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The Impact of Pandemic Covid-19 on Changes in The Distance Learning Process at The Polytechnic Campus in Bekasi Abstract. This study aims to determine how **the impact of the Covid-19 pandemic on the** learning process. The study used a qualitative descriptive survey method that describes distance learning activities as an effective solution for learning during a pandemic.

This study involved 27 students as students at the polytechnic campus in Bekasi. Data collection was obtained through semi-structured interviews using **a list of questions** developed based on related literature. **The results showed that there** was campus readiness as a facilitator but there were still some obstacles experienced by students in the learning process, namely the addition of internet quota fees, weak signals, servers that were **down and difficult to** access, lack of **socialization between students and** lecturers, and **mastery of the material** low in practical subjects and **a reduction in the** duration of learning hours.

For students outside the city, time becomes flexibility, so **it can be concluded that the Covid-19 pandemic has a** positive and negative impact in changing the learning process. Keywords: COVID-19 Pandemic, Distance Learning INTRODUCTION **The emergence of the** Corona Virus Disease or currently known as the COVID-19 Pandemic at the end of 2019 has changed and disrupted all segments of human life on earth and became a worldwide disaster. Thus, the world is busy with various efforts to prevent COVID-19.

The corona virus was thought to have started in Wuhan Province, China, and **had spread rapidly throughout** the world, including Indonesia. The COVID-19 is **a new type of** disease that has never **been previously identified in humans**. Common signs and symptoms of COVID-19 infection include symptoms of acute respiratory distress such as

fever, cough, and shortness of breath that can cause death for sufferers so that WHO had declared it an emergency on January 30, 2020.

The COVID-19 pandemic first appeared in Indonesia with the findings of the first positive cases on March 2, 2020. A number of policies or steps related to the handling and prevention of the deadly outbreak had been implemented and enforced by the Indonesian Government. It includes the implementation of Social Distancing, Physical Distancing, Selective Limitation, and Large-Scale Social Restrictions (PSBB) policies.

The goal was that the chain of the spread of COVID-19 can be broken immediately. The existence of the COVID-19 virus had affected life impacting on the entire community. According to Kompas (28/03/2020), the impact of the COVID-19 virus has a tremendous impact on various fields such as social, economic, tourism and education field [1]. That is why many countries decide to close schools, colleges and universities, including Indonesia.

This has become a sudden crisis, so that governments in various countries including Indonesia must immediately take the decision to quickly close schools to reduce the spread of the COVID-19 and save lives but still have to open schools in order to survive workers in maintaining economic sustainability and learning process. Related to that case, on March 24, 2020, the Minister of Education and Culture of the Republic of Indonesia issued Circular Number 4 of 2020 concerning the Implementation of Education Policy in an Emergency for the Spread of COVID-19.

It was explained that the learning process was carried out at home through distance learning which was carried out to provide meaningful learning experiences for students. Studying at home can focus on life skills education, among others, regarding the COVID-19 pandemic. The impact of learning process caused by the COVID-19 pandemic were both short-term and long-term.

The short-term effect in Indonesia is an extraordinary shock to Indonesian people and families who are not used to doing work and learning from home, including psychological problems accustomed to learning face to face with teachers or lecturers. Therefore, all elements of education in social life are also exposed due to the COVID-19 pandemic.

It is especially the distance learning process running on a large scale that has never been measured and tested before. In addition, the distance learning which is not fully prepared creates many problems. Problems which often occur include the use of the internet which depends on the signal or internet network.

There is always difficulty in obtaining a clear network so that it is necessary to look for a better place to easily get a signal or network. Another problem is that not all students' parents are able to buy more internet quota due to decreased income and job loss. This situation also forces teachers and students to be creative and make learning process via the internet network from available platforms where each student and teacher does not have the same ability to use online facilities as a learning medium.

Besides, there are so many tasks given by teachers who do not pay attention to the cognitive affective and psychomotor domain, including the assessment system which is trial and error. It occurs because of the difficulty of controlling and evaluating students. In addition, the long-term effect occurs if the distance learning continues without well preparation. It can harm many fields, especially the field of education.

This is not only the physical condition of students but the mental condition of the students is also much more impactful, especially for those who still study at school because school or campus is a gathering place for students who come from various walks of life with various types of family conditions. This is in accordance with Desmita's opinion [2] stated that either school or campus had an important effect on the students' development, especially in social development.

Interaction with teachers or lecturers and peers at school and campus, provides great opportunities for students to develop cognitive abilities and social skills, gain knowledge about the world and develop self-concepts, including aspects of justice and increasing inequality between community groups and between regions in Indonesia.

The purpose of this study is to obtain information about the effect of COVID-19 on the readiness to face change in the learning process through distance learning. It is whether the distance learning can be conducted properly and effectively. LITERATURE REVIEW Covid-19 Pandemic COVID-19 or Coronavirus Disease 2019, which becomes a pandemic, is a virus that attacks human breathing.

Coronavirus is a family of viruses that cause diseases ranging from mild to severe symptoms. The type of coronavirus is known to cause diseases that can create severe symptoms such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS) [3].

The World Health Organization named the new virus Severe acute respiratory syndrome coronavirus-2 (SARSCoV-2) and the name of the disease as Coronavirus Disease 2019 (COVID-19) [4] Humans can get infected by the coronavirus through direct

contact with infected animals. The mode of spread is called zoonotic transmission. The infection is spread from one person to another through droplets from the respiratory tract often produced when coughing or sneezing.

Until now, there is no definite drug or vaccine found, so what can be done in handling the coronavirus is to reduce the rate of spread of the virus. Some things that should be done in preventing this virus (Ministry of Home Affairs, 2020) are performing hand hygiene using a hand sanitizer if the hands do not look dirty or washing hands with soap if the hands look dirty [5], avoiding touching the eyes, nose and mouth, applying cough etiquette or sneeze by covering the nose and mouth with the inner upper arm or tissue, then throwing the tissue in the trash, wearing a medical mask if having respiratory symptoms and performing hand hygiene after removing the mask, keeping a distance (at least 1 meter) from people who experience respiratory symptoms as well as elderly people and people with medical conditions are more vulnerable to exposure to COVID-19 [6].

Distance Learning Distance Learning or known as online learning (e-learning) is one of the lessons that has been widely used in universities today since its publication and is regulated in Article 31 of Law No. 20 of 2003 concerning the National Education System, namely regarding distance learning [7]. Online learning is the utilization of internet network in the learning process.

Through online learning students have flexible time to study, and can study anytime and anywhere. Besides, students can interact with the teacher using several applications such as google classroom, video conference, telephone or live chat, zoom or WhatsApp group. This learning is an educational innovation to answer the challenges of the availability of varied learning resources.

The success of a model or learning media depends on the characteristics of the students. This is revealed from all literatures in e-learning indicating that not all students will be successful in online learning, due to learning environment factors and student characteristics [8].

In addition, online learning is defined as a computer network which is interconnected with other computer networks throughout the world [9]. This e-learning application can facilitate training and learning activities as well as formal and informal teaching and learning process, and can facilitate activities and communities of electronic media users, such as the internet, intranet, CD-ROM, video, DVD, television, cellphone, PDA, and others [6].

In the e-learning application, lecturers and students have their respective roles. Lecturers have a role as facilitators and guides in learning activities, while students have a role as knowledge constructors, independent learners, and problem solvers [10].

In addition, e-learning includes various applications and processes such as computer-based learning, web-based learning, virtual classroom, virtual Schoology, virtual Zoom, and other applications. This online learning activity is an alternative to replace face-to-face learning activities [11]. However, online learning has several weaknesses, namely the use of the internet network which requires adequate infrastructure, requires a lot of money, appear various obstacles in communication such as slow response [12].

Even though there are several obstacles in online learning, it can be stated to be effective if students can achieve learning goals and students are active with the interaction between lecturers and students in learning and not only centered to lecturers. RESEARCH METHODOLOGY The type of this research was a qualitative descriptive survey.

This was based on the condition of certain natural objects which required a lot of information so that it took a means to collect data. The researchers are the main instrument and the results of their research emphasize meaning rather than generalizations [13]. Descriptive research is a research conducted to describe a variable, either one or more (independent) variables without making comparisons, or connecting one variable to another [14].

In this study, the data collected in the form of sentences and the explanation of the answers of the subjects were carried out by distributing questionnaires or questionnaires. The subject was taken by using a survey method. The subjects consisted of 28 female students and male 28 students at Accounting Department of Polytechnic in Bekasi.

The research data was obtained through a questionnaire distributed via the google forms link. The answers from the subject were descriptions and suggestions of the effect of the Covid-19 pandemic on the accounting learning process in the Polytechnics in Bekasi. The data was described qualitatively.

RESEARCH RESULTS AND FINDING Learning process during the COVID-19 pandemic was initiated based on the government decree, in this case the minister of education and culture through the issuance of a Circular of the Minister of Education on March 8, 2020 Number 3 of 2020 concerning Prevention of Corona Virus Disease (Covid-19) in

the Education Unit.

That all indoor and outdoor activities in all sectors have been temporarily postponed in order to reduce the spread of corona, especially in the education sector. The Education Unit stated that school and tertiary education institutions were closed or home learning [14]. This is done to break the chain of spreading COVID-19. For this reason, the learning activities are carried out online for all levels of education. This is the initial stage of doing distance learning.

In the initial stage is the first simultaneous lockdown phase followed by Large-Scale Social Restrictions (PSBB) which is a regulation issued by the Ministry of Health (Kemenkes) in the context of Accelerating the Handling of COVID-19 so that it can be implemented in various regions immediately. The Large-Scale Social Restrictions (PSBB) regulations were recorded in the Minister of Health Regulation Decree Number 9 of 2020 [15].

In general, online learning takes a long time to adjust to previous learning, namely face-to-face learning. Thus in fact, the initial conditions for Large-Scale Social Restrictions (PSBB) were carried out by many parties, including from the teachers, students, and parents who felt overwhelmed. This is due to sudden changes in learning styles and the absence of thorough preparation in this online learning.

That is why there are many obstacles occurring due to limitations. Students have difficulty in mastering the material provided due to disruption in the delivery of information provided by the lecturer to students with one of the factors being the learning media.

In this case, as lecturers or teaching staff, it is expected to first understand the learning tendencies or preferences of students by utilizing appropriate methods or learning media which can make students interested in online learning. In this research, the Zoom Cloud Meetings learning media was interested as much as 44%, while Google Meet is 26%, and the rest is 30% using other learning media.

In this case, online learning can work well by providing learning media which are liked by students through understanding their learning tendencies. This is in line with some lecturers who conduct e-learning by Zoom Cloud Meetings, while some other lecturers use online learning using applications such as Schoology, Google Classroom, Edmodo, and other applications.

The implementation of online learning is to anticipate if lecturers cannot meet face to

face with students and to face sudden obstacles such as the COVID-19 pandemic which causes all human activities to be limited. When the learning process **in the even semester** almost ends, the **Large-Scale Social Restrictions (PSBB)** is still being enforced by realizing the new normal scenario.

The government has collaborated with all relevant parties including community leaders and experts to formulate a protocol or Standard Operating Procedure (SOP) to ensure that the community can resume activities but stay safe from COVID-19. When entering the new semester, which is odd semester, **based on the results of** interviews with students, **it can be concluded that the** implementation of the learning process carried out remotely has changed habits in learning process so that it becomes more effective and efficient.

Then the education organizers are ready and used to implement the blended learning system, which combines distance learning and face-to-face online and partly through face-to-face offline, and their functions are complementary. The advantages of blended learning are combining two conventional and distance learning methods to make students feel comfortable and active in constructing their knowledge.

However, the lesson plan through blended learning almost failed to be implemented due to the increasing number of COVID-19 sufferers in the Bekasi which caused conventional learning to almost be canceled at first. For the conventional learning, it applies health protocols strictly. From **the results of the** distance learning process in the initial semester (even semester), the **Large-Scale Social Restrictions (PSBB)** carried out which continued to the second **Large-Scale Social Restrictions (PSBB)** stage resulted in the main characteristics that stood out for students, namely the ability and willingness in the learning process by directing the learning process according to the needs they wanted.

The change in the distance learning process is considered to be successful if the learner has been able to direct the learning process without educator's help. **CONCLUSION**
Based on the results of the research and discussion above, the change in the distance learning process at one of the Polytechnics in Bekasi was relatively successful even though it started without preparation and found many obstacles, but the next stage resulted in a change in habits in learning and teaching so that it became more effective and efficient.

In addition, it is still possible to get a pattern of communication **between students and lecturers** who are dominated by remote systems via web / internet facilities and no face-to-face meetings. All teaching materials, assignments, consultations, exams, and

other learning activities were delivered via the internet. In addition, the existence of blending learning can combine distance learning and face-to-face learning.

In this course model, the material is partly **provided on the web and** partly through face-to-face, and the functions are complementary.

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