

THE IMPACT OF VIRTUAL LEARNING AMIDST THE COVID-19 PANDEMIC ON STUDENTS' SUSCEPTIBILITY TO DEVIANT BEHAVIOUR

Susanto¹, Arif Rahman Hakim²

¹Pascasarjana Institut PTIQ Jakarta, ²Institut Agama Islam Negeri Ponorogo
¹susanto.kaisar@gmail.com, ²arif@iainponorogo.ac.id

ABSTRAK

Pembelajaran virtual telah menjadi alternatif dalam pembelajaran jarak jauh di masa pandemi covid-19. Pola pembelajaran ini dapat memberikan manfaat sekaligus terdapat potensi dampak negatif. Sisi positifnya, dengan pola pembelajaran virtual dapat meminimalisasi penyebaran covid-19 dan menjaga keberlangsungan anak tetap belajar meski berada di rumah. Namun demikian, kelekatan anak dengan media digital menimbulkan kerentanan anak terhadap perilaku menyimpang. Penelitian ini bertujuan untuk mengetahui dampak pembelajaran virtual di masa pandemi covid-19 terhadap kerentanan penyimpangan perilaku pada anak usia sekolah. Penelitian ini menggunakan metode kualitatif dengan teknik pengumpulan data melalui survey secara online dan sasaran respondennya adalah peserta didik di Jawa Barat. Hasil penelitian ditemukan bahwa pembelajaran berbasis virtual selama anak masa covid-19 menimbulkan kerentanan anak terpapar perilaku menyimpang yang meliputi; akses terhadap konten tidak sopan, konten pornografi, game kekerasan, sadisme, muatan judi, dan konten bullying baik dilakukan disela-sela dan atau setelah peserta didik selesai mengikuti pembelajaran.

Kata Kunci: Pembelajaran virtual, perilaku menyimpang, peserta didik

ABSTRACT

Virtual learning has become an alternative in distance learning during the Covid-19 pandemic. However, it provides benefits as well as negative impacts. On the positive side, virtual learning can minimize the spread of covid-19 and keep students learning, even at home. However, children's attachment to digital media leads to students' deviant behavior vulnerability. This study aims to determine the impact of virtual learning during the Covid-19 pandemic on behavioral deviations' susceptibility to learners. This study employed qualitative methods. The data collection technique was an online survey, and the target respondents were students in West Java. The results found that virtual learning during the covid-19 pandemic resulted in children's susceptibility to deviant behavior. It included obscene content, pornographic content, violent games, sadistic, gambling content, and bullying content during and after the online teaching-learning process.

Keywords: Virtual Learning, Deviant Behavior, Learners

March 11, 2020, to be a global health problem. COVID-19 has spread and

INTRODUCTION

Covid-19 was declared by the World Health Organization (WHO) on has a serious impact on people's lives and the state in almost all countries,

including Indonesia. For more than a year, people have had to deal with COVID-19 daily. In fact, this situation is continuing until an unknown time when it will end. Currently, Covid-19 in Indonesia is increasingly worrying and has a huge impact on society. Economic activity continues to weaken, the number of layoffs continues to increase, the quality of health weakens, religious, social, cultural life is affected, the community is still in fear of facing Covid-19, the dropout rate is increasing which has an impact on the high number of child marriages in many areas, especially regions whose people are economically weak.

In terms of cases, there are currently additional daily cases, the number of deaths and active cases has increased significantly. Until June 22, 2021, the number of cases exposed to COVID-19 has reached 2,115,304 people. For children's age, 266,317 were positive, 28,183 were treated, 237,787 recovered and 686 died. Even in the case of children exposed to COVID-19, Indonesia occupies the highest position in the world.(covid19.go.id, 2021) Covid-19 has not subsided, a new variant, known as the delta variant, has appeared in

many countries in the world, causing a spike in cases so that the impact is very complex for people's lives in Indonesia, including for education services, starting from early childhood education services, primary, secondary to College.

Even with the impact of covid-19, many educational units were affected to the point of terminating work relations for some educators and education staff because operationally they were insufficient. This condition does not only occur in Indonesia but also in many countries, teachers and lecturers are forced to end their service in educational institutions because of the situation that does not allow them to survive.

In terms of readiness, none of the countries have the readiness of education services to deal with the COVID-19 pandemic, including America, England, Finland, Germany, Japan, Australia, France, and Singapore which have been known as countries that have well established in terms of the education system. All countries continue to look for the best and safest educational service formats, according to their needs, challenges, and potential. In the COVID-19 situation, the collaborative role of the state and

community participation has become a major force in making various breakthroughs to ensure children continue to learn and be safe from the threat of COVID-19.

As a result of the ongoing COVID-19 pandemic, the Indonesian government has made various adjustments in educational service policies, starting from early childhood education, primary and secondary education, to higher education services. The policy adjustments are stated in the joint decree between the Minister of Education and Culture, the Minister of Religion, the Minister of Health, and the Minister of Home Affairs of the Republic of Indonesia Number 01/KB/2020, Number 516 of 2020, No.440-882 Regarding Guidelines for the Implementation of Learning in the 2020/2021 Academic Year and the 2020/2021 Academic Year during the Covid-19 Pandemic.

Then the government also followed up through the policy of the Ministry of Education and Culture by issuing Circular Letter Number 15 of 2020 concerning Guidelines for the Implementation of Learning From Home During the Emergency Period for the Spread of Covid-19. The

issuance of Circular Letter Number 15 is intended to follow up on the Circular Letter of the Minister of Education and Culture Number 4 of 2020 concerning the Implementation of Education in the Coronavirus Disease (Covid-19) Emergency Period. The learning service from home (BDR) model is often known as distance learning.

As a consequence of the issuance of learning from home policy, the use of information technology is the most possible alternative service model in the COVID-19 situation (Rohmanu et al., 2020). Hence, Indonesia offers two kinds of learning approaches - virtual learning (online) and limited direct learning (online) during the outbreak. Both are to avoid crowd contact, especially at the limited access of internet areas. However, both patterns have been running with various challenges and obstacles experienced by the teachers, students, and parents.

Although the two approaches of learning services are popular as alternative educational services, the Ministry of Education and Culture states that most students in Indonesia participate in virtual learning (Kemendikbud RI, 2020). Virtual learning has a positive and negative

impact. Virtual learning allows students to be engaged in school while not having to attend it physically. It also keeps them safe from coming in contact with covid-19. Additionally, it strengthens the family bonds as their parents are used to make the daily commute.

Although virtual learning is the safest option to avoid physical contact to prevent exposure to COVID-19, it remains a vulnerable issue for the students. It is because it deals with time management and the susceptibility to deviant behavior. Recently, students are addicted to digital media. The Indonesian Child Protection Commission (KPAI) survey reports that 25.4% of students access digital media for more than five hours. Moreover, there are 34.6% of students spend two up to five hours a day. Of course, it is a large number since there are 84.5 million students in Indonesia (Pranawati dkk., 2020, p. 2).

The students' susceptibility to deviant behavior because of three factors. First is the limitation of state protection of negative content. Second, it is the low protection of media platforms for students. The third is the low digital literacy in using healthy

digital media. Unfortunately, these three factors are often intertwined as the dominant factor that students are exposed to. Finally, the damaging content from digital media further stimulates behavioral deviations of school-age children.

Based on the national survey of KPAI in 2020, school-age children have seen inappropriate advertisements (22%), gambling ads (18%), and negative content (7%) in accessing the internet. (Pranawati dkk., 2020). Therefore, it becomes a serious threat to students' behavior deviations since cyberspace display harmful content. In addition, school-age children take quite a long time to access it.

The threat of behavioral deviation in school-age children is logical if it is associated with differential association theory. According to Edwin H. Sutherland, behavioral deviations originate from association with deviant subjects (Maulana dkk., 2019, p. 45). In cyber development, the issues of the deviation are humans and the association with destructive content. It can stimulate them to the deviant behavior as they learn it from the anomalous content. For example, some

studies report that those who often access bullying, violence, and sadistic content will do the same thing to their friends. On the other hand, when they are attached to the character content, they will have exposure to positive actions.

Therefore, it is essential to conduct an in-depth study to determine the impact of virtual learning on students' deviant behavior. This research measures its effect and identifies it well, so it can be the basis for finding the best solution format in virtual learning in the future. Moreover, the covid-19 active cases rate is still high, so virtual learning is a great demand. Besides, this research is crucial as Murni et al., in 2018, said that when students had limited access to digital media, West Java students could access the harmful content 91.60%, and 8.40% was not. (Murni dkk., 2018, p. 32). Nowadays, when virtual-based learning is an alternative, students use digital media a lot. Thus, it needs further study to determine students' susceptibility.

There were various researches related to the covid-19 outbreak. One of them was *Pembelajaran Daring Sebagai Upaya Study From Home*

(SFH) Selama Pandemi Covid 19 published by *Jurnal Pendidikan Administrasi Perkantoran (JPAP)*, State University of Surabaya in 2020. It focused on virtual-based learning to support social distancing. Moreover, the study of *Effectiveness of Online Learning in Pandemic Covid-19* was published by the International Journal Of Science, Technology & Managemen in 2020. It described the effectiveness of virtual-based learning in educational services. *Jurnal Prima Edukasia*, 8 (1), 2020 *Asosiasi Dosen Pendidikan Guru Sekolah Dasar Indonesia* also published *Online Learning and Its Problems in the Covid-19 Emergency Period*. This research emphasized the problems face by virtual learning amidst the covid-19 outbreak. However, this current study has a different paradigm. The novelty of this research is to investigate the impact of virtual learning amidst the covid-19 pandemic on students' deviant behavior.

The problem of this research is how the impact of virtual learning on the students' susceptibility to deviant behavior. Thus, this study aims to identify and describe the effect of virtual learning on the students' exposure to deviant behavior. The

subjects of this research were junior and senior high school students in West Java. It applied a qualitative research approach – using a virtual-based survey technique. The respondents were 350 junior and senior students who were randomly chosen.

DISCUSSION

A. Virtual Learning and Students' Deviant Behavior

Virtual learning is derived from two words, namely virtual and learning. According to Webster's dictionary, as cited by Joko Lianto, it is explained that virtual is being in essence or effect but not in fact. It means that it is pseudo, not the real thing, virtual, simulation/practice/demo, working electronically, moving around when you are anywhere, not physically (Lianto, 2020).

Besides, learning is the process of acquiring new understanding, knowledge, behaviors, skills, values, attitudes, and preferences (Wikipedia, 2021). Learning is a process of acquiring and developing one's knowledge, skills, and behaviors, or attitudes. It can be concluded that virtual learning is building students' knowledge, skills, and character

virtually through computer media. It is both synchronously and asynchronously.

Virtual learning applies information and communication technology in the learning process. It shifts conventional learning to computer-based digital learning. It uses electronic media which connect to the internet. The teaching-learning process and student-teacher communication occur in electronic learning supported by internet access. Thus, they do not need to attend it physically.

Several principles must be considered in virtual learning so that they can be implemented. Hence, it achieves the objectives set. Yusuf Hadi Miarso, cited by Edi Irawan (Irawan et al., 2020, p. 34), has seven virtual learning types considered. They are the principle of freedom, independence, flexibility, recent, conformity, mobility, and efficiency.

Furthermore, virtual learning is the possible alternative to be implemented when it cannot have face-to-face learning. There are some benefits of online learning, but there are also negative impacts as well. The advantage of having virtual learning is that it allows students to be engaged in

school. However, they do not physically attend it. It is timeless, easy, and fast getting the materials. It also increases students' responsibility and independence, even the learning experience. The disadvantages of online learning require internet access, knowledge, and skills to operate the technology. It also gives more emphasis on the cognitive aspect. The students' supervision can be less dependent on technological devices.

Deviant behavior is an act that violates the normative rules. Robert M.Z. Lawang, as cited by Syarbini dan Fatkhuri, argues that deviant behavior is all action that violates the norms of a social system. It exerts the authority to change it (Syarbaini & Fatkhuri, 2016, p. 123). The deviant behavior involves all juvenile delinquency. Let's say gambling, crime, school truant, drunkenness, illegal racing, bullying, and so on.

The environment and the internal of someone's condition are causes of deviant behavior. Donsu said that human behavior is dynamic. The human being will change the behavior in line with the changes of the surroundings (Donsu, 2017, p. 35). Therefore, there is some deviant

behavior that can happen at any time. Subadi proposes two kinds of deviant behavior – positive and negative (Subadi, 2008, pp. 43–44). Positive deviation has positive impacts on society as it contains innovation and creativity. Society broadly accepts it since it is in line with the times. However, the negative dispose toward the destructive social norms and results in bad things.

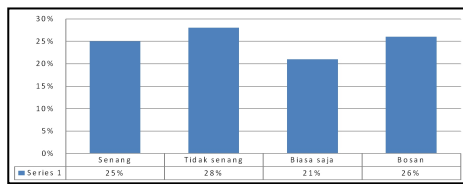
B. The Effect of Virtual Learning on Students' Susceptibility to Students' Deviant Behavior in West Java

The implementation of virtual learning in West Java has positive as well as negative impacts. It gives a great possibility since the teachers have less supervision of students. In virtual learning, teachers and students do not meet directly. Thus, it gives the students space to have deviant behavior. The following describes the effect of virtual learning in West Java. It includes the students' participation in online learning, content accessed during and after the teaching-learning process, and the students' attitudes after accessing the negative content.

Students' feeling in participating the virtual learning; based on the data obtained, 25% of students are happy,

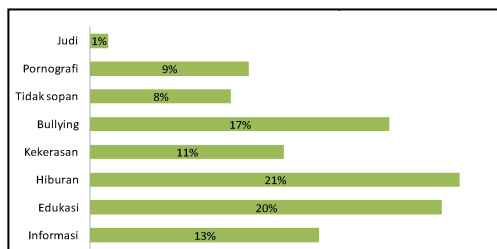
28% are unhappy, 21% are so-so, and 26% are bored during the online learning in the covid-19 pandemic in West Java. For the details, it can be seen in Figure 1.1 as follows.

Figure 1.1 Students' Feelings in the Teaching-learning Process during The Covid-19 Pandemic



Content accessed during and after the virtual learning; based on the data gathered, the students accessed some content during and after the virtual learning. They access gambling (1%), pornographic (9%), inappropriate content (8%), bullying (17%), violence (11%), entertainment (21%), educational content (20%), and informational content (13%). It is presented as the following figure.

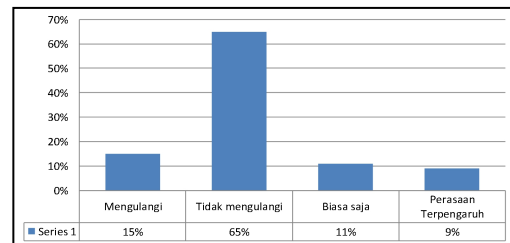
Figure 1.2 Content Accessed During and After Virtual Learning in Covid-19 Pandemic



Students' Attitudes After Accessing the Negative Content; based

on the data attained, the students showed some attitudes after accessing the negative content. Students who want to repeat it (15%), reluctant to repeat it (65%), so-so (11%), and influenced (9%). For more information, it can be seen as presented in Figure 1.3.

Figure 1.3 Students' Attitude After Access the Negative during the Virtual Learning Content in the Covid-19 Pandemic



Based on the data, although virtual learning is the safest alternative to avoid physical contact, it is prone to negative impacts. First, if varied learning methods do not support it, it will lead to boredom. It is found that 28% student is unhappy, and 28% student feels bored. It is quite a great number. It needs to be the entry point for the betterment of the learning service. This portrait is similar to the survey on distance learning conducted by the Indonesian Child Protection Commission in 2020. It took 20 provinces, 54 districts/cities. It found that 76.7% of students were not happy/bored of participating in online

learning. Such feelings are vulnerable to affect the decline of the students' learning outcomes. It needs good mental health to produce a good outcome (Talawar & Das, 2014, p. 56).

The second is the susceptibility to accessing the negative content. Digital-based learning services should be accompanied by literacy and sufficient protection, both state and internal protection of the media platform. Thus, the students can minimize the exposure to the negative content. Besides, it needs to manage the time management, so they will not spend much time accessing the digital media. Melissa Bohnert¹ & Pablo Graci report that students who access digital media for more than three hours will affect their socio-emotional (Bohnert¹ & Graci, 2020, p. 1). Moreover, it is susceptibility to digital deviant behavior. It is confirmed that 9% of students access pornographic content, 8% of students access inappropriate content, 17% of students access bullying content, 11% access violent content. It shows that although the students stay at home, deviant behavior can be done digitally. It is in line with the perspective that technology is vulnerable to being

exposed to behavioral deviations. Technological advances are also vulnerable to being used as tools for crime (Ziyanak, 2014, p. 209).

Third, it is the re-impact exposure. It is found that 15% of students reaccess the negative content. The content influences 9% of students indicate the severe impact of virtual learning on students' behavior. To minimize the effect, it needs an intervention on students and online resilience for long-term prevention. It starts with the assessment to make sure the needs. Then, it needs rehabilitation or intervention based on the victims' needs to recover completely. Thus, it can avoid the potential of deviant behavior. 75% of victims who do not get complete rehabilitation services are vulnerable to becoming repeat offenders and other behavioral deviations. On the other hand, strengthening online resilience is essential for the students to avoid harmful content exposure and deviant behavior (Brahja, 2017, p. 87). Online resilience is the ability to face the negative exposure in online activities (Hendrani, 2016, p. 2017). This competency is the basic need in today's digital era.

CONCLUSION

This study concludes that virtual-based learning in West Java impacts the students' susceptibility to deviant behavior. It involves access to offensive, pornographic, violent games, sadistic, gambling, and bullying content. They do it during and after the teaching-learning process. It leads to repetitive behavior and a tendency of imitation. 15% of students want to reaccess the harmful content, and 9% claim to be influenced by its content.

The findings of this study can be used as a basis for educational institutions in considering the implementation of virtual learning in the future. It also can be used as initial data related to the susceptibility of students' deviant behavior in virtual-based education.

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