

Analysis of Student Activeness Before the Covid-19 Pandemic and During the Covid-19 Pandemic

Asis T.¹, Wayan Sukarlinawati²

¹SD Negeri 1 Amparita, Sulawesi Selatan, Indonesia

²Sekolah Tinggi Agama Hindu Lampung, Indonesia

¹asist73@guru.sd.belajar.id

Abstract

The learning process has changed globally due to the Covid-19 pandemic that has hit the world. The learning process that used to be carried out face-to-face in the classroom turned into online learning (in the network) due to social restrictions to prevent the spread of the covid-19 virus. The online learning process is assisted by applications such as whatsapp, google classroom, zoom meeting, google meet and other applications. Of course this affects the way of learning and the difficulty of adapting to technology, especially at the elementary school level and has an impact on student activeness in the learning process. Seeing this situation, research is needed to examine this matter. The purpose of this study is to determine student activeness in learning before the COVID-19 pandemic and during the COVID-19 pandemic at UPT SD Negeri 1 Amparita. The method used is descriptive research. The population in the study were all students at UPT SD Negeri 1 Amparita as many as 172 students, while the sample in this study were 89 students with non probability sampling technique. The research data were obtained by distributing questionnaires and supported by activity documentation. The data analysis technique used is quantitative descriptive statistical analysis technique. Based on the results of descriptive analysis, the data obtained shows that student activeness in the learning process before the COVID-19 pandemic at UPT SD Negeri 1 Amparita is more effective than student activeness in the learning process during the COVID-19 pandemic at UPT SD Negeri 1 Amparita.

Keywords: Student Activeness; Before Covid-19 Pandemic; During the Covid-19 Pandemic

Intraduction

Education plays an important role in educating the nation's life. With education, it is expected to be able to produce prospective successors who are critical, creative, independent, responsible, and adhere to religious values. This is in line with Law No. 2 of 2003 article 3: National Education functions to develop abilities and form the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible.

Quality education is education that is able to answer various challenges in the future. Improving the quality of education is done by improving the quality of learning. Learning is a process of interaction between learners and educators. Nugraha (2018) states that the learning process is all joint efforts between teachers and students to share and process information, so that the knowledge provided can be useful in students and become a sustainable foundation, as well as better changes to achieve a positive improvement.

Improving the quality of education can be done through improving the learning process. The learning process is an interaction activity between teachers and students that involves learning and teaching activities to achieve educational goals. There are many

problems that occur in the world of education that can hinder the implementation of the expected educational goals. One of the current education problems concerns the quality of education. Muhammad & Zaka (2021) states that the learning process in the classroom, in essence, requires a teacher and students, and there is interaction between the two. The learning process carried out by teachers and students is usually carried out face-to-face in the classroom or through direct interaction without any intermediary media, but due to the epidemic that has attacked the whole world, including Indonesia, the learning process has changed.

The Coronavirus disease 2019 (COVID-19) outbreak was first discovered in Wuhan, China in early December 2019. The World Health Organization (WHO) declared a pandemic on March 11, 2020, meaning that COVID-19 has spread widely in various countries, including Indonesia. As an effort to control the spread of COVID-19, the government implemented a large-scale social restriction (PSBB) policy. The implementation of PSBB requires all activities to be carried out at home, including the learning process which must be carried out online.

The Minister of Education and Culture (Mendikbud) issued Circular Letter Number 4 of 2020, concerning the implementation of education policy in the period of 2 emergency of the spread of Coronavirus Disease (COVID-19). One of the main points conveyed is the process of learning from home through online or distance learning. Online learning (in the network) is online learning that is done remotely. This is in line with the opinion of Pohan (2020) "online learning is learning that takes place in a network where the teacher and the taught do not meet face to face".

Halik and Aini (2020) stated that the learning system has significantly changed due to the COVID-19 pandemic from a face-to-face student-teacher interaction process to online interaction. Interaction between students and teachers uses online applications that are already available, such as whatsapp, google classroom, zoom meeting, google meet and other applications. Online learning requires students to be able to organize and mobilize themselves independently.

Syarif and Kholis (2020) state that teachers change their learning model from manual to digital systems by utilizing existing applications that can be mastered by each teacher. All of this must be done by teachers so that they can still study at home and are motivated to continue learning by utilizing existing media. However, even through the distance learning process, students must remain active in the learning process.

Currently, schools in Sidrap District, South Sulawesi have implemented an online learning system. The implementation of the online learning system is a must if schools cannot do face-to-face learning, this is due to the COVID-19 pandemic. The impact of the COVID-19 pandemic has encouraged schools to stop face-to-face learning and implement an online learning system. The implementation of this online learning system avoids direct contact between individuals and groups to reduce the spread of COVID-19.

Sudjana (2005) states that student activeness can be seen from participation in carrying out their learning tasks, seen in solving problems, asking other students or teachers if they do not understand the problems they face, trying to find various information and training themselves in solving problems or problems, and assessing their own abilities and the results obtained. Student activeness when learning, will appear in the activity of doing something to understand the subject matter. Student learning activeness cannot be separated from the learning paradigm created by the teacher. (Wahyuningsih, 2020).

Winarti (2013) states that student activeness during the learning process is an indicator of students' desire or motivation to learn. Students are said to have activeness if behavioral characteristics are found such as: often asking questions to the teacher or other

students, doing tasks given by the teacher, being able to answer questions, being happy to be given assignments. Student activeness in the learning process will cause interactions that are not only positive, but also positive. 3 interaction between teachers and students or with the students themselves. So that the classroom atmosphere becomes conducive, where each student can involve their abilities as much as possible. Activities arising from students will also result in the formation of knowledge and skills that will lead to increased achievement. Mariyam & Musfiroh (2019) stated that students are required to actively learn in order to increase their knowledge, and therefore students themselves must be responsible for their success.

Before the COVID-19 pandemic, teachers at UPT SD Negeri 1 Amparita carried out face-to-face learning as usual by delivering material, giving assignments and giving grades to students. Teachers presented the material in accordance with the semester program that had been prepared previously with reference to the 2013 curriculum syllabus. However, due to the COVID-19 pandemic, teachers at UPT SD Negeri 1 Amparita are currently implementing an online learning system. Providing material is done in various ways so that the online teaching and learning process remains interesting for students, but still refers to the 2013 curriculum. For example, providing material through the Whatsapp application, google classroom or google form, google meet or zoom, and teachers also make learning videos and then send them to student whatsapp or play them on Parepare city television stations. Student assignments are included with the material that has been given and the evaluation of grades is still accumulated so that the minimum completeness criteria remain a reference. Participation from the role of parents is lacking so that it affects student learning outcomes.

The implementation of online learning for elementary school tends to be more difficult because elementary school students still need supervision from parents to use electronic technology and the internet. In addition, they also still need guidance in receiving materials, especially low-grade students.

The foregoing was done to find out to determine student activeness in the learning process before the COVID-19 pandemic and during the COVID-19 pandemic at UPT SD Negeri 1 Amparita. For teachers, this research is expected to be useful as teacher input in guiding and improving student activeness in the future. For researchers, it is hoped that it can be a reference for further researchers who examine the same case. And for schools, as one of the input materials or information for schools regarding student learning activeness. The research approach used is quantitative research with descriptive research type. The research variable used is student activeness. This study uses a survey method and data collection techniques using instruments in the form of questionnaires and documentation. The population used was all students of UPT SD Negeri 1 Amparita in the 2020/2021 school year consisting of 6 classes. The samples used were classes IV, V, and VI UPT SD. Negeri 1 Amparita. with a total of 89 students. The data obtained were analyzed with quantitative descriptive statistics. The results of the descriptive quantitative analysis are seen from the analysis of data portraits (frequency and presentation), secondly the analysis of the central tendency of the data (mean, median and mode values), thirdly the analysis of the variation of values (range and standard deviation or variance). These results are processed using the help of computer applications, namely SPSS version 25 for windows.

Methods

The research method used is quantitative research with descriptive research type in class IV, V and VI UPT SD Negeri 1 Amparita totaling 89 students who became the research sample. The research variable to be studied is student activeness. The collection

technique used was a survey using instruments, namely questionnaires and documentation. The instrument has gone through validity and reliability tests by experts. The data obtained were managed and analyzed using descriptive statistical analysis with the help of computer applications, namely SPSS version 25 for windows.

Results and Discussion

The results of the research obtained were carried out using questionnaires and documentation. The results of the analysis of student activeness before the COVID-19 pandemic and during the COVID-19 pandemic at UPT SD Negeri 1 Amparita can be explained as follows:

The number presented as a sample in this study was 89 students. Student activeness before the COVID-19 pandemic and during the COVID-19 pandemic can be measured using indicators of courage, participation, learning creativity and learning independence. Based on these indicators, a statement is made. Data collection was carried out in the UPT SD Negeri 1 Amparita room by distributing questionnaires to students in turn, with a total of 10 students per session. The existence of a questionnaire in this study serves to measure the degree of student activeness before the COVID-19 pandemic and during the COVID-19 pandemic. This is explained in According to Arifin (2012), a questionnaire is a research instrument that contains a series of questions or statements to capture data or information that respondents must answer freely according to their opinions (Hermawan, 2019). The results of data collection from this study are described in the respondent's answer table. The following is a table of answers given by respondents to each statement relating to Student Activeness Before the COVID-19 Pandemic and during the COVID-19 Pandemic.

1. Statement 1

The following is a frequency table of the statement about "I dare to express my opinion in front of my classmates in class".

Table 1. Frequency of Statement 1 on Student Activeness Questionnaire

Alternative Answer	Frequency	Percentage
Always	36	40,45
Often	34	38,21
Sometimes	18	20,22
Never	1	1,12
Total	89	100

Based on table 1 above, it shows that the statement about I dare to convey my opinion in front of my friends in class, can show that the number and percentage of students who stated always were 36 students with a percentage of 40.45%, 34 students stated often with a percentage of 38.21%, 18 students stated sometimes with a percentage of 20.22%, and 1 student stated never with a percentage of 1.12%.

2. Statement 2

The following is a frequency table of the statement about "I study continuously until I understand the material provided by the teacher in the WhatsApp group".

Table 2. Frequency of Statement 2 on Student Activeness Questionnaire.

Alternative Answer	Frequency	Percentage
Always	9	10,11
Often	53	59,55
Sometimes	22	24,72
Never	5	5,62
Total	89	100

Based on table 2 above, it shows that the statement about I study continuously until I understand the material provided by the teacher in the WhatsApp group can show that the total percentage of students who stated always was 9 students with a percentage of 10.11%, 53 students stated often with a percentage of 59.55% 22 students stated sometimes with a percentage of 24.72%, and 5 students stated very never with a percentage of 5.62%.

3. Statement 3

The following is a frequency table of the statement about "I summarize the subject matter explained by the teacher in class with instructions from the teacher".

Table 3. Frequency of Statement 3 on Student Activeness Questionnaire

Alternative Answer	Frequency	Percentage
Always	14	15,73
Often	36	40,45
Sometimes	35	39,32
Never	4	4,5
Total	89	100

Based on table 3 above, it shows that the statement about I summarize the material given by the teacher in class with the teacher's instructions, can show that the total percentage of students who stated always was 14 students with a percentage of 15.73%. 36 students stated often with a percentage of 40.45%, 35 students stated sometimes with a percentage of 39.32%, and 4 students stated never with a percentage of 4.5%.

4. Statement 4

The following is a frequency table of the statement "I am active in groups during the learning process in class".

Table 4. Frequency of Statement 4 on Student Activity Questionnaire

Alternative Answer	Frequency	Percentage
Always	21	23,6
Often	39	23,6
Sometimes	25	28,08

Never	4	4,5
Total	89	100

Based on table 4 above, it shows that the statement about I am active in groups during the learning process in class, can show that the number and percentage of students are always 21 students with a percentage of 23.6%, 39 students stated often with a percentage of 43.82%, 25 students stated sometimes with a percentage of 28.08%, and 4 students stated never with a percentage of 4.5%.

5. Statement 5

The following is the frequency table of the statement about "I do not find out information related to the lesson before the lesson starts".

Table 5. Frequency of Statement 5 on Student Activeness Questionnaire

Alternative Answer	Frequency	Percentage
Always	4	4,5
Often	33	37,08
Sometimes	37	41,57
Never	15	16,85
Total	89	100

Based on table 5 above, it shows that the statement about I do not find out information related to the lesson before learning begins, can show that the number and percentage of students who stated always were 4 students with a percentage of 4.5%, 33 students stated often with a percentage of 37.08%, 37 students stated sometimes with a percentage of 41.57%, and 15 students stated never with a percentage of 16.85%.

6. Statement 6

The following is a frequency table of the statement about "I do not dare to express my opinion in front of my classmates in class".

Table 6. Frequency of Statement 6 on Student Activeness Questionnaire

Alternative Answer	Frequency	Percentage
Always	3	3,37
Often	30	33,71
Sometimes	39	43,82
Never	17	19,1
Total	89	100

Based on table 6 above, it shows that the statement about I do not dare to express my opinion in front of my classmates in class, can show that the total percentage of students who stated always was 3 students with a percentage of 3.37%, 30 students stated often with a percentage of 33.71%, 39 students stated sometimes with a percentage of 43.82%, and 17 students stated never with a percentage of 19.1%.

7. Statement 7

The following is a frequency table of the statement about "I and my group members communicate/discuss the problems given by the teacher on WhatsApp".

Table 7. Frequency of Statement 7 on Student Activeness Questionnaire

Alternative Answer	Frequency	Percentage
Always	19	21,35
Often	40	44,84
Sometimes	23	25,84
Never	7	7,87
Total	89	100

Based on table 7 above, it shows that the statement about me and my group members communicating / discussing problems given by the teacher on WhatsApp, can show that the number and percentage of students who stated always were 19 students with a percentage of 21.35%, 40 students stated often with a percentage of 44.84%, 23 students stated sometimes with a percentage of 25.84%, and 7 students stated never with a percentage of 7.87%.

8. Statement 8

The following is a frequency table of the statement about "I do not dare to ask in the WhatsApp group if there is material that I have not understood".

Table 8. Frequency of Statement 8 on Student Activeness Questionnaire

Alternative Answer	Frequency	Percentage
Always	6	6,74
Often	28	31,46
Sometimes	42	47,20
Never	13	14,6
Total	89	100

Based on table 8 above, it shows that the statement about I dare to ask in the WhatsApp group if there is material that I do not understand, can show that the number and percentage of students who stated always were 6 students with a percentage of 6.74%, 28 students stated often with a percentage of 31.46%, 42 students stated sometimes with a percentage of 47.60%, and 13 students stated never with a percentage of 14.6%.

9. Statement 9

The following is a frequency table of the statement about "I cannot do my own assignments given by the teacher during the COVID-19 pandemic".

Table 9. Frequency of Statement 9 on Student Activity Questionnaire

Alternative Answer	Frequency	Percentage
Always	5	5,62

Often	29	32,58
Sometimes	38	42,7
Never	17	19,1
Total	89	100

Based on table 9 above, it shows that the statement about I cannot do my own assignments given by the teacher during the COVID-19 pandemic, can show that the number and percentage of students who are unable to do their own assignments during the COVID-19 pandemic. who stated always were 5 students with a percentage of 5.62%, 29 students stated often with a percentage of 32.58%, 38 students stated sometimes with a percentage of 42.7%, 17 students stated never with a percentage of 19.1%.

10. Statement 10

The following is a frequency table of the statement "I learn from various sources".

Table 10. Frequency of Statement 10 on Student Activeness Questionnaire

Alternative Answer	Frequency	Percentage
Always	5	5,62
Often	29	32,58
Sometimes	38	42,7
Never	17	19,1
Total	89	100

Based on table 10 above, it shows that the statement about I learn from a variety of sources, can show that the number and percentage of students who stated always were 5 students with a percentage of 5.62%, 29 students said often with a percentage of 32.58%, 38 students stated sometimes with a percentage of 42.7%, and 17 students stated never with a percentage of 19.1%.

11. Statement 11

The following is the frequency table of the statement about "I never study if I have not understood the material given by the teacher do WhatsApp group".

Table 11. Frequency of Statement 11 on Student Activeness Questionnaire

Alternative Answer	Frequency	Percentage
Always	9	10,11
Often	33	37,08
Sometimes	34	38,2
Never	13	14,61
Total	89	100

Based on table 11 above, it shows that the statement about I never study if I have not understood the material given by the teacher in the WhatsApp group, can show that

the number and percentage of students who stated always were 9 students with a percentage of 10.11%, 33 students stated often with a presentation of 37.08%, 34 students stated sometimes with a total percentage of 38.2%, and 13 students stated never with a presentation of 14.61%. with a presentation of 14.61%.

12. Statement 12

The following is a frequency table of the statement about "I am not active in groups during class learning".

Table 12. Frequency of Statement 12 on Student Activity Questionnaire

Alternative Answer	Frequency	Percentage
Always	2	2,25
Often	33	37,08
Sometimes	39	43,82
Never	15	16,85
Total	89	100

Based on table 12 above, it shows that the statement about I am not active in the group during the learning process in class, can show that the number and percentage of students who stated always were 2 students with a percentage of 2.25%, 33 students stated often with a percentage of 37.08%, 39 students stated sometimes with a percentage of 43.82%, and 15 students said never with a percentage of 16.85%.

13. Statement 13

The following is a frequency table of the statement about "I do not feel what my group mates feel".

Table 13. Frequency of Statement 13 on Student Activeness Questionnaire

Alternative Answer	Frequency	Percentage
Always	7	7,86
Often	27	30,34
Sometimes	47	52,81
Never	8	8,99
Total	89	100

Based on table 13 above, it shows that the statement about I do not feel what my group friends feel, can show that the number and percentage of students who stated always were 7 students with a percentage of 7.86%, 27 students said often with a percentage of 30.34%, 47 students stated sometimes with a percentage of 52.81%, and 8 students stated never with a percentage of 8.99%.

14. Statement 14

The following is a frequency table of the statement "I can work on my own assignments given by the teacher during the COVID-19 pandemic"

Table 14. Frequency of Statement 14 on Student Activeness Questionnaire

Alternative Answer	Frequency	Percentage
Always	22	24,72
Often	37	41,57
Sometimes	24	26,97
Never	6	6,74
Total	89	100

Based on table 14, it shows that the statement about I can do my own assignments given by the teacher during the COVID-19 pandemic, can show that the number and percentage of students who stated always were 22 students with a percentage of 24.72%, 37 students stated often with a percentage of 41.57%, 24 students stated sometimes with a percentage of 26.97%, and 6 students stated never with a percentage of 6.74%.

15. Statement 15

The following is the frequency table of the statement about "I summarize the subject matter explained by the teacher in class without any instruction from the teacher".

Table 15. Frequency of Statement 15 on Student Activity Questionnaire

Alternative Answer	Frequency	Percentage
Always	12	13,49
Often	34	38,2
Sometimes	37	41,57
Never	6	6,74
Total	89	100

Based on table 15 above, it shows that the statement about I summarize the subject matter explained by the teacher in class without any instruction from the teacher, can show that the number and percentage of students who stated always were 12 students with a percentage of 13.49%, 34 students stated often with a percentage of 38.2%, 37 students stated sometimes with a percentage of 41.57%, and 6 students stated never with a percentage of 6.74%.

16. Statement 16

The following is the frequency table of the statement about "I dare to ask in the WhatsApp group if there is material that I do not understand".

Table 16. Frequency of Statement 16 on Student Activeness Questionnaire

Alternative Answer	Frequency	Percentage
Always	7	7,86
Often	44	49,44
Sometimes	35	39,33

Never	3	3,37
Total	89	100

Based on table 16 above, it shows that the statement about I dare to ask in the WhatsApp group if there is material that I do not understand, can show that the number and percentage of students who stated always were 7 students with a percentage of 7.86%, 34 students stated often with a percentage of 49.44%, 37 students stated sometimes with a percentage of 39.33%, and 3 students stated never with a percentage of 3.37%.

17. Statement 17

The following is a frequency table of the statement about "I feel what my group mates feel".

Table 17. Frequency of Statement 17 on Student Activeness Questionnaire

Alternative Answer	Frequency	Percentage
Always	9	10,11
Often	45	50,56
Sometimes	27	30,34
Never	8	8,99
Total	89	100

Based on table 17 above, it shows that the statement about I feel what my groupmates feel, can show that the number and percentage of students who stated always were 9 students with a percentage of 10.11%, 45 students stated often with a percentage of 50.56%, 27 students stated sometimes with a percentage of 30.34%, and 8 students stated never with a percentage of 8.99%.

18. Statement 18

The following is a frequency table of the statement about "I and my group members did not communicate/discuss the problems given by the teacher on WhatsApp".

Table 18. Frequency of Statement 18 on Student Activeness Questionnaire

Alternative Answer	Frequency	Percentage
Always	10	11,23
Often	25	28,09
Sometimes	41	46,07
Never	13	14,61
Total	89	100

Based on table 18 above, it shows that the statement about my feel what my group friends feel, can show that the number and percentage of students who stated always were 10 students with a percentage of 11.23%, 25 students stated often with a percentage of 28.09%, 41 students stated sometimes with a percentage of 46.07%, and 13 students stated never with a percentage of 14.61%.

19. Statement 19

The following is the frequency table of the statement about "I find out information related to the lesson before learning starts in class".

Table 19. Frequency of Statement 19 on Student Activeness Questionnaire

Alternative Answer	Frequency	Percentage
Always	11	12,36
Often	46	51,69
Sometimes	28	31,46
Never	4	4,49
Total	89	100

Based on table 19 above, it shows that the statement about I find out information related to lessons before learning starts in class, can show that the number and percentage of students who stated always were 11 students with a percentage of 12.36%, 46 students stated often with a percentage of 51.69%, 28 students stated sometimes with a percentage of 31.46%, and 4 students stated never with a percentage of 4.49%.

20. Statement 20

The following is the frequency table of the statement about "I only learn from one source".

Table 20. Frequency of Statement 20 on Student Activeness Questionnaire

Alternative Answer	Frequency	Percentage
Always	11	12,36
Often	46	51,69
Sometimes	28	31,46
Never	4	4,49
Total	89	100

Based on table 20 above, it shows that the statement about I only learn from one source, can show that the number and percentage of students who stated always were 3 students with a percentage of 3.37%, 25 students stated often with a percentage of 28.09%, 46 students stated sometimes. sometimes with a percentage of 51.69%, and 15 students stated never with a percentage of 16.85%.

1. Before the COVID-19 Pandemic

The results of descriptive statistical analysis of student activeness data at UPT SD Negeri 1 Amparita before the COVID-19 pandemic in statements 1, 3, 4, 5, 6, 10, 12, 15, 19 and 20 using the Ms. Excel and SPSS 25 applications obtained results that can be seen in the table as follows: the lowest score is 18, the highest score is 36, the mean is 27.43, the median is 27, the mode is 27, the standard revision is 4.164, and the range is 18. The complete results can be seen as follows:

Table 21. Statistical Analysis of Student Activity Data Before the COVID-19 Pandemic

Statistic	Skor
N	89
Mean	27.43
Median	27.00
Mode	27
Std. Deviation	4.164
Variance	17.338
Range	18
Minimum	18
Maximum	36

When displayed in the form of frequency distribution and score criteria, student activeness at UPT SD Negeri 1 Amparita before the COVID-19 pandemic is presented as follows:

Table 22. Statistical Analysis of Data Frequency Distribution of Student Activity Before COVID-19 Pandemic.

No	Category	Interval	Frekuensi	Persentase(%)
1	less active	10-18	1	1.1
2	Moderately active	19-27	47	52.8
3	Active	28-36	41	46.1
4	Very Active	37-45	0	0
Total			89	100

Based on table 4.22, the frequency distribution above shows that student activeness at UPT SD Negeri 1 Amparita before the COVID-19 pandemic was are in the category of less active 1 student with a percentage of 1.1%, quite active as many as 47 students with a percentage of 52.8%, active as many as 41 students with a percentage of 46.1%, and very active 0 students with a percentage of 0%. Based on the results of descriptive statistical analysis, it can be seen that student activeness at UPT SD Negeri 1 Amparita before the COVID-19 pandemic is in the "quite active" category, then to make it easier to understand the frequency distribution of student activeness at UPT SD Negeri 1 Amparita before the COVID-19 pandemic, it is also presented in the figure as follows.

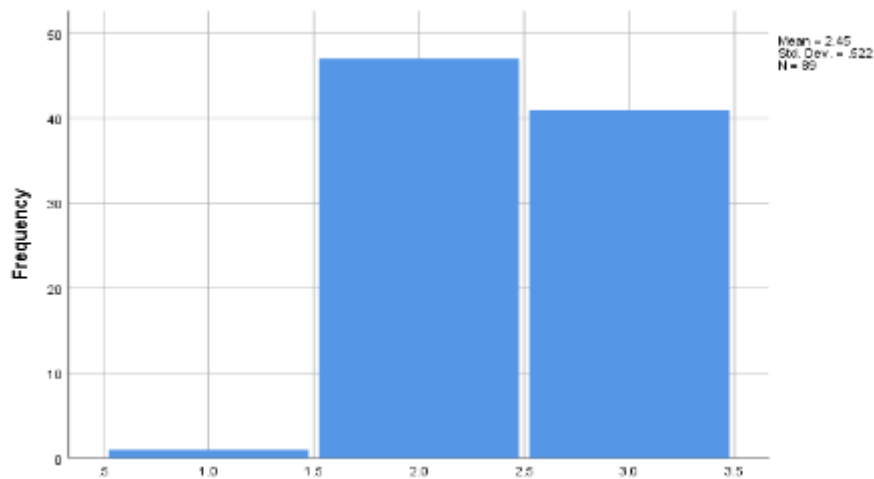


Figure 1. Bar Chart of Student Activity Before the COVID-19 Pandemic

2. During the COVID-19 Pandemic

The results of descriptive statistical analysis of student activeness data at UPT SD Negeri 1 Amparita during the COVID-19 pandemic in statements 2, 7, 8, 9, 11, 13, 14, 16, 17, 18 using the Ms. Excel and SPSS 25 applications obtained results that can be seen in the table as follows: lowest score of 17, highest score of 38, mean of 26.93, median of 27, mode of 26, standard revision of 3.951, and range of 21. The complete results can be seen as follows:

Table 23. Statistical Analysis of Student Activity Data during the COVID-19 Pandemic

Statistic	Skor
N	89
Mean	26.93
Median	27.00
Mode	26
Std. Deviation	3.951
Variance	15.609
Range	21
Minimum	17
Maximum	38

When displayed in the form of frequency distribution and score criteria, student activeness at UPT SD Negeri 1 Amparita during the COVID-19 pandemic is presented as follows:

Table 24. Statistical Analysis of Frequency Distribution of Student Activity during the COVID-19 Pandemic Period

No	Category	Interval	Frekuensi	Persentase(%)
1	less active	10-18	1	1.1

2	Moderately active	19-27	45	50.6
3	Active	28-36	42	47.2
4	Very Active	37-45	1	1.1
Total			89	100

Based on table 24, the frequency distribution above shows that student activeness at UPT SD Negeri 1 Amparita during the COVID-19 pandemic is in the category of less active 1 student with a percentage of 1.1%, quite active as many as 45 students with a percentage of 50.6%, active as many as 42 students with a percentage of 47.2%, and very active 1 student with a percentage of 1.1%. Based on the results of descriptive statistical analysis, it can be seen that student activeness at UPT SD Negeri 1 Amparita during the COVID-19 pandemic is in the "quite active" category. Furthermore, to make it easier to understand the frequency distribution of student activeness at UPT SD Negeri 1 Amparita during the COVID-19 pandemic, it is also presented in the following figure:

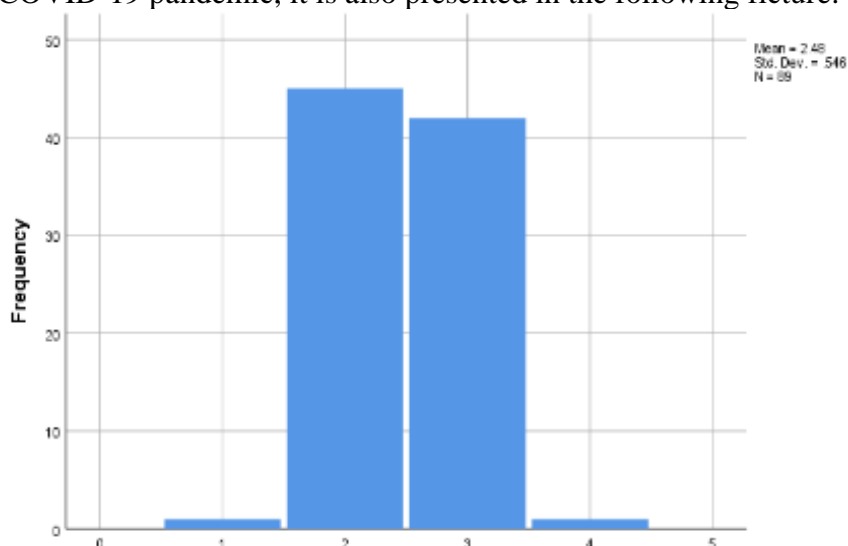


Figure 2. Student Activeness During the COVID-19 Pandemic

The learning process carried out by teachers and students is usually carried out face-to-face in the classroom or through direct interaction without any intermediary media, but due to the COVID-19 outbreak that has attacked the whole world, including Indonesia, the learning process has changed to online learning.

Schools in Parepare City have implemented an online learning system. One of them is UPT SD Negeri 1 Amparita. Before the COVID-19 pandemic, teachers at UPT SD Negeri 1 Amparita carried out face-to-face learning. However, due to the COVID-19 pandemic, teachers at UPT SD Negeri 1 Amparita are currently implementing an online learning system. Providing material is carried out in various ways so that the online teaching and learning process remains interesting for students. Student activeness cannot be separated from the learning paradigm created by the teacher. Student activeness is influenced by student activity. This is stated in Nurhayati (2020), which states that the factors of student learning activeness are encouraging or attracting students' attention, explaining instructional objectives (basic abilities to students), reminding students of learning competencies, providing stimuli (problems, topics, and concepts to be learned), instructing students how to learn them, generating activity, student participation in learning, providing feedback, conducting short tests at the end of the lesson, and concluding each material presented at the end of the lesson.

This study aims to determine student activeness in learning at UPT SD Negeri 1 Amparita before the COVID-19 pandemic and during the COVID-19 pandemic. This is explained in Sinar (2018), which states that student activeness in the learning process is a student's effort to gain learning experience, which can be achieved through group learning activities and individual learning. This is in line with Wibowo (2016), which states that student activeness in learning is all activities that are physical and non-physical for students in the process of optimal teaching and learning activities so that they can create a conducive atmosphere. The opinion summarized in Winarti (2013) states that student activeness during the learning process is an indicator of students' desire or motivation to learn. Students are said to have activeness if they often ask the teacher or other students, want to do the tasks given by the teacher, are able to answer questions, are happy to be given assignments. This refers to aspects of courage, participation, learning creativity, and learning independence.

The research was carried out by distributing questionnaires to 3 classes that became the research sample, namely classes IV, V and VI. The questionnaire used is a Likert scale model. Sugiyono (2019 p. 134) "Likert scale is used to measure an attitude, opinion, and perception of a person or group of people about a social phenomenon". The questionnaire sheet for student activeness in the learning process consists of 20 statements consisting of 10 statements before the COVID-19 pandemic and 10 statements during the COVID-19 pandemic. The questionnaire is then read and filled in properly by students. After students fill out the questionnaire, the results are collected to the researcher for analysis. There are four categories of student activeness in the learning process, namely very active, active, moderately active, and less active. The questionnaire has the lowest score weight of 1, so the minimum value is 10. While the highest score weight is 4, the maximum value is 40. These results are also supported by documentation. This is explained in Prastyo (2015), which states that documentation is data collection using the help of tools or records that have been published or compiled by other parties. The documentation method uses various sources that have published reports or publications of certain data in the form of written, graphic, audio and video data. Documentation is used as a complement to data or information derived from archives and records or other data in accordance with the needs and objectives of the researcher. Researchers documented the activities carried out, namely with photos of activity reports and data relevant to the research, where it was all used as reference material to draw conclusions from the research conducted (Megawati, & Sari, 2012).

After all the data is collected, the results are managed and analyzed. The data analysis technique used in this research is descriptive statistical analysis. Siyoto and Sodik (2015) state that descriptive statistics are statistics used to analyze data by describing or describing the data that has been collected as it is without intending to make general conclusions or generalizations. So that the data on student activeness at UPT SD Negeri 1 Amparita before the COVID-19 pandemic with the most frequency were in the moderately active category, namely 47 students with a percentage of 52.8%, then in the active category as many as 41 students with a percentage of 46.1%, then in the less active category as many as 1 student with a percentage of 1.1%, and in the very active category 0 students with a percentage of 0%. Meanwhile, during the COVID-19 pandemic, it shows that the most frequency is in the moderately active category as many as 45 students with a percentage of 50.6%, then in the active category as many as 42 students with a percentage of 47.2%, then in the very active category as many as 1 student with a percentage of 1.1%, and in the less active category as many as 1 student with a percentage of 1.1%.

This situation shows that student activeness in learning before the COVID-19 pandemic at UPT SD Negeri 1 Amparita was in the moderately active category with a percentage of 52.8% and that student activeness in learning during the COVID-19 pandemic at UPT SD Negeri 1 Amparita was in the moderately active category with a percentage of 50.6%. This is in line with Naziah, Lutfi Hamdani Maula, and Astri Sutisnawati (2020) who stated that during the covid-19 period with online learning, student learning activeness could not be fully achieved according to the learning activeness indicators. This is due to constraining factors during online learning, such as the lack of props and limited internet access. This is in line with Nakayama, M., Hiroh Yamamoto, and Rowena Santiago (2007) in their research explaining that not all students succeed in following e-learning, this is facilitated by the learning environment and characteristics of students who may not properly understand the benefits of e-learning and the appropriate strategies to use. Damayanti (2021) stated that the shortcomings of online learning during the covid-19 pandemic were many in learning, namely the process of delivering material to students was still lacking.

This is because before the COVID-19 pandemic teachers and students carried out the learning process directly, while during the COVID-19 pandemic teachers and students carried out the learning process via WhatsApp. In accordance with the opinion of Halik and Aini (2020) which states that the learning system has significantly changed as a result of the COVID-19 Pandemic from the process of face-to-face student and teacher interaction to online interaction. This change in learning culture is one of the obstacles for students, because students are used to being face-to-face, students need to adapt to this new learning process, so that it indirectly affects students' absorption and learning activeness.

Conclusion

In the results of research and discussion, it was found that student activeness in learning before the COVID-19 pandemic at UPT SD Negeri 1 Amparita was in the moderately active category with a percentage of 52.8% and that student activeness in learning during the COVID-19 pandemic at UPT SD Negeri 1 Amparita was in the moderately active category with a percentage of 50.6%. Based on this, it can be concluded that student activeness in the learning process before the COVID-19 pandemic at UPT SD Negeri 1 Amparita was more effective than student activeness in the learning process during the COVID-19 pandemic at UPT SD Negeri 1 Amparita.

References

- Damayanti, N. P. A. (2021). Efektivitas Pembelajaran Bahasa Indonesia Dengan Google Classroom Terhadap Minat Baca Saat Pandemi Covid-19. *Cetta: Jurnal Ilmu Pendidikan*, 4(2), 246-256.
- Halik, A., & Aini, Z. (2020). Analisis Keaktifan Siswa dalam Proses Pembelajaran Daring di Masa Pandemi COVID-19. *Jurnal Bimbingan Konseling Islam*, 3(2), 131-141.
- Hermawan, I. (2019). *Metodologi Penelitian Pendidikan Kuantitatif, Kualitatif, dan Mixed Methode*. Kuningan: Hidayatul Quran Kuningan.
- Mariyam, S. N., & Musfiroh, T. (2019). Total Physical Response (TPR) Method In Improving English Vocabulary Acquisition Of 5-6 Years Old Children. *Tadris: Jurnal Keguruan dan Ilmu Tarbiyah*, 4(2), 257-264.
- Megawati, Y. D. N., & Sari, A. R. (2012). Model Pembelajaran Kooperatif Tipe Team Assisted Individualization (TAI) dalam Meningkatkan Keaktifan Siswa dan Hasil Belajar Akuntansi Siswa Kelas XI IPS 1 SMA Negeri 1 Banjarnegara Tahun Ajaran 2011/2012. *Jurnal Pendidikan Akuntansi Indonesia*, X(1), 162-180.

- Muhammad, Y., & Zaka, S. (2021). Instructional Effectiveness In History Classrooms: An Analysis Of Students' Perceptions Of Instructional Practices Of University Teachers. *International Journal of Innovation in Teaching and Learning (IJITL)*, 7(1), 39-62.
- Nakayama, M., Yamamoto, H., & Santiago, R. (2007). The Impact of Learner Characteristics on Learning Performance in Hybrid Courses among Japanese Students. *Electronic Journal of E-Learning*, 5(3), 195–206.
- Naziah, S. T., Maula, L. H., & Sutisnawati, A. (2020). Analisis Keaktifan Belajar Siswa Selama Pembelajaran Daring Pada Masa Covid-19 di Sekolah Dasar. *Jurnal Paedagogy: Jurnal Penelitian Dan Pengembangan Pendidikan*, 7(2), 109-120.
- Novayulianti, R., & Syofyan, H. (2021). Analisis Aktivitas Belajar Siswa pada Mata Pelajaran IPA Kelas V di SDN Duri Kepa 05 Dalam Masa Pandemi Covid-19. *Jurnal Inovasi Penelitian*, 2(3), 987-996.
- Nugraha, A. K. (2019). Peningkatan Keaktifan dan Prestasi Belajar IPA Materi Sistem Organisasi Kehidupan Makhluk Hidup Dengan Media Flash Card Matching Game Pada Peserta Didik Kelas Vii F Smp Negeri 1 Pejagoan Semester 2 Tahun Pelajaran 2018/2019. *Jurnal Pendidikan Konvergensi*, 6(29), 7-18.
- Nurhayati, E. (2020). Meningkatkan Keaktifan Siswa dalam Pembelajaran Daring melalui Media Game Edukasi Quiziz pada Masa Pencegahan Penyebaran Covid-19. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 7(3), 145–150.
- Prastyo, H. (2015). The Implementation Of Grammar Translation Method (GTM) and Communicative Language Teaching (CLT) in Teaching Integrated English. *Indonesian EFL Journal: Journal of ELT, Linguistics, and Literature*, 1(2), 170-182.
- Pohan, A. E. (2020). *Konsep Pembelajaran Daring Berbasis Pendekatan Ilmiah*. Grobogan: Penerbit CV. Sarnu Untung.
- Sinar. (2018). *Metode Active Learning*. Yogyakarta: Deepublish.
- Siyoto, S., & Sodik, A. (2015). *Dasar Metodologi Penelitian*. Yogyakarta: Literasi Media Publishing.
- Sudjana, N. (2005). *Penilaian Hasil Proses Belajar Mengajar*, Bandung: PT. Remaja Rosdikarya. Purwanto, Ngalim.
- Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Syarif, & Kholis, N. (2020). Keaktifan Siswa dalam Pembelajaran Hafalan Al-Quran Menggunakan Zoom: Studi pada Siswa Kelas 8 SMP AR-RAHMAH Malang. *Jurnal Pendidikan Islam*, 11(2), 275–293.
- Wahyuningsih, E. S. (2020). *Model Pembelajaran Mastery Learning Upaya Peningkatan Keaktifan dan Hasil Belajar Siswa*. Yogyakarta: Deepublish.
- Wibowo, N. (2016). Upaya Peningkatan Keaktifan Siswa Melalui Pembelajaran Berdasarkan Gaya Belajar di SMK Negeri 1 Saptosari. *Jurnal Electronics, Informatics, and Vocational Education (ELINVO)*, 1(2), 128–139.
- Winarti. (2013). Peningkatan Keaktifan dan Hasil Belajar Siswa Pokok Bahasan Penyusutan Aktiva Tetap dengan Metode Menjodohkan Kotak. *Jurnal Pendidikan Ekonomi Dinamika Pendidikan*, 8(2), 123–132.