is discussing with friends to complete assignments. 13% of the students always discuss with friends to complete assignments, 16.7% often, 57.4% sometimes, and 13% of them never discuss with friends to complete assignments.

The further data reported that 83.3% of the students do online and offline assignments from the teacher always and 16.7% of them often do online and offline assignments from the teacher

TEACHING-LEARNING ACTIVITIES PROCESS

In correspondence with the student's engagement models, there are twelve indicators emerge from this. The indicators are making notes from the teacher's explanations. The indicators are able to work with all friends as a group member, provide ideas during group discussions, give friends the opportunity to give their opinions, ask questions to teachers for problems, record the results of learning discussions, present his/her opinion, and pay attention to other groups (other people) who are presenting opinions. Based on the questionnaire, it shows that 46.3% of the students are always able to work with all friends as a group member, 29.6% often, 14.8% sometimes, and 9.3% of the students are never able to work with all friends as a group member. Dealing with providing ideas during group discussions, 20.4% of the students always provide ideas in the group discussion, 37% often, 33.3% sometimes, and 9.3% of the students never provide ideas in the group discussion. The next aspect of students' engagement in teaching-learning aspect is giving friends the opportunity to give their opinions.

61.1% of the students always, 20.4% often, 11.1% sometimes, and 7.4% of the students never give friends the opportunity to give their opinions. In addition, the next aspect is asking questions to teachers both in online and offline learning for problems they have. 16.7% always ask questions teachers for problems they have, 31.5% often, 48.1%, and 3.7% of the students never ask questions to teachers when they have problems both in online and offline learning.

The next indicator is recording the results of learning discussions. Based on the data, 24.1% always record the results of learning discussions, 20,4% often, 52.3% sometimes, and 3.% of the students never record the results of learning discussions both in online and offline learning.

In addition to the indicator is the ability to present his/her opinion in both online and offline learning. 24.1% are always able to present his/her opinion in both online and offline learning,

22.2% often, 50% sometimes, and 3.7% of the students are never able to present his/her opinion in both online and offline learning. The last indicator is paying attention to other groups (other people) who are presenting opinions. 59.3% of the students are always paying attention to other groups (other people) who are presenting opinions, 20.4% often, 18.7% sometimes, and 1.6% of the students never always pay attention to other groups (other people) who are presenting opinions.

In summary, it can be concluded that student engagement in the post-pandemic period both in online and offline learning can be seen from three indicators. These three indicators are seen in materials, assignments, and teaching-learning activities. The level of their engagement varies based on the student's perception during both online and offline learning in the post-pandemic period.

CONCLUSION

The variability of the student engagement levels of SMP students in the post-pandemic period was seen from the materials, assignments, and the teaching-learning activities themselves. The level of their engagement varies based on the student's perception during both online and offline learning in the post-pandemic period.

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