

The Impact of Corona Virus Disease (COVID-19) on the Behavior of Teachers and Students of State Junior High School in Palembang City

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Abstract

COVID-19 as a global pandemic has changed the situation and conditions in the field of learning. To reduce the spread of the new coronavirus, learning activities are carried out online. The purpose of this study is to determine the impact of the COVID-19 pandemic on the behavior of teachers and students at junior high schools in Palembang. This research method uses a Survey approach. The research population is the State Junior High School in Palembang. Then the sampling technique used is a systematic sampling quota with 200 respondents. Data analysis was carried out with structural model equations (SEM) assisted by the LISREL 8.8 application. Data collection was carried out using questionnaires distributed through google forms. Based on the results of the analysis that has been carried out, this study concludes that there is an impact of the pandemic affecting teacher behavior but not affecting student behavior directly, but teacher behavior affects student behavior. Then the impact of the Coronavirus Disease affects the behavior of teachers, so teacher behavior has a direct impact on student behavior, which depends on how teachers apply to learn during the pandemic against students.

Keywords: Covid-19 Pandemic, Teacher Behavior, Student Behavior

1. Introduction

The spread of coronavirus disease 2019 resulted in the worldwide Covid-19 Pandemic which was first detected in Wuhan City, Hubei, China on December 31, 2019. The Ministry of Health of the Republic of Indonesia revealed that the first covid-19 case in Indonesia on March 02, 2020, was detected in two people who were confirmed to have contracted it from a Japanese citizen. Then, on April 9, 2020, the Covid-19 pandemic spread to 34 provinces throughout Indonesia. However, the provinces that are most exposed are DKI Jakarta, West Java, and Central Java. That way, the government implements restrictions on interactions. (Ministry of Health Republic English 2020) The purpose of the *physical distancing* policy is to break the chain of the spread of the Covid-19 virus.

According to reference data from the Ministry of Education and Culture as of April 2022, in the city of Palembang, there are a total of 502 Public and Private Junior High Schools spread across 18 sub-districts, namely 502 Junior High Schools. In Palembang, there are as many as 61 State Junior High Schools spread across the 18 sub-districts. The city of Palembang is in the Red Zone status, which means that the existing covid level has increased high. Previously, schools in Palembang conducted face-to-face learning. However, based on data, there are as many as 11 schools whose

students are exposed to Covid-19. The 11 schools include 6 Junior High Schools and 5 Senior High Schools (Febriansyah 2022).

In the world of education, the School From Home (SFH) policy is also stated to reduce the transmission of Covid-19. Based on Circular Letter Number 4 of 2020 concerning the Implementation of Education in the Corona Virus Disease (Covid19) Emergency Period. One of the highlights of this circular is the decision to cancel the 2020 National Examination (UN) and study at home. Online/distance learning or learning from home is focused on students' understanding of the virus from the Covid-19 pandemic. The learning tasks given vary according to interests and environmental conditions, such as gaps in access/learning facilities at home. The results of the learning activities carried out are given feedback. The assessment process given is qualitative, namely without being required to give a quantitative score/value (Ministry of Education Republic English 2020).

Distance learning with learning from home activities is a challenge. The impact of online learning faced by teachers and students is that the subject matter that has not been completed is delivered by the teacher and then the teacher replaces it with other tasks. So that makes children complain because the tasks given by the teacher are more when compared to tasks during face-to-face learning (Siahaan 2020).

Access to information is also an obstacle due to weak signals. Students who are left behind in information due to inadequate signal factors result in delays in collecting the tasks given by the teacher. In addition, teachers who use cell phones in correcting student tasks make the storage space for gadgets limited. However, due to the Covid-19 pandemic, teachers and students better understand the use of technology. There are several online learning media facilities used such as *E-Learning*, zoom application, google classroom, youtube, and Whatsapp social media (Cahyawati & Gunarto 2020).

Based on the background of the problems and research that has been carried out previously, it is important to research the Impact of Corona Virus Disease (Covid-19) on the Behavior of Teachers and Students of State Junior High Schools in Palembang City.

1.1 Objectives

- 1) To find out the impact of Coronavirus Disease (Covid-19) on the Behavior of Public Junior High School Teachers in the city of Palembang.
- 2) To find out the impact of Coronavirus Disease (Covid-19) on the Behavior of Public Junior High School Students in the city of Palembang.
- 3) To find out the impact of the Behavior of Teachers And Students of Public Junior High Schools in The City Of Palembang

2. Literature Review

2.1 Online Learning

The Indonesia Ministry of Education and Culture issued Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period of the Spread of COVID 19, namely distance learning, namely offline (outside the network) and online. During the pandemic, teachers and students are required to be able to adapt quickly to the situation that occurs. Distance learning is a learning process where learners and teachers do not meet in person in one place (Yanti et al. 2020).

Online *learning* is a digital technology-based learning activity. For example, with multimedia, animation, online classes, online text, voice messages, email, telephone conferencing, and online streaming videos (Darmawan 2016). The implementation of online learning can reach a massive and wide group an unlimited number of them (Yanti et al. 2020)

Teachers and learners continue to learn to utilize technology as a means for learning activities. During this pandemic, students are required to be skilled in life skills and cultivate a spirit of high positive spirit. In its implementation, online learning can be carried out in one or two directions.

One-way online learning is that teachers ask children to learn and complete tasks independently. Then, two-way online learning, namely between teachers and students, is in one virtual room that is deliberately provided for the process of

teacher interaction with students. The interaction that occurs can be about the delivery of the material, and an explanation of the assignment that can be directly followed by students and teachers (Jamaluddin et al. 2020).

The factor that supports the success of learning is utilizing the technology of providing interactive services between teachers and students online with digital platforms. A digital platform is a program aimed at supporting the success of online learning (Rachmawati et al. 2020)

2.2 Teacher Behavior

Teacher behavior is a high-minded behavior that continuously develops ideas in learning to create the best student-learning atmosphere (Fane & Sugito 2019a). Thus, the behavior of the teacher teaching is the behavior, the response of a teacher, or the deeds of a person in the delivery of an object in a particular situation.

Teachers have 4 teacher competencies including pedagogic competence, personality competence, social competence, and professional competence obtained through professional education (Undang-Undang 2005). Pedagogic Competence is the ability to understand students, design and implement learning, evaluate learning outcomes, and develop students to actualize their various potentials. Referring to a subject-based learning management system (subject), teachers should have compatibility between the scientific background and the subject being fostered. In addition, teachers have knowledge and experience in the implementation of learning in the classroom. Authentically both of these things can be proven by an academic diploma and a diploma of teaching expertise (teaching certificate) from a government-accredited educational institution. Understanding of learning. The teacher has an understanding of the psychology of child development, so correctly knows the exact approach taken to his protégé. The teacher can guide the child through difficult times at the age that the child is experiencing. In addition, the teacher has knowledge and understanding of the child's background, so that he can identify the problems faced by the child and determine the right solution and approach

Personality Competence is a personal ability that reflects a steady, stable, mature, wise, and authoritative personality, being an example for students and having a noble character. Where every positive word, action, and behavior will improve the self-image and personality of a teacher. Each teacher has their personality according to their characteristics. Personality is an abstract problem, which can only be seen through appearance, action, speech, way of dressing, and in dealing with each problem. Personality is a whole of individuals composed of psychic and physical elements. In this sense, all of a person's attitudes and deeds are a picture of that person's personality.

Professional Competence is the teacher's ability to master the subject matter broadly and deeply. The learning process and learning outcomes of students are not only determined by the school, patterns, structure, and content of the curriculum but are largely determined by the competence of teachers who teach and guide students. Competent teachers will be better able to create an effective, fun learning environment, and will be better able to manage their classes so that the learning of students is at an optimal level.

Social competence is the ability to communicate effectively with students, fellow educators / other educational personnel, parents/guardians of students, and the surrounding community. The essence of social competence lies in communication, but the communication in question is effective. As a social being, the teacher has polite behavior, able to communicate and interact with the environment effectively, and attractively has a sense of empathy for others. The teacher's ability to communicate and interact effectively and interestingly with learners and education personnel, parents and guardians of Learning, the community around the school and the surroundings where the educator lives, and with parties interested in the school

2.3 Student Behavior

Student behavior is the deed of a person that is carried out based on one's own will in a particular situation closely related to learning. In learning, the behavior of students responding to learning. In the 21st century, students must have behavior in creative *thinking*, critical *thinking*, communication, and *collaboration* skills. Each of these skills is known as 4C. (González-Pérez & Ramírez-Montoya 2022)

Creative thinking skills are the activity of finding creative ideas to produce a product, developing creative ideas to produce a product, designing ideas/ideas creatively to produce a product, producing and implementing products that have been widely produced, and evaluating the results of implementation activities that have been implemented to be perfected. The process of creativity results includes original ideas, different perspectives, solving problems,

recombining ideas, or seeing new relationships between these ideas. Creativity is part of a divergent thought process that includes aspects of fluency, flexibility, elaboration, and originality.

Critical thinking skills are the ability to think logically, reflectively, systematically, and productively that are applied in making considerations and making good decisions. A person's ability to think will affect the success of a person's life because the ability to think is related to what will be done. Students who have critical thinking skills tend to identify relevant information more quickly, separate irrelevant information, utilize that information to find solutions to problems or make decisions, and if necessary seek relevant supporting information.

Communication skills are skills in speaking and language that have emotional and social content, namely how the communication session can take place reciprocally. In the learning process, the teacher must familiarize students with communicating with each other both about the lesson and other things, both with the teacher and with the learners. The language used by students in communicating will have an impact on students. The use of bad words in communication brings a negative impact. Messages delivered by learners cannot be received by message recipients. This will trigger errors in the receipt of messages that can cause misunderstandings or conflicts in interaction. In addition, allowing learners to use harsh words in communicating can cause bad habits for learners. The use of good words in communicating will have a positive impact on students. students will feel satisfaction because the desired goal is achieved so that the student's self-confidence will increase.

Collaboration skills are the ability to cooperate carried out by several students to help each other so that it seems togetherness and cohesiveness to achieve common goals. Students must be taught to be able to collaborate with others. Collaborate with different people in their cultural settings and values. In exploring information and building meaning, students need to be encouraged to be able to collaborate with friends in their class. In working on a product, students need to be taught how to appreciate everyone's strengths and abilities and how to take a role and adjust appropriately.

3. Methods

This research uses quantitative research methods. The research design used is an explanatory survey, which seeks to analyze the Impact of Coronavirus Disease on the Behavior of Teachers and Students. The following is the flow of the research diagram according to the research variables, as follows:

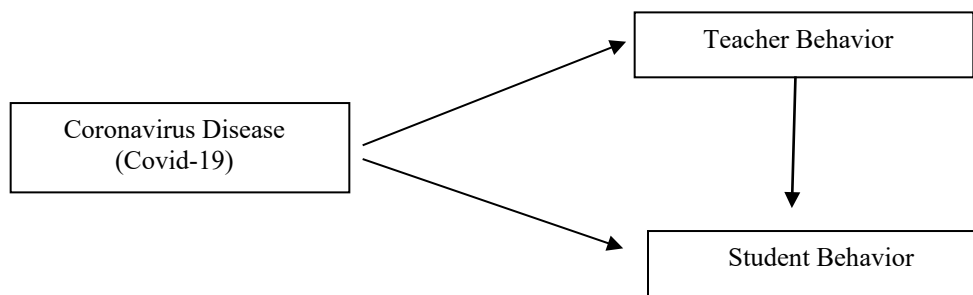


Figure 1. Research Thinking Framework

4. Data Collection

The population of this study is the State Junior High School in Palembang City. There are as many as 61 junior high schools in Palembang City. The total sample of this study was 200 respondents. Researchers used quota sampling when determining the number of research samples. In obtaining data, it is carried out by distributing questionnaires through google forms. The operational definition in this study is explained as follows:

- a) Corona Virus Disease is a change in learning activities carried out at school but carried out at home by paying attention to the implementation of online learning, the application used, the presentation of material, the duration of learning time, a load of tasks given, and the influence of quotas and internet signals so that these learning activities run optimally.
- b) Teacher Behavior is teacher behavior related to learning by having pedagogical competence, personality competence, professional competence, and social competence.

- c) Learner behavior is a person's actions that are carried out based on one's own will in responding to or responding to learning activities that require creative and innovative thinking skills, critical thinking skills, communication skills, and collaboration skills.

Data research was carried out with structural model analysis (SEM) using the LISREL application. Structural equation modeling is a second-generation multivariate analysis technique that combines factor analysis and path analysis to allow researchers to test and estimate simultaneously the relationship between multiple exogenous and endogenous variables with many indicators (Gunarto 2018).

5. Results and Discussion

5.1 Graphical Results Analysis

Analysis of the measurement model on each variable was carried out by confirmatory factor analysis (CFA= *Confirmatory Factor Analysis*) of the LISREL 8.8 program. CFA analysis was performed to determine the indicator's ability to explain latent variables. The amount of the indicator in explaining the latent variable is expressed by the load factor (*loading factor*). The greater the value of the *loading factor* indicates that the indicator the better at measuring what should be measured or called the more valid. If the *loading factor* value is greater than 0.5 then the indicator is valid.

Reliability tests are carried out by calculating construct reliability or *Construct Reliability (CR)* and *Average Variance Extract (AVE)* with the criteria that an instrument or variable is declared to have good reliability if the $CR \geq 0.7$ and the $AVE \geq 0.5$. If the CR value is between 0.6 – 0.7 the reliability is still acceptable if the indicator has good validity. The CFA model will be formed in several stages until it gets a fit CFA measurement model, meaning it meets the various criteria of the model match so that the model shows valid and reliable. (Gunarto, 2018)

5.1.1 Results of Measurement Model Analysis on Coronavirus Disease (Covid-19) Variables

The initial CFA model for the Coronavirus Disease (Covid-19) variable consisted of 7 indicators. The results of data processing with the LISREL 8.8 program obtained estimated values for *factor loading* as shown in Figure 2.

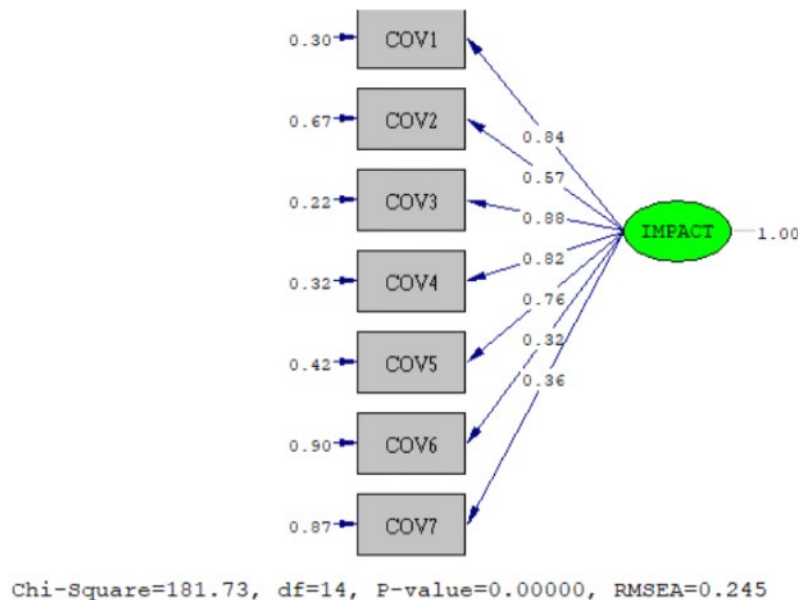
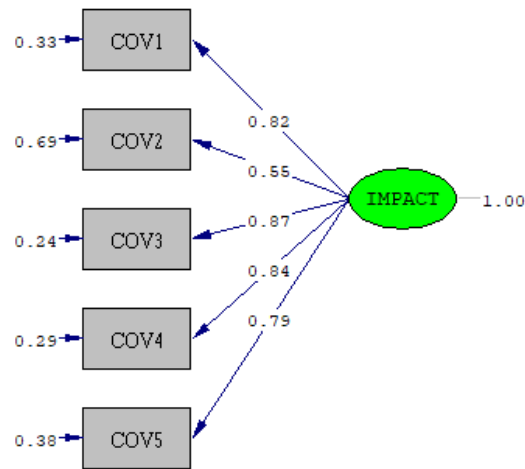


Figure 2. Preliminary Estimation Results of the Corona Virus Disease (Covid-19) CFA Model

Based on the CFA results for the Corona Virus Disease (Covid-19) variable, *factor loading* values were obtained for all indicators of Cov1, Cov2, Cov 3, Cov 4, and Cov 5 obtained values greater than 0.5 while indicators Cov 6 and Cov 7 obtained values less from 0.5. Therefore, it is necessary to manage the data seen in figure 3.



Chi-Square=95.88, df=5, P-value=0.00000, RMSEA=0.302

Figure 3. Preliminary Estimation Results of the Corona Virus Disease (Covid-19) CFA Model

The CFA results for the Corona Virus Disease (Covid-19) variable obtained *factor loading* values for all indicators cov1, Cov2, Cov 3, Cov 4, Cov 5 obtained values greater than 0.5 This shows that all indicators forming the Corona Virus Disease (Covid-19) variable are valid. The reliability variable Corona Virus Disease (Covid-19) is described in Table 1.

Table 1. Loading *Factor* Value and Reliability Value of Corona Virus Disease (Covid-19) Model

Indicators	Factors Loading (λ)	Squares Loading factors (λ^2)	Error (e)	Information
COV1	0.82	0,67	0,32	Valid
COV 2	0.55	0,30	0,69	Valid
COV 3	0.87	0,75	0,24	Valid
COV 4	0.84	0,70	0,29	Valid
COV 5	0.79	0,62	0,37	Valid
Sum	3,87	3,06	1,93	
<i>Construct Reliability (CR)</i>		0.80		Reliable
<i>Average Variance Extract (AVE)</i>		0.61		

Based on Table 1. the initial model of *CFA* Corona Virus Disease (Covid-19) with 5 indicators can be declared valid because all indicators have a *factor loading* value (λ) of more than 0.5. The reliability value indicates that the Corona Virus Disease (Covid-19) variable with 5 indicators is reliable, because the CR value ≥ 0.7 (CR = 0.8) and the AVE value ≥ 0.5 (AVE = 0.61). This means that the indicators formulated in the initial model of measuring the Corona Virus Disease (Covid-19) variable are valid and reliable.

The following result test match with *Goodness of Fit* in the Corona Virus Disease (Covid-19) model obtained results as in Table 2.

Table 2. The goodness of fit (GOF) Results of the Final Model of Corona Virus Disease (Covid-19)

No.	Criterion	Limit Value	Result	Conclusion
1	χ^2 -chi square, or Significance probability	p -value ≥ 0.05	0,000	Marginal Fit
2	GFI	≥ 0.90	0.84	Marginal Fit
3	AGFI	≥ 0.90	0.52	Marginal Fit
4	CFI	≥ 0.90	0,91	Good Fit
5	TLI or NFI	≥ 0.90	0.91	Good Fit
6	RMR	≤ 0.10	0.1	Good Fit
7	RMSEA	≤ 0.08	0.3	Close Fit

Based on the results of testing the match with *Goodness of Fit* in the Corona Virus Disease (Covid-19) model, it can be used as a manifest for the Trust variable.

5.1.2 Results of Measurement Model Analysis on Teacher Behavior Variables

The initial CFA model for the Teacher Behavior variable consisted of 6 indicators. The results of data processing with the LISREL 8.8 program obtained estimated values for *factor loading* as shown in Figure 4.

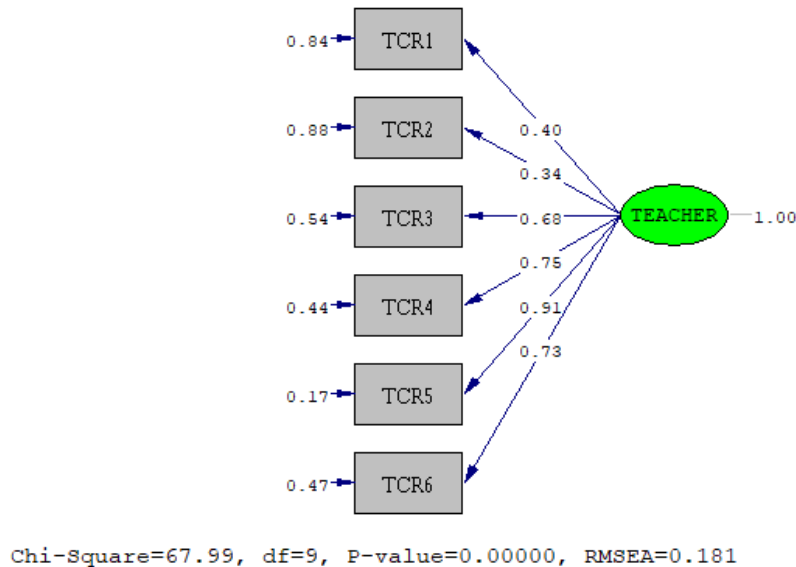


Figure 4. Preliminary Estimation results of the Teacher Behavior CFA Model

Based on the CFA results for the Teacher Behavior variable, *factor loading* values were obtained for all indicators TRC3, TRC 4, TRC 5, and TRC 6 obtained values greater than 0.5 while indicators TRC 1 and TRC 2 obtained values less than 0.5. Therefore, it is necessary to manage the data seen in figure 5.

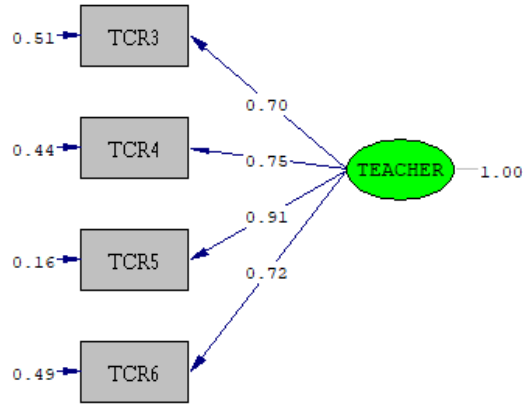


Figure 5.

Chi-Square=1.14, df=2, P-value=0.56458, RMSEA=0.000

Preliminary Estimation results of the Teacher Behavior CFA Model

The CFA results for the Teacher Behavior variable obtained *factor loading* values for all indicators TRC3, TRC4, TRC 5, and TRC 6, obtained values greater than 0.5 This shows that all indicators forming the Teacher Behavior variable are valid. Then Nilai the reliability of the variable Teacher Behavior is described in Table 3.

Table 3. Value of Loading Factor and Reliability Value of Teacher Behavior Model

Indicators	Factors Loading (λ)	Squares Loading factors (λ^2)	Error (e)	Information
TRC3	0.70	0,49	0,51	Valid
TRC4	0.75	0,56	0,43	Valid
TRC5	0.91	0,82	0,17	Valid
TRC6	0.72	0,51	0,48	Valid
Sum	3.08	2,399	1,60	
<i>Construct Reliability (CR)</i>		0.78		Reliable
<i>Average Variance Extract (AVE)</i>		0.6		

Based on Table 3 the initial model of Teacher Behavior with 4 indicators can be declared valid since all indicators have a *factor loading* value (λ) of more than 0.5. The reliability value indicates that the Teacher Behavior variable with 4 indicators is already reliable because the CR value is ≥ 0.7 (CR=0.78) and the AVE value is ≥ 0.5 (AVE=0.6). This means that the indicators formulated in the initial model of measuring the Teacher Behavior variable are valid and reliable.

The following result test matches with *Goodness of Fit* on the Model of Teacher Behavior obtained results as in Table 4.

Table 4. The goodness of fit (GOF) Results of The Final Model of Teacher Behavior

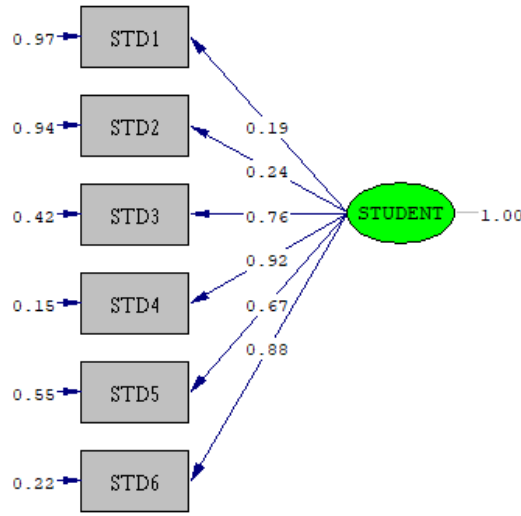
No.	Criterion	Limit Value	Result	Conclusion
1	χ^2 -chi square, or Significance probability	p -value ≥ 0.05	0.56	Good Fit
2	GFI	≥ 0.90	1,00	Good Fit
3	AGFI	≥ 0.90	0.99	Good Fit
4	CFI	≥ 0.90	1,00	Good Fit
5	TLI or NFI	≥ 0.90	1,00	Good Fit

No.	Criterion	Limit Value	Result	Conclusion
6	RMR	≤ 0.10	0.01	Good Fit
7	RMSEA	≤ 0.08	0.00	Good Fit

Based on the results of testing matches with *Goodness of Fit* in the Teacher Behavior model, it can be used as a manifest for the Teacher Behavior variable.

5.1.3 Results of Measurement Model Analysis on Student Behavior Variables

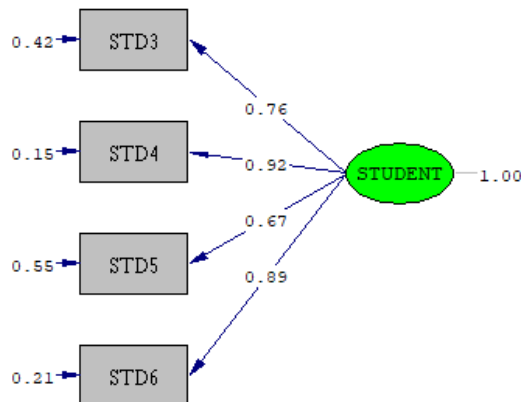
The initial CFA model for the Student Behavior variable consisted of 6 indicators. The results of data processing with the LISREL 8.8 program are estimated values for *factor loading* as shown in Figure 6.



Chi-Square=64.78, df=9, P-value=0.00000, RMSEA=0.176

Figure 6. Preliminary Estimation results of the CFA Model of Student Behavior

Based on the CFA results for the Student Behavior variable, *factor loading* values were obtained for all STD 3, STD4, STD5, and STD6 indicators obtained values greater than 0.5 while STD 1 and STD 2 indicators obtained values less than 0.5. Therefore, it is necessary to manage the data seen in figure 7



Chi-Square=12.25, df=2, P-value=0.00219, RMSEA=0.160

Figure 7. Preliminary Estimation results of the CFA Model of Student Participation Behavior

The CFA results for the Learner Behavior variable obtained *factor loading* values for all indicators STD3, STD4, STD5, and STD6, obtained values greater than 0.5 This shows that all indicators forming the Student Behavior variable are valid. Then Nilai the reliability of the Student Behavior variables is described in Table 5.

Table 5. Value of *Loading Factor* and Reliability Value of Student Behavior Model

Indicators	Factors Loading (λ)	Squares Loading factors (λ^2)	Error (e)	Information
STD3	0.76	0,17	0,82	Valid
STD4	0.92	0,02	0,97	Valid
STD5	0.67	0,30	0,69	Valid
STD6	0.89	0,04	0,95	Valid
Sum	3, 24	0,54	3,45	
<i>Construct Reliability (CR)</i>		0.85		Reliable
<i>Average Variance Extract (AVE)</i>		0.63		

Based on Table 5. the initial Student Behavior model with 4 indicators can be declared already valid because all indicators have a *factor loading* value (λ) of more than 0.5. The reliability value indicates that the Student Behavior variable with 4 indicators is already reliable because the CR value is ≥ 0.7 (CR=0.85) and the AVE value ≥ 0.5 (AVE=0.63). This means that the indicators formulated in the initial model of measuring student behavior variables are valid and reliable. The following result test match with *Goodness of Fit* on the Student Behavior model obtained results as in Table 6.

Table 6. *The goodness of fit (GOF)* Results in Final Model of Student Behavior

No.	Criterion	Limit Value	Result	Conclusion
1	χ^2 -chi square, or Significance probability	p -value ≥ 0.05	0.002	Marginal Fit
2	GFI	≥ 0.90	0,90	Good Fit
3	AGFI	≥ 0.90	0.77	Marginal Fit
4	CFI	≥ 0.90	0,90	Good Fit
5	TLI or NFI	≥ 0.90	0,90	Good Fit
6	RMR	≤ 0.10	0.10	Good Fit
7	RMSEA	≤ 0.08	0.16	Close Fit

Based on the results of the test of the match with *the Goodness of Fit* on the Student Behavior model, it can be used as a manifest for the Variables of Student Behavior.

5.1.4 Results of Structural Model Analysis on Full Model

After a confirmatory factor analysis (CFA) of each variable, a full model for the structural model was then carried out. The estimation results for the full analysis of the structural model are shown in Figure 8.

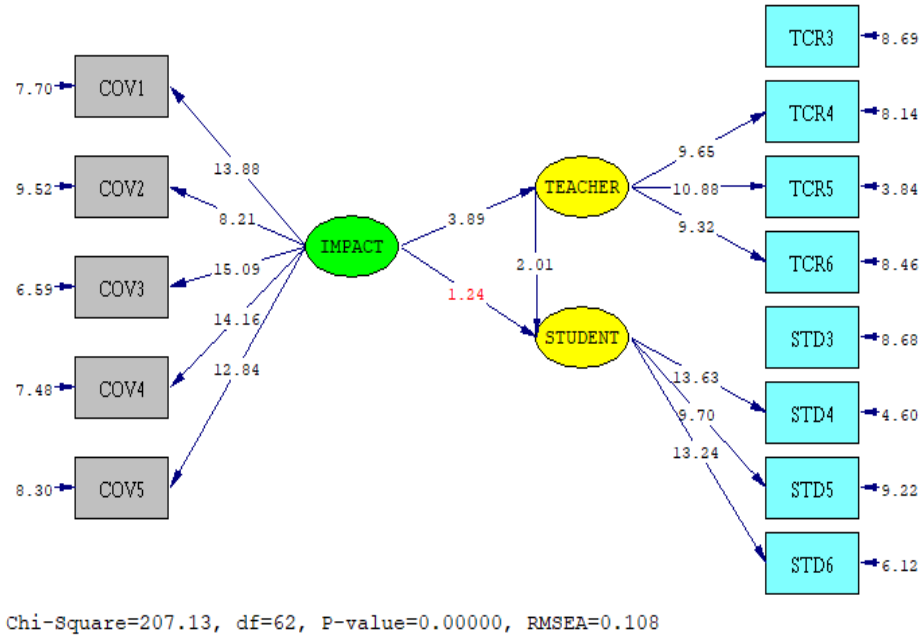


Figure 8. Full Model Test Results.

Based on the test results for measurement models and structural models, all parameters are tested with t-test statistics where the test is significant if the t-value obtained is more than 1.96, and vice versa if the t-count value obtained is smaller than 1.96 then the parameter is not statistically significant. Next Figure 8 indicates that all indicators forming latent variables are significant, since obtained t values are greater than 1.96, while the test results for structural models, that is, the relationships between latent variables there are significant and some are insignificant.

5.2 Discussion

5.2.1 Impact of Coronavirus Disease (Covid-19) on Teacher Behavior

Based on the results of data analysis in this study, it was concluded that there is an impact of the coronavirus on teacher behavior. In line with the research conducted by Dewi, (2020) there is an impact of learning activities on teacher behavior. This research shows that teachers are directly involved in learning activities during the Covid-19 period.

Research shows that different atmospheres or situations at school and at home will certainly affect the feelings in students to carry out learning activities. In addition, the activity planning prepared by the teacher must be more attractive to students, and also the teacher must pay attention to supporting materials or media in learning activities. (Pate = 2020)

In line with the research conducted by Dini, (2021) learning long-distance activities are carried out to break the chain of Covid-19 in the field of education. In connection with learning long-distance activities, teachers continue to monitor the activities carried out by students. BDR activities are carried out by utilizing current technological *advances* namely gadgets. *Gadgets* are one of the tangible forms of the development of science and technology today. The existence of *gadgets* can facilitate interaction between teachers and students in carrying out learning long-distance activities through online learning from home.

Research provides evidence by Ramadan and Gunarto (2021) that Online teaching is not just putting learning materials online. Teachers must organize the content and methods of delivering learning in new ways so that students do not feel alienated and alone in the learning process. Therefore, the knowledge and skills of teachers in using Information and Communication Technology.

Teachers during the implementation of distance learning with learning from home (BDR) activities have received several challenges, including teachers must prepare interesting activities and adjust the material of activities around them, *stand by* monitoring activities carried out by children via *Whatsapp*, and assessment only through videos/photos.

Learning activities can be done at home using various Learning applications, such as space, teacher, class, Zoom, Google Docs, Google from, or Whatsapp groups. Following the creativity of the teacher in providing material and practice questions to students, learning activities can be carried out very well and effectively, and the question exercises carried out by students can be used as a result of daily student learning (Dewi, 2020).

5.2.2 Impact of Corona Virus Disease (Covid-19) on Student Behavior

Based on the results of data analysis in this study, it was concluded that there was no impact of Corona Virus on student behavior. This is in line with research conducted showing that Cahyawati and Gunarto (2020) it has a direct impact on the behavior of students. The results of research conducted with students showed that students were still hampered in participating in online learning, only 15% of respondents expressed their approval of online learning, argued that the task load was more, still had difficulty receiving material, it was still very interested in meeting and getting explanations from lecturers.

In line with the research conducted by Syafa'ati et al. (2021) that in learning online learning, students experience more difficulties in learning. Student learning achievement is difficult to monitor directly by the teacher. The application of online learning is slower than in-person learning, due to the long and unscheduled learning time. This free learning time is what allows children to learn freely to determine when to study. In learning, children become bored and lazy to study, because free learning time will make bad habits that will affect students to form less character or personality. The application of effective and efficient learning methods to online learning will affect good learning achievement.

5.2.3 Impact Teacher Behavior Towards Student Behavior

Based on the results of data analysis in this study, it was concluded that there is an impact of teacher behavior on student behavior. In line with the research conducted by proving that there is a positive and significant influence on teacher behavior on student behavior (Fathurrohman 2018). Teacher behavior affects the achievement and behavior of students in learning. The results of the study prove that the learning restations of the student are influenced by teacher behavior. Teachers who have good behavior can give words full of motivation with enthusiasm so that students feel confident that they can overcome all difficulties in completing tasks while helping to improve their performance. Meanwhile, when a teacher delivers a lesson with full pressure and rigidity, students can feel uncomfortable with the teacher. (Fane & Sugito 2019b)

The results of this study show that there is a positive and significant influence of teacher behavior on the achievement of learning mathematics of students (You et al., (2016). Based on the findings of the study, it is explained that teachers who have good behavior can give a speech that is full of motivation with enthusiasm so that it makes students feel confident that they can overcome all difficulties in completing tasks while helping to improve performance. Meanwhile, when a teacher delivers a lesson with full pressure and rigidity, the student feels uncomfortable with the teacher and of course, this makes the student's confidence and performance to overcome difficulties and complete tasks less. For this reason, a teacher is needed who understands the physical and psychic condition of students. Thus, the behavior of teachers in the learning process greatly affects the learning achievement of students.

6. Conclusion

The spread of the COVID-19 pandemic has affected the field of education. Originally, learning activities were carried out in schools. However, since the Covid-19 pandemic that has hit all parts of the world, learning activities have been carried out from home. Learning activities are carried out online, namely by utilizing an internet connection. This change has an impact on the behavior of teachers and students.

Based on the results of research conducted to determine the impact of Coronavirus Disease (Covid-19) on the Behavior of Teachers and Students in State Junior High Schools, it can be concluded that there is an impact of the pandemic affecting teacher behavior but does not affect student behavior directly, but teacher behavior affects student behavior. Then the impact of the pandemic affects teacher behavior, so teacher behavior has a direct impact on student behavior, which depends on how the teacher applies to learn. during the pandemic against students.

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