

HASIL

CEK_20.++Supriyanto+et+al

by 20.++supriyanto+et+al Jurnal Dosen

Submission date: 08-Apr-2022 09:48AM (UTC+0700)

Submission ID: 1804870464

File name: 20.++Supriyanto+et+al.,+ID+1573,+Indonesia.pdf (301.11K)

Word count: 5824

Character count: 32527

Student Problem Assessment (SPA) in the Covid-19 Condition in terms of 10 Sub Areas of Life Problems (10-ALP)

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ABSTRACT

Student problems in the Covid-19 condition are very complex and urgent in the needs of the Covid-19 pandemic and after Covid-19. School counsellors have the competence to identify through assessment. However, not all reviews can analyze students' problems comprehensively. This study focuses on assessing student problems that can diagnose the condition of students from the personal, social, academic, and career fields. The research method uses a mixed-method through qualitative data supported by quantitative data. The research targets were students, then tested the validity and reliability for students N=929. The results of data analysis describe ten students' problems from the personal, social, learning, and career fields with valid and reliable items. The results of item validity are 49 accurate statement items or corrected item-total correlation > 0.1161 , while one thing is invalid with 0.936 reliability or very high criteria. School counsellors can use assessment of student problems in analyzing student problems and needs. The results of the evaluation can be used for guidance and counselling plans by school counsellors.

Keywords : COVID-19, Problematization, Student Assessment.

INTRODUCTION

The covid-19 pandemic hit the whole world (Zizek, 2020) and hasn't ended until 2021 despite declining (Adjemian et al., 2021). And then well as the need for policies in education areas within 3-5 years related to Covid-19 (Skegg et al., 2021). The total of positive suspensions, deaths and hospitalized patients continues to grow (Lurie et al., 2020). The current COVID-19 pandemic has impacted aspects of life, especially in the field of education. The Covid-19 pandemic has also affected the learning system as well as the useful lives of students. The learning process in this world has disruption by the Covid-19 pandemic, which has not stopped in 2021, and the whole country has adapted.

The Covid-19 pandemic has had a universal impact on elementary, secondary and higher education levels. Students and students are most affected by the educational process itself, especially online learning or blended learning. Students feel concerned about their careers, professional studies, their future and experience boredom, anxiety, and frustration in daily life (Aristovnik et al., 2020; Saputra, Alhadi, et al., 2021; Saputra, Mappiare-AT, et al., 2021). The Covid-19 pandemic has had an evil effect on students' lives in India, despite the use of technology. Meanwhile, in the Philippines, applying the new normal situation affects future crises in education (Tria, 2020). Indonesian students also feel a lot of stress due to distance learning management that is not carried out comprehensively and is less able to organize online learning activities (Churiyah et al., 2020; Purwadi et al., 2021; Yusuf, 2021).

There is no comprehensive identification yet, so school counsellors require a more in-depth identification of all student

phenomena and problems during the COVID-19 pandemic. The study results stated that stress, anxiety, and depressive thoughts among students caused fear and concern about health, difficulty in concentrating, disturbed sleep patterns, and decreased social interaction due to physical distance (Son et al., 2020). The covid-19 pandemic also harms the mental health of students and college students (Savage et al., 2020), although the online learning process has been implemented (Hasan & Bao, 2020). The emergence of anti-social behaviour conditions, cheating on exams and having premarital sex in students in Cameroon (Bobga, 2016). Student problems during the COVID-19 pandemic and online learning need more in-depth identification by school counsellors to determine and implement appropriate guidance and counselling services for students. The provision was of guidance and counselling services essential in various conditions.

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How to cite this article: Supriyanto A, Purwadi, Saputra WNE, Handaka IB, Barida M, Widyastuti DA, Agungbudiprabowo, Muyana S, Wahyudi A, Sari MD (2022). Student Problem Assessment (SPA) in the Covid-19 Condition in terms of 10 Sub Areas of Life Problems (10-ALP). Pegem Journal of Education and Instruction, Vol. 12, No. 1, 2022, 199-206

Source of support: Nil

Conflict of interest: None.

DOI: 10.47750/pegegog.12.01.20

Received: 09.09.2021

Accepted: 12.12.2021

Publication: 01.01.2022

Guidance and counselling assessments school counsellors have not adjusted to student conditions during the Covid-19 pandemic. Review for students can use online to find out the needs of students. Evaluation measure of students with the Covid-19 pandemic crucial, as does learning adaptation and assessment through technology (Khan & Jawaid, 2020). Creating a student problem-based needs assessment during the COVID-19 pandemic is urgently required by guidance and counselling teachers or school counsellors. Non-test checklist problem assessment to uncover student problems (Arjanto, 2015) becomes the basic premise. Can implement Implementation of student needs assessment through asynchronous media and synchronous media (Supriyanto et al., 2020; Nadiyah & Cabauatan, 2021).

The student's condition during the covid-19 pandemic will develop a problem assessment with ten problem areas. The first is a matter of personal areas related to health, financial life circumstances, personal relationships, recreation and hobbies, and religion and morals. Both social problems are related to young people's lives, family life, social and emotional connections. The third is a career problem about the future and educational goals. Finally, there are academic issues related to adjustment to online learning. The assessment aims to obtain student data in-depth and accurately about student problems (Wahyuni, 2016). The purpose of this study is to find valid and reliable items regarding student problem assessment (SPA) during the covid-19 pandemic to use them to design synchronous and asynchronous guidance and counselling services.

LITERATURE REVIEW

Student Problem Assessment (SPA) During the Covid-19 Pandemic and Post Pandemic

The problems experienced by every human being have a deep initiation. One of the people who have problems with the impact of covid-19 in education is students. The description of a problem is a lack of knowledge or knowledge framework that creates a psychological crisis in life (Muthukrishna & Henrich, 2019). These conditions reveal that every human being has a problem with a different point of view on conditions. Another definition confirms that a problem from a psychological perspective is a condition that requires additional sacrifice by proposing a solution and then drawing out some good implications or expected outcomes for understanding supererogation and letting go of bad conditions (Horton, 2017). In this condition, every student experiences problems in practical daily life. The student's problem is the lack of a knowledge framework that creates a psychological crisis and requires additional effort to find and implement solutions and get the best results.

Every student experiencing a problem situation will take the task to understand the situation and engage in some

activities with the involvement of reason (Mason, 2016). One of the problems experienced by students is the adequate daily living conditions during the covid-19 pandemic. So students experiencing problems during the covid-19 pandemic regarding practical everyday life will immediately understand the situation and requirements to find and implement the best solution for themselves—optimality for self to crisis problem as the context of survival theory (Pfeiffer & Bayen, 2019).

Guidance and Counseling Assessment

The provision of guidance and counselling services is crucial for students (Alemu, 2013). The primary basis of guidance and counselling services is student needs measured through guidance and counselling assessment (Dogar et al., 2011). Guidance and counselling assessment is a sensitive and contextual assessment to guide intervention and make meaning of students' needs (Cardoso & Sales, 2019). Guidance and counselling assessments describe the current quality and predict future behaviour, provide guidance and counselling service information, define intervention methods, evaluate progress, and screen for students' unique needs (Oakland & Iliescu, 2016). The conclusion of the guidance and counselling assessment is a measuring tool or assessment to determine student needs so that school counsellors can choose the proper intervention with guidance and counselling services.

The implementation of the guidance and counselling assessment to students according to students' actual conditions. The review provides new information about students that can guide further work (Cornell et al., 2018) by counsellors to develop guidance and counselling service practices. The assessment results from open opportunities for appropriate interventions in the future in guidance and counselling interventions for positive living (Di Fabio & Bucci, 2016).

Ten Problem Areas About Student Life

Problems experienced by students can describe into ten problem areas. Student problems include health, finance, psychological, social relationships, personal and emotional relationships, youth, family, moral and religious relationships, future career adaptation, curriculum and teaching, and academic problems (Alavi & Mansor, 2011). The ten main essential problem areas know the conditions related to students' daily lives. Ten regions of student problems during the Covid-19 pandemic are also associated with health protocols, social distancing, and digital learning (Abidah et al., 2020).

METHODS

Research Design

Mix method research in this study combines qualitative research and quantitative research. The research examines ten

concept problem areas through primary sources from books and relevant scientific articles. The ten problem areas cover four main areas in personal, social, academic, and career. Problems include health issues, financial situation issues, personal relationship issues, recreational and hobby issues, and religious and moral issues. The social field is related to young people's life problems, family problems, social and emotional relationship problems. A career field that deals with future issues and educational goals. The academic field is related to the problem of adapting to online learning and school climate (Saputra et al., 2020).

Participants

In addition, researchers conducted a case study of 929 subjects about students' conditions in Indonesia related to these ten problem areas. The researchers compiled a grid and assessment items related to 10 problem areas in the conceptual and case studies. The results of the assessment items were tested on 929 subjects under new normal learning conditions during the COVID-19 pandemic and analyzed through statistical tests.

Data Collection Tools

The instruments are designed according to conditions during the Covid-19 pandemic or post Covid-19 pandemic. Quantitative analysis through a trial process to determine

the validity and reliability of items from 10 problem areas experienced by students.

Data Collection

In the first stage, this research seeks to construct theory and instrument grids. Second, this study determines the test subjects to determine the level of validity and reliability of the instrument. Furthermore, third, this study conducted data analysis to determine the results of the validity and reliability of the instrument.

Data Analysis

Analysis case study through data reduction patterns to the conclusion. Validity from SPA through product-moment analysis, and then SPA reliability through alpha-cronbach analysis. The results of the Student Problem Assessment (SPA) research can use by guidance and counselling teachers, students, school counsellors, researchers, practitioners, and lecturers to find out student problems during the COVID-19 pandemic and develop guidance and counselling programs/services.

FINDINGS

This study found that the Student Problem Assessment (SPA) had ten sub-problems: health, financial life circumstances, personal relationships, recreation and hobbies, religious

Table 1: Student Problems Assessment Grid

<i>Guidance and counseling field</i>	<i>Problem Area</i>	<i>Valid</i>	<i>Invalid</i>	<i>N</i>
Personal	Health	5	0	5
	Economic Life	5	0	5
	Religion and Morals	5	0	5
	Recreation and Hobbies	4	1	5
Social	Social and Emotional	5	0	5
	Youth Relationship	5	0	5
Academik	Adaptation to online learning	5	0	5
	Difficulty Learning	5	0	5
	Online Learning Curriculum	6	0	6
Carier	Future and Ideals of Education	5	0	5
Totally		5	1	51

Table 2. The Validity of the SPA in the personal sub variable and Health Area

<i>No</i>	<i>Corrected Item-Total Correlation</i>	<i>Item</i>	<i>Valid / Invalid</i>
A1	0.376	My appetite has disruption due to the Covid-19 outbreak.	Valid
A2	0.189	Feeling uneasy when leaving the house.	Valid
A3	0.390	My health disrupted due to the covid-19 pandemic.	Valid
A4	0.406	Lack of or not being able to sleep since the covid-19 pandemic.	Valid
A5	0.390	Food does not meet health requirements.	Valid

and moral issues, young people's lives, family life, social and emotional relationships, future and aspirations, educational ideas, curriculum and education, as well as adjustments to online learning. All problem areas are internalizing in the four guidance and counselling areas covering personal, social, academic, and career with the SPA lattice.

The study results found a SPA with 50 valid statement items and one invalid statement item. Each problem area has appropriate statement items for measuring student problems during the covid-19 pandemic conditions. The value of the validity of the assessment item is feasible to use if the corrected item-total correlation > 0.1161 with the total of test subjects is $N = 929$. Below is the data for each problem area.

The field of health issues as a personal matter has five statements. All statements are valid with validity > 0.1161 . The field of health problems needs to be assessed by guidance and counselling teachers or psychologists to determine students' health conditions in the Covid-19 pandemic or post-covid-19 preparations.

The field of economics as a personal matter has five statements. All statements are valid with validity > 0.1161 . The field of health problems needs to be studied by guidance and counselling teachers or psychologists to determine the economic conditions of students that impact students' psychology during the Covid-19 pandemic or post-Covid-19 preparations.

The field of religion and morals as a personal matter has five statements. All statements are valid with validity > 0.1161 . The field of religious and moral issues needs to be studied by guidance and counselling teachers or psychologists to find out the religious and moral conditions of students that impact students' daily lives with themselves, others, and God during the Covid-19 pandemic or post-Covid-19 preparations.

The field of recreation and hobbies as a personal matter has five statements. One invalid statement with validity < 0.1161 and four valid statements with validity > 0.1161 . The field of recreation and hobbies is because students are not optimal in channelling their hobbies and are less able to do recreation. This condition needs to be studied by guidance and counselling teachers or psychologists to determine students' psychological conditions that impact burnout conditions or student stress in daily life during the Covid-19 pandemic or post-Covid-19 preparations.

The field of social and emotional problems as social problems has five statements. All statements are valid with validity > 0.1161 . The field of social and emotional problems is because students are not optimal in channelling themselves as social beings and interacting with others because of self-limitation. This condition needs to be studied by guidance and counselling teachers or psychologists to determine the psychological and social conditions of students in daily life during the Covid-19 pandemic or post-Covid-19 preparations.

Table 3: Validity of the SPA in the personal sub variable and Economic Life are

No	Corrected Item-Total Correlation	Item	Valid / Invalid
B1	0.427	Inability to buy internet quota to study online.	Valid
B2	0.249	I don't have a cellphone/laptop to study online.	Valid
B3	0.466	Signal difficulties that support learning.	Valid
B4	0.437	The signal where I live doesn't support it.	Valid
B5	0.344	I'm also looking for income for school fees.	Valid

Table 4: The validity of the SPA in personal sub variable and Religion and Morals are

No	Corrected Item-Total Correlation	Item	Valid / Invalid
C1	0.421	Lack of feeling the benefits of religion during the covid-19 pandemic or later.	Valid
C2	0.421	I can't do worship at home during the covid-19 pandemic or after.	Valid
C3	0.379	I violated the rules of the covid-19 protocol when you were outside the house.	Valid
C4	0.426	I am getting lazy to worship at home during the covid-19 pandemic or after.	Valid
C5	0.425	Lack of feeling the benefits of religion during the covid-19 pandemic or after.	Valid

Table 5: The validity of the SPA in the personal sub variable and Recreation and Hobbies area

No	Corrected Item-Total Correlation	Item	Valid / Invalid
D1	0.339	My desire for recreation has blocking due to the covid-19 pandemic.	Valid
D2	0.072	During the holidays during the covid-19 pandemic, I have to study.	Invalid
D3	0.377	Running out of time due to watching TV due to being at home constantly.	Valid
D4	0.441	During holidays, when I get bored if I continue to help my parents.	Valid
D5	0.447	When I'm on holiday, I'm not happy at home.	Valid

The field of youth relations as a social problem has five statements. All statements are valid with validity > 0.1161. Children and adolescents own the problem area of youth relations because students are not optimal in channelling themselves as social beings and interacting with peers. This condition needs to be studied by guidance and counselling teachers or psychologists to determine the psychological and social conditions of students in daily life during the Covid-19 pandemic or post-Covid-19 preparations.

The problem area of adaptation in online learning as an academic problem has five statements. All statements are valid with validity > 0.1161. Areas of adaptation problem with online learning because not all have internet access in online learning. This condition needs to be studied by guidance and counselling teachers or psychologists to determine the psychological condition and academic development of students in daily life during the Covid-19 pandemic or post-Covid-19 preparations.

The problem area of learning difficulties as an academic problem has five statements. All statements are valid with validity > 0.1161. The problem of learning difficulties is limited access to learning and self-restriction due to the Covid-19

pandemic in schools. This condition needs to be studied by guidance and counselling teachers or psychologists to determine academic developments as a diagnosis of student learning difficulties in daily life during the Covid-19 pandemic or post-Covid-19 preparations.

The problem area of the online learning curriculum as an academic problem has five statements. All statements are valid with validity > 0.1161. The field online learning curriculum is due to school restrictions with online learning curricula. This condition needs to be studied by guidance and counselling teachers or psychologists to determine students' academic development in daily life during the Covid-19 pandemic or post-Covid-19 preparations and other policies related to blended learning.

The future problem area and the ideals of education as a career problem have five statements. All statements are valid with validity > 0.1161. Future fields and educational aspirations due to students' doubts for future careers and the Covid-19 pandemic conditions related to job opportunities. This condition needs to be studied by guidance and counselling teachers or psychologists to motivate students in career planning.

Table 6: The validity of the SPA in the social sub variable and Social and Emotional area

No	Corrected Item-Total Correlation	Item	Valid / Invalid
E1	0.235	I always felt anxious when meeting other people since the Covid-19 pandemic.	Valid
E2	0.591	I feel pessimistic about my learning outcomes when learning online or blended learning.	Valid
E3	0.595	I feel insecure when undergoing online education or blended learning.	Valid
E4	0.523	I felt bored during the covid-19 pandemic with online learning.	Valid
E5	0.274	During this pandemic, it's hard to hang out with friends.	Valid

Table 7: The validity of the SPA in the social sub variable and Youth Relationship

No	Corrected Item-Total Correlation	Item	Valid / Invalid
F1	0.412	More thinking about love problems than studying.	Valid
F2	0.399	I watch movies about love more often than studying.	Valid
F3	0.431	I violated the rules of the covid-19 protocol to go out of the house to meet a female/ male friend.	Valid
F4	0.434	More often daydream thinking about female/male friends.	Valid
F5	0.403	Female/male friends often invite them out of the house even though it's a covid-19 pandemic.	Valid

Table 8: The validity of the SPA in the academic sub variable and adaptation to online learning area

No	Corrected Item-Total Correlation	Item	Valid / Invalid
G1	0.528	Feeling unnoticed by the teacher when studying online.	Valid
G2	0.450	I never skipped because I overslept.	Valid
G3	0.500	Late collection of assignments.	Valid
G4	0.252	Unable to participate in extracurricular activities.	Valid
G5	0.559	Some lessons that I don't like because it's hard for me to understand.	Valid

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Table 9: The validity of the SPA in the academic sub variable and Difficulty Learning area

No	Corrected Item-Total Correlation	Item	Valid / Invalid
H1	0.613	Due to online learning, I got low marks.	Valid
H2	0.618	I was feeling lazy to read books while studying at home.	Valid
H3	0.553	Difficult to catch material and follow online learning.	Valid
H4	0.620	School lessons during the Covid-19 pandemic are too heavy.	Valid
H5	0.384	I am often worried when studying online if the internet connection is not stable.	Valid

Table 10: The validity of the SPA in the academic sub variable and Online Learning Curriculum area

No	Corrected Item-Total Correlation	Item	Valid / Invalid
I1	0.562	Study time is not adequate during the Covid-19 pandemic or blended learning.	Valid
I2	0.492	Always copy the work/assignments of classmates because they are lazy to study.	Valid
I3	0.624	It is challenging to manage time to do tasks during the covid-19 pandemic.	Valid
I4	0.552	It's hard to concentrate on studying because you're distracted by a busy house.	Valid
I5	0.535	Rarely study and rarely make material summaries because they are lazy to learn.	Valid
I6	0.638	It isn't easy to understand the lessons during distance learning.	Valid

Table 11: The validity of the SPA in the carrier sub variable and Future and Ideals of Education area

No	Corrected Item-Total Correlation	Item	Valid / Invalid
J1	0.624	I can't hone or develop my skills.	Valid
J2	0.605	After graduating from school, I worried that I could not continue my studies because I felt I lacked learning.	Valid
J3	0.638	Pessimistic about the future because it is related to the difficulty of understanding lessons during a pandemic like this	Valid
J4	0.605	I was worried about not standing alone due to a lack of face-to-face guidance from teachers due to online learning or blended learning.	Valid
J5	0.586	It's complex or challenging to determine which school to continue because of being pessimistic about the current situation.	Valid

Table 12: Reliability of SPA Instrumen Instruments

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.936	.936	51

SPA is reliable for use to students by school counsellor

SPA as an instrument that measures student problems in the Covid-19 pandemic is very feasible to use. Feasibility of statistical data that the reliability of the SPA is 0.936. The findings of this study are that SPA is reliable or suitable for students, by school counsellors to find out student problems and analyze the needs of student guidance and counselling services in schools.

DISCUSSIONS

Every student in the Covid-19 pandemic has academic problems that impact social, personal, and future career conditions. Facts related to social self-limitation cause stress

(Flaudias et al., 2020) and create psychological problems (Haworth et al., 2020). Psychological problems occur in students and parents or families, especially in poor economic groups. Financial constraints raise students' issues related to academic situations and stress in students' careers. Using smartphones in online learning also causes students' addiction to social media and social problems (Hosen et al., 2021). SPA has advantages in measuring student problems from various issues during the Covid-19 pandemic and conditions after the Covid-19 pandemic.

The ten problem topics in the Student Problem Assessment (SPA) have included all elements of student life from personal, social, academic, and career. Students have a variety of tasks and jobs during the Covid-19 pandemic in the education sector (Daniel, 2020), so SPA can comprehensively measure the elements of student life. The study results stated that the covid-19 pandemic affected student learning online or blended learning with various student health problems and economic losses from online education, then problems in

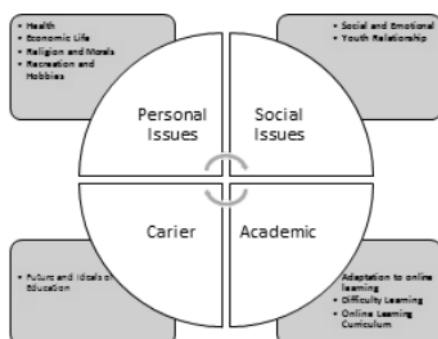


Fig. 1: Four Areas of Student Problems with Sub-Areas in SPA

online learning and blended learning (Wahid et al., 2020). The post-Covid-19 pandemic has also raised economic and social issues due to the Covid-19 pandemic (Nolan, 2021). However, SPA has advantages in comprehensively measuring the dimensions of health and economics in the student's field and the online learning process with its difficulties and curriculum in learning. SPA also counts students' problems in the career field as a life plan.

SPA is an instrument for counsellors to identify the condition of students in the Covid-19 pandemic and post-Covid-19 pandemic conditions. The counsellor's ability to understand himself and see a problem is a school counsellor's professional competence. SPA with four fields and ten sub-fields of student problems is urgent to be applied by school counsellors. School counsellors, practitioners, psychologists, and other academics can use SPA to arrange interventions for students to adapt to the pandemic and post-Covid-19 pandemic conditions immediately.

CONCLUSION

Student Problem Assessment (SPA) is a student measuring tool that includes personal, social, learning and career fields. SPA has validity and reliability with very high criteria. Forty-nine statements measure students' problems with ten sub-fields. Subareas about health, financial life circumstances, personal relationships, recreation and hobbies, religious and moral issues, young people's lives, family life, social and emotional relationships, future and educational goals, curriculum and education, and the last are adjustment to online learning. School counsellors and psychologists can use the results of the SPA data as a data collection process, then develop a work program for school counsellors in counselling and guidance services in schools.

LIMITATIONS AND FUTURE STUDIES

Student problems assessment (SPA) is limited to identifying needs in the conditions of Covid-19 and post-COVID-19

pandemics. This research is the primary basis for school counsellors to develop guidance and counselling programs. Student problem assessment (SPA) as a basis for recommending appropriate interventions through guidance and counselling services. Guidance and counselling services to students through individual service formats, group services, and classical services. Student Problem Assessment (SPA) can use by guidance and counselling teachers, school counsellors, lecturers, practitioners, students, and researchers to measure student needs.

ACKNOWLEDGEMENT

Thank you to the school leadership for providing the opportunity to develop a student problems assessment during the Covid-19 pandemic. Thank you to the Institute for Research and Community Service for carrying out the research. Thanks also to the students involved and the students involved in the process of collecting research data.

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